

Sign Language Interpretation and Deaf Studies Programs



Portland Community College
Sylvania Campus

PROGRAM REVIEW 2016
SPRING

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1. Program Overview

A. Educational goals and objectives

What are the educational goals or objectives of this program/discipline? How do these compare with national or professional program/discipline trends or guidelines? Have they changed since the last review, or are they expected to change in the next five years?

There are three programs described in this Program Review. The first is Sign Language Studies (SLS) as the foundation for the other programs. The next program described in this review is the Sign Language Interpretation Program (SLIP) and then the Deaf Studies program (DS).

The SLS consists of two years' worth of courses teaching students American Sign Language (ASL) and Deaf culture. The SLS program is quite similar to other World Language programs established at PCC. The language courses are taught using the immersion method and enable the students to have functional proficiency in ASL upon the completion of the two-year program. Two unique tracks are offered at both the first-year and second-year levels. For students who wish to take 4-credit courses over six quarters of study, the SLS program offers ASL 101, 102, 103, 201, 202, and 203 sequence of courses throughout the two-year track. Students can opt to take the more intensive sequence (ASL 150, 151, 250, and 251) to achieve the same outcomes in four terms rather than six, with courses of six credits each term rather than four credits.

The next two programs are CTE programs. The Deaf Studies (DS) program leads to a professional/technical certificate and the Sign Language Interpreting Program (SLIP) leads to either a degree or a certificate that qualifies students to work as professional Sign Language Interpreters.

"There is a strong need for qualified interpreters with credentials as we are currently experiencing a period in the interpreting field where supply is not keeping up with demand. The greatest demand for interpreters is in medium-to-large cities."

~Registry of Intepreters for the Deaf, Inc., 2015

Our Sign Language Studies (SLS) program follows the national norms by offering foreign or second language credits for American Sign Language courses. Nationwide, there is a shortage of qualified ASL faculty and therefore a higher demand for qualified ASL instructors than ever before. This demand is expected to increase given the growing interest in ASL around the globe. Given the rising number of open positions in ASL programs at colleges and universities, the competition to recruit and retain well-qualified instructors is intense. Many community colleges and universities offer full-time tenured faculty position putting PCC's SLS department, which does not offer such a position, at a disadvantage.

In order to align with future national trends and satisfy their respective outcomes and goals, the Sign Language Studies program at PCC must be a contender in the hiring market in order to provide quality instruction at the rising national standard. A full-time faculty position in the ASL department would be a great benefit to the program. The students taking these courses would benefit from greater level of management and the resulting further development of this program. Improvement in SLS would also lead to further stability and retention rates in the SLIP and DS programs given that language foundation is a key component to success in these programs.

Currently, all three departments, the ASL department (SLS), the Sign Language Interpreting Program (SLIP) and the Deaf Studies (DS) program, are directed by one faculty department chair. While SLIP has been granted a full-time faculty position, both faculty members are specialists in teaching interpreting in SLIP which is necessary due to the demanding nature of this cohort program and its intense level of instruction. As evidenced by other World Languages departments at PCC, at least one full-time faculty member in a language department is essential for running a successful, two-year language program. Consistent

methodology, well-aligned curriculum, and the development of effective, stable instruction are the result.

A significant change in the field of interpreting has been to increase the criteria to qualify for national certification. A bachelor's degree or bachelor's degree equivalent is not required to apply for the National Interpreting Certification (NIC) performance test. We anticipated the change for this profession and established articulation agreements with Marylhurst University and Portland State University. We are pursuing articulation agreements with Western Oregon University (WOU) and Gallaudet University. While the articulation agreement with Gallaudet University has been a smooth process and is expected to go into effect by Fall 2017, our process with Western Oregon University's program has been more complex. PCC's approach to teaching interpreting differs from theirs. The SLIP students who transfer to WOU often have interpreting skills that exceed those of WOU's interpreting students, however WOU will not allow the transferring of the students' credits. We are continuing our negotiations in hopes of finding a mutually beneficial agreement.

PCC's SLIP program is also in line with evolving national standards in the interpreting field. The below quote from the Registry of Interpreters for the Deaf (RID) discusses the Ethical Practices System and the Code of Professional Conduct, integral parts of our curriculum. Our Theory courses include numerous activities and scenarios for students to develop and apply critical thinking skills to achieve best practices in their interpreting work.

The Ethical Practices System (EPS) and Code of Professional Conduct (CPC) are two vehicles which provide guidance and enforcement to professionalism and conduct. The EPS provides an opportunity for consumers to address concerns or file complaints regarding the quality of interpreter/transliterators services, and the CPC sets the standards to which all individuals holding RID certification are expected to adhere. -RID, 2015

SLIP is also away of the increase of state legislation and policies regarding sign language interpreters. RID sums it up well by saying, "Nearly every state across the country is faced with the issue of regulating the interpreting profession and practice within their state. This is an issue of great importance considering the impact their decisions can have on the state of the profession as well as the quality of service consumers receive (2015)." To this end, SLIP prepares students to satisfy state standards by building in ethical and performance components in the new Benchmark Assessment. Assessing students at this level is still not common practice in Interpreting Training Programs, making PCC's SLIP program one of the leaders in the field in this regard.

The ADA defines a qualified interpreter as one “...who is able to interpret effectively, accurately and impartially both receptively and expressively, using any necessary specialized vocabulary.” This definition, unfortunately, causes a great deal of confusion among consumers, service providers and professional interpreters. While the definition empowers Deaf and hearing consumers to demand high quality interpreters, it provides no assistance to hiring entities (who are mandated by ADA to provide interpreter services) in determining who is qualified BEFORE services are provided. This is a critical issue since without the tools or mechanisms to identify who has attained a level of competency, hiring entities are at a loss on how to satisfy the mandates of ADA in locating and providing “qualified” interpreter services.

SLIP’s new Benchmark Assessment is designed to be both a tool for qualifying students and as a tool that students can directly learn from. The Benchmark Assessment’s transparency and level of feedback gives students the opportunity to internalize the standards set by the program and by the field of interpretation at a state and national level. This assessment tool provides them the means to further develop their skill and provides a jumping off point for passing future assessments and screening out in the field. The goal is for our students to obtain the state or national certification/license within one year of graduation. Making these changes to our program to align with current standards and predicted future developments has enabled our program to achieve high standards and to improve the positive reputation we enjoy within the Deaf community.

B. Changes due to last review

Briefly describe changes that were made as a result of SAC recommendations and/or administrative responses from the last program review.

Based on the Administrative Response to the 2010 Program Review and input from the SLIP/DS Advisory Committee, we have made several changes at the course and program level. In order to increase student success and retention rates, we undertook the following measures:

Added a new recommended course, ASL 260 Introduction to Interpreting, for the Sign Language Studies students who are interested in applying to the SLIP and pursuing a career in interpreting. Student response to the course has been positive. They report that the course is extremely helpful in deciding whether or not they want to attempt the rigorous

SLIP program in order to become a professional interpreter. The students who ultimately opted for the Deaf Studies Certificate instead of SLIP Certificate report that the course was instrumental in helping them to decide which career path to pursue.

Added a new Fingerspelling course, ASL 265, for students in their second year of ASL to enhance their receptive and expressive fingerspelling skills. This course improves an often weak area in ASL communication skills as well as enhances the foundational skills necessary for students entering the SLIP/DS programs.

Added a new recommended course, ITP 242 Deaf Culture II, for second-year SLIP/DS students to increase their awareness about the civil rights, discrimination, and social justice issues currently happening at the local to international level that affect the Deaf community.

Increased credits and instructional time in the following courses in order to increase students' knowledge base and experience in these areas:

ASL 240 History of Deaf Community from 3 to 4 credits

ITP 241 Deaf Culture I from 3 to 4 credits

ITP 180 Field Experience from 1 to 2 credits

Changed the title of ITP 131 Deaf History to ASL 240 History of the Deaf Community to better reflect current trends in this field.

Changed numbers for all culture courses: ASL 240 History of Deaf Community, ITP 241 Deaf Culture I, and ITP 242 Deaf Culture II to underscore the importance of these courses as an articulated sequence.

Course content was updated and expanded to better align with new trends, methods and materials in Interpreting Theory courses. We changed the course numbers as well to reflect these changes:

ITP 260 to ITP 265

ITP 261 to ITP 266

ITP 262 to ITP 267

Added course ITP 268

The application process was shortened from 5 months to 3 months based on previous recommendations. We now notify students two months sooner of their admission status. This new timeline gives students more time to prepare for the demands of our rigorous program

and also provides them more time to submit the results of their background checks, a requirement before they can enter the program.

SLIP/DS faculty completed a comprehensive review of the Qualifying Exam (QE). SAC examined the process and limitations of the QE, its relationship to the curriculum, and its role as a final gatekeeper into internship(s) and the earning of the SLIP/DS degree or certificate. During this five-year process, the method of qualifying our students has been completely overhauled, reassessed, and then overhauled again.

Initially, a portfolio system was considered and then gradually implemented. The intent was that a portfolio would allow the SLIP/DS students to portray their best pieces of work and let the faculty assess and qualify them in a fair and comprehensive manner without relying exclusively on a single, high-stakes exam. To this end, the SAC worked with PCC's tech department to develop and launch an online dropbox for students to upload their work samples for their portfolios.

During the implementation of the portfolio, students were initially enthusiastic about this process. However, as we tracked the students' responses throughout the creation, administration, grading, and reviewing of the portfolio, student feedback brought to a light significant deficit in the portfolio system: the portfolio did not include unrehearsed situations with live clients like they would face in their internship and in their career. As we presented students' portfolio work, several of the employers of interpreters who serve on our board indicated that a portfolio of work was unnecessary. They simply wanted the knowledge that a graduate of our program was well prepared to serve as a professional interpreter. Although the portfolio would provide a more three dimensional representation of what students had done, the word from the employers was that simple determination of "ready" was all that the employers desired.

Another deficit that was noted was that the portfolio did not provide students with sufficient preparation for the state and national certifying exams, as the QE had previously done; and it provided neither the students nor the faculty an accurate indicator of how the students would perform in a live setting.

Based on this important feedback, program faculty began examining other alternatives. A critical point in our process was in Fall 2014. Our Advisory Committee spoke strongly against the portfolio as a form of assessment. They explicitly stated they were not interested in receiving or watching samples of students' work or reading academic papers from candidates applying to become professional ASL interpreters. Those in the Advisory Committee who

represented hiring entities stated they had their own screening process and we would best serve our students by preparing them to take and pass a formal screening. Others in the Advisory Committee who represented interpreting colleagues or the Deaf community wanted assurance that we were preparing our students to work in live settings with Deaf consumers. Unequivocally, the Advisory Committee felt that the portfolio was not an adequate assessment of the student's skill. Based on this feedback as well as the students' response, we again began the process of reviewing, analyzing, and overhauling our assessment process once again.

SAC implemented a new assessment approach. In order to provide the best assessment process possible for our students, we collected data from other interpreting programs. We reviewed a wide range of assessment methods used by other interpreter training programs, weighing their strengths and weaknesses. We held in-depth conversations with members of the Advisory Committee, students, interpreter educators around the nation, and members of the Registry of Interpreters for the Deaf certifying body. Based on this data, we refined and clarified the specific goals of the assessment to the following:

- 1) allow students to demonstrate their interpreting proficiency in a challenging albeit safe environment
- 2) assess the students' current skill level to qualify them for internship placements
- 3) provide a platform for further skill development through individual feedback
- 4) prepare students for agency screening interviews
- 5) prepare students for the rigorous state and national certifying examinations they will face in the professional field of interpretation.

To this end, a new assessment process was created, reviewed, and implemented. SLIP faculty developed two new videos, scoring sheets for each section, and rubric evaluations as part of the assessment tools. The new assessment tool is now called the Benchmark Assessment.

SAC has closely monitored students' experience with the Benchmark Assessment since its inception. Very quickly, the need for separate Benchmark Assessments for the SLIP students and the DS students was noted. In Fall 2015, this issue was brought before the Advisory Committee. A separate meeting with faculty and the current DS students was also held during Fall 2015. Based on the Advisory Committee, the feedback from the students, and the observations of the SAC, a separate Deaf Studies Benchmark Assessment was developed. The DS Benchmark is designed to satisfy the following three goals explicitly given to us by the Advisory Committee:

- 1) assess DS student skills in American Sign Language
- 2) assess their knowledge of Deaf Culture including legal rights and equal access

3) prepare students for job interviews in the Deaf community.

SAC implemented separate Benchmark Assessments for SLIP and DS students for each term. For both the SLIP and the DS students, the Benchmark Assessment has been divided into three sections, one section for each term in the students' second year. Each section has different requirements, scaffolds the students' learning and thus better prepares them to achieve the final benchmark for completion of the program. See additional information on the newly developed Benchmark Assessments below.

2. Outcomes and Assessment

A. Course-Level Outcomes

i. Reviewing course outcomes

What is the SAC process for review of course outcomes in your CCOGs to ensure they are assessable?

The two full-time SLIP faculty members meet and review the CCOGs to make changes and to update course outcomes as needed. In the last 6 months, all SLIP courses (ITP) were reviewed. Course outcomes have been updated to include information on how course outcomes are assessed. Embedded related instruction and its assessment were further clarified. The Benchmark Assessment also addresses several key course outcomes. The Curriculum Committee have received requisite documents and signatures from the SAC and are now reviewing these changes. With Curriculum Committee approval, these curriculum changes will be implemented in Fall 2016 and published in the PCC catalog.

ii. Changes in instruction

Identify and give examples of changes made in instruction to improve students' attainment of course outcomes, or outcomes of requisite course sequences (such as are found MTH, WR, ESOL, BI, CH, etc.) that were made as a result of assessment of student learning.

To educate students about the field of interpreting prior to entering the program, ASL 260 Introduction to Interpreting was added to the SLS course offerings. The outcomes of the new

ASL 260 Introduction to Interpreting course have been very positive. This optional course provides students with a detailed understanding of what the interpreting process entails and what it means to be a professional interpreter. Taking this course enables students to make a more informed decision about whether to pursue the interpreting degree/certificate, the Deaf Studies certificate or to pursue both. Due to this course, an average of 2-6 students pursue Deaf Studies each year where previously they may have started in interpreting and then dropped out. We are currently considering making this course a prerequisite to the SLIP/DS programs or leave it as an optional course.

