

Instructional Program Review American River College 2015 - 2016

Instructional Area: Instruction - C (Lawrenson)

Department: Health and Education

Discipline: Healthcare Interpreting

Submitted: Thursday, March 3, 2016

Mission Statement

Over the last six years, please describe how your program has supported the College's mission as shown above.

Healthcare Interpreting (HCI) is a relatively new and constantly changing field. During the past six years, as the field and job requirements of the healthcare interpreting changes, the HCI program prepares students to be ready for the job conditions and be able to advance their career by getting into higher positions by learning more advanced skills.

In addition to practicing target language specific skills, HCI students are constantly enriching their English skills as well as general and field specific vocabulary.

The program curriculum includes self-development and professional development education as well as introduction to further educational options. The program is orientated to develop diversity awareness and ability to act on the local and global level.

After completion of the program, students can utilize the knowledge gained to persuade pursuit of higher education in related fields such as nursing, health administration, social service, customer service, as well as more advanced education in the interpreting and translating field.

Stated Outcomes and Recommendations from Previous Program Reviews

Recommendation from Previous Program Review Report

Were the previous program review outcomes, addressing **strengths**, achieved and how did these outcomes improve student learning?

This is the first program review for HCI. To address strengths, a review of the 21 current/in progress Objectives was conducted. The following is a list of outcomes addressing strengths and how these outcomes improve student learning.

1. Create and expand workforce partnerships and programs to meet business and industry needs and to enhance exposure, access, training and sharing of new technology including tele-interpreting methodologies. We are working with industry partners to review current and future trends within the profession while expanding clinical externship training opportunities for hands-on, work-based skills development. The program is also developing industry partnerships for delivery of basic medical knowledge portions of the curriculum by industry-based medical specialists in various fields.

Expanding student learning to other types of interpreting situations provides students the ability to develop interpreting skills in depth and breadth and, thus, greater employability. Additionally, the HCI program has a committed group of Kaiser physicians who regularly come to class to present their specialties to the students.

2. Continue to expand available fieldwork site options to meet scheduling and enrollment demands. Scheduling more time in the simulation lab to mimic reality.

Students are regularly included in simulation activities that include other Allied Health programs (e.g. PMED, Nursing) and Inter-disciplinary Simulation Events. This is actually a more intense experience that requires deeper knowledge, use of the terminology, and interpreting skills than found in fieldwork experiences.

3. Continue planning flexible and non-traditional course scheduling including night classes to meet student needs.

Program faculty and staff are extremely flexible in course location and class scheduling times. As the student population in the program changes from experienced interpreters seeking a certificate to younger, new to the field students, the program is investigating scheduling options to better meet student needs.

4. The Healthcare Interpreting Advisory Committee will continue to provide feedback and input on how the department's curriculum is meeting the needs of community employers.

The program has an extremely active and committed advisory committee who not only provide curriculum advice and suggest resources students need for learning, but who also participate in practicum assessments in the final two courses. This provides students current curriculum and networking opportunity.

5. Provide access to program alumni/mentors as fieldwork preceptors, language coaches, fluency screeners, and participants in the orientation for new student cohorts. Plan to evaluate the use of Federal Work study students to participate in role-playing, this will better allow the language coaches to focus on the role of evaluating the interpretation and increase the hours of student practice.

As with the advisory committee, participation of practicing interpreters increases networking opportunity and improves job placement.

6. Increase the amount of healthcare interpreting software available to students. New programs/applications will be evaluated and used.

Funds have been available to purchase interpreting software. Faculty are well versed and comfortable using technology. Student learning improves using additional tools to achieve student learning outcomes.

7. Continue to collaborate with RAD (Reading Across the Disciplines) and WAC (Writing Across the Curriculum) to improve student persistence rates. Strengthen faculty partnerships with English as a Second Language (ESL) department to encourage interested ESL graduates toward career development in healthcare interpreting and encourage students interested in healthcare interpreting to improve bilingual skills through ESL program participation. Strengthen faculty partnerships with Biology and Allied Health departments regarding application of anatomy/physiology and medical language coursework to technical skills development for healthcare interpreting. Begin relationship with Speech Pathology Assistant program to provide accent revision analysis and assistance to healthcare interpreting students while offering clinical practice to third semester speech pathology assistant students.

