

Program Name: IEP Interpreter Education Program

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ACADEMIC PROGRAM REVIEW

The timeframe of program review is five years, including the year of the review. Data being reviewed for any item should go back the previous four years, unless not available. Questions regarding forms, calendars & due dates should be addressed to Kathleen Fenton (ext. 3737) or David Liska (ext. 3714) in the Institutional Effectiveness Office.

Are We Doing the Right Things?

This introductory section requires a description of faculty effort in instruction, scholarship, outreach and engagement, and service across the district/campus. It should be a comprehensive and functional depiction which sets the context of the academic program and should serve as the framework for the rest of the document. Topics presented in this self-definition explanation should appear later in the self-study in greater detail and explanation. This section should also begin to draw alignments with other processes, such as institutional or state initiatives.

This section is not meant to be merely a descriptive narrative of demographics. For example, reporting enrollment figures for the past four years is useful only if they are illustrative of something that is impacting the unit (for example, growth in “service learning courses;” substantial increase or decrease in the number of students with intended award completion; a disruptive technology impacting market demand). This is also not meant to be a statement which establishes the level of quality of the program. It should be focused clearly on what is done in the name of the program.

1. What does your academic program do?

A. What is the academic program and its context? Provide evidence to make the case for each assertion made.

Points to consider:

- Instructional efforts by program faculty
- Related scholarship efforts by program faculty
- Outreach and engagement efforts by program faculty
- Service across the campus by program faculty

The Interpreter Education Program (IEP) provides knowledge and builds skills and behaviors necessary for students to become outstanding professionals capable of satisfying the State’s interpreter certification requirements. Graduates of the program will professionally impact the Deaf community and

the community at large. The program consists of 65 credit hours out of which 40 are directly related to ASL and Interpreting.

Our faculty is committed to bringing research based best practices to the ASL and Interpreting classroom. In fact, because of this pursuit of excellence in our classrooms, last year (2015) a member of our faculty was named professor of the year. Two full-time faculty and three associate faculty along with one lab assistant are members (some ex-officio) of our IEP Advisory Board. This requires a lot of time and effort on their part given the fact that our Advisory Board meets monthly and works on special projects dedicated to the continual review and enhancement of our program. Some have also served on Faculty Search Committees, the Hispanic Heritage Month Committee and the Deaf, Deaf World Committee. We also count among our instructors members of the TSID (Texas Society of Interpreters for the Deaf) and the NCTID (North Central Texas Interpreters for the Deaf) as well as one of Texas' two active Certified Deaf Interpreters. One of our professors works as a mentor and is serving as the parliamentarian for the NCTID. See a description of service details across the campus by one of our full time faculty in Appendix 1.

Faculty and staff are engaged in various professional development activities. Faculty are engaged in continuous professional development; while specific examples are noted below, most notable are Professor Advani's recent international trip to Deaf Expo in India; his presentation at Community College Humanities Association, and his plans to publish; the faculty's attendance of Faculty Professional Development presentations; Professor Nagy's completion of a master's degree; and Lab Assistant Palazuelos' completion of a master's degree.

Important to highlight is the significant community outreach effort made by all members of our faculty and staff in organizing and facilitating the yearly Deaf, Deaf World event. Members of the Deaf community come together to experience many of the instructional efforts made in our ASL and Interpreting classrooms. Members of the hearing community alongside the Deaf community participate in a variety of activities aimed at raising awareness of the needs of the Deaf community and how to bridge the cultural gap among the community at large and the Deaf community in particular. Members of the faculty and staff participate by leading all of the activities from teaching the alphabet, to hands-on signing, to deaf community members providing deaf entertainment. The net effect of the Deaf, Deaf World event is measured in the continual growth and involvement of the DFW Metroplex community at large, familiarizing the community about the IEP and increasing its reputation.

Significant instructional alignment efforts are made by our faculty in order to hone the program in its objectives and outcomes: Syllabi for each class are periodically reviewed and revised for each course keeping in mind the importance of instructing students in the knowledge and skills required for professional impact. Course descriptions and student learning outcomes have been updated and are now in agreement with WECM standards. The curriculum has been aligned through the use of textbooks and guidance on instructional best practices. Our instructional alignment efforts have also included implementation of standard syllabi, activities, projects, quizzes and tests throughout the curriculum. Also, in order to bring instructional consistency and alignment across curricular activities (classroom & lab), we meet with lab assistants at the beginning of each semester to advise and retrain. Given the fact that we are constantly vigilant of any changes needed in our curriculum and instruction process, we meet with both: individual instructors or groups in order to bring awareness of any new developments and how these will be implemented in the curriculum.

Last, the degree plan for our ASL Certificate and our Associate Degree in Interpreting has been re-designed to include more interpreting classes, requiring 65 credit hours in two years. The name of the certificate and the IPPD have also changed. The certificate is in "ASL Studies" and is no longer called Interpreter Trainee, reflecting the true nature of the certificate. The IPPD is now called IEP (Interpreter Education Program), a more recognizable and memorable name. A second certificate was approved by CAB in January, this an enhanced needs skills certificate in Interpreting in Medical Settings. For the first time ever in the history of the program we are teaching online courses. Currently, we are teaching Introduction to Interpreting online. Also, our professors are working on the development of online versions of three other courses: Deaf Culture, Fingerspelling and Numbers and Visual and Gestural Communication.