Course outcomes in second year Interpreting Process courses have been changed due to the new Benchmark Assessment. The feedback collected during reviewing this assessment was useful in updating our course content and outcomes. The goal of preparing students to become certified interpreters ultimately influenced the activities, instructions, and feedback given to students in class. Using the Benchmark Assessment as a model, students are taught techniques for successfully passing the Benchmark Assessment as well as future exams. The Benchmark Assessment itself has become a teaching tool. This this aim, the Benchmark Assessment is made as transparent as possible for the SLIP/DS students without invalidating the integrity of the assessment. In second year Process courses, students practice their skills on a weekly basis, gradually building the skills necessary to successfully complete the Benchmark Assessment. This rehearsal and the open discussions that come out of these activities allow students to better grasp what will be expected of them out in the field and has created a significant change in our courses. The program has received positive feedback from both the students and hiring entities about this instructional change.

In addition to the Process courses, the instruction in Theory courses has also been influenced by the Benchmark Assessment. Theory course outcomes focus on analyzing ethical scenarios to help the students identify problems and apply critical thinking skills to determine practical solutions for these scenarios. In preparation for the Benchmark Assessment and for the variety of challenges students will face in the real world, students are given unique scenarios each week to respond to. During these activities, the develop their knowledge and presentation skills related to subjects such as professional best practices, ethics, perspectives in and about the Deaf community, and their professional roles and responsibilities. The goal is to solidify the students' knowledge and ability to discuss the RID's Code of Professional Conduct, a necessary skill to complete the Benchmark Assessment and pass the RID's National Interpretation Certification Exam.

B. Addressing College Core Outcomes

i. Core Outcomes Mapping Matrix

Update the Core Outcomes Mapping Matrix. For each course, choose the appropriate Mapping Level Indicator (0-4) to match faculty expectations for the Core Outcomes for students who have successfully completed the course.

Please see these Core Outcomes Mapping Matrix in Appendix A and B.

The Core Outcomes Mapping Matrix has been updated as of September 2015.

ASL: <http://www.pcc.edu/resources/academic/core-outcomes/asl.html>

ITP: <http://www.pcc.edu/resources/academic/core-outcomes/itp.html>

C. Degree and Certificate Outcomes

i. Meeting the degree outcomes

Briefly describe the evidence you have that students are meeting your Degree and/or Certificate outcomes.

Degree outcomes can be found at:

<http://www.pcc.edu/resources/academic/degreeoutcome/default.cfm?fa=program&subject=ITP>

Our primary outcome is for SLIP students to become ASL/English interpreters which takes a high degree of proficiency in both American Sign Language and in English as well as mastering the demanding cognitive task of interpreting between these two languages. SLIP's current Benchmark Assessment provides concrete evidence of student's abilities that students as well as instructors can benefit from each term.

The Benchmark Assessment is rated by Deaf individuals and professional interpreters. They evaluate the students' ability to navigate the interpreting process in a culturally appropriate way. This evaluation results in feedback that the students use to improve their skills. Students have shown a positive response to this feedback as evidenced by their evaluations and the noticeable improvement in their development. This is directly in line with our SLIP/DS degree outcomes.

The Benchmark Assessment provides evidence that SLIP and DS students are prepared for future employment. Since the Benchmark Assessment was designed to represent the current trends and demands of the field, receiving a qualifying score on the Benchmark Assessment is evidence that SLIP/DS are capable of success in their chosen field.

ii. Attainment of outcomes

Reflecting on the last five years of assessment, provide a brief summary of one or two of your best assessment projects, highlighting efforts made to improve students' attainment of your Degree and Certificate outcomes.

One of the most significant changes made to improve assessment of students' attainment of the outcomes came directly from the process of formulating the Benchmark Assessment. The students requested more specific feedback on their skills. That request, along with the professional community's insistence that we produce interpreters with a high level of proficiency in ASL, led us to search for an efficient and effective way of using the assessment not only to measure their proficiency, but also to determine the areas in which they still need to develop and provide that feedback to the students. The Benchmark Assessment provides a platform to gather and deliver this information.

Whereas the previous assessment, the QE, simply provided a determination of 'ready' or 'not ready' for the internship placements. The portfolio went beyond this and gave students a score for each work sample, but it was not successful in giving students detailed information on how to improve the quality of their work to meet the standard necessary for program completion. The Benchmark Assessment provides both a rating and feedback from 10 different performance measures, all vital to language fluency and a successful interpretation.

The ten areas assessed in the Benchmark Assessment are Accuracy of Content, Affect, Articulation, Eye-Gaze, Fingerspelling, Grammatical Structure, Non-Manual Markers, Register Match, Role-shifting and Use of Space. Raters use rubrics for each of these ten areas to evaluate students' work and to provide detailed feedback on strengths and areas for further development. Our use of a free, online software system where student work is uploaded, stored, and reviewed by raters who provide feedback has dramatically increased our ability to ease the workload for raters and make it easier for them to provide quality feedback. The

software also allows the students to see what specific aspects of their performance were commented on by raters.

Both raters and the students report high levels of satisfaction with the system. Students are eager for the feedback, which they can then use to improve their skills. With the help of the rating sheets and rubrics, students now have specific areas to target and improve upon. In the short time we have been using the assessment and software, we have seen a notable improvement in students' skill development. We have also implemented the components of the evaluation rubrics into the first and second year course allowing students a clearer understanding of what it will take to be prepared to enter the profession.

The second change we made grew out of our increased understanding of the progression of students' skill development. The assessments, conversations with students, and data collected during the past five years have given us insight into how student learn to produce a successful interpret. We use this knowledge to appropriately scaffold the students' learning process. In the past, the QE was a one shot, high stakes assessment (pass or fail). In contrast, the Benchmark Assessment is a tiered measurement the students use throughout their second year. Each term, as students develop their skills, they are given successively higher targets on the Benchmark Assessment. We set these markers slightly above the anticipated level of students' skill. This scaffolding approach allows students to feel challenged without feeling overwhelmed or defeated.

Students learn early in the program how raters will assess them. In each term, students are made aware of the expectations, the process of the assessment, and techniques to achieve a qualifying score. If a student does not achieve a given milestone, they can use the specific feedback they receive to improve their performance. While the feedback is extremely helpful to students, taken in aggregate the assessment results provide faculty with clear indicators of which areas of the curriculum need to be adjusted to benefit the students further.

iii. Evidence of effectiveness

Do you have evidence that the changes made were effective (by having reassessed the same outcome)? If so, please describe briefly.

The curriculum was updated as the Benchmark Assessment was implemented. Because of this large program change, it is difficult to compare the new approach with the previous

approach since so many factors have been altered due to the new assessment instrument. However, without exception, the students have responded favorably to both the Benchmark Assessment and the updated curriculum. This is evidenced by the direct and indirect feedback we receive from the students as well as the improvement in their performance. Early monitoring show the students displaying evidence of the following promising indicators: the internalization of the assessment rubric, a steady progress of interpreting skill to the level of the national standard, a clearer understanding of the expectations of this field, reduced stress levels compared to previous cohorts, and a sense of empowerment due to the transparent nature of the Benchmark Assessment. Students are showing evidence of a feeling of ownership of their skill development not seen in previous cohorts.

iv. SAC assessment Cycle

Evaluate your SAC's assessment cycle processes. What have you learned to improve your assessment practices and strategies?

It was quite a learning experience and challenge for our SAC to address how to make positive changes and improve our assessment process in order to increase the number of interpreting/Deaf studies students that graduate. SAC took an in-depth look at our curriculum and made changes to specific courses while also overhauling the Qualifying Exam. During the portfolio stage of this learning process, we were assessing both the first year students and the second year students. The first year students responded that they often received the same feedback on all their work samples and did not feel they receive additional benefit from the portfolio. Upon further analysis, it was deemed that first year students are still developing their foundational skills and knowledge and that the course content and outcomes were successful at assessing the students' progress. It was evidenced that the Benchmark Assessment was more beneficial for the second year students who were developing a higher level of interpreting skill and ready for more specific feedback concerning their individual skills. Focusing the Benchmark Assessment solely on the second year students allowed the SAC to provide a higher level of feedback to support the students during this advanced stage in their development.

The Benchmark Assessment takes place approximately the 7th week of the Fall, Winter, and Spring term during the students' second year. It is scheduled this way for multiple reasons: 1) to avoid conflicting with mid-terms or finals, 2) to use mid-terms as a preparatory tool for the Benchmark Assessment, 3) to allow students the majority of the term to prepare for this assessment, 4) to allow raters time to submit their feedback before the term ends, and 5) to

assess, in the fairest way possible, a student's readiness for internship the following term. This schedule seems to be effective.

The changes in the assessment and the resulting changes in the program curriculum are now more aligned with the course outcomes and increases the strength of our program. As a result, SLIP/DS students have a greater opportunity for success.

v. Core Outcomes

Are any of PCC's Core Outcomes difficult to align and assess within your program? If yes, please identify and explain.

No, there are no major obstacles to aligning and assessing PCC's Core Outcomes within the SLIP/DS program. Communication, responsibility, critical thinking, cultural awareness, professional competence, and self-reflection are all deeply embedded in our daily curriculum and our program values.

3. Other Curricular Issues

A. Distance Learning

Which of your courses are offered in a Distance Learning modality (online, hybrid, interactive television, etc.), and what is the proportion of on-campus and online? For courses offered both via DL and on-campus, are there differences in student success? If so, how are you addressing or how will you address these differences? What significant revelations, concerns, or questions arise in the area of DL delivery?

To this date, the program has not offered any courses in a Distance Learning modality, and our program is too small to offer the same course in two different modalities.

We have developed a hybrid version of one course, Interpreting Theory II (ITP 261), allowing students to complete some of the work off campus. The hybrid version of this course has been dropped, however, and the course is once again only offered face to face. The course is offered only once a year. Asking SLIP and DS students to develop the skills to succeed in an online format provided no benefit to the students (who are already on campus all week) nor to the faculty. Students reported preferring the familiar face-to-face modality.

There is a potential market to develop Continuing Education or CEUs by way of DL. Our growing pool of program graduates working successfully in the field might be interested in professional development opportunities online. At the present, however, there is simply not sufficient personnel for faculty to research the market, develop the curriculum and run the courses, even though it is a needed resource for our graduates as working interpreters need CEUs to maintain their certifications.

B. Educational initiatives

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

The SLIP has had Community-Based Learning as a part of the program almost since its inception in the 1970s, long before PCC introduced it as an educational initiative. First year students in ITP 180 Field Experience course do volunteer work in the Deaf community, most often at a nearby residential school for Deaf children, with a couple of non-profit organizations, 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. This course has increased the hours of requirement of Community-Based Learning by changing the one credit to two credits course (30 hours to 60 hours).

Many of our ITP courses include a wide variety of diverse, international topics in order to broaden and deepen the students' knowledge of people and culture as well as their recognition of the impact of global issues on the politics, social justice, and lives of the Deaf people and community around the globe. The internationalization of the SLIP curriculum also includes understanding and discussing past historical events as well as current issues. The course includes more ethics assignments to encourage students to develop critical thinking and problem solving skills on issues within the Deaf community. These assignments are in line with the SLIP core outcomes.

Knowledge and application of ethics are now taught in the SLIP/DS programs using an inquiry-based learning method. Students are given scenarios based on real world experiences and asked to analyze the scenario. Students must identify conflicts or problems that exist

within the scenario, provide possible solutions, predict the potential effects of those solutions, and ultimately choose and justify their preferred solution. Instructors guide students through this process while allowing the process itself to do the teaching. The implementation of this approach has resulted in students having a firmer grasp of ethics and a greater ability to critically analyze and respond to real life situations that often occur in the field.

C. Dual Credit

Are there any courses in the program offered as Dual Credit at area High Schools? If so, describe how the SAC develops and maintains relationships with the HS faculty in support of quality instruction.

Yes, SLIP SAC has worked with Southridge High School for the past 15+ years to offer ASL 101, 102, 103 and 201 for Dual Credit. The ASL instructor at Southridge has participated in some of our faculty meetings and trainings to stay updated with changes in the curriculum. We continue to have a very good rapport with this instructor and the high school.

For the two past years, SLIP Chair has been working with the largest ASL program in the area, the Evergreen School District (ESD) in Vancouver, Washington, to offer Dual Credit for their first year ASL students. They have 10 full-time ASL teachers among five high schools, serving an estimated 1,500 ASL students for first year ASL courses that they teach. Many of their students do come to Portland Community College to major in Sign Language Interpretation or Deaf Studies.

Since Evergreen School District was not able to partner with the local Clark College in Vancouver, Washington, who does not offer Dual Credit, Evergreen contacted our program to express their interest in offering their students Dual Credit.

In 2013, we began worked with the Dual Credit office and Evergreen instructors to start the process of getting the paperwork done to check the qualification of teachers. We approved several of the HS instructors' qualifications and were in process of reviewing their curriculum. As we neared completion of the process to offer Dual Credits to their 1,500 students, PCC's administration made the decision to no longer support out-of-state Dual Credit articulations. The Dual Credit program is funded Oregon's tax-supported General Fund dollars, meaning it is not viable for PCC to support students who are not residents of Oregon with these funds. Although we have stopped collaboration with Evergreen School District due

to this decision, the school district and their ASL instructors have still expressed their interest in a Dual Credit program. If PCC decides to change this policy, please let our program know so we can continue our partnership with Evergreen.

Recently, Central Catholic High School, a private college preparatory school in the Portland area, contacted us to open discussions about offering PCC Dual credit for their students in ASL 101, 102 and 103. We currently are in the initial process of reviewing their curriculum and working with their ASL instructor on the syllabus/weekly schedule before we make a visit to their school. Once the process has been approved, PCC should be able to offer dual credit to CCHS students by Fall 2016.

In Spring 2015, many of the ASL instructors from the previously mentioned schools along with our PCC instructors attended our three-day Signing Naturally Level 2 curriculum training. We hosted all ASL instructors from Washington, Oregon, and California as well as a few other instructors from other states. It was a much needed opportunity for all of us to collaborate and network related to our field and to improve the quality of education offered to our students.

D. Course Evaluations

Please describe the use of Course Evaluations by the SAC. Have you developed SAC-specific questions? Has the information you have received been of use at the course/program/discipline level?