Collaborative work continues and enhances student success and achievement of student learning outcomes.

8. Emphasize high standards of ethical conduct. Continue to incorporate content consistent with state and national professional organization standard-setting efforts.

9. Support faculty and language coaches in participating in local, state, and national healthcare interpreting professional organization conferences and activities. To provide professional knowledge of evolving federal and state regulatory guidelines as well as other developments in standard-setting and certification models within the profession.

Faculty and language coaches regularly attend the CHIA conference and one faculty serves as a board member and participates in the educational committee. This keeps the program and students extremely current with this rapidly changing work environment. The advisory committee regularly notes the difference of HCI graduates versus on the job training interpreters and adherence to industry standards.

Were the previous program review outcomes, addressing **challenges**, achieved and how did these outcomes improve student learning?

This is the first program review for HCI. To address strengths, a review of the 21 current/in progress Objectives was conducted. The following is a list of outcomes addressing challenges and how these outcomes improve student learning.

1a. Purchase and incorporate "instant feedback technology" in the classroom to improve student interaction/involvement and assessment of student learning

1b. Evaluate instant feedback system for use in the classroom.

Funds have yet to be dedicated to this expenditure. There simply have been insufficient funding streams. In the new Perkins application process this item will be requested. This technology is well documented in improving student learning in the classroom providing a non-threatening method for students to "voice" in class as well as an assessment method for faculty to gauge student understanding of learning outcomes.

2. Expand curriculum development to establish Associate Degree as well as Certificate of Achievement level for program completion.

Currently, the program is staffed by one very dedicated adjunct faculty member. There simply hasn't been the time to dedicate to this objective. It will benefit students as the industry continues to grow and change in regards to level of educational requirements.

3. Seek access to emergency funds for enrolled students as needed.

There are no funds currently available. Students are referred to campus resources as appropriate. Students often are from socio-economically disadvantages households. Costs of the course, including requirements for entrance into clinical settings sometimes cause students to withdraw from the program who would otherwise be successful.

4. Continue to develop college and industry partnerships to enhance exposure, access, training and sharing of applicable technology. Include incorporation of tele-interpreting and video-interpreting concepts and skills in course topics.

As the program grows, there are more students who must complete fieldwork experiences. Obtaining partners, though not impossible, is a challenge.

5. Support faculty and language coach development and training, including but not limited to professional knowledge of evolving federal and state regulatory guidelines. Mentor adjunct faculty, preparing them to teach all aspects of the program.

Faculty and language coach development are intrinsically linked with student learning outcomes. There are funds, but without a full-time faculty member, no one to coordinate efforts for development and training.

6. Link industry preceptors for student fieldwork with online preceptor-preparation coursework to ensure effective mentoring and evaluation skills.

As the programs, there are more students who must complete fieldwork experiences. Obtaining partners, though not impossible, is a challenge.

7. Continue to seek, encourage, and support the enrollment and retention of special populations in the unemployed/underemployed sector, displaced homemakers, foreign-trained healthcare professionals, and immigrant populations in the Healthcare Interpreting program.

Again, without a full-time faculty member, these efforts are time consuming and difficult to manage for an adjunct faculty member, no matter how dedicated. The program and community benefits from recruitment/graduation that reflects a greater diversity.

Were the previous program review outcomes, addressing **SLOs**, achieved and how did these outcomes improve student learning?

This is the first program review for HCI. To address strengths, a review of the 21 current/in progress Objectives was conducted. The following is a list of outcomes addressing SLOs and how these outcomes improve student learning.

1. Continue to expand available fieldwork site options to meet scheduling and enrollment demands. Scheduling more time in the simulation lab to mimic reality.

Students are regularly included in simulation activities that include other Allied Health programs (e.g. PMED, Nursing) and Inter-disciplinary Simulation Events. This is actually a more intense experience that requires deeper knowledge, use of the terminology, and interpreting skills than found in fieldwork experiences. However, these simulation activities are limited.

2. The Healthcare Interpreting Advisory Committee will continue to provide feedback and input on how the department's curriculum is meeting the needs of community employers.