B. Executive Summary: Briefly summarize the topics that are addressed in this self-study.

The Interpreter Education Program at Collin College is designed to train professionally the next generation of deaf interpreters for the DFW community. Instructionally Collin's IEP has made considerable efforts in researching and analyzing the needs of a Deaf Community to close the cultural and language gap between the hearing and non-hearing communities. To that end, the IEP has developed a 65-hour degree plan that teaches knowledge and skills and cultural nuances in order to prepare interpreters to become skilled professionals in the art and science of deaf interpreting. Collin's mission and core values guide the IEP's strategic efforts. Through a myriad of instructional and outreach efforts (curricular alignment, community outreach through the Deaf, Deaf World events, hands on lab experience), Collin College has managed to offer a well grounded effort of professional instruction and development for future interpreters. Given the fact that for the DFW community our IEP is a terminal degree with very few options to transfer into a 4-year degree plan, we strive to provide the type of instruction that will prepare students to turn their educational experience at Collin College into a successful professional position.

Many factors can and do account for the low rate of program completion. Many personal reasons have been accounted for in program research and evaluation efforts made by Collin College (cf., independent evaluator report in Appendix 2). Strategically the IEP program has made significant efforts to address the individual and collective needs of our students. Furthermore, as an instructional program the IEP has made considerable investments in securing a teaching and learning alignment that takes into account the professional training of all faculty and staff in curricular and instructional matters. We use some of the best textbooks and educational resources available for the profession. However, the program is aware of the extant need that graduates have to be ready to provide services to a growing cultural and economic market like is DFW. This is why we are continually seeking to evaluate and enhance our program's instructional offerings. More and more we find evidence that the honing of our instructional program is developing competent and workforce ready graduates. In the evaluation of our curriculum and instruction paradigm we have found enough evidence to suggest that we are attuned to the needs that our students have. Given this experience, we have also learnt that unless we offer a consistent and well devised plan of completion, our students will tend not to remain engaged in the degree plan.

We are making significant strides to close the gap between enrollment in the program and its completion by individual students. In looking at the data, we find that most of the barriers to which students attribute their leaving the program are based on personal issues far beyond the control on an instructional process. However, the ones that students state as programmatic hindrances in nature we continually seek to address administratively and instructionally. An email newsletter is sent to all ASL/IEP students nearly every month as a means of informing students of advising sessions, program changes, and opportunities for language practice. Mandatory advising has been most instrumental in assuring that students follow the program of courses effectively and efficiently. The chair's and deans' visits to ASL classes has provided identification of students working toward the Certificate in ASL Studies and/or the AAS in Interpreter Education Program; these visits have also served as promotion of the program to those students most receptive to obtaining the certificate or AAS degree.

As the program evaluation conducted in 2012 (cf., Appendix 2) suggested we evaluated the credentials and professional experience of all the members of our faculty and staff within the IEP. This led an administrative effort to ensure that we employ and retain competent, experienced and appropriately trained professionals. Administratively, we know how difficult it is for Collin to secure the identification and subsequent employment of competent professional faculty and staff for the IEP. Nevertheless, we have made considerable strides in aligning faculty and staff credentials with instructional design and delivery. We have an accurate accounting of faculty credentials and we will employ only professionals with the required credentials to teach in our program.

Along with the aforementioned, we are meeting with faculty and lab assistants every semester to inform and train them on any new administrative and instructional developments within the program. We have made considerable investments in maintaining and improving the technologies in our ASL Lab. Collin is committed as a matter of strategic development to the continual improvement of existing facilities and the construction of new facilities. The most significant impact of this commitment is seen by the continual renewal of new lab technology. We know that offering an Interpreter Education Program within the American Sign Language area of study is important to the Deaf Community in DFW. The lack of baccalaureate degree plans in the DFW area does not speak to the need of such degree, but it speaks to the complexity that a degree program for the Deaf entails. Collin is truly unique in its contribution to the Deaf community and without its IEP program the Collin College community in particular and the DFW community in general would lose one of the only university terminal degree plans in deaf education and culture in the area. Such contribution cannot be overstated. We will continue to make improvements to our degree plan and to the quality of our instruction while developing new ways to engage the community in understanding Deaf Culture.

Faculty and staff provide a significant amount of service to the institution. Appendix 1 provides a list of service activities completed by the permanent full-time professor of ASL. A part-time faculty member, now temporary full-time faculty, has served as a faculty advisor to the registered student organization the ASL Club, which has hosted viewings of ASL films and completed a very successful field trip last year to Gallaudet University in Washington, DC. All faculty and staff associated with the ASL/IEP programs have been actively engaged all year for the past three years in planning and facilitating the annual Deaf Deaf World event, which has drawn nearly three hundred Collin and general community members and

has been instrumental in raising familiarity with the programs as well as bolstered their reputations.

2. Why we do the things we do: Program relationship to the college mission, Core Values & strategic plan

The question of “why we do the things we do?” is one which focuses on the mission of the program, goals and priorities, and the role of the program within the discipline and college. You do not need to repeat the college mission, core values or strategic goals. Provide program-specific evidence of actions that support the case that the program and its faculty contribute to fulfillment of the college mission, core values, and goals. Provide enough information that would enable someone to verify that the described action was taken.

Poor example: Core values are integrated into coursework. (Not verifiable)

Good example: Core values are integrated into coursework through written reflections. (Verifiable, but general)

Better example: Core values are integrating into coursework through written reflections asking the student to describe how s/he will demonstrate each of the core values in his or her professional life and demonstrated through service learning opportunities. (Replicable, Verifiable)

A. Provide program-specific evidence of actions that the program supports the college mission.

As part of our commitment to the college mission and to better serve our student body and help them develop the necessary skills to become excellent professionals, the department has implemented workshops, provided open labs Monday-Saturday, supported the ASL Club’s activities, and other day-to-day activities. The department has organized also community events such as the Deaf, Deaf World and Silent Dinner.