SAC has developed course specific questions for ITP 265, 266, 267, 273, 274, and 275. These courses are directly related to the content tested in the Benchmark Assessment. Since the Benchmark Assessment was implemented in Fall 2015, we are still in the process of gathering information that will inform any necessary future changes in those courses and the Benchmark Assessment.

Past course evaluations, meetings with the students, in class feedback, and the students' participation levels have all been taken into account and changes have been made or put in motion at a course and program level. In an intimate cohort program such as SLIP/DS, it has been more beneficial to use feedback received throughout the term rather than depend on the formal course evaluation process that happens once at the end of the term. Due to this, SLIP/DS has been slow to adopt the formal online process offered by PCC. Throughout the last five years, due to the significant changes happening, it has been imperative to gather

student feedback on a deeper level than what was possible through formal course evaluations. Upon completing the implementation of the new Benchmark Assessment, SLIP/DS is now transitioning to the traditional formal online once-a-term course evaluation that is standard at PCC.

Areas that were influenced by the students' evaluations and feedback during the last five years include the sunsetting of the QE and the Portfolio to make way for the implementation of the Benchmark Assessment; developing separate criteria for the SLIP Benchmark Assessment and the DS Benchmark Assessment; the increase of in-class interpreting activities in ITP 273, 274, and 275; the decision to update materials used in ITP 265, 266, and 267 in order to educate the students on the current issues faced in the interpreting and Deaf community; and the current development of material to better teach fingerspelling receptive skills to all students. Overwhelmingly, the response to all of these changes has been positive.

E. Significant curricular changes

Identify and explain any other significant curricular changes that have been made since the last review.

As stated above, some of the goals SAC wanted to achieve with the new SLIP assessment were to provide a platform for further skill development through individual feedback and to prepare students for performance interviews given by hiring agencies and certifying entities. The most efficient way to accomplish these goals was to incorporate the SLIP Benchmark Assessment into course curriculum.

Since Benchmark Assessment is designed to represent standards the students will face in the real world, it is an optimal teaching tool to support and improve the existing curriculum. This was accomplished in the following ways: making the Benchmark Assessment as transparent as possible; adding instruction on the history, process, and benefit of performance interviews in our field; and adding activities to demonstrate and rehearse a successful performance during the assessment. For post-Benchmark Assessment classes, additional curriculum has been added to debrief, analyze, and discuss techniques for future improvement on the Benchmark Assessment and real world performance interviews. These changes have led to a higher success rate than the previous QE, which was not incorporated into course curricula. The rating system of the Benchmark Assessment also gives students more in-depth and specific feedback than the Qualifying Exam. This feedback is used to

broadly inform the instructor's lesson plans immediately after the assessment in order to ensure students' successful development term by term.

The Benchmark Assessment consists of three parts, one for the Fall, Winter, and Spring term of the students' second year. These parts correlate with ITP 273, 274, and 275 respectively. All three courses now include instruction and activates to prepare for the Benchmark Assessment, time to take the Benchmark Assessment, and time to analyze the skills displayed in the assessment for ways to improve on them. Each tier of the Benchmark Assessment has different expectations and this is reflected in content of the individual courses. Given the significance of the change in these courses, it is reasonable to assume that the Benchmark Assessments will continue to impact other courses as well.

Curriculum in ITP 266 has also been altered to ensure the SLIP and DS students are prepared for the topics and ethical scenarios they will be faced within their respective Benchmark Assessments. Weekly inquiry-based learning activities have been added to the course where students practice deconstructing a given scenario, identifying ethical conflicts, applying a possible solution, and analyzing the potential result of that solution. These assignments have enhanced our students' critical thinking skills, better preparing them for both the Benchmark Assessments and real world scenarios they will face in the future.

The benefits of these curricular changes have been quickly noticed. Students are more confident in their performance, more knowledgeable about the certification process for the field of interpretation, and have a clearer understanding of how to improve their skills. This results in more students qualifying for internship, a higher graduation rate, and more job-ready graduates.

4. Needs of Students and the Community

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 female dominated field. In the past three years, there has been an increase in the average number of students of color taking any of our courses (ASL or ITP) as denoted below:

	ASL	ITP
2012-2013	19.7%	8.9%
2013-2014	21.1%	9.7%
2014-2015	23.2%	9.6%

In the past three years, there has been an increase of male students taking ASL courses, and some of them continue their studies in the Sign Language Interpretation Program. The percentage of male students in the SLIP averaged 13.2% over the past three years.

In the ASL courses (SLS program) the percentages of male students were:

	ASL	ITP
2012-2013	26.8%	15.2%
2013-2014	24.8%	9.2%
2014-2015	26.8%	14.9%

A. Changes in instruction

Have there been any notable changes in instruction due to changes in the student populations served?

As the SLIP/DS program has always been aware and sensitive to non-dominant cultures, the change in student population has not impacted our instruction. The program has long held a place between non-dominant and dominant cultures to the direct benefit of our students. Future interpreters who are products of the dominant culture may have to work hard to learn how to serve and advocate for members of the Deaf community. Students of color or students from other non-dominant cultures tend to have less difficulty learning about Deaf culture and learning to serve the Deaf community. Their deep experience navigating between their own culture and the dominant culture prepares them well to move between the Deaf and the dominant cultures and communities. Despite this, students of all backgrounds are well served by our program and well prepared to work in the Deaf community.

B. Students with disabilities

What strategies are used within the program/discipline to facilitate success for students with disabilities? What does the SAC see as particularly challenging in serving these students?

Anyone working in fields that serve the Deaf community and teach explicitly about Deaf Culture, as we do, is not only familiar with the details of the ADA and the importance of students with disabilities having the opportunity to get the accommodations they need for their studies. It comes as second nature to our instructors to work with students to accommodate their needs and succeed in achieving their educational goals.

5. Faculty

Reflect on the composition, qualifications and development of the faculty

There are two full-time faculty positions in this SAC, but they both teach full-time in DS and SLIP. This means that the Faculty Department Chair must not only handle all the responsibilities of two small CTE programs, but also all the duties of the chair of a transfer language program (SLS).

All of the 100- and 200-level ASL courses in the Sign Language Studies program are taught by part-time faculty. The pool of potential faculty has shrunk in recent years due to high demand and a shortage of instructors in this field. This means that recruiting, hiring, mentoring, and assessing ASL faculty has become increasingly challenging and time consuming. Significant turnover of adjunct faculty has made it difficult to maintain consistency and excellence throughout the ASL curriculum. We have lost 7 different adjunct faculty over the past four years. Most of them have left to secure full-time positions teaching ASL elsewhere.

We meet with our adjunct instructors to ensure that their awareness and adherence to our curriculum meet students' need for excellent language learning. However, this can be a hit or miss proposition. Although some of our long-term adjunct faculty developed their teaching expertise in this fashion, we have also had experiences in which new faculty required an inordinate amount of support.

Formal training in teaching interpreting and advanced ASL courses for interpreters are rare in our part of the country, and the reliance on adjuncts prevents us from recruiting nationally.

We struggle to meet the needs of the ASL program with current adjunct faculty. The two full-time faculty members are responsible for both Department Chair and SAC Chair duties for three distinct programs (ASL, DS & SLIP). While there is overlap between the curricula of Deaf Studies and SLIP, the ASL program is similar to other World Languages departments, with a similar need for methodology, curriculum and materials to be carefully aligned and constantly improved.

Before the sudden personnel changes (resignation of two different full-time faculty from the program in less than a year) the full-time faculty alternated SAC and Department Chair duties. Though the non-teaching responsibilities can be overwhelming, this arrangement enabled each full-time faculty to focus exclusively on teaching every other year. The weakness in this system has been exposed, however, as the two different new faculty hired to fill the other full-time position could not possibly take on non-teaching roles since they were not familiar enough with the program to do so effectively.

This arrangement creates a difficult situation for the faculty. In larger programs, 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 and a full-time faculty, causing an almost undoable workload. The workload allows little or no time for participation on College committees, for participation in learning initiatives on campus, or even for creative innovation.

In addition, although the Department Chair is responsible for teaching SLIP courses during the day 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, which is taught during the day and 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.

Full-time faculty Vitae are provided in Appendix C.

A. Diversity and cultural competency

Provide information on how the faculty composition reflects the diversity and cultural competency goals of the institution.

The faculty composition directly reflects PCC's core themes of access and diversity, student success, and quality education. All of our faculty are bilingual and maintain a high level of quality instruction. SLIP/DS is committed to the success of our students and are keenly aware of the importance of accessibility and diversity.

At the present (Winter 2016), there are five instructors teaching SLIP/DS courses. Of these, four are female, and one is male; three Deaf and two hearing. All are white. Of the 5 adjunct ASL instructors teaching prerequisite courses, there are 4 females, one male; four Deaf and one hearing; and all are white. Recently, a Latina has been hired to teach this Spring 2016 term.

B. Instructor qualifications

Changes the SAC has made to instructor qualifications since the last review and the reason for the changes. (Current Instructor Qualifications at: <http://www.pcc.edu/resources/academic/instructor-qualifications/index.html>)

We have made changes to address the differing requirements for teachers of different parts of our curriculum.

Full time positions (teaching SLIP and DS) require:

- a Master's 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 of 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 a preferred qualification.

Part-time qualifications in the professional programs are differentiated according to 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/experience 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 of 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 education for ITP 261 and 275.

C. Professional development

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

All PCC ASL instructors came to our three-day Signing Naturally Level 2 curriculum training that SLIP/ASL hosted for all ASL instructors from Washington, Oregon and California and a few other states in Spring 2015. By hosting the training, we were able to almost completely cover the costs of the training for all of our faculty. The ASL teacher training was extremely beneficial. We were able to update the syllabus and further develop some instructional strategies for ASL 103, ASL 201, ASL 151 and ASL 250. The plan is then to move ahead with updates of the CCOGs for these courses.

All but the newest PCC ASL instructors have obtained national ASLTA certification to teach our ASL courses.

6. Facilities and Academic Support

A. Classroom and equipment

Describe how classroom space, classroom technology, laboratory space, and equipment impact student success.

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, two computer workstations, and a TV/VCR/DVD combination player. The classroom is of an adequate size for the usual number of students enrolled in the program. In addition, students have access to a small “practice room” close to the classroom, which contains a TV/VCR/DVD combination player, a computer, and a video camera with tripod. Students use this space to practice, and to record their own work. Students also have access to drop-in hours to the computer classroom CT 235, where they can also work independently. The lab is in such high demand among all the different programs in our division that SLIP students are often turned away when the lab is being used by an ESOL, World Languages or Composition and Literature class. To derive maximum benefit from the lab, some teachers allow SLIP students to view and record their work in the back row if seats are vacant and they don’t interrupt the class.

The program has worked for many years to create a campus and program environment that supports student learning and communication with faculty. Because ASL is a visual language, we have always relied heavily on video technology. As this technology changes and evolves, we are constantly required to upgrade our equipment. Webcams that can clearly capture a grandparent in one town waving to a toddler in another are often insufficient in crisply and clearly capturing and replaying fingerspelling in ASL. Since video cameras had better capture rates than webcams up until quite recently, we continued to support that technology.

Our colleagues in Distance Learning, especially Monica Martinez-Gallagher, provided excellent support along the way determining which technologies could serve our program best for the most reasonable cost. At one point the lab was equipped entirely with Macs, but we have been able to achieve an acceptable result with the cheaper PC platform most recently. Whenever the equipment in the lab is cycled out, we also have to upgrade hardware and software in the classroom and practice room plus the desktop computers of the instructors. This adds up and represents a significant cost to the program, but it is very well spent.

Space is at a premium on the Sylvania Campus, so we are fortunate to have adequate storage for program's equipment. The remainder, particularly small equipment such as cameras and tripods that might easily be stolen is locked in an office inside CT 219.

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. Both full-time faculty members have a computer in their offices that allows them to review interpretations or ASL presentations with students. 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.

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.

B. Resources

Describe how students are using the library or other outside-the-classroom information resources.

SLIP faculty and students frequently use the computer lab in CT 235 to show videos and record the students' work on videos for most of the courses. Our students use the computer lab daily to do videoing and practice tasks for their classes. With many of our courses, the students are required to have an account with GoReact - a secure, private video system that allows the faculty and students to submit and share videos for assessment online. We can quickly record and upload videos from any computer, or devices with recording and video capability. With GoReact (<https://goreact.com>), students can record their assignments in ASL or English. Instructors can provide feedback and direction in ASL or English for a total immersion experience. Since feedback is time-coded, students get the advantage of seeing precisely where in their assignment they need to improve. This process reduces the time required to give feedback and it also improves students' progress and grades. The students are required to sign up for a GoReact account and pay approximately \$60.00 for three

courses per term. The cost might increase in the future. The faculty and students love this new video system as each student can monitor the progress of their interpreting work throughout the courses during the program.

Note: Many faculty and students in the academic programs such as public speech, world languages, clinical training and many more at Portland Community College can benefit from this new video venture. Our SLIP faculty will be happy to demonstrate this as a teaching tool to others.

There is limited opportunity for students to use our program's wide collection of videos that was in the library as they are in process of being digitized now. The process has been very frustrating and slow that our faculty and students were not able to take advantage of the resource. We also need to update some of materials in our collection. Hopefully they will be reinstated to the library by end of spring 2016 term, so the students and faculty can take advantage of these resources.

C. Student Support Services

Does the SAC have any insights on students' use of Advising, Counseling, Disability Services, Veterans Services, and other important supports for students? Please describe as appropriate.

In past few years, we have seen an increase of students with disabilities enrolled into ASL courses as recommended by their academic counselors. The ASL instructors and the Chair often work closely with the disability counselors to determine appropriate accommodation for each student as needed. As Chair, I have often received comments from disabled students who struggle with learning ASL as second language even though their counselors told them that ASL is an easier language to learn than other foreign languages and encouraged them to take ASL courses for that reason. This is VERY misleading information for the students. I have tried to communicate this information with some of the counselors, to no avail. It is important that they are aware that ASL is not an easy language to learn and is of equal to other languages in its complexity.

Since some changes to staffing in the Advising office occurred the last few years, there are some advisors giving incorrect information about our program to the students. Sometime they allow students to register for higher ASL courses without the appropriate skills, or into the closed Sign Language Interpretation or Deaf Studies programs. Usually, our faculty will

check with the Chair when this issue comes up, and after some checking the faculty inform these students to drop the class. At times, if we get several students who were referred in error into courses by the advisor, I will contact specific advisors to discuss and educate them of our procedures and requirements for students to take courses. Usually it is resolved.