3. Continue to collaborate with RAD (Reading Across the Disciplines) and WAC (Writing Across the Curriculum) to improve student persistence rates. Strengthen faculty partnerships with English as a Second Language (ESL) department to encourage interested ESL graduates toward career development in healthcare interpreting and encourage students interested in healthcare interpreting to improve bilingual skills through ESL program participation. Strengthen faculty partnerships with Biology and Allied Health

departments regarding application of anatomy/physiology and medical language coursework to technical skills development for healthcare interpreting. Begin relationship with Speech Pathology Assistant program to provide accent revision analysis and assistance to healthcare interpreting students while offering clinical practice to third semester speech pathology assistant students.

Collaborative work continues and enhances student success and achievement of student learning outcomes.

4. Emphasize high standards of ethical conduct. Continue to incorporate content consistent with state and national professional organization standard-setting efforts.

Faculty and language coaches regularly attend the CHIA conference and one faculty serves as a board member and participates in the educational committee. This keeps the program and students extremely current with this rapidly changing work environment. The advisory committee regularly notes the difference of HCI graduates versus on the job training interpreters and adherence to industry standards.

5. Provide access to program alumni/mentors as fieldwork preceptors, language coaches, fluency screeners, and participants in the orientation for new student cohorts. Plan to evaluate the use of Federal Work study students to participate in role-playing, this will better allow the language coaches to focus on the role of evaluating the interpretation and increase the hours of student practice.

As with the advisory committee, participation of practicing interpreters increases networking opportunity and improves job placement.

6. Increase the amount of healthcare interpreting software available to students. New programs/applications will be evaluated and used.

Funds have been available to purchase interpreting software. Faculty are well versed and comfortable using technology. Student learning improves using additional tools to achieve student learning outcomes.

The program has an extremely active and committed advisory committee who not only provide curriculum advice and suggest resources students need for learning, but who also participate in practicum assessments in the final two courses. This provides students current curriculum and networking opportunity.

Analysis of Data: A 6 Year Reflection

Student Enrollments and Characteristics

After each data set below, provide a narrative reflection about the significance of the data for the program for the past five years.

Includes the following sections:

- Using the course enrollment and demographic profile. Are there any data that are significantly different than the college? If yes, can you explain why there is a difference?

Course Enrollment:

Course enrollment remains consistent and follows the same curve as the college report.

Demographic Enrollments: Gender, Ethnicity, and Age Groups

Gender: Gender distribution for the program remains consistent with 15% of male and 85% of the female enrollment. This enrollment reflects field tendencies.

Ethnicity: HCI has higher enrollment among Hispanics, which reflects the needs of the field. It is interesting to note that the HCI has significantly higher success rate among Hispanic students compared to the college report: 70% percent for all discipline and 95% for HCI.

Age: The program now has shifted to new to field, younger students that follows the same distribution as the college.

The program has higher GPA and success rate for Hispanic and other ethnic groups in comparison to the college. This may be because the program is highly oriented to serve the diverse population. Specifically, one of the four program student learning outcomes is "integrate culturally sensitive strategies and approaches in working with diverse cultures, subcultures, and special populations."

- Does the difference affect the program, planning and/or student success?

We are constantly working on recruiting minority students and adjusting instructional processes to address the specific needs of a diverse student body.

- What, if anything, can you do to address these differences?

Continue to address needs of the diverse student group.

Continue efforts to recruit students from diverse ethnic and socio-economic backgrounds.

Student Learning Reflection

Curriculum

For all programs with degree and certificates: How well do your courses support the program student learning outcomes? How do you know?

The Healthcare Interpreting Certificate Program is designed to prepare bilingual individuals for effective language interpretation and cultural brokering in the healthcare setting.

The program emphasizes roles and responsibilities of the healthcare interpreter; the development of cultural competence in the community and workplace; insight into language and cultural nuances for specific communities; standards and legal requirements for culturally and linguistically appropriate services; ethical decision-making, advocacy and power dynamics in healthcare settings; and career preparation to become an integral member of the healthcare team.

To support program SLO coursework covers modes and models of interpretation; development of the technical aspects of interpretation; techniques for facilitating and managing the flow of communication; medical terminology and related vocabulary development in language of service; and common medical conditions and associated treatments/procedures in both basic and specialized healthcare service areas. Language coaches are provided to facilitate skills acquisition and preceptor fieldwork experience are required.