B. Provide program-specific evidence of actions that support the case that the program and its faculty contribute to fulfillment of the college core values.

Nothing provides a more succinct example of the reinforcement of our core values to our students than the alignment between instruction and community outreach. Students are taught Collin’s core values of learning, service and involvement, creativity and innovation, academic excellence, dignity, respect, and integrity through community engagement. The Deaf, Deaf World yearly event is the strongest and most poignant evidence that the College engages what it does as an educational institution with the impact that it can make in the community at large. Students and Faculty are involved in a show and tell and dinner activity that raises awareness within the larger community of the kind of character that Collin strives to develop in its student body.

Also, our program has faculty and staff totally committed to the college core values. Our professors and staff serve on committees and volunteer long hours for meetings, advising, and tutoring. The passion for learning is such that some of our lab assistants and instructors have gone back to school themselves and are now in the process of earning graduate and doctoral degrees. This will improve the quality of teaching immensely here at Collin, and will motivate our students to strive for success.

C. Provide program-specific evidence that supports how the program supports the college [strategic plan](#).

In support of the college strategic plan we have implemented assessments activities to ensure students going into Interpreting have acquired the knowledge they need to succeed in our program. We have also implemented academic advising by faculty, dean and chair, and the department now requires orientation prior to course registration. In addition, we administered an IEP Survey (see Appendix 3) for students that have passed through our program. The information provided to this survey provided insight into student completion, satisfaction with the field, and critical assessments of the program. It was used by the Advisory Board and faculty and staff to chart future improvements in the program.

3. WHY WE DO THE THINGS WE DO: THE PROGRAM HAS A CLEAR TRANSFER PATHWAY TO A BACCALAUREATE IN A RELATED FIELD

A. Make a case with evidence to show the program offers a clear transfer pathway to a baccalaureate in a related field.

Points to consider:

- Attach scanned copies of any signed and current articulation agreements with Collin's university partners and top transfer schools.
- Address the percentage of students who are completing your academic certificate or degree prior to transfer out.
- At what point(s) are a substantive percentage of students transferring out of the program?

Though no current articulation agreements with Collin have been signed, and though there are no universities in the area that offer BA's in Interpreting, we advise students looking to further their education to seek enrollment at Texas Woman University, UT Austin, Lamar University (online), and the University of Northern Colorado (online with Summers on campus). The latter universities mentioned offer classes online making the transition more accessible for students who cannot move to another state to continue their education. One of our lab assistants is in her last semester at UNC, and she has done it without having to leave her work here at Collin. Furthermore, one of our instructors in interpreting plans to graduate this spring with a master's degree from Lamar University.

B. Make a case with evidence to show that the program graduates the average student within 9 credit hours of the required hours for the award.

Points to consider:

- What number and percentage of the program's students complete the program with only the required number of credits?
- How many credit hours does the average program student have at the time of graduation?
- If there is overage, what steps does the program plan to reduce the excess number of

hours taken by students on their path to the program degree or certificate?

Data for AY 2012-2015 (see Appendix 9) show an average of nearly 30 credit hours completed over the award. Approximately 6% (2 of 35) students completed the program with only the required number of credits. The average program student has around 70 credit hours at the time of graduation. There are two significant contributing factors to these overages. A number of students work toward two majors, most often Child Development or Criminal Justice in addition to Interpreting. The second contributing factor is a lack of advising; this has been addressed by implementing mandatory advising each semester and communicating periodically with students via an email newsletter.

4. Why we do the things we do: Program relationship to market demand by students

Make a case with evidence to show that students want the Degree or Certificate, and are able to complete the program.

Points to consider:

- The number of students who applied for the award in each of the last 4 years
- The number of students who completed the award in each of the last 4 years. What is the enrollment pattern?
 declining flat growing not exhibiting a stable pattern
- What are the implications for the next 5 years if the enrollment pattern for the past 4 years continues?
- Describe any actions taken to identify and support students enrolled in program-required courses early in the degree plan. If no actions are taken at the present, please develop and describe a plan to do so.

During the last two years 14 AAS have been awarded and 12 certificates. According to a recent survey conducted by our department (see Appendix 3), out of 53 who answered it, we learned that 6 completed the certificate and associate's degree at another institution. When asked the reason for not completing the certificate and the associate's at Collin, their answers varied from "decided did not want to pursue in it", "relocated", "took the classes as elective", "goals let elsewhere", "difficult timing in life", "started a family", "personal", "needed to work more", "still attending", "was not seeking degree", "transfer to a university", "already have a degree" and others. One that was mentioned more than once was the schedule. However, some of the comments contradict each other like "class times were always in the evenings" and "classes were only offered during the day". Other comments were "class schedule not conducive to a commuter who works full time", "lack of professors", "classes didn't blend with my schedule/family issues arose". In the same survey, when asked about the strengths of the program comments like "having 'awesome' deaf professors and deaf lab assistants" and "having 'true' interpreting professionals teaching the interpreting classes" were the number one strengths.

After careful consideration of the schedule, the students' recommendations, the number of instructors the department has, and knowing that it is extremely difficult to please everyone, it has been decided to build an evening block schedule that will be supplemented by some daytime and Saturday classes (cf., Appendix 4). This will give guidance to students and will help them make arrangements ahead of time in order to be able to take the classes as scheduled. This change in class scheduling should result in more effective enrollment management and more efficient use of the limited number of faculty.

5. Why we do the things we do: Program relationship to market demand by employers

Make a case with evidence to show the program relationship to Market Demand by employers.