7. Changes in the Field

A. Advisory Committee

To ensure the curriculum keeps pace with changing employer needs and continues to successfully prepare students to enter a career field, evaluate the impact of the Advisory Committee on curriculum and instructional content methods, and/or outcomes. Please include minutes from the last three Advisory Committee meetings in the appendix.

The Advisory Committee was crucial in the evolution of our assessment approach from the QE to the Portfolio to the Benchmark Assessment. The Advisory Committee emphatically suggested we focus on teaching language skills, ethics, and knowledge of the Deaf community. Our program's curriculum strongly supports development in all of these areas. At first advisory committee members suggested no changes to the curriculum or instructional content. They felt strongly, however, that changes were necessary in the ways we assessed students' readiness for graduation. The Advisory Committee's feedback greatly influenced the evolution of assessment methods since the last program review. And with the changes in assessment came subsequent changes in course curriculum. The changes to our assessments and the curriculum changes were reviewed at the November 2015 Advisory Committee meeting and the response was quite favorable.

The Advisory Committee's input into the Benchmark Assessment was a major influence in our decision to give separate assessments to the SLIP students and the DS students. While students in both programs are expected to demonstrate proficiency in language, ethics, and community, Advisory Committee members urged us to have those skills demonstrated differently by the SLIP students and DS students. DS students must be able to apply their knowledge and skills in a wide variety of work settings, while SLIP students must use these skills in greater depth within the narrower scope of interpreting. The Committee's feedback

has been essential to our program's and our graduates' success, since Advisory Committee members consist largely of future employers and clients for our graduates.

B. Enrollment patterns

Describe current and projected demand and enrollment patterns. Include discussion of any impact this will have on the program.

According to The Modern Language Association of American, American Sign Language is the third most studied foreign language in the U.S. with enrollment jumping 19% from 2009 to 2013 while all other popular foreign language programs experienced a decline in enrollment numbers. Given the increased popularity of ASL, enrollment numbers are predicted to continue to increase.

The effects of ASL growing in popularity and the increasing awareness of access for the Deaf community will have a direct impact on the field of interpretation and the need for interpreter training programs. Without exception, all future projections indicate a rising need for sign language interpreters and increased standards for entry into the profession (See *D. Job Placement Data*). As the only 2-year program in the region, PCC's SLIP is vital to the field of interpreting. As the need for interpreters grows, competition for entry into the SLIP may increase, leading to an increase in pressure to make PCC's program as effective and efficient as possible. We are strategically positioned to offer first-rate, instructors, training, and technology to keep up with the growing demand and to properly prepare the next generation

There is also an opportunity for our program to recruit a new group of students who are fluent in two spoken languages (e.g. English and Spanish) and want to become trilingual interpreters with ASL. We currently have 2 first-year students who have been working as professional English/Spanish interpreters and now are adding ASL as their third language. They report that their experience in the SLIP program has made them better interpreters all around. Our increasing multilingual and multicultural society will benefit from a growing number of professional interpreters. Spanish speakers are the fastest growing segment of the Oregon population, so training trilingual interpreters (Spanish, English and ASL) not only makes economic sense, it may also represent an excellent opportunity for one segment of the diverse population to benefit from a specialized education that leads to a living wage.

C. Program entry

Explain how students are selected and/or prepared (e.g., prerequisites) for program entry.

Usually, we receive an average of 50 to 70 applicants to our CTE programs, Sign Language Interpretation and Deaf Studies, each year. All prerequisites and application procedures are explained on the program's web site.

<http://www.pcc.edu/programs/sign-language/admission.html>

Applicants who have met all the prerequisites and submitted a complete application then come to campus for an assessment of their written English and a video assessment of applicants' ASL proficiency. These assessments are evaluated by the two full-time faculty. Students are ranked according to the strength of their preparation to succeed in the programs. Typically, 24 students are admitted to the program and another 3 - 5 are alternates. Inevitably, a few of the admitted students don't end up entering the program, so the alternates fill their spots.

Faculty only accepts students into the program if they believe the student will be able to develop the necessary skills and master the required information in the two-year program. However since fluency in English and ASL is necessary but not sufficient to becoming an interpreter, it can happen that a student who was well prepared for the program simply cannot master the complex cognitive task of simultaneous interpreting. These students have the option of switching to the Deaf Studies track if they are still interested in working in the Deaf community. The number of students who are interested in Deaf Studies from the outset has been slowly growing.

Letters of acceptance to the program are mailed in the spring term after the assessments have been completed. Accepted students are then required to attend a one-day orientation at the end of the spring term.

D. Job placement data

Review job placement data for students over the last five years, including salary information where available. Forecast future employment opportunities for students, including national or state forecasts if appropriate.

To gather the data needed to accurately respond to this question, we reached out to former students. We had current contact information for approximately half of our graduates. A survey was sent to all students we were able to contact. The response rate was about 28%.

With Associates of Arts degree from PCC, majority of our graduates continue their studies to obtain Bachelor's degree at Portland State University, Marylhurst University, William Wood University, and George Fox University.

Majority of the graduates work part-time as freelance interpreter or Video Relay Service interpreter while they obtain their Bachelor's degree. As VRS and freelance interpreter, they have a lot of flexibility in their schedules enabling them to attend classes. The majority of BA/BS degrees that they obtain or are currently pursuing are:

Interdisciplinary Studies	Sign Language Interpreter
Human Studies	Communication Studies
History	Organismal Biology
Applied Linguistics	Elementary Education

Over half of SLIP graduates have obtained Educational Interpreter Performance Assessment (EIPA) certification or National Interpreting Certificate (NIC) within 2 years of graduating from PCC. Majority of the graduates work are in variety settings such as Higher Education, religious, theatre/performance, Video Relay Service setting, Interpreter coordinator, K-12 educational setting, medical, mental health, dental and other areas.

Over half of SLIP graduates have obtained Educational Interpreter Performance Assessment (EIPA) certification or National Interpreting Certificate (NIC) within 2 years of graduating from PCC.

In the Oregon and Washington metropolis area and around the states, the graduates of SLIP program earn a minimum of \$35.00 per hour as freelance interpreter. When the graduates obtain their National Interpreter Certification (NIC) and/or Educational Interpreter Performance Assessment Certification (EIPA), they earn \$50.00 per hour as freelance interpreter. All the freelance interpreters charge for two hours minimum for their work even if the job is less than two hours. Most freelance interpreters work 25 to 35 hours a week depending on their schedule, driving time, and availability of work.

In K-12 educational setting, the graduates with EIPA certification earn an average \$17.00 to \$21.00 per hour with some benefits. Often in this setting, the graduates do additional freelance work to supplement their earning during the holidays and summer breaks, as they do not get paid from the educational setting during these times.

Beginning in July 2005 interpreters must obtain a score of 3.5 or higher Educational Interpreter Performance Assessment (EIPA) Certification before they can work in K-12 educational setting in Oregon.

In Washington, recently there is a new requirement for K-12 educational interpreters to obtain a score of 3.5 or higher Educational Interpreter Performance Assessment (EIPA) Certification by September 2016 in order to work in the K-12 educational setting. Educational interpreters who are currently working must take the EIPA test and pass with 3.5 or higher in order to keep their jobs. Currently, there are many interpreters working without EIPA certification, therefore there is the possibility that we will see more ASL students from Washington applying to our SLIP in order to get the training to obtain EIPA certification.

For more information, see:

<http://app.leg.wa.gov/rcw/default.aspx?cite=28A.410.271>

http://www.k12.wa.us/SpecialEd/present/2015/Interpreter_Requirements_WASA_2015.pdf

There were only three responses from Deaf Studies graduates, as we do not have their contact to follow up. In general, the graduates are either working part-time or full-time as teacher aide, student life counselor, nanny, mail clerk, receptionist, and freelance work with the Deaf Community. At this point, we are in need of more information on their earnings after graduation, though it appears most of them continue to obtain their Bachelor's degree.

There are a number of resources that mention the growing need for interpreters in the United States. A few of them are listed below.

Information from United States Department of Labor - Bureau of Labor Statistics: Interpreters and Translators

<http://www.bls.gov/ooh/media-and-communication/interpreters-and-translators.htm>

Oregon Guideline Educational Interpreting for Students who are Deaf - April 2012 report - Oregon Department of Education

<http://www.ode.state.or.us/groups/supportstaff/specializedservices/deafblind/guidelinesfordeaf.pdf>

http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_581/581_015.html (See 581-015-2035)

E. Degree/Certificate completion

Please present data on the number of students completing Degree(s)/Certificate(s) in your program. Analyze any barriers to degree or certificate completion that your students face, and identify common reasons that students may leave before completion.

All of our Deaf Studies students have completed all Certification outcomes requirements and obtained Deaf Studies Certification. Many of them continue to take general education courses at Portland Community College in order to obtain the AGS or AAOT degree, if they don't already have a Bachelor's degree prior to entering our program. Many attend Portland State University or Marylhurst University to continue their BA or BS studies. A few have transferred to private colleges/universities in the region. Interest in this certificate has grown since the last program review.

NOTE: Deaf Studies students have expressed an interest in obtaining an AAS or AAOT degree in Deaf Studies, not just Certification.

	Deaf Studies graduates	SLIP graduates	Total
2015	5	10	15

2014	7	13	20
2013	2	5	7
2012	3	10	13
2011	2	7	9
2010	no data	9	9

We accept 22 to 24 students each year. As in many programs, there are some students who leave the SLIP/DS programs due to health issues, financial hardship, and changes in their life or for a different career. After the first year we usually have between 12-16 students continuing into second year.

F. Continuing education

Describe opportunities that exist or are in development for graduates of this program to continue their education in this career area or profession.

There are many opportunities for our interns and graduates to continue their education:

- a.) Apply for School to Work Program in VRS Interpreting Institute by February in order to be accepted into eight-week immersion residency program. More information at this links: <http://www.vrsii.com/schooltowork> and <http://www.vrsii.com/stwlearnmore>
- b.) Paid internship with a local VRS agency - students have to pass written national RID test and pass the local agency's screening test in order to be hired. During the paid internship, the local VRS agency will provide mentoring program and support for the students to continue their interpreting with a goal to take national RID performance exam to be fully NIC certificated.
- c.) To be mentored by and work with experienced and certified interpreters in theatre venues around the area.
- d.) To be mentored by experienced and certified interpreters at the Portland VegFest which our interns and graduates have participated in for the last four years.
- e.) The field of interpretation offers workshops at the local, regional, and national level as well as online courses and independent studies. Due to the wide variety and availability of these opportunities, it is easy for graduates of the SLIP program to continue their education in this profession.

8. Recommendations

A. Improvement

What is the SAC planning to do to improve teaching and learning, student success, and degree or certificate completion?

SAC will continue to analyze the Benchmark Assessment. We will continue to monitor its validity and reliability as an assessment tool. We will elicit regular feedback from the students and Advisory Committee to ascertain the impact of the Benchmark Assessment on skill development and job readiness.

SAC has begun the process of comparing our current curriculum with RID's recommend study material for the NIC in order to ensure we are preparing students for certification and success in the field. We will continue this process and improve our curriculum if deemed necessary.

SAC also plans to work with the Commission on Collegiate Interpreter Education and Conference of Interpreter Trainers to identify any curricular areas that need to be updated. We will gather information from the organizations about current best practices and instructing approaches for interpreters.

There is a great need to develop materials to improve fingerspelling receptive skills. The current materials available are largely focused at beginner or intermediate signers and are not appropriate for our SLIP/DS students who are more advanced. We are continue to search for materials and are discussing the possibilities of creating our own materials to meet the students' needs.

The evidence is clear that if students are better prepared for our rigorous programs, their chances of successfully completing our programs increase. Far and away the greatest challenge is for students to develop sufficient ASL fluency before entering the program. Interpreting also requires excellent proficiency and sophisticated knowledge of English. Although our students are usually native speakers of English, they often lack the linguistic sophistication needed to analyze the language, determine a precise meaning and then render it accurately in ASL. The result is that 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 teach students what they need to know in order to become interpreters.

Making WR 121 a prerequisite for the SLIP was intended to ensure that students entered the program with sufficient proficiency in English, but students are fulfilling the prerequisite and still arriving with deficits in English. Our intent is to confer with colleagues in English and in ESOL who offer advanced English grammar courses to see if we could find a more effective prerequisite for our students.

B. Support needed

What support do you need from the administration in order to carry out your planned improvements? For recommendations asking for financial resources, please present them in priority order. Understand that resources are limited and asking is not an assurance of immediate forthcoming support, but making the administration aware of your needs may help them look for outside resources or alternative strategies for support.

1) The possibility of offering at least 1- 3 adjunct ASL faculty Multi-Year Contracts (MYCs) in order to increase job security for them. The program's goal is to retain excellent instructors who provide us a competitive edge over other colleges and universities that also offer ASL courses. We have lost 6-7 qualified ASL adjunct faculty in the last several years to other institutions that were able to offer them full-time positions. Each of these instructors had taught at PCC for over 10 years. We were unable to retain them due to the fact that we were not able to offer them Multi-Year Contracts. Losing veteran ASL instructors forces us to hire several new faculty with less experience and who are in need of close monitoring and guidance to ensure that their teaching meets our standards.

The stability and quality of ASL instruction have a direct impact on the SLIP and DS. For both groups of students, proficiency in American Sign Language is a major factor in determining their success. The SLIP must have a strong, stable ASL program with qualified teachers to provide the necessary foundation for interpreting students to become successful graduates and find employment after the 2 year program.

2) New computers in the lab. The 4-year replacement cycle of hardware in the CT 235 lab, which serves all programs in the EWL Division, is not frequent enough to keep up with the high resolution and high capture rate hardware and software needed to record students' signing. The top software in the field is GoReact, which requires high quality video recordings. The current computers are not able to capture clear images which impacts the

integrity of the signing especially fingerspelling. This adversely affects communication and the ability to grade students' work.

3) A classroom computer (podium) in CT 234 that supports both PC and Mac. Some of our DVDs do not play on the classroom computer since they were created with Apple software.

Appendices

APPENDIX A: ASL - Core Outcomes Mapping

Last Revised September 2015

Mapping Level Indicators:

0: Not Applicable.