We found evidence of successful accomplishment of the program goals based on feedback from Healthcare Interpreting Advisory Committee and Committee input on how the program curriculum is meeting the needs of community employers. We are also collecting data from the hiring entities and from the California Healthcare Interpreters Association that support our evidence.

Are students able to complete the courses required for your degrees and/or program in a "normal" timeframe?

Yes, the program as previously described has changed dramatically from inception. This includes changing from a three semester program to two semesters. This is a relatively new change and impact on student retention/persistence needs to be monitored. Early indications appear that reducing program timeframe increases students' ability to complete in a normal time. Additionally, gainful employment will now reflect completions. In the past, this 22.5-unit certificate never reflected completers because of the three semester timeframe.

Explain major additions, changes, or deletions to the program's curriculum over the last six years.

Video interpreting was added to the curriculum and aligns with field requirements and improves student learning outcomes.

The program was changed from 1.5 years' completion time to 1 year. This way students can graduate faster, and we can accommodate more students. In addition, the shorter course durations increased class time providing a more productive and consequently improves student learning outcomes.

Biology and Medical Terminology prerequisite classes were changed to co-requisites. This allows students to start the program earlier without waiting to complete these required courses.

Have all course and program outlines been updated within the last 6 years? Yes

Information Literacy

Information literacy is a college-wide goal. Using the checklist below, how do your courses help students learn to recognize when information is needed and give students the ability to locate, evaluate, and effectively use the needed information? Choose all that apply.

- Lecture, in-class discussions, or activities
- Research-based assignments
- Research workshop(s), led by a librarian or other research specialist
- Online library research guide or instructional video tutorials
- Individual guidance from a librarian or the instructor
- Assigned readings or other course materials

Other

- Does not apply

List the courses in your discipline that include the components identified above.
(example: ENGWR 300, STAT 300)

HCI 310, 320, 330, 340, 350

If the questions above do not pertain to your discipline, please explain why your discipline does not include components of information literacy in your program.

N/A

This question is for English, ESL, and Business only (i.e. departments fulfilling ARC General Education Requirement II-A, CSU GE Pattern A-2, and IGETC Pattern A-1). How are information literacy skills evaluated in your program?

N/A

Student Success

After each data set provide a narrative reflection about the significance of the data for its programs for the past five years.

Provide a short, written reflection for the following sections:

- Course sequence and scheduling: How effective are course scheduling, offerings, and sequence in students completing their educational goal? How do you know?

The program was changed from 1.5 years' completion time to 1 year. This way students can graduate faster, and we can accommodate more students. In addition, the shorter course durations increased class time providing a more productive and consequently improves student learning outcomes. We know because completion rates are up though not reflected because this change just occurred.

- How successful are students in your courses? How do you know?

Students are extremely successful in the HCI courses. When there is attrition it is due to life events causing students to drop from the program, not due--except in a rare case--due to academics. Additionally, a greater emphasis on the skills needed to be successful as an interpreter is provided in HCI 300, the required introductory course. Also, fluency screening has developed and evolved to ensure students have the necessary English and language of service skills needed to be a successful interpreter. Where there are concerns regarding fluency, students are referred to English/Language classes or community resources to develop and improve fluency.

SLO Assessment

Please provide a summary of your discipline's SLO Assessment results over the last 6 years.

2009 First cohort graduated- 22 graduates. Program offered at ARC.

2010 Graduated 14 students.

2012 Graduated 27.

2014 21 graduated in fall 2014.

2015 Group of 18 graduated fall 2015.

We found evidence of the student success based on feedback from Healthcare Interpreting Advisory Committee and Committee input on how the program curriculum is meeting the needs of community employers. We are also collecting data from the hiring entities and from the California Healthcare Interpreters Association that support our evidence.

Based on your discipline's SLO assessment work, what improvements to student learning have occurred?

1. Continue to expand available fieldwork site options to meet scheduling and enrollment demands. Scheduling more time in the simulation lab to mimic reality.

Students are regularly included in simulation activities that include other Allied Health programs (e.g. PMED, Nursing) and Inter-disciplinary Simulation Events. This is actually a more intense experience that requires deeper knowledge, use of the terminology, and interpreting skills than found in fieldwork experiences.

2. The Healthcare Interpreting Advisory Committee will continue to provide feedback and input on how the department's curriculum is meeting the needs of community employers.