Points to consider:

- Is there state and/or local job demand for people with a baccalaureate in a field related to the FOS or the Core Objectives?
- What foundational skills and knowledge do employers say they want? Provide evidence from national, state, and/or local employer surveys, studies, editorials and other sources that identify current employer expectations for baccalaureate graduates in program-related fields.
- How do Collin students perform relative to what employers or related university programs seek in this program field?

Our department understands that in the context of Deaf Culture there is a shortage of well-qualified interpreters, and we are committed to the training and development of this preparatory program. According to the Bureau of Labor Statistics (BLS) the market will absorb approximately a 42 percent employment growth between 2010 and 2020. IEP strategically takes into account the fact that in a national labor market the difference between the growth in other labor sectors and interpreting is significant enough to justify the investment in resources and administration of the program. Again, the BLS compares the 42 percent growth in the interpreting sector to the 14 percent growth in the rest of the labor market.

In the state of Texas the demand for professionally trained and knowledgeable interpreters is evident by looking at the job market in statewide postings (see Appendix 5) like the one at CyraCom International Inc., the second largest (by their own estimation) provider of over-the-phone interpretation in the world. In looking at the foundational skills and knowledge required of their applicants we can easily correlate the IEP's instructional objectives and outcomes with what world-class companies like CyraCom are looking for. We are teaching our students the skills necessary to provide interpreting and transliterating services for Deaf consumers. Our students receive extensive exposure and training in how to mediate between the hearing and the deaf culture. The core values that guide our preparatory program teach students the ethical and professional demands of an interpreter that has as a primary responsibility to convey the content and spirit of the speaker. Our graduates will have complete proficiency in ASL giving them the capacity to work well with minimal supervision and demonstrate good judgment in problem solving situations. The program has been designed to meet the demands of a job market that is growing and needs qualified professionals in the interpreting field (cf., Appendix 5).

Are We Doing Things Right?

This section is a data-driven analysis of the strengths and challenges of the unit. It includes such topics as instructional productivity, faculty recruitment and retention, student retention and graduation rates as well as the discussion of student learning outcomes assessment. External judgments of quality such as external accreditation, faculty awards and student awards may also be discussed in this section. Other issues important to the unit also belong here as appropriate.

The assessment of student learning outcomes is an essential part of this section in how it relates to decisions about curriculum. Measures of learning outcomes may include but should not be limited to student survey data. Student learning outcomes should primarily focus on direct measures in which students demonstrate their learning. Examples of direct measures include papers, presentations, and direct application of skills. The narrative should include the ways in which student learning outcomes have been measured, what the data showed, and any action taken as a result of the data analysis. For example, to assess writing with the discipline, a department compares samples of student writing from an introductory course with essays written for course assignments. The evaluation indicates significant progress in writing skills over the course of the discipline, with the average score increasing from 80.5 to 92 over the degree plan coursework. If students showed no change in writing ability then this example would also include the changes implemented in an effort to improve the student writing outcome. A program's analysis might indicate the process for assessing student learning needs attention. Perhaps the rubric, instrument or assignment used to assess that the program learning outcomes are not well aligned. For instance, the outcome says "the student will apply discipline methodology to analysis of a situation" but the means of assessment emphasizes students' recognition of key terms and their definitions. How the program will take action to address the misalignment should be included in the last two sections of this document.

6. How well do we do curriculum things and who thinks so?

A. Make a case with evidence that there are no unaddressed curricular barriers to completion. Review the course enrollment, course retention rate, course success rate, and periodic scheduling to identify barriers to program completion.

Points to consider:

- Enrollment flow or retention and progression to the next courses in the sequence of the program degree plan.
- FOS only: Given that FOS courses are defined by the state, what actionable barriers are seen?

- For Core only: Do all course options have sufficient enrollment to continue their inclusion in core?
- For Core and FOS certificates: What steps can be taken to improve the course retention and success rate, the course enrollment, periodic scheduling and/or completion rate for specific courses?
- Program course retention and success rates: Attach Program-based Course Performance print out (found at Institutional Effectiveness intranet page via CougarWeb and select Program-based Course Performance).
- Identify all courses that have a retention rate below 78% (state standard) and/or a success rate below 90%.
- Using assessment evidence and instructor observations, *identify the student learning outcomes that are the greatest challenges for students*. Explain what instructional and other intervention might improve the rates for each identified course.
- Is there sufficient course enrollment to support a stable cycle of required course offerings at least once every two years?

A lot of consideration has been given to our degree plan and to its sequence. To that end in the past year we have made significant changes to our sequence and scheduling of all the courses necessary in order to successfully graduate from our degree plan. The IEP survey (see Appendix 3) done in 2015 shows that our degree completion rates hovered around 15 percent. As a result of the analysis of this data we were able to eliminate scheduling and courses errors that can address many of the issues with courses that fall below the 78% percent state standard.

Introduction to Ethics (PHIL2306) and College Algebra (MATH1314) appear to pose the most difficulty for students (see Appendix 10). We have thus identified specific course alternates for students and advise students of these alternates.

Developing proficiency in ASL is—according to faculty—the most challenging learning objective for students. We have implemented the IEP Language Assessment, which is given midway through the program to assess the ASL language skills of students; students with weak language skills are provided resources for improving their skills. The ASL Lab, the single most effective resource that supports language development, has been repurposed to make it more accessible for students seeking support for language development. Also, regular workshops are now being scheduled as support of students' language development.