1: Limited demonstration or application of knowledge and skills.

2: Basic demonstration and application of knowledge and skills.

3: Demonstrated comprehension and is able to apply essential knowledge and skills.

4: Demonstrates thorough, effective and/or sophisticated application of knowledge and skills.

SAC - ASL: American Sign Language Studies

Core Outcomes:

- 1 Communication.
- 2 Community and Environmental Responsibility.
- 3 Critical Thinking and Problem Solving.
- 4 Cultural Awareness.
- 5 Professional Competence.
- 6 Self-Reflection.

Course #	Course Name	CO1	CO2	CO3	CO4	CO5	CO6
ASL 101	First Year American Sign Language I	1	1	1	2	0	2
ASL 102	First Year American Sign Language II	2	1	1	2	0	2
ASL 103	First Year American Sign Language III	2	1	1	2	0	2
ASL 240	History of the Deaf Community in America	2	2	2	3	0	3
ASL 150	Accelerated American Sign Language	1	1	1	2	0	2
ASL 151	Accelerated American Sign Language	2	1	1	2	0	2
ASL 201	Second Year American Sign Language IV	2	1	2	3	0	3
ASL 202	Second Year American Sign Language V	2	1	2	3	0	3
ASL 203	Second Year American Sign Language VI	3	1	2	3	0	3
ASL 210	American Sign Language Literature	3	2	2	3	1	2
ASL 250	Accelerated American Sign Language	2	1	2	3	0	3
ASL 251	Accelerated American Sign Language	3	1	2	3	0	3

APPENDIX B: SLIP/DS - Core Outcomes Mapping

Last revised September 2015

Core Outcomes Mapping

Mapping Level Indicators:

0: Not Applicable.

1: Limited demonstration or application of knowledge and skills.

2: Basic demonstration and application of knowledge and skills.

3: Demonstrated comprehension and is able to apply essential knowledge and skills.

4: Demonstrates thorough, effective and/or sophisticated application of knowledge and skills.

SAC - ITP: Sign Language Interpretation

Core Outcomes:

1 Communication.

2 Community and Environmental Responsibility.

3 Critical Thinking and Problem Solving.

4 Cultural Awareness.

5 Professional Competence.

6 Self-Reflection.

Course #	Course Name	CO1	CO2	CO3	CO4	CO5	CO6
ITP 111	American Sign Language I	4	4	4	4	4	4
ITP 112	American Sign Language II	4	4	4	4	4	4
ITP 113	American Sign Language III	4	4	4	4	4	4
ITP 120	Finger Spelling I	4	2	3	4	2	3
ITP 121	Finger Spelling II	4	2	3	4	2	3
ITP 241	Deaf Culture I	4	3	4	4	3	3
ITP 242	Deaf Culture II	4	3	4	4	3	3
ITP 180	Field Experience	4	4	3	4	3	3
ITP 211	American Sign Language IV	4	4	4	4	4	4
ITP 212	American Sign Language V	4	4	4	4	4	4
ITP 230	ASL Linguistics I	4	3	4	4	3	3
ITP 231	ASL Linguistics II	4	4	4	4	4	4
ITP 265	theory I	3	3	3	3	2	2
ITP 266	Theory II: Special Settings	3	3	3	3	4	3
ITP 267	Theory III: Educational	3	3	3	3	4	3
ITP 268	Theory IV: Professional Practices	4	4	3	2	4	4
ITP 270	Interpreting Process I	4	2	4	4	2	2
ITP 271	Interpreting Process II	4	2	4	4	2	2
ITP 272	Interpreting Process III	4	3	4	4	3	4
ITP 273	Interpreting Process IV	4	4	4	4	4	4
ITP 274	Interpreting Process V	4	4	4	4	4	4
ITP 275	Interpreting Process VI	4	2	4	4	4	4
ITP 276	Specialized Discourse I	3	3	3	3	3	3
ITP 277	Specialized Discourse II	4	4	4	4	4	4
ITP 279	Mock Interpreting I	3	3	3	3	3	4
ITP 281	Mock Interpreting II	4	3	3	3	4	4
ITP 283	Interpreting Internship I	4	4	4	4	4	4
ITP 284	Interpreting Internship II	4	4	4	4	4	4

APPENDIX C: Faculty Vitae

MICHELLE KTEJIK

MishLove3@gmail.com

414.839.9825

EDUCATION

- | | |
|--|------|
| Bachelor of Arts, Linguistics
University of Wisconsin, Milwaukee, WI | 2004 |
| Master of Arts, Linguistics
Gallaudet University, Washington, D.C. | 2009 |
| Master of Arts, Interpretation
Gallaudet University, Washington, D.C. | 2009 |

PROFESSIONAL EXPERIENCE

- | | |
|---|--------------|
| Full-time Instructor, Portland Community College
Instructs interpreting student on the ethics, theory, practice, and business aspects of the field of interpretation; Designed, implemented, and maintains an advanced method of assessing student skill level with online rating and feedback tools; Works closely with the ASL community and with PCC administration to ensure the program is successfully responding to the current needs and trends in the field | 2015-present |
| Part-time Instructor, Northern Virginia Community College
Taught ethics, theory, and practicum courses in the sign language interpreting program. Provided mentoring opportunities in the community for interpreting students | 2011-2013 |
| Freelance Interpreter
Provides interpreting services in cities across the United States for a variety of settings such as academics, business and government, high profile events, performance arts, mental health, and medical | 2009-present |
| Interpreter Intern, Gallaudet Interpreting Service
Interpreted on-campus and off-campus assignments under the supervision of a mentor; worked with mentors and Certified Deaf Interpreters to develop signing and interpreting skills; educational interpreting | 2009 |
| Publishers Assistant, Gallaudet University Press
Reviewed all submitted manuscripts; reported to the publisher each manuscript's strengths and weaknesses; corresponded with authors; proofread and edited manuscripts; collected and enter data; interpreted meetings as needed | 2008-2009 |

Researcher Assistant, Gallaudet MAI Department 2006-2007
 Transcribed video data of an English and ASL conversation and entered all data into an Excel spreadsheet

Student Interpreter, Southeastern Wisconsin 2004-2005
 Provided interpreting services for community events including sports event, workshops, and the Center for Deaf-Blind Persons

CERTIFICATIONS AND LICENSES

NAD-RID National Interpreter Certification (NIC) 2009
 Illinois State License, IDHHC 2009
 Illinois Interpreter Skills Assessment Screening, TL-4/INT-4 2009
 RID Specialist Certification: Legal, Knowledge 2015

PRESENTATION EXPERIENCE

“Interpreting in Mental Health Settings”, Portland Community College, OR Nov 2013
 “Linguistics: An Overview”, Annandale, VA Jan 2013
 “Models of Interpreting”, ASL-IE Peer Group Meeting, Richmond, VA April 2012
 “Reflections on Interpreting: A Decision-Making Model”, Washington, DC Feb 2012
 “The Interpretation of I. King Jordan’s name sign”, Gallaudet University, DC May 2009

RESEARCH

Numeral Incorporation in Japanese Sign Language, Sign Language Studies, Gallaudet University Press, Winter edition 2009
Overlapping in LIS and ASL 2007
Code-switching vs. Interference in Bilingual Signers 2007
The Interpretation of I. King Jordan’s Sign Name 2007

PROFESSIONAL INVOLVEMENT

Workshop Committee Chair, ORID 2015-present
 Workshop Committee, ORID 2013-2015
 Bylaw Committee Chair, PCRID 2010-2013
 Scholarship and Awards Committee, Chair, PCRID 2011-2013
 Translation Services, Georgetown University Feb 2011

MEMBERSHIPS

Conference of Interpreter Trainers 2014-present
 Oregon Chapter of Registry of Interpreters for the Deaf 2013-present
 Washington Chapter of Registry of Interpreters for the Deaf 2013-present
 Potomac Chapter of Registry of Interpreters for the Deaf 2010-2015
 National Association of the Deaf 2007-present
 Registry of Interpreters for the Deaf 2004-present
 Wisconsin Chapter of Registry of Interpreters for the Deaf 2004-2005

AWARDS

Graduate President's Scholars
 Interpretation Tuition Scholarship

2007
 2008, 2009

Darcie LeMieux
darcielx@gmail.com
 503-828-9158

Education

- ✚ Post-Graduate Course Studies - University of Colorado at Boulder, Front Range Community College, Portland State University, Gallaudet University, and Lewis and Clark College, 1991-2004
- ✚ 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

- ✚ Department Chair of Sign Language Interpretation Program, Deaf Studies Program and Sign Language Studies, Portland Community College 1989 - present
- ✚ Subject Area Curriculum Content (SACC) Chair of Sign Language Interpretation Program, Deaf Studies Program and Sign Language Studies, Portland Community College, 1990 - present
- ✚ Career Technical Education member, Portland Community College, 2008-present
- ✚ Co-Chair, American Sign Language Council, 2010-present
- ✚ Freelance Deaf Interpreter, 1995 - present
- ✚ ASL Consultant and Mentor for ASL Instructors, Washington, Oregon, Montana and Idaho, 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
- ✚ Co-coordinator with Cherie Maas, Portland Community College, Signing Naturally Unit 7-12 (new curriculum) workshop for ASL instructors from Washington, Oregon and other states, Fall 2015
- ✚ Oregon Educational Interpreter Sub-Committee member, 1998-present
- ✚ Judge, Flying Hands ASL Poetry and De'Via Art Competition Program for K-12 Washington, Oregon and British Columbia, Canada, Spring 2007-present
- ✚ Develop ASL videos for CyberASL, 2008-2012
- ✚ Adjunct faculty, Online mentor and facilitator, 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, 2009 - 2014
- ✚ Co-coordinator with Cherie Maas, Portland Community College, Signing Naturally Unit 1-6 (new curriculum) workshop for ASL instructors from Washington, Oregon and other states, Spring 2009
- ✚ Independent Contractor, 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
- ✚ 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 2000-2006, 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 -2010
Trained and certified
- ✚ ASL Language Consultant, Theatre/ Plays, 2005- 2007
- ✚ ASL Instructor for ASL Immersion Week, Washington School for the Deaf 2001-2004
- ✚ Adjunct faculty, Western Oregon University, Summer 1997

- ✚ Trainer, Blue Mountain Community College, Summer 1990 and 1991
- ✚ Student Living Supervisor, Washington School for the Deaf, January 1988-October 1988
- ✚ Substitute Instructor and Student Living Counselor, Montana School for the Deaf, August 1987-December 1987
- ✚ Special Education Teacher, Arizona School for the Deaf, October 1986-June 1987
- ✚ Adjunct ASL Instructor, Lewis and Clark College, Fall and Summer 1986
- ✚ Student Living Counselor, Idaho School for the Deaf, October 1982-June 1985;
- ✚ Substitute Instructor, Idaho School for the Deaf, September 1983-June 1985

Professional Affiliations and Memberships

- ✚ American Sign Language Teacher Association, Member, 1989- present
- ✚ Society for American Sign Language, Member, 2013-present
- ✚ Conference of Interpreter Trainers, Member, 2000-2003, 2007-present
- ✚ National Association of the Deaf, Member, 1982-present
- ✚ Oregon American Sign Language Teacher Association, Member 2014-present
- ✚ Oregon Association of the Deaf, 2012-present
- ✚ Northwest American Sign Language Teacher Association, President 1990-1998, By-Laws Chair 2001-2003, Member 1990- 2014
- ✚ Southwest Washington Center for the Deaf and Hard-of-Hearing, Board Member, 2010 - 2014
- ✚ Deaf Women of Oregon and Washington, Board Member, 2007-2010
- ✚ 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
- ✚ 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
- ✚ 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

- ✚ Allies in Deafhood, Oregon School for the Deaf, March 2016
- ✚ Conference of Interpreter Trainers Conference: Our Roots: The Essence of Our Future, Portland, Oregon, October 2014
- ✚ Deaf Studies Today Conference, Utah Valley University, April 2014
- ✚ Deafhood 101 Training, Washington, June 2013
- ✚ National ASLTA Professional Development Conference: 1999, 2001, 2003, 2005, 2007, 2009, 2011, 2013
- ✚ Oregon American Sign Language Teachers Association, Workshops and meetings, 2014-2016
- ✚ Northwest American Sign Language Teachers Association, Workshops and meetings, 1990-2014
- ✚ Northwest American Sign Language Teachers Association, 3 workshops and show "See What I'm Saying", Nike World Headquarter, May 2011
- ✚ Assessment in the College Classroom, PCC, Spring 2010
- ✚ Brainstorm a Critical Thinking Assessment Plan, PCC, Spring 2010

- ✚ 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, 2010, 2012
- ✚ 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
- ✚ NWSLTA/WASLTA Mini-Conference, Vancouver, Washington, May 2001 & October 2004
- ✚ "Interpreting Politically Correct English" workshop, Tamara Moxham, sponsored by the Region 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 Region 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, NWSLTA and WASLTA, 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

APPENDIX D: GoReact - Interpreter Training



Tips for Terps:
4 Secrets to Help
Your ITP Students
Make the Grade
The road to better-trained interpreters.

How can ITPs improve the quality of the language fluency, audience understanding and Deaf heart evident in their graduates?

By Joseph Kane, ASL Interpreter



ITP Graduates Are Struggling.

Quite frankly, the job of a sign language interpreter trainer is nearly impossible. These dedicated teachers aim to simultaneously help new interpreters acquire language fluency (itself a daunting task), learn interpreting best practices, understand the ethics of interpreting, and grasp the nuances of Deaf culture. In a perfect world, aspiring interpreters from every program would graduate with near-native fluency, immersive understanding of Deaf culture, and competitive prospects for careers providing sincere service.

It's a tall order, and unfortunately, many recent graduates are struggling. In her recent StreetLeverage article, "Sign Language Interpreter Education: Time for a National Call to Action," Cindy Volk, Ph. D., CI, CT, SCiL, raised concerns about sign language interpreting students' readiness for interpreter training

programs (ITP), certification, and employment. She called on "educators . . . to seriously consider what could be done in [ITP] programs to shorten or eliminate [the school-to-work gap]."

Mentorship programs, often run by interpreter agencies themselves, seek to fill in the gap and help recent graduates capture the remaining essentials. But access to important mentorship can also be competitive as agencies pick and choose those graduates with the least amount of polishing required, leaving other ITP graduates without the additional assistance to meet the needs of their profession.