3. Continue to collaborate with RAD (Reading Across the Disciplines) and WAC (Writing Across the Curriculum) to improve student persistence rates. Strengthen faculty partnerships with English as a Second Language (ESL) department to encourage interested ESL graduates toward career development in healthcare interpreting and encourage students interested in healthcare interpreting to improve bilingual skills through ESL program participation. Strengthen faculty partnerships with Biology and Allied Health departments regarding application of anatomy/physiology and medical language coursework to technical skills development for healthcare interpreting. Begin relationship with Speech Pathology Assistant program to provide accent revision analysis and assistance to healthcare interpreting students while offering clinical practice to third semester speech pathology assistant students.

Collaborative work continues and enhances student success and achievement of student learning outcomes.

4. Emphasize high standards of ethical conduct. Continue to incorporate content consistent with state and national professional organization standard-setting efforts.

Faculty and language coaches regularly attend the CHIA conference and one faculty serves as a board member and participates in the educational committee. This keeps the program and students extremely current with this rapidly changing work environment. The advisory committee regularly notes the difference of HCI graduates versus on the job training interpreters and adherence to industry standards.

5. Provide access to program alumni/mentors as fieldwork preceptors, language coaches, fluency screeners, and participants in the orientation for new student cohorts. Plan to evaluate the use of Federal Work study students to participate in role-playing, this will better allow the language coaches to focus on the role of evaluating the interpretation and increase the hours of student practice.

As with the advisory committee, participation of practicing interpreters increases networking opportunity and improves job placement.

6. Increase the amount of healthcare interpreting software available to students. New programs/applications will be evaluated and used.

Funds have been available to purchase interpreting software. Faculty are well versed and comfortable using technology. Student learning improves using additional tools to achieve student learning outcomes.

The program has an extremely active and committed advisory committee who not only provide curriculum advice and suggest resources students need for learning, but who also participate in practicum assessments in the final two courses. This provides students current curriculum and networking opportunity.

List, as a set of outcomes, the discipline's plans for continuous quality improvement for student learning outcomes.

Perkins-Develop, improve, 2 - Continue to develop college and industry partnerships to enhance exposure, access, training and sharing of applicable technology. Include incorporation of tele-interpreting and video-interpreting concepts and skills in course topics.

Perkins-Provide in-service and pre-service 1 - Support faculty and language coach development and training, including but not limited to professional knowledge of evolving federal and state regulatory guidelines. Mentor adjunct faculty, preparing them to teach all aspects of the program.

Perkins- Initiate, improve, expand CTE 1 - Encourage instructors to develop new teaching strategies using the latest technology and multi-media equipment and promote student involvement in computer-based learning through web-enhancements, presentation software, instant feedback technology, simulation and game-playing as available. This includes integrating simulation training with interactive scenario software, updating provided case-based scenarios to incorporate healthcare interpreting in multi-disciplinary experiences challenging critical thinking and skills application in complex situations.

Perkins- Provide services and activities CTE 2 - Continue to expand available fieldwork site options to meet scheduling and enrollment demands. Schedule time in the simulation lab to mimic reality.

Perkins- Local education & business CTE 3 - Link industry preceptors for student fieldwork with online preceptor-preparation coursework to ensure effective mentoring and evaluation skills.

Distance Education

For every course offered in both Distance Ed and face-to-face formats:

For distance education courses: What percentages of your student population enroll in DE courses?

We are not offering Distance Education courses in this discipline. There are distance education opportunities in some portions of the profession. However, the faculty and advisory board believe student learning outcomes are best met using classroom interaction.

How successful are students who enroll in DE courses? How do you know?

N/A

Compare and contrast success rates for Distance Education sections of the same course offered in face-to-face sections. How does a distance education course differ from face-to-face? (e.g., offerings, scheduling, and success rates)

N/A

Vocational Programs Only

A. How well does your department prepare student for a job? What are the indicators?

Program has grown and proven itself to produce exemplary interpreters, most employers in the Greater Sacramento Area now require that potential applicants to possess the HCI Certificate of Achievement.

Program curriculum is allied with industry standards. Faculty and coaches are in constant contact with potential employers to make sure that students are getting adequate knowledge of the field requirements including Interpreting Protocol, Interpreting Standard, Ethical Code of the Interpreters, Knowledge of Medical Terminology, and Public speaking skills.