There is sufficient enrollment to support a stable cycle of required course offerings at least once every two years. However, program revisions and lack of advising in the past has made it difficult to offer courses needed by students to complete their programs. We do not anticipate any significant curricular revisions; we are requiring advising prior to each and every semester; and we are working toward a block schedule for the IEP. Finally, we have established relationships with local ISDs (Frisco ISD, Greenville ISD, Lewisville ISD, Plano ISD) that will be leveraged to promote enrollments; Greenville and Lewisville students will visit our facilities this spring. These measures will ensure that enrollments will be adequate for future course offerings.

B. For any required program courses with enrollment below 15, explain a plan to grow enrollment or revise the curriculum.

As noted above, implementation of block scheduling, mandatory advisement, program promotion, and leveraging ISD relationships are expected to grow enrollment.

C. Make the case with evidence that the required courses in the program are offered in sequencing or at intervals appropriate to enable students to complete “on time” if a student was enrolled full-time and followed the degree plan.

Program courses are sequenced so that students can complete the AAS in IEP within two years, with two summers (see Appendix 7 for course sequencing). Given the necessity of step sequencing for ASL and Interpreting classes, two years is reasonable, indeed, required to assure that students obtain adequate language proficiency and interpreting practice. We have begun creating online versions of some classes, which will assist students in completing the sequence of classes as laid out in the program. Furthermore, we are currently working toward a block schedule for the whole program (cf. Appendix 4 for draft of schedule), which assist students in completing the sequence of courses as outlined in the program.

7. How well do we communicate and who thinks so?

A. Make a case that the program literature and electronic sites are current, provide an accurate representation, and support the program’s recruitment plan, retention plan and completion plan.

Points to consider:

- Ask students to give you feedback on your website and literature; incorporate their suggestions as appropriate.

B. Provide program website URL.

C. Describe the process used to keep all program literature (course descriptions, degree plans, catalog entries, etc.) and electronic sites updated and aligned with district-wide college literature and sites.

D. Provide the review date (after the close of the last full academic year.) in the Program Literature Review Table below that shows the elements of information listed on the website and in brochures were checked and updated for accuracy (current academic calendars, grading policies, course syllabi, program handouts, program tuition costs and additional fees, description of articulation agreements, availability of courses and awards, and local job demand in related fields) are accurate and available to the public.

The program has faced a number of challenges during the past four years. At this time we are completing implementation of curricular and instructional changes that have improved the program. We have thus delayed revision of sites and literature until changes are complete. The current program is available online via the academic catalog at <https://www.collin.edu/academics/programs/pdf/interpreter.pdf>.

The website is under construction and has not yet been made public. The brochure is currently being revised in light of the significant changes made to the program and the move toward engaging the community more concertedly. All faculty members—full-time and associate—have been invited to submit suggestions for revision of the brochure. We will engage students, faculty and staff in the creation of the website and in the revision of the brochure. We will implement procedures that will initiate regular reviews of the website and brochure as well as trigger revisions whenever curricular and instructional changes are made. Regular reviews will be triggered by an annual review of all literature associated with the division and assured by noting the need for the review in division calendars.

Program Literature Review

Title	Type	Date Last Reviewed and Updated
• ASL /IEP	• Brochure	• Under review
• ASL/IEP College website	• Web page	• Under review

8. How well are we leveraging partnership resources and building relationships, and how do we know?

Make a case that the program enlists university/business and industry partnerships to advance the program outcomes; complete the Partnerships Resources Table below.

- Points to consider:
- Co-op or internship sites; visiting class presenters; tours of facilities; facility use; equipment donors; dedicated program scholarship donors; mentors.

Partnership Resources

University/Business & Industry	Partnership Type	Estimated Market Value, if any
• Lamar University, Deaf Studies and Deaf Education Program	• University-professional development	• 0
• University of Northern Colorado, Interpreter Training Center	• University-professional development	• 0
• University of Arkansas at Little Rock, Interpreter Education Program	• University-professional development	• 0
• William Woods University, Interpretation Studies in ASL-English	• University-professional development	• 0

• Hired Hands	• Business-internships	• 0
• Deaf Action Center	• Advocacy center-internships	• 0
• Andrea Raye	• Private practice interpreter-internships	• 0
• Kelly McMahon	• Private practice interpreter-internships	• 0
• Gwen Bennett	• Private practice interpreter-internships	• 0
• Deanna Kappleman	• Private practice interpreter-internships	• 0
• North Lake Community College	• College-internships	• 0
• El Centro Community College	• College-internships	• 0
• Collin College Theater Department	• College-observations	• 0

The business partnerships listed above are current partnerships that we have to provide internships for our students during the last two semesters of the program.

We have not established any university partnerships but would like to pursue partnerships with the universities listed above.

9. Are we hiring qualified faculty and adjuncts, and supporting them well with professional development, and who thinks so?

- Make a case with evidence that faculty are qualified, keep current, and fulfill instructional, scholarship, service and leadership roles that advance the program and the college. List program employees (full-time and part-time), their roles, credentials, and known professional development activity in the last four years.

In 2012, Dean Marianne Layer hired Lauri Metcalf from San Antonio College to audit the program. One of the things evaluated was the credentials of our faculty. Since then we have made sure that our faculty has the proper credentials and that they are the best professors we could hire. All of our professors are relatively new to the program, and are committed 100% to make it great. Three of our professors have presented several times not only in United States, but as far as India. They volunteer days, nights and weekends to accomplish what needs to be accomplished (cf., Appendix 1 and below). The list provided below is a testimony of their Scholarly work.