ITP graduates are often failing to measure up to Deaf community standards.

With so much to learn, it probably shouldn't come as a surprise that some students are not as prepared as they could be.





As a result, they are struggling to qualify for jobs in the field. And if they do find work, they are often failing to measure up to Deaf community standards. Volk writes, "Even a four year program is sometimes not enough to produce a qualified interpreter." From mediocre fluency to a lack of Deaf Heart, new interpreters may feel the lack of preparedness.

Despite the best efforts of interpreter trainers, preparing an interpreter is a complex endeavor involving issues like program funding, availability of financial aid, curriculum, class size, time spent interpreting, and time spent interacting with members of the Deaf community. Such concerns put tremendous stress on ITP instructors who work tirelessly to ensure their students are ready to certify as interpreters and, more importantly, ready to meaningfully contribute to the Deaf community.

With so much to juggle, is it realistic to expect ITP instructors to add more to their already full plates?



Bivy: a fitting descriptor for ITP instructors.

While admitting that even four year programs sometimes are enough, Volk suggests increasing the number of years students spend in an ITP program. The Conference of Interpreter Trainers (CIT) proposed an alternative. Prior to their 2014 conference, CIT published a position paper titled "Instructional Class Size," where they advocate smaller classes to promote more student-to-instructor interaction (www.CIT-ASL.org).

Unfortunately, neither increasing the length of ITP programs nor reducing class size is an ideal option for educators. Adding years to a program disheartens and increases the cost to students, while smaller class

editing to receive an optimal quality of constructive feedback" (http://www.gallaudet.edu/asl/asl_courses.html).

Watching themselves on video dramatically increases students' awareness of how they appear and prepares them to receive specific feedback from instructors. Video provides objective evidence of a student's performance, allowing ITP instructors to gain solid insights into how developed each student's language skills are and specifically what areas need improvement.

While the value of video is well known and has been around a long time—students have been recording themselves for decades, lugging around bulky video cameras to produce VHS tapes—the tools for capturing video have evolved. Nowadays it's very common to see students use ubiquitous devices like smartphones, tablets, or webcams to record themselves. The creation and distribution of video content is a task for which there are many

free or low-cost options, which are easy to use.



Video increases students' awareness of how they appear.

ITP students then submit videos on DVDs, USB drives, SD cards, or via Dropbox, Google Drive, or YouTube. For students, making videos and sharing them as never been easier.

However, interacting through video is another story. That's where the easy part ends. There are surprisingly few online interactive video tools.

This means that despite it being easy for students to make recordings, these same video projects add an arduous administrative workload to



sizes reduce revenue to already compressed institutional and program budgets. If either of these options were adopted, the process could take years, and proponents would have to navigate quagmires of administrative approval and competing budget interests.

Fortunately, technology may be able to provide a solution. New cloud-based applications are amplifying the efforts of ITP trainers and catapulting the learning of students in interpreting programs.

Every Second Counts

Both Volk's and CIT's suggestions for improving ITP programs and addressing the school-to-work gap highlight the need for more time—time interpreting, time with instructors, time in the classroom, time communicating in sign language, time with Deaf mentors, and time in the Deaf community.

Simplification of ITP Classrooms

Video Recordings

Feedback

Language Immersion

Accessibility

Some of the most innovative instructors and program directors are finding that the best way to give students more time is to enhance their programs and simplify their classrooms with cloud-based video feedback tools.

Video Recordings

Video recording has become an essential part of both ASL and ITP courses. (Gallaudet University's online description of its ASL courses says, "The assignments will be conducted through videotaping and video

instructors. Storage devices have to be collected and videos transferred—often to the instructor's own laptop. Videos are then reviewed (some instructors view over 1,000 videos each semester) and returned.

Solving the problem of administrative load is where cloud-based software tools excel. In a dramatically simpler approach, videos, feedback, grading, and critique are all moved to the cloud. Using video feedback software like GoReact (www.goreact.com), students upload their videos online where they are automatically organized by course and assignment. Videos are stored privately and securely on GoReact's cloud servers, so instructors don't need to hassle with video storage. No media changes hands in-person between students and instructors; both can easily view the recordings online.



Hassle Free! Videos are stored on GoReact's servers.

Because GoReact has been developed as a perfect fit for interpreter training, it also allows instructors to upload source videos for students to practice interpreting. When viewed back, the student video and the source are automatically synced.

Feedback

Moving from awareness to rapid learning involves adding the element of feedback. There is no question that feedback is a critical part of the training and mentoring process. When feedback is combined with video, student learning is greatly accelerated. Again quoting the Gallaudet website, videotaping provides "an optimal quality of constructive feedback" (http://www.gallaudet.edu/asl/asl_courses.html).

The process for giving feedback is an area where online software tools can reduce even more of an instructor's administrative burdens. Typically, instructors review student videos and jot



feedback on feedback forms or write it using a word processor like Microsoft Word.

This can be time-consuming and cumbersome as the instructor manages video playback and switches back and forth from video to document to video to document.

In the abovementioned position paper, CIT explains that providing feedback on student videos could take thirty to forty-five minutes per ten-minute video, not including the additional time required to provide students constructive feedback while watching their video back with them. Even more time is required as instructors watch and re-watch videos to make sure each piece of feedback is specific and formative.



Feedback with video greatly accelerates student learning.

To illustrate the workload on teachers, if we assume 45 minutes per student per video assignment,

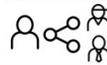
a class of 30 students would require 22.5 hours per assignment. 5 video assignments per class equals a video commitment of 112.5 hours. If you are a full-time teacher with 5 classes, that's 562.5 hours! Even if you teach fewer students per class or have a lighter course load, the example illustrates just how quickly hours add up on video assignments.

When finished, feedback files are distributed to students along with their media—one more thing for instructors to manage. Sadly, students may or may not take the time to re-watch their video and manually sync up the instructor's feedback, leaving instructors to wonder if their considerable efforts were in vain.

Assuming 45 minutes per student per video assignment, a class of 30 requires 22.5 hours per video. Five videos for five classes? **562.5 hours.**



GoReact simplifies, speeds up, and improves the feedback process. When instructors view student videos online, they simply begin typing anytime they see something that prompts feedback. The video pauses until the feedback is complete and then resumes. When the video is played back, comments are automatically time-coded to appear at the precise moment they were made during the video, so students watching know exactly how the feedback relates to their presentation.



Enable Peer and Instructor Feedback

GoReact also allows instructors to enable peer feedback for any assignment, which can have a multiplying effect as students give feedback to each other.

Often students will accept the exact same feedback from a peer differently than they do from an instructor. And students who give

feedback put themselves in the role of the instructor, a process that helps them better understand and experience the course content.

Feedback can even be given during a live presentation or interpretation. After the presentation, the video recording and all comments given during it are synced up for students and instructors to review.

Streamlining the video management and feedback process in the ITP classroom immediately saves instructors time and energy, allowing them to maximize the time they interact with students in and out of class—less time managing student videos and more time providing the quality of feedback their students need.



Language Immersion

Comments and feedback need not be typed in English. GoReact allows instructors to leave feedback in the form of video comments. The entire process of creating a video and getting



instructor feedback can be done entirely in ASL. This reinforces language training and fluency as well as allowing instructors to demonstrate precisely the signs and interpretations they want to offer as feedback. This capability expands to peers as well as instructors.



Promote language immersion through informal assignments with GoReact.

Furthermore, every comment (video or text) can be replied to, meaning each feedback item is the beginning of a threaded social-media-style discussion. Discussions, replies, peer feedback and instructor comments, all in video, increase the number of in-language conversations around each video recording.

Cloud-based Accessibility

Instructors who are using video in their programs now are used to worrying about equipment. In the past, programs commonly required video cameras, audio recording for source media recordings, media to store videos, and even special ASL or ITP labs.



Minimal technology requirements mean students can record and comment at home.

Student and teacher access to Internet-enabled smartphones and webcams as well as the cloud-based nature of GoReact make it possible for most classrooms to adopt GoReact with equipment they already own—meaning little or no equipment purchase costs

and a simple and easy setup. The only requirement to get to the cloud is Internet access, which is common in most business and education settings.

Beyond just easy setup, minimal technology requirements and universal accessibility mean students can record and comment at home. Student time spent outside of class can be leveraged to increase the number of hours each student spends developing their skills over the length of an interpreter program.

What More Can Be Done?

Volk's concerns are real. There isn't a silver bullet—one cure-all perfect fix—to the school-to-work gap and increasing the preparedness of interpreter program graduates. But there are things that can be done. In a system that spreads ITP instructors and directors too thin, best practices for magnifying their efforts are essential.

Maximize impact on students



Minimize administrative tasks

One important step is the adoption of technology-driven solutions that minimize the time instructors spend on administrative tasks and maximize the impact of their influence on students. Software tools like GoReact are maximizing student-instructor interaction through streamlining the video feedback process in ITP classrooms.

As a result, interpreter graduates are leaving software-enabled programs having spent more time, and more effective time, than their counterparts getting prepared to serve the Deaf community.

Contact us at <http://goreact.com> for more info.

APPENDIX E: Letters of Support



Evergreen Public Schools

April 1, 2016

To the ASL / DS / SLIP Chairperson:

I am writing this letter in support of your excellent American Sign Language, Deaf Studies, and Sign Language Interpreting programs, in hopes that your programs will continue to be supported and be allowed to further develop in order to serve the needs of the community and these professions.

While all three of your interrelated programs are essential, I specifically would like to point out the need for a strong American Sign Language program, both as an entry point into Deaf Studies and Sign Language Interpreting, and as a stand-alone program with enormous potential for growth.

Evergreen Public Schools is home to one of the largest high school American Sign Language programs in the Pacific Northwest. When combined with the other local school districts, the number of high school students taking American Sign Language classes in Clark County exceeds 2,000 every year. While not all of those students will continue their ASL studies after high school, many of them do. These students know that they have two local post-secondary options (i.e., Clark College and PCC). They also know that, of those two local options, only PCC provides a continuous pathway from ASL to Interpreting.

It seems to me that the potential growth (in size, revenue, and quality) in PCC's ASL program is limited mainly by the number and variety of ASL course offerings, and the recruitment/retention of dedicated faculty (including a permanent full-time faculty member).

Thank you for your excellent work,

A handwritten signature in black ink that reads "Kelly L Crain". The signature is fluid and cursive.

Kelly Lamar Crain, Ph.D.
Assistant Director, Student Services

sorensoncommunications™

4192 South Riverboat Road, Suite 100
Salt Lake City, UT 84123
T 801.287.9400
F 801.287.9401
W www.sorenson.com

March 14, 2016

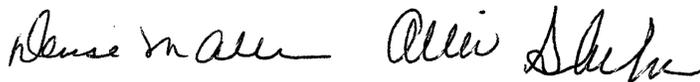
To Whom It May Concern,

Sorenson Communications began working with Portland Community College's second-year SLIP students in the fall of 2015 through our Synergy program, based out of our Beaverton VRS Center. We have been impressed with the caliber of interpreters that this program is developing. In the last couple of months, we have had the opportunity to offer our skills assessment screening to several current PCC SLIP students. Although they have not passed with a score that would allow us to hire them at this time, they have scored very close to our hiring range. In comparing these current students to previous second-year students, they have scored exceedingly well. We are very impressed with the skill sets your students have, especially considering that the SLIP has not yet completed the first year of the restructured program and new curriculum. The new program and Benchmark assessments seem to be helping the students stay on track, and they have a better understanding of where they stand with their interpreting skills. We are excited to see where next year's second-year students score, and anticipate that they will do well since they will have had two years of the improved program.

Overall, our skills assessment results indicate the following areas of focus for improvement: message equivalence (both main point and details), ASL vocabulary, and use of space. All of the students we have worked with have been very motivated and receptive to suggestions for improvement. The skills they need to work on are skills that even experienced and certified interpreters often struggle with. We are confident that with a little bit of practice, experience, and polishing that this year's SLIP students will become successful interpreters, whether with Sorenson or in other settings.

We look forward to continuing our partnership with PCC and the SLIP program; working together to help grow and support new ASL interpreters.

Sincerely,



Denise Allen and Allison Schroeder
Director and Assistant Director, Portland OR VRS Center
Sorenson Communications, Inc.



To the Portland Community College Sign Language Interpreter Program,

I am very excited to hear about the changes that are happening in your program. I believe these changes will have a positive impact on the Deaf and interpreting communities in Portland, Vancouver, and throughout our region.

The new benchmark evaluation system is particularly exciting. While I believe the Qualifying Exam was generally accurate and students who passed have become great interpreters, there were students who had the skills but weren't able to pass. I believe replacing the Qualifying Exam with scaffolded benchmarks will allow students more opportunities to receive feedback, and provides a more guided path towards becoming a professional interpreter. I am also excited that instructors will be using the data from benchmark evaluations to tailor their instruction to specific students.

PCC has been known for producing high quality, ethical, and community minded interpreters. With the changes you have recently announced, I know that I can continue to depend on interpreters who graduate from PCC to provide great service to our diverse population of deaf and hard of hearing students and faculty. I look forward to our continued work together as you help to build the community of quality interpreters and fill the ever growing needs in our area.

Sincerely,
Daniel Mroz, NIC
Lead Interpreter
Clark College

APPENDIX F: Advisory Board Meeting Minutes

Advisory Committee meeting

March 31, 2016

People in attendance:

Darcie LeMieux, Mish Ktejik, David Stout, Tami Allison, April McArthur
Daniel Mroz, Dave Morrison, Jean Miller, Jenni Thomas, Kara DeGiovanni, Limayri Disla,
Steven Brown, Tonya Nelson, Mel Deleon,

The meeting began with Darcie and Mish presenting the power point about the upcoming five-year program review.

Ideas for Deaf Studies Internships:

Home care with DHS is a possibility

The roll of the DS intern would need to be defined so that the student would have a clear understanding.

WSD: Start the process in the fall for the winter internships. There are many strict rules for working with children

OAD: Steven Brown said that he would look in to the possibilities of internships there as well.

Benchmark:

Discussion on the rubric, someone suggested that the rubric be added to the power point to give a clearer understanding what is being assessed.

10 categories for the Interpreting students

6 categories for the Deaf Studies students

GoReact as the grading tool: Feedback from the raters is positive. They can specify exactly what and where in the video that they want to give feedback about. It is a much more streamlined tool for them to use. Takes less time and much less paper.