We found evidence of successful job preparedness based on feedback from Healthcare Interpreting Advisory Committee and Committee input on how the program curriculum is meeting the needs of community employers. We are also collecting data from the hiring entities and from the California Healthcare Interpreters Association that support our evidence.

B. Does your program provide any assistance with job placement? If so, describe the activities and include any data you have on results.

The program does not provide assistance with job placement. However, as mentioned throughout this review, students have the opportunity to interact regularly with prospective employers.

It is important to note that as this program has grown and proven itself to produce exemplary interpreters, most employers in the Greater Sacramento Area now require that potential applicants possess the HCI Certificate of Achievement.

Job procurement of graduates is only anecdotal. There are insufficient resources and data to know exact employment rates. Anecdotal information does suggest a good employment rate.

What evidence exists that program completers (or near completers) are successful on the job? What, if available, are their beginning salaries?

Our advisory board is the primary source that program graduates are successful in the workplace.

Salary ranges from \$20 - \$45/hour. This data comes directly from the adjunct faculty member running the program. She has intimate knowledge of this data because she runs a large interpreting company in the Sacramento region and is CHIA (California Healthcare Interpreting Association) board member.

Findings

Based on the analyses and reflections conducted during the program review process, answer the following questions:

- ***What other major developments and accomplishments occurred over the last six years?***

2009 HCI certificate approved by CCCC. Program started with support from CA Endowment. Largely focused on under- and unemployed community members. First cohort graduated- 22 graduates. Program offered at ARC.

2010 Second cohort started and supported by an ARRA grant. Added a "mixed language" group--first in the state to offer support of students with multiple languages. Graduated 14 students.

2011 Program enrollment deferred due to low numbers. New cohort enrolled in spring 2012. Program located at Natomas and changed to three semesters from two.

2012 Started at Natomas and hired language versus depending on volunteers for languages of lesser diffusion. Group graduated in spring 2013, number of graduates 27.

2013 Moved to McClellan in fall 2013, program remained three semesters. Group of 21 graduated in fall 2014.

2014/15 (really spring 2015) program changed to two semester offering. Group of 18 graduated fall 2015.

2016 spring program remains at McClellan new cohort of 27 enrolled, in fall 2016, program will be moved back to ARC.

Conclusions and Recommendations

Based on the analyses and reflections conducted during the program review process, answer the following questions:

1A. What are the strengths of the program?

Expanding student learning to other types of interpreting situations provides students the ability to develop interpreting skills in depth and breadth and, thus, greater employability. Additionally, the HCI program has a committed group of Kaiser physicians who regularly come to class to present their specialties to the students.

Program faculty and staff are extremely flexible in course location and class scheduling times. As the student population in the program changes from experienced interpreters seeking a certificate to younger, new to the field students, the program is investigating scheduling options to better meet student needs.

The program has an extremely active and committed advisory committee who not only provide curriculum advice and suggest resources students need for learning, but who also participate in practicum assessments in the final two courses. This provides students current curriculum and networking opportunity.

As with the advisory committee, participation of practicing interpreters increases networking opportunity and improves job placement.

Funds have been available to purchase interpreting software. Faculty are well versed and comfortable using technology. Student learning improves using additional tools to achieve student learning outcomes.

Collaborative work continues and enhances student success and achievement of student learning outcomes.

Faculty and language coaches regularly attend the CHIA conference and one faculty serves as a board member and participates in the educational committee. This keeps the program and students extremely current with this rapidly changing work environment. The advisory committee regularly notes the difference of HCI graduates versus on the job training interpreters and adherence to industry standards.

1B. List, as a set of recommendations, your plans for maintaining the quality of the instructional program.

Perkins-Strengthening the academic 1 - Continue to collaborate with RAD (Reading Across the Disciplines) and WAC (Writing Across the Curriculum) to improve student persistence rates. Strengthen faculty partnerships with English as a Second Language (ESL) department to encourage interested ESL graduates toward career development in healthcare interpreting and encourage students interested in healthcare interpreting to improve bilingual skills through ESL program participation. Strengthen faculty partnerships with Biology and Allied Health departments regarding application of anatomy/physiology and medical language coursework to technical skills development for healthcare interpreting. Begin relationship with Speech Pathology Assistant program to provide accent revision analysis and assistance to healthcare interpreting students while offering clinical practice to third semester speech pathology assistant students.