Employee Resources

Employee Name	Role in Program	Credentials	Professional Development since last Program Review
Vijay Advani	Full time faculty	MA Deaf Education, McDaniel College, MD	<ul style="list-style-type: none"> • 2012: Deaf Studies, Utah • 2013-2014: Faculty Professional Development Presentations • The Faculty Professional Development Online Commons” by John Leonard, Mindi Bailey, and Regina Hughes • “SOBI: There is More to Learn!” by John Glass • “TSI Assessment Updates” by Susan Miller, Doug Willis, Donald Weasenforth • Attended, Service Learning Faculty Camp, August 2013 <p>Presenter:</p> <ul style="list-style-type: none"> • 2012: “Deaf Views: Communication and Technology in the Classroom Setting” at CCHA Southwestern Conference Dallas, TX, • 2012: “AUSTISM” at India Deaf Expo 2012 in MUMBAI, INDIA • 2015: “HERE’S YOUR SIGN” at faculty Development Conference, Collin College
Cris Nunn	Full time Faculty	MA Deaf Studies—Focus on Sign Language Teaching, Gallaudet University CDI (Certified Deaf interpreter) Intermediary III	<ul style="list-style-type: none"> • Currently studying for higher certification, CDI Advanced

Employee Name	Role in Program	Credentials	Professional Development since last Program Review
Windy Rossi	Associate Faculty	Associate of Applied Science in Sign Language Interpreting,	<ul style="list-style-type: none"> • 2015: Texas Society of Interpreters for the Deaf Annual Conference (4 days) Legal Interpreting Roles, Waivers and Disclosures Workshop

		<p>Tarrant College</p> <p>RID Master, BEI level III</p> <p>BEI Court</p>	<p>(6 hours)</p> <ul style="list-style-type: none"> • Legal AS Legalese Interpreting Workshop (8 hours) • NCIEC Curricular Resources for Preparing Legal and Court Interpreters Workshop (1 hour) • Heart to Heart: Conversations about Deaf Heart and Interpreter Heart Workshop (3.5 hours) • 2014: Be Bold, Be the Best Interpreter Workshop (3 hours) • With a Little Help from my Friends, Interpreter Tips Workshop (1 hour) • Little Rock Arkansas Legal Interpreting Seminar (3 days) • Team STEPPS for Interpreters in a Medical Setting Workshop (2 hours) • Brave New World: Rules and Ethics for Legal Interpreters Workshop (12 hours) • 2013: Texas Society of Interpreters for the Deaf Annual Conference (4 days) Texas Association of Judicial Interpreters and Translators Workshop (9 hours) • Interpreting in Family Court Workshop (1.5 hours) • Interpreting in the Court System Workshop (6 hours) • Basics of Legal Interpreting Workshop (1.5 hours) • Sign Language Interpreters in Court: Understanding Best Practices (45 hours) • Legal Interpreter Ethics Workshop (3 hours) • Theatre Interpreting Workshop (6 hours) • 2012: Texas Society of Interpreters for the Deaf Annual Conference (4 days) • Best Practices with Team Interpreting Workshop (3 hours) • Interpreting in a Violent World Workshop (3 hours) • Introduction to Criminal Law Workshop (24 hours)
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			<ul style="list-style-type: none"> • Working it Out ADR Legal Workshop (6 hours) • Legal Issues in the VRS Setting Workshop (4 hours) • Medical Terminology in Interpreting Workshop (8 hours) • Ethics as it applies to Medical Interpreting (3 hours) • Ethics Extravaganza Workshop (6 hours) • Presenter: • 2012 Texas Society of Interpreters Annual Conference Workshop (3 hours) • 2012 North Central Texas Interpreters for the Deaf Medical Terminology Workshop (3 hours) • Work related to Professional Interpreting Organizations: • 2015 Registry of Interpreters for the Deaf NIC Job Task Analysis Focus Group • 2013-2015 Texas Society of Interpreters for the Deaf Legislative Committee Chair • 2012-2013 Registry of Interpreters for the Deaf NIC Rater • 2011-2013 North Central Texas Interpreters for the Deaf Chapter President • 2013 Texas Society of Interpreters for the Deaf Annual Conference Co-Chair • 2012 Texas Society of Interpreters for the Deaf Annual Conference Interpreter Coordinator
Cynthia Nagy	Associate Faculty	BA , Deaf Studies, Gallaudet University	<ul style="list-style-type: none"> • Currently working on master's degree in Deaf Education at Lamar University

Employee Name	Role in Program	Credentials	Professional Development since last Program Review
Miriam Thompson	Associate Faculty	MA, Education - Deaf Education, Utah State University	<ul style="list-style-type: none"> • 2012-2015 ASLTA Conference
Kenya Rutherford	Associate Faculty - employed Spring 2016	Associate of Applied Science in Sign Language Interpreting, Collin College	<ul style="list-style-type: none"> • July 2015 • 1000 Fingerspelled Words –30 hour online workshop • October-November 2015 • Seeing Voices –32 hour workshop

10. Do we support the program well with facilities, equipment, and their maintenance and replacement, and who thinks so?

Make a case with evidence that current program facilities, equipment, maintenance and replacement plans are adequate and will advance the program over the next five years. Complete the Resource Tables below *as support for* your narrative.

Points to consider:

- The useful life of structures and equipment,
- Special structural requirements, and
- Anticipated technology changes impacting equipment sooner than usual.
- If you plan to include new or renovated facilities or replacement of equipment in your program improvement plan in Sections 13 & 14, be sure to justify the need in this section with qualitative and/or quantitative data evidence of the need.

The IEP Lab, D210, was created nearly three years ago and expanded with seven additional computer stations about a year ago. Also about two years ago, BB108 was redesigned and refitting with new flat-screen monitors to provide more space; furniture was replaced last year. Two tables were very recently added to BB108 to facilitate workshops and small group conversation practice.

Faculty and staff were consulted on all changes and to date find the facilities adequate. Responses to a recently administered survey (see Appendix 3) to students indicate that students find the facilities adequate.