Program Review:

Encouraged the participants in the advisory committee to join us for the program review on April 15th. If they are unable to attend the meeting to write letters to

express how the Interpreting and Deaf Studies program has benefited them in the Deaf Community or as an employer.

Welcome

Advisory Committee
Sign Language Interpretation/
Deaf Studies Programs
Portland Community College
4:00pm-6:00pm
March 30, 2016

Agenda

- ◆ Introductions
 - ◆ your connection to interpreter education, interpreters, Deaf Studies, or/and Deaf community
- ◆ SLIP/DS Program Review
- ◆ Feedback and input on our presentation
- ◆ Support us by attending the Program Review
 - ◆ Some statements from the committee if time permit
- ◆ Update on the Administration's response
- ◆ Wrap up

Welcome

Program Review
Sign Language Interpretation/
Deaf Studies Programs
Portland Community College
2:30pm-4:30pm
April 15, 2016

Introductions

- ◆ Introductions
- ◆ Thank everyone for coming to our Program Review
- ◆ Short summary of SLIP/DS

Four Critical junctures issues from Program Review 2010

- 1) Retaining the dormant Advisory Committee
 - ◆ Satisfy Oregon State and PCC's requirement
- 2) Entry into the program
 - ◆ systematic assessment in the courses that feed the program
 - ◆ alter the filter (by placement exams or prerequisites)
 - ◆ or alter the teaching (standards in ASL courses)

Four Critical junctures issues from Program Review 2010

- 3) QE exam
 - ◆ maps to the competencies and the program outcomes
 - ◆ an appropriate tool
 - ◆ Achieving an acceptable score and acceptable score
- 4) Transition to second year of the program
 - ◆ a systematic analysis of the key elements (competencies and/or outcomes) of the first year courses
 - ◆ Determine problematic areas

Highlight of Changes

- ◆ Advisory Committee
- ◆ Transitions within the program
- ◆ Changes in curriculum
- ◆ Developing Benchmark Assessments

SLIP/DS Advisory Committee

- ◆ Held several SLIP/DS Advisory Committee meetings
 - ◆ March 31, 2016
 - ◆ November 12, 2015
 - ◆ January 20, 2015
 - ◆ May 9, 2013
 - ◆ June 26, 2012
 - ◆ March 30, 2012
- ◆ SAC Task Force

Entry and Transition into SLIP/DS

- ◆ Updated the application process
 - ◆ website, online application, prerequisites
 - ◆ database to track the applicants
- ◆ Shorten the time length of application process
- ◆ Revamped the screening interview process
 - ◆ updated assessment tools to determine the student's skills and knowledge
 - ◆ more effective selection process

Transition from the first to the second year of the program

- ◆ Changes in second year curriculum
 - ◆ Benchmark Assessment now part of the courses
 - ◆ Replaces the QE, a non-curricular assessment tool
- ◆ First year course and program outcomes support the skills assessed in the second year
- ◆ Transparency
 - ◆ Benchmark Assessment
 - ◆ Student's levels of skill development

Evolution of the Benchmark Assessments

- ◆ Previous Assessments
 - ◆ QE
 - ◆ The Portfolio

Evolution of the Benchmark Assessment

Qualifying Exam (QE)

- ◆ Three parts
- ◆ Second year students
- ◆ Criteria undisclosed
- ◆ Three terms
 - ◆ Interpreting sections all with a 70% accuracy goal
 - ◆ Only one successful pass required
 - ◆ Permit students to back up if they missed something

Benchmark Assessments

- ◆ Three parts
- ◆ Second year students
- ◆ Transparency
- ◆ Three terms
 - ◆ Interpreting sections are tiered (60%, 65%, 70%)
 - ◆ All students take benchmarks all three terms
 - ◆ Does not permit students to back up (standard protocol for state and national exams)

Introducing the DS Benchmark Assessment

- ◆ New skills assessment for Deaf Studies students
- ◆ Fall Term:
 - ◆ 4-6 minute video in ASL
 - ◆ Task: Explain the role of a sign language interpreter
 - ◆ Content required:
 - ◆ Deaf rights
 - ◆ Rights and responsibilities when requesting an interpreter
 - ◆ Role of the interpreter

Evolution of the Benchmark Assessments

- ◆ The Portfolio
 - ◆ Advisory Board feedback
 - ◆ Student feedback
 - ◆ Raters feedback
- ◆ What we learned
 - ◆ Importance of a tiered approach
 - ◆ Importance of tracking student's progress
 - ◆ Importance of disclosing information to student
 - ◆ Importance of preparing students for job screenings and performance exams

Quick facts about the SLIP Assessment

- ◆ Videos approximately 11 minutes
- ◆ Post-secondary academic language
- ◆ Ethical scenarios are based on real world situations
 - ◆ Promotes independent critical thinking skills
 - ◆ Prepares students for job interviews
- ◆ Raters are Deaf and hearing community members
- ◆ Students receive prep material one week in advance
- ◆ Transparency: expectations and the format are discussed with students

Introducing the DS Benchmark Assessment

- ◆ Winter Term:
 - ◆ 7-9 minute video in ASL
 - ◆ Task: Explain a Deaf individual's rights in places of employment, academic settings, and public events
 - ◆ Content required:
 - ◆ Applicable laws
 - ◆ Recourse for violations of these laws
 - ◆ Reflection: How to support the education/enforcement of these laws

Introducing the DS Benchmark Assessment

- ◆ Spring Term:
 - ◆ 4-6 minute video in ASL
 - ◆ Task: Personal resume
- ◆ Content required:
 - ◆ Experience in the Deaf community
 - ◆ Personal goals
 - ◆ Reflection: How to contribute back to the Deaf community?

More quick facts about the Assessments

- ◆ New rubrics
- ◆ SLIP Assessments focus on equivalent message
 - ◆ 10 aspects of the interpretation are rated
- ◆ DS Assessment focuses on content and signing skills
 - ◆ 8 aspects are rated
- ◆ Video explaining the Benchmark Assessments for raters
- ◆ Rated online through GoReact
 - ◆ Thorough feedback for students
 - ◆ Streamlined process for raters

Evolution of the Benchmark Assessments

- ◆ The result from the feedback
 - ◆ Reduced the portfolio to the essential
- ◆ The Benchmark Assessment
 - ◆ SLIP – screening and preparing students for interpreting in the Deaf community
 - ◆ DS – preparing student for job opportunities in the Deaf community

Summary

- ◆ Many positive changes
- ◆ Future Goals
 - ◆ Monitoring the assessments
 - ◆ Evaluating courses to ensure outcomes are met
 - ◆ Evaluating ways to improve the ASL department as the foundation of our SLIP and DS programs

Thank you for coming to our Program Review

SLIP/DS Program Review

- ◆ When? April 15, 2016 at 2:30pm -4:30pm Where? – Sylvania Campus CT 212
- ◆ Letters of support from you - any data on interpreter job market, statewide and nationally, etc.

Wrap Up

- ◆ Any comments?
- ◆ We value your input
- ◆ Thank you for your support and for being part of the Advisory Committee.

People in attendance:

David Stout, Darcie LeMieux, Mish Ktejik, Tami Allison, Tonya Nelson, Jean Miller, Sharon Allen Brown, Allie Shroeder, Marie Groshans, Ashley Sisante, Daniel Mroz, Tom Galey, Guthrie Nutter, Jennilee Thomas, Limayri Disla, Stephanie Faull, Brandi Leir, Sarah Hafer, Steve Brown, Chad Shumaker, Dave Morrison, Mel Deleon, Denise Allen, and Kara DeGiovanni

Welcome

Portland Community College
 Sign Language Interpretation/
 Deaf Studies Programs
 Advisory Committee meeting
 November 12, 2015

Agenda

- ▶ Welcome and Introductions
- ▶ Updates from PCC and others
- ▶ Benchmark Assessments Highlight
- ▶ SLIP/DS Program Review
- ▶ Letters of support - any data on interpreter job market, statewide and nationally, etc.



Introductions

- ▶ Name
- ▶ Where you work
- ▶ Your connection to interpreter education, interpreters, Deaf Studies, or/and Deaf community

Updates

- ▶ Transitions within the program
- ▶ Changes in curriculum
- ▶ Developing Benchmark Assessments



Introducing the Benchmark Assessments

- ▶ New skills assessment for Interpreting students
- ▶ Three parts
 - ASL to English
 - English to ASL
 - Ethics

Evolution of the Benchmark Assessments

Qualifying Exam (QE)	Benchmark Assessments
<ul style="list-style-type: none"> ▶ Three sections ▶ Second year students ▶ Criteria undisclosed ▶ Three terms <ul style="list-style-type: none"> ◦ Interpreting sections all with a 70% accuracy goal ◦ Only one successful pass required ◦ Permit students to back up if they missed something 	<ul style="list-style-type: none"> ▶ Three sections ▶ Second year students ▶ Transparency ▶ Three terms <ul style="list-style-type: none"> ◦ Interpreting sections are tiered (60%, 65%, 70%) ◦ All students take benchmarks all three terms ◦ Does not permit students to back up if they missed something



Introducing the Benchmark Assessments

- ▶ New skills assessment for Deaf Studies students
- ▶ Part(s)
 - Ethics
- ▶ Is this a good assessment for Deaf Studies students or not?
- ▶ What should we assess for?
- ▶ Ideas
 - Portfolio
 - Video
 - Mock Interview
 - Research paper
 - Other?

Evolution of the Benchmark Assessments

- ▶ The Portfolio
 - Advisory Board feedback
 - Student feedback
 - Raters feedback

Evolution of the Benchmark Assessments

- ▶ The Portfolio
 - Advisory Board feedback
 - Student feedback
 - Raters feedback
- ▶ What we learned
 - Importance of a tiered approach
 - Importance of tracking students' progress
 - Importance of disclosing information to student

Evolution of the Benchmark Assessments

- ▶ The Portfolio
 - Advisory Board feedback
 - Student feedback
 - Raters feedback
- ▶ What we learned
 - Importance of a tiered approach
 - Importance of tracking students' progress
 - Importance of disclosing information to student
- ▶ The result
 - Reduced the portfolio to the essential
 - The Benchmark Assessments

Quick facts about the Assessments

- ▶ Each video is approximately 11 minutes long
- ▶ Interpreting content is post-secondary academic language
- ▶ Ethical scenarios are based on real world situations
 - Designed to promote independent critical thinking skills
 - Designed to prepare students for job interviews
- ▶ Raters are Deaf and hearing community members
- ▶ Interpreting students are given the general topics one week in advance
- ▶ Students are told the expectations and the format of the Benchmark

More quick facts about the Assessments

- ▶ Developed rubrics as the assessment tool
- ▶ Focus on equivalent message
- ▶ Video explaining the Benchmark Assessments for raters
- ▶ Will continue to work on Benchmark Assessments for Deaf Studies program

SLIP/DS Program Review

- ▶ When? April 15, 2016 at 2:30pm -4:30pm Where? -TBA
- ▶ Letters of support from you - any data on interpreter job market, statewide and nationally, etc.

Wrap Up

- ▶ Any comments?
- ▶ We value your input
- ▶ Thank you for your support and for being part of the Advisory Committee.

Update: Smooth transition as we welcome Mish Ktejik to our team.

QE- Benchmark Assessments: Qualifying Exam has been phased out and replaced with Benchmark assessments. The assessments will take place multiple times while the students are in the program. They will be assessed on their English to ASL, ASL to English as well as, Ethical Scenarios for both SLIP and Deaf Studies students. The expectation of their interpreting outcomes varies depending on the term that they are assessed Fall 60%, Winter 65% and Spring 70%. During the assessment they will not be allowed to pause, stop or rewind the source language.

The Benchmark assessments have more transparent expectations and are connected to the curriculum during each scheduled assessment, it is more of a holistic look over the year. The goal is that this approach will make the experience less stressful to the students. The students will take the benchmark assessment every term even if they have scored at or above the pre-determined percentage for the previous term. With the teared approach we believe it will be more beneficial to the students.

The raters will be a similar set up as with the QE; ASL to English portion will be 3 hearing people from the community, and or instructors, and the English to ASL portion 3 Deaf people from the community and or instructors.

Business side of Interpreting:

The question was brought up about the curriculum in regards to the business side of interpreting. Mish said that she is really excited about teaching more of the business aspects of interpreting and shared some of her experiences when she was beginning in the field. Tonya said that she would be happy to come to class for a presentation as well.

Deaf Studies:

The field is so broad that is it difficult to assess what to do to prepare each individual student for their specific goal. We are looking for ideas. Some of the suggestions are: 5 minute video talking about themselves, what they will bring to the Deaf community, what their back ground is, a mock interview, brainstorm jobs different that Deaf Studies students can apply for.

Tom suggested, Chestnut lane, nursing assistants, CNA, Tech-medical, Voc rehab, Tech-Counselors, DHS, Social Workers. Entry level positions as well as those with degrees.

How do we assess the students to be sure they are prepared to seek employment?

How do the students prepare? Expand their knowledge of Deaf culture and history. The Deaf students that join our program need to learn more in-depth about their own history as well.

Jean suggested that at the job fair offer mock interviews, can be either interpreting or Deaf Studies.

Mish asked the people in attendance if they would be willing to mentor Deaf Studies students.

Program Review: Scheduled for April 15th at PCC Sylvania Campus. Darcie encouraged people to attend this event or sent letters or videos of support of our program that can be given to the PCC Board.

Dave also encouraged them to offer up their support of the SLIP/DS program and gave a few examples of programs at PCC that have been cut in the past few years. He then thanked Darcie and Mish for all of their hard work.