Perkins-Provide in-service and pre-service 5 - Support faculty and language coaches in participating in local, state, and national healthcare interpreting professional organization conferences and activities. To provide professional knowledge of evolving federal and state regulatory guidelines as well as other developments in standard-setting and certification models within the profession.

Perkins- Develop and Implement CTE 1 - Identify outreach opportunities, improve awareness of employment opportunities, and assess participation and success of special populations and students with diverse backgrounds. An attempt will be made to reach out to High School and counselors at CRC to increase awareness of the program in the south area of the county. Explore alternative externships.

Perkins- Initiate, improve, expand CTE 1 - Encourage instructors to develop new teaching strategies using the latest technology and multi-media equipment and promote student involvement in computer-based learning through web-enhancements, presentation software, instant feedback technology, simulation and game-playing as available. This includes integrating simulation training with interactive scenario software, updating provided case-based scenarios to incorporate healthcare interpreting in multi-disciplinary experiences challenging critical thinking and skills application in complex situations.

Perkins- Provide services and activities CTE 1 - Increase language coach support staff in conjunction with anticipated expansion of language groups and student enrollment based on student inquires and industry need.

Perkins- Involve parents, businesses CTE 2 - The Healthcare Interpreting Advisory Committee will continue to provide

feedback and input on how the department's curriculum is meeting the needs of community employers.

Perkins- Local education & business CTE 3 - Link industry preceptors for student fieldwork with online preceptor-preparation coursework to ensure effective mentoring and evaluation skills.

Perkins- Provide programs for special pop CTE 2 - Continue to seek, encourage, and support the enrollment and retention of special populations in the unemployed/underemployed sector, displaced homemakers, foreign-trained healthcare professionals, and immigrant populations in the Healthcare Interpreting program.

Perkins- Leasing, purchasing, upgrading CTE 1 - Increase the amount of healthcare interpreting software available to students. New programs/applications will be evaluated and used.

Perkins- Leasing, purchasing, upgrading CTE 3 - Evaluate instant feedback system for use in the classroom.

2A. What are the challenges of the program?

Funds have yet to be dedicated for "instant feedback technology" in the classroom. There simply have been insufficient funding streams. In the new Perkins application process this item will be requested. This technology is well documented in improving student learning in the classroom providing a non-threatening method for students to "voice" in class as well as an assessment method for faculty to gauge student understanding of learning outcomes.

Currently, the program is staffed by one very dedicated adjunct faculty member. There simply hasn't been the time to dedicate to this objective. It will benefit students as the industry continues to grow and change in regards to level of educational requirements.

As the program grows, there are more students who must complete fieldwork experiences. Obtaining partners, though not impossible, is a challenge.

Faculty and language coach development are intrinsically linked with student learning outcomes. There are funds, but without a full-time faculty member, no one to coordinate efforts from development and training.

Without a full-time faculty member to seek, encourage, and support the enrollment and retention of special populations, these efforts are time consuming and difficult to manage for an adjunct faculty member, no matter how dedicated. The program and community benefit from recruitment of a greater diversity of healthcare interpreting.

2B. List, as a set of recommendations, your plans for addressing these challenges.

Perkins-Develop, improve, 2 - Continue to develop college and industry partnerships to enhance exposure, access, training and sharing of applicable technology. Include incorporation of tele-interpreting and video-interpreting concepts and skills in course topics.

Perkins-Provide in-service and pre-service 1 - Support faculty and language coach development and training, including but not limited to professional knowledge of evolving federal and state regulatory guidelines. Mentor adjunct faculty, preparing them to teach all aspects of the program.

Perkins- Provide services and activities CTE 2 - Continue to expand available fieldwork site options to meet scheduling and enrollment demands. Schedule time in the simulation lab to mimic reality.

Perkins- Provide activities to prepare CTE 4 - Continue planning flexible and non-traditional course scheduling including night classes to meet student needs.

Perkins- Leasing, purchasing, upgrading CTE 4 - Purchase and incorporate "instant feedback technology" in the classroom to improve student interaction/involvement and assessment of student learning.

Perkins- Providing assistance to individuals - Seek access to emergency funds for enrolled students as needed