Program Facilities

Room/Office Location and Designation	Size	Type	Special Characteristics (i.e. permanent like ventilator hood)	Meets current needs: Y or N	Will meet needs for next five years: Y or N	Describe additional needs for any "N" answer in columns 5 or 6.
BB108 (ASL Lab)	17	lab		Y	Y	
D210 (IEP Lab)	18	lab		Y	Y	

Program Equipment, Maintenance/Repairs

List all equipment required by the program that you do not consider supplies

Current Equipment Item or Budget Amount	Meets current needs: Y or N	Will meet needs for next five years: Y or N	For any no in columns 2 or 3, justify needed equipment or budget change
Computers with Internet connection	Y	Y	
Video phones and visual alert system	N	N	Adequate alert systems being considered by HR and VPP

Financial Resources

Source of Funds (i.e. college budget, grant, etc.)	Meets current needs: Y or N	Will meet needs for next five years: Y or N	For any no in columns 2 or 3, explain why	For any no in columns 2 or 3, identify expected source of additional funds
College/Division budget	Y	Y		
Perkins grants	Y	Y		

11. What difference will it make if we don't continue to do the things we've been doing?

Discuss and analyze the intellectual and scholarly value of the program, its activities and functions, and the extent to which those activities are still appropriate.

Points to consider:

- What are the implications for the college should the program cease to engage in some particular areas? What are the contributions the program makes to support institutional initiatives and how would that change if the program changed? For example, if Field of Study program data showed that the courses were not widely applied to related baccalaureate degrees at the

college's top transfer institutions despite the state guarantee, then the program faculty might recommend developing program specific articulation agreements with these colleges instead.

The program ceasing engagement in any area would jeopardize the integrity and reputation of the program. This, in turn, could result on a lack of qualified support to deaf and hard-of-hearing community members in North Texas. It would also result in a lack of awareness of Deaf Culture on the part of hearing members of the community. The Deaf and hard-of-hearing community would have to rely on Tarrant County Community College, Tyler Junior College, Austin Community College and Houston University for support. It would likely lead to a loss loss of contributions of Deaf community members to society at large as well as a loss of reputation for Collin College in the Deaf community.

12. Given our present status, how do we intend to change in ways that help us advance?

The discussion about change should be grounded in interpretation of the data used as the basis for analysis in the preceding sections. Issues in this section should have been discussed and referenced earlier in the program review report. There should be no surprises here! Reasons for targeted changes should be clearly linked to something such as a strategic plan, accreditation-identified issue, changing discipline standards, state initiatives, retention rates, transfer data, employer data, etc. For example, a program might have identified issues related to a required course in a Field of Study that include demand for the course and the program's ability to handle projected capacity as well as student performance in the course. The discussion of change about this issue should be framed in terms of program priorities as they related to college priorities and it should address how the intended changes will assist the program/college to move forward.

- Use the Institutional and Unit Data and Resources to respond to the following questions.
 - Strengths: What strengths can this unit build on in the near future?
 - Weaknesses: What unit weaknesses must be addressed in the near future?
 - What are the perceived consequences if the weakness(es) is(are) not addressed?
 - Threats and Opportunities Describe any forecasted trends or changes in the areas below that may impact the way this unit functions five to ten years from now:
 - Legal
 - Political
 - Demographic
 - Educational

- Technological
- Economic
- Environmental
- Social
- Cultural

STRENGTHS: The reputation of the program has favorably changed in the past two years. The faculty/staff are improving their credentials: Cris Nunn is working toward an Advanced Level CDI; Cynthia Nagy working on a master's degree; and Bobbie Jo Palenzuelos is working toward a master's degree. The programs reputation appears to have improved given recent comments from students and interpreting agencies. We continue to cultivate our relationship with DARS, an strong advocate for Deaf and hard-of-hearing rights.

WEAKNESSES: The major threat is the lack of leadership for the IEP, which has delayed improvements since responsibilities fall mainly to the chair and dean. It remains difficult to hire qualified deaf faculty and staff, limiting our ability to expand; as a result, Frisco ISD is currently partnering with Austin Community College for online ASL instruction.

OPPORTUNITIES: Both Frisco ISD and Wylie ISD have expressed interest in offering dual credit ASL. Professor Advani has completed research on a December 2015 trip to India, research that could be used for publications that would enhance his and the department's reputations.

THREATS: Cochlear implants and digital hearing aids continue to threaten the need for additional ASL interpreters, but government projections forecast continued significant increases in the need for more ASL interpreters.

B. Summarize expectations and general plans for the next five years.

- Promote timely program completion through block scheduling, continued mandatory advising, expanded instructional support, and orientation meetings
- Obtain administrative support in the form of a full-time professor with periodic release time for administrative duties
- Create promotional materials, including a brochure and a website
- Support ASL acquisition through workshops in the ASL Lab
- Provide employment support for students through workshops, agency partnerships, internships, and employment fairs
- Create university partnerships (Arkansas, Missouri, Lamar, Colorado) to promote advanced academic preparation
- Seek approval to supplement IEP AF pay, as is done in the nursing program

13. How will we evaluate our success?

This section of the Program Review Report should provide the framework for the action plan the program intends to use to measure progress with particular focus on the changes discussed in the preceding section. It should set measurable priorities which clearly align with college

metrics, particularly student learning outcomes. This discussion links back to intended change strategies and what those strategies are meant to accomplish and moves forward into the metrics and measurements which will be used to determine the extent to which the change was successful. Inclusion of incremental steps and a timeline over the next four years will help to shape realistic goals.