Advisory Committee meeting

Jan 29, 2015

People in attendance:

David Stout, Darcie LeMieux, Edwin Cancel, Melanie Deleon-Benham, Jean Miller, James Rae, Daniel Mroz, Steven Brown, Stephanie Faull, Brandi Leir, Carissa Nash, Kellie Wachtel, Tonya Nelson, Kelly Crain

Agenda

Updates on SLIP/DS/ASL programs

- Additional of new courses - ASL 260 Introduction to Interpreting, ASL 265 Fingerspelling and Numbers for ASL Students, ITP 242 Deaf Culture II
- Increase number of tutoring hours focusing on interpreting skill
- New and ongoing partnerships with Oregon Association of the Deaf, Evergreen Public Schools, Special Olympics (working with Deaf people), Oregon School for the Deaf (Reading program, Haunted Convention), ODEAF - Oregon Deaf Empowerment and Advocacy for Families, Veg Fest event, Washington School for the Deaf, Brooklane Chestnut Lane, Portland State University, Marylhurst University
- Ongoing work on SLIP Portfolio
- Many of faculty & students volunteered during Conference of Interpreter Trainers conference in Portland this Fall 2014, and other events
- Upcoming Signing Naturally Unit 7-12 training for ASL instructors
- PCC ASL Club - Advisor and students are doing a great work to keep it going with activities
- Increase graduates in SLIP and Deaf Studies

The meeting started with introductions

ASL Club talked about upcoming events

- Rosa Lee will be here on June 6th, club members will be visiting class rooms and promoting the event.
- Vegfest, interns work with mentors in the community. Looking for more events in the community to attend.

Curriculum changes

- ITP 260, Introduction to Interpreting. A prerequisite class to the Interpreting Program. Not a required class at this time for students to enter the program, but strongly recommended.
- ASL 265, Fingerspelling and Numbers
- ASL 240, History of the Deaf Community, transitioned from the ASL 130 3 credits, Now 4 credits and more focus on advocacy.

Tutor hours

- More hours have been allocated to have a specific focus on each level of tutoring
 1. ASL for students in the Sign Language Studies classes (ASL 101-203 or ASL 150-251)
 2. ASL for the Interpreting/ Deaf Studies students.
 3. Interpreting tutoring, to focus on simultaneous interpreting.

Articulation Agreements

- Agreements with both PSU and Marylhurst University.
Transitions are a smooth process for the students
- WOU, waiting on paperwork

Deaf Studies

- There are more graduates per year
- Looking in to curriculum changes to add an AAS, Currently only a certificate option.
- Wanting a coordinator specifically for the DS students.
 1. They are feeling left out.
 2. Difficult to balance all three programs Sign Language Studies, ITP and DS.
 - 3 .Ideally have a 3rd full time person to focus on DS and SLS.
- Types of jobs for a DS graduate
 1. Disability resource centers
 2. State agencies

3. VOC Rehab
 4. ADA Coordinator (Schools or hospitals)
 5. VRS Scheduling
- Educational setting
 1. Recommendations that Spec Ed need more ASL Linguists
 2. Laurent Clerc Center, and Child Care center needs more K-12 teachers with Linguistic knowledge.
 3. Student Life Counselor
 4. Wash State endorsement required for Deaf Ed. There are many instructors of Deaf children that know little to no ASL

QE/ Portfolio

- Different options to produce more graduates
- Internships
 1. How to demonstrate skills
- Focus shifting from the QE to producing work samples
 1. Portfolio to show to potential employers
 2. Turn in work through the 2 years.
Specific criteria to be met at different times during their first and second year of ITP.
 3. Mentor in Mock II (ITP 281) for more guided feedback before the QE or Portfolio target points.
 4. Skill assessment not to wait until the last two terms. Weave in to already established curriculum/course work.
- Feedback from community members
 1. Jean Miller, Purple: PCC graduates are more readily hireable than other programs.
 2. Tonya Nelson, ASNW: Have mentors in the community, other interpreters. Mimic the industry standard type of assessment.
 3. Kelly, graduate of ITP: It is really the students' responsibility to prepare for the exam, self-analysis, more hours of practicing, set up your own mock. Maybe have the Fingerspelling and numbers class be required.
 4. Daniel, graduate of ITP: Not passing the QE the first time was beneficial to me, I may not have thought so at the time, but I had to dig deep, and work hard to get my skills where they needed to be so that I could be the interpreter that I am now.
 5. Many employers don't consider the QE or a portfolio; they do their own skill assessments.

Internships

- To be placed in to an internship a student must pass the QE or receive a score of 3.5 or higher on the EIPA in the English to ASL and pass the written portion.
Most of our students pass the written portion of the exam.
- If we take away the QE how do we assess the skill level of the students
 1. During the 1st year incorporate more ethical scenarios, different perspectives, presentation of skills
 2. Encourage more community involvement
 3. Evaluations throughout the year to be counted towards a formal assessment. Not sure what that will look like yet. Possible portfolio.
 4. During the 2nd year more formal assessments of simultaneous interpreting.
 5. Deaf Studies students will not be required to have a portfolio.
- It is strongly encouraged to have the students ready for internship and on their way to graduation in their 2nd year.
- Establish mentors in the interpreting community beginning the 1st year of the interpreting program.
It is key for the students to see with the life of an interpreter really looks like.
 1. Ten or more different signing styles of clients
 2. Level of clients education
 3. Commuting around town

New Administration updates

Dave stated that the new administration is currently looking to cut CTE programs that are not cost effective. We need to look to the Deaf community to come together to support our efforts sooner rather than later when they are making the decision to cut the Interpreting /Deaf Studies programs.

April 2016 there will be a meeting where we will have to show growth in the programs with a unified front. They are looking at the numbers of graduates, having more students in the Deaf Studies program is helping with that.

Advisory Committee Meeting
May 9, 2013

Advisory Committee Meeting Spring 2013

Portland Community College
Sign Language Interpretation and
Deaf Studies Programs

Welcome

- Thank you for being here
- We value your input
- We respect your time – let's take a break at 5:55, start again at 6:10, and end at 7:00
- Message from the Dean of English and World Languages

Introductions

- Please introduce yourself briefly:
 - Name
 - Where you work
 - Your connection to interpreter education or interpreters

Purpose of this Meeting

- We can't cover everything
- We meet twice a year – rotating committee members as needed
- Our program must adapt
- Completion agenda
- Addressing our challenges
- Staying current
- Focus: qualifying process

Background

- The current version of the qualifying exam (QE) was created in 2003
- It is based solely on a voice to sign sample and a sign to voice sample, each about 12 minutes long
- Scoring is based on 70% message equivalence
- Six raters: 3 deaf; 3 hearing
- Students could take it 3 or 4 times
- No pass means no internship and thus no degree

Results

- Attrition, combined with failing grades, combined with a low pass rate on the QE, has led to low completion rates for our program
- This has effectively kept dozens, perhaps hundreds of potential interpreters out of the field, while many became interpreters without completing their degrees
- Some of them were clearly unqualified, and did not pursue interpreting, while others went on to work or even become certified.

A typical results chart

H1	H2	H3	Avg	D1	D2	D3	Avg	Result
NP	NP	NP	NP	NP	DP	NP	NP	NOT PASS
DP	NP	NP	NP	DP	NP	NP	NP	NOT PASS
PASS	PASS	PASS	PASS	NP	DP	NP	NP	NOT PASS
DP	DP	DP	NP	NP	DP	DP	DP	PASS
DP	PASS	NP	DP	DP	PASS	DP	DP	PASS
DP	PASS	DP	NP	NP	PASS	DP	DP	PASS
PASS								
PASS	DP	DP	DP	NP	DP	NP	NP	NOT PASS
NP	NOT PASS							
PASS	DP	NP	DP	DP	PASS	NP	DP	PASS
DP	DP	DP	NP	PASS	NP	NP	NP	NOT PASS
DP	DP	DP	NP	NP	NP	NP	NP	NOT PASS
NP	NP	NP	PASS	PASS	PASS	PASS	PASS	NOT PASS

Research Survey

- We conducted a survey this year of ITPs and how they screen for exit.
- Out of 13 responses, four use an exit exam. None of these four use it prior to internship.
- One of our challenges is the limited availability of internship placements.

Our Responsibility

- We must consider our responsibility to:
 - The students
 - The college
 - The community, including deaf and hearing consumers and the interpreting community
 - Best practices in higher education and in interpreter education

Administrative response to our Program Review (2010)

- We understand the importance of sending out students for an internship only when they are ready, but are concerned over what appears to be a low success rate. The overall success rate appears to fall in the 30-40% range. We recommend that you review the pass rates for all students who attempt this exam and, should it prove to be a barrier, explore options for making improvements.
- One option is to consider whether or not the QE is the best measure of students' preparedness for internship. Is it a sufficiently authentic assessment, and does it accurately measure a student's proficiencies as an interpreter?

Proposal

- We are now considering replacing the QE with a portfolio, such as the one used by Douglas College ITP (Vancouver, B.C.)
- This would ideally be a more holistic way to evaluate students' readiness for an internship
- We intend to pilot this project at the end of the summer with a small set of portfolios

Your Role

- We need community input to determine several elements of the portfolio project:
 - Format: physical or online?
 - Review board: number and types of members
 - Items to include in the portfolio
 - Rubric for scoring
- We will determine these by conducting a survey of all of you as well as some advisory committee members who couldn't be here today

Discussion

◉ Example e-portfolios:

- [1](#)
- [2](#)
- [3](#)

Survey

- ◉ A survey will be sent to you via email. Please reply within three days. We will use the results to plan the pilot testing of the instrument.

Closing

Thank you for being here!

Advisory Committee Survey

June 26, 2012

Q. What are the main strengths of our programs?

All three programs work together to support each other
Long-term staff are loyal to the program and known in the community
Variety of skills in staff
Bringing new staff into new roles
Quality assurance of students graduating with necessary skills
Strong ASL foundation
Students who stay are deep ethical thinkers
Students take the work very seriously
Great ASL teachers and Deaf instructors

Protect Deaf community

Native Deaf instructors with MA

Exit exam

Required internship

Deaf Studies/ASL Good option for those wanting to work with Deaf people but not interpret

Excellent cultural/linguistic awareness development tool

Two years of ASL classes - back to back would benefit students to get into ITP

Students come from afar to get into PCC

Robust classes

Well prepared for internship/work

Strong ASL base

Q. What are the main weaknesses of our programs?

Interns/graduates are scared/overly self-critical

ASL elitism (hard of hearing students or those who prefer English aren't as well served)

Some content knowledge lacking - certificate program doesn't require students to take academic coursework like science, math, etc.

Adjunct teachers - training

Evaluation

Marketing?

Standardization of staff/teaching outcomes

Students transfer into PCC classes thinking they met outcomes in other colleges

Students' lack of familiarity with English makes for challenge teaching them ASL grammar/structure

Students don't often sign up for upper ASL classes if they have conflicting schedules in their major and struggle with future ASL classes as they forget

Faculty/staff are overburdened with work - need more full-time staff!

Screening process? To weed out those who won't make skillful interpreters

Keeping up with instruction following current industry trends (VRS, VRI, etc.)

Less native ASL exposure

Students don't get enough practice

Students have a strong internal conflict when clients prefer some initialized signs

The community isn't always welcoming to students/new interpreters

Students being passed in ASL when they lack the basic skill to go to the next level

Mentors/internships: Need more mentors to support our interns

Q. What are the most urgent needs/action items for our programs?

Engage stakeholders for field experience and internship in more meaningful ways

Update QE and expand rater pool

Develop standards/cohesive program goals/methods for all three programs

Increase field experience hours

Require tutoring hours

Give students ways to safely do interpreting with real people before they take the QE

Build relationships with consumers, organizations, agencies. Offer them something in return.

How can PCC give back?

Work on language acquisition and interaction with a variety of Deaf community members to improve student readiness, fluency, and access to internships and field experience placements.

Hire full-time ASL instructor/coordinator

Revamp ASL program

Standardize testing

Move in direction of university level

Stabilize first year of ASL

Add elective courses such as conversation, classifiers, fingerspelling, etc.

Establish a degree in ASL/Deaf Studies that includes general ed coursework

Liaison better with professionals - job shadowing

Advisory Committee Meeting**June 19, 2012**

In attendance:

Xenia Woods

Ivan Padiál

Andrea Medlock

Tammera Richards

Jean Miller

James Rae

David Born

Colleen Thayer

Sharon Allen

Agenda:

1. Introductions

2. Announcements
3. Survey: what are the current strengths and weaknesses of our programs?
4. Presentation (Xenia): the top three strategic challenges facing our programs
5. Discussion
6. Survey: what are the most important actions for our department to take now?
7. Adjourn

Advisory Committee Meeting

March 30, 2012



PCC's Sign Language Interpretation Program
Strategic Challenges

+ Survey

- Please write on the paper:
 - 1. What do you think are the main strengths of our programs?
 - 2. What do you think are the main weaknesses of our programs?
 (If you don't know, write *no opinion*)

+ Topics for Today's Meeting

- Three main issues our programs are facing:
 - Lack of standards in the ASL program
 - Students being unprepared and/or not graduating
 - Our lack of field experience and internship placements

+ Issue 1

- Lack of standards in the ASL program
 - Training of instructors
 - Placement of students
 - Testing and advancement
- Recent successes
 - Instructors are applying for ASLTA certification
 - We are interviewing new instructors
 - We are holding faculty meetings more often

+ Issue 2

- 2A: Students being unprepared
 - ASL program issues
 - General education issues
- 2B: Students not graduating
 - QE issues
 - Inadequate practice
 - Inadequate field experience and internship
- Recent successes
 - We have updated the screening process
 - We have begun offering Introduction to Interpreting
 - Several students passed the QE in the Winter term
 - We are offering more tutoring

+ Issue 3

- Our lack of field experience and internship placements
- Recent successes
 - In the Spring term, a larger than usual group of students was placed in internships; however, they did not all complete them

+ Proposed Approaches

- For the ASL program:
 - Adding more preparatory classes
 - Doing what it takes to convince the college we need another full-time faculty member
 - Creating standardized final exams; use cross-program scoring
 - Updating our ASL Skills assessment
 - Going back to the drawing board and asking why we do each thing and if it still serves its purpose
- For the SLIP:
 - A new QE with a new rubric
 - Using the advisory committee meetings to approach issues related to field experience and internship placements

+ Context

- Thank you for being here!
- Introductions
- Your input is important to our programs.
 - ASL
 - Deaf Studies
 - Sign Language Interpretation

+ Thank you!

- Thank you for taking the time to participate in our Advisory Committee.

Announcements, greetings from Dave Stout and Darcie LeMieux
Changes and Updates of the programs - faculty, curriculum,

Student reports - strengths and weaknesses of the program (Leo, Dana)

Discuss some issues with consistency in
Strategic challenges facing our program (Xenia/Darcie)
See Strategic Challenges Powerpoint
Brainstorming solutions and new approaches
Wrap-up and adjourn