- Complete the attached Continuous Improvement Plan (CIP) form that follows. This CIP will be implemented the next academic year.
- Include the data summary and findings on which the improvement action is based.

Date: 8.21.14 **Name of Administrative or Educational Support Unit:** AAS – Interpreter Preparation Program/Deaf **CIP:** 16.1603

Contact name: Donald Weasenforth **Contact e-mail:** DWeasenfort@collin.edu **Contact phone:** 972-881-5794 **Office location:** SCC, B189

Mission:

The mission of the Collin College IEP is to provide, within the resources available, ASL and Interpreter education and services that meet individual and community needs. As reflected in RID and CIT standards, the program seeks to promote lifelong learning, individual growth and excellence through strengthening the intellect, character, capabilities, cultural awareness and sensitivity, and language skills of all students. The program also functions as a resource to local, state, national and international Deaf and non-Deaf communities by providing educational and cultural programs and services.

PART I: Might not change from year to year. If this is an academic or workforce program, you must have 3-4 long-term student learning outcomes. You may also add short-term administrative, technological, assessment, resource or professional development goals, as needed.

A. Outcome(s) Results expected in this department/program	B. Measure(s) The instrument or process used to measure results	C. Target(s) The level of success expected
1. Completers will be able to interpret in American Sign Language and Transliterate in English-based sign systems.	IPPD Assessment	75 %
2. Completers will speak as native English users while interpreting for a person who is deaf.	Performance Checklist	75%
3. Completers will have produced visual and audio materials demonstrating work in American Sign Language and Interpretation.	Materials Rating Form	75%

4. Completers will appropriately apply knowledge about the theoretical, ethical, and practical foundations of the interpreting field.	Final Exam	75%
5. Completers will possess the skills needed to pass the State of Texas/ BEI English Language Proficiency Test on Level and Level one	Certification Exam pass rate	90% state standard for first time test takers re: certification pass rate.

PART II: For academic year 2016-2017

A. Outcome(s) Results expected in this department/program	D. Action Plan Years 5 & 2 Based on analysis of previous assessment, create an action plan and include it here in the row of the outcome(s) it addresses.	E. Implement Action Plan Years 1 & 3 Implement the action plan and collect data	F. Data Results Summary Years 2 & 4 Summarize the data collected	G. Findings Years 2 & 4 What does data say about outcome?
1. Completers will be able to interpret in American Sign Language and Transliterate in English-based sign systems.			50% of students passed the ASL portions of the IEP Language Assessment	Students must be required to complete more ASL language practice
2. Completers will possess the skills needed to pass the State of Texas/ BEI English Language Proficiency Test on Level and Level one			50% of graduate passed the BEI	Changes noted above to the program promise to increase this percentage
3. A CLEP-like ASL test will be created and implemented.				
4. A program exit assessment will be created and implemented.				

14. How do our improvement plans impact the program budget?

Within the program's base budget, what are the plans to do one or more of the following within the next five years? Check all that apply.

- Increase and retain enrollment
- Increase completers
- Develop resources
- Update facilities
- Expand curricular opportunities
- Partner to increase post-graduation employment opportunities
- Increase transfers to related baccalaureate institutions
- Increase effectiveness and/or efficiency
- Improve student performance levels
- Expand services
- Transform services
- Anything else? Briefly describe

Enter response here.

- Increase completers by continuing communication and mandatory advising and instituting block scheduling. The new permanent full-time faculty member will begin advising in Fall 2016 to support the chair and dean.
 - Develop resources by continuing to work with Collin's Theater Department for interpreting experience at plays; by pursuing a recommendation of a deaf play for Collin's theater; and by building workshop series to promote language acquisition and employment awareness (see Appendix 8 for first series).
 - Partner with more agencies to increase post-graduation employment opportunities
 - Increase transfers to related baccalaureate institutions by creating and leveraging university partnerships
 - Increase effectiveness and efficiency by instituting an online scheduling system for the ASL Lab
 - Expand services by pursuing dual credit ASL classes (note interest in Frisco ISD and Wylie ISD), by continuing engagement of Plano ISD teacher and student involvement in Deaf Deaf World and other events, and by continuing ISD student visits to Collin's ASL and IEP facilities.
 - Incorporate training in remote interpreting in courses.
 - Offer the special needs certificate courses in Interpreting in Medical Settings.
- What additional resources beyond the program's base budget are needed to implement your Continuous Improvement Plan? Briefly describe what resources you will develop to secure these funds.

Enter response here.

- In order to administer the IEP Language Assessment every summer, Perkins grants will be sought to pay evaluators.
- Perkins grant funds will be requested to support creation of a prior-learning assessment for students entering the program with some ASL proficiency. Support from Collin's Admissions and Records will be sought to provide students will academic credit for prior learning as documented by the prior-learning assessment.
- Perkins grants funds will also be used to create an end-of-program assessment to assure that students have achieved adequate proficiency in interpreting to pass state certification.

- Addition funds will be sought to pay IEP associate faculty a stipend—similar to that for Nursing associates—to compensate for the difference between pay for teaching and pay for professional interpreting.

What happens next? The Program Review Report Pathway

Completed Program Review Reports should be submitted for evaluation by the appropriate deans and Program Review Steering Committees. Following approval by the Steering Committee, Program Review Reports will be evaluated by the Leadership Team who will approve the reports for posting on the intranet. At any point prior to Intranet posting, reports may be sent back for additional development. Program responses to the Program Review Steering Committee recommendations received within 30 days will be posted with the Program Review Report at the request of the deans.

Leadership Team members will work with program supervisors to incorporate Program Review findings into program planning and program activity changes during the next five years.