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I. Executive Summary

The ASL/English Interpreting program at Community College of Philadelphia is a select curriculum which prepares students to be professional sign language interpreters in a variety of settings. In addition, the program prepares students for the national certification evaluation administered by the Registry of Interpreters for the Deaf (RID).

The curriculum, created in 1980 and associated with the Center on Disability, has been housed since 1992 in the Department of Behavioral Sciences (now Department of Psychology, Education and Human Services). It was one of the earliest programs in the field of interpreter education and is held in high esteem in the interpreting community.

The last audit of the Curriculum was conducted in 1999 and was followed by an extensive program revision to the curriculum in 2001. Programmatic and curricular changes over time reflect a commitment to the standards of the field of interpreter education. Ongoing development efforts are aimed at insuring the program remains current and positioned to meet newly proposed accreditation standards.

The curriculum consists of seventeen American Sign Language and English Interpreting courses that are offered on a three year cycle. Enrollment patterns have resulted in a rotation between day and evening classes. Some of the ASL courses do not fulfill the requirements of the degree program but serve as entry-level preparation.

The program costs are higher than the College average.

Recommendations in the audit focus on enrollment management issues, curricular revision, faculty training, addressing the impact of the baccalaureate degree requirement for taking the national certification exam, developing relationships with baccalaureate programs, educational technology, and assessment.

II. Program

Program Mission:
The mission of the ASL/English Interpreting Program is to graduate individuals who possess the bilingual and bicultural fluency that enables them to apply professional standards of interpreting ethics and practices to the work of ASL/English interpreting.

Program Level Student Learning Outcomes:
- Demonstrate advanced ASL proficiency and Deaf culture awareness as it applies to a wide variety of deaf-hearing interaction settings and participants
- Practice ethical standards of interpreting as they apply to the role and
function of interpreters described within the NAD-RID* Code of Professional Conduct

- Work effectively with other members of their profession in collegial ways to support their Deaf and non-deaf clients

- Demonstrate the ability to assess and analyze one’s own competencies in order to identify areas of need for continuing education and professional development

- Demonstrate interpreting and transliterating competence necessary for effective facilitation of communication in a variety of settings

*NAD = National Association of the Deaf  
*RID = Registry of Interpreters for the Deaf

These outcomes are designed to fit into the larger Community College of Philadelphia context in a variety of ways. Located within the Mission of the College is the statement, “Its programs of study in the liberal arts and sciences, career technologies, and basic academic skills provide a coherent foundation for college transfer, employment, and life-long learning”. The ASL/English Interpreting program goals fulfills this by preparing students to obtain work as entry-level sign language interpreters. In addition, life-long learning is emphasized as a necessity in the profession. Sign Language interpreting is a constantly evolving profession in which a commitment to life-long learning is essential to stay marketable as an interpreter.

In addition to the program level outcomes, student learning outcomes have been developed for each of the seventeen courses in the curriculum and are available for viewing online.

The ASL/English Interpreting program devotes considerable attention to developing awareness of another culture, that of the American Deaf community. The path of this development includes analysis of traditional “hearing” American culture, as well as similarities between the experience of Deaf people as a minority group in American society and other minority groups. Students learn a second language, ASL, and develop contrastive linguistic analysis skills. These intellectual pursuits support the College mission by enabling students to have a greater appreciation of their own linguistic and cultural background and the diverse world where all are interdependent. Students are required to become involved in the culture of Deaf Americans and their social issues through community involvement experiences. Issues and insights which emerge from these interactions are discussed and evaluated in their coursework. Students are guided toward greater awareness of themselves, the Deaf community they have chosen to learn about, and the larger American society. Obviously, work which provides service to the Deaf community and the hearing people who interact with them can lead to fulfillment and achievement. Students who successfully complete the ASL/English Interpreting program are in great
demand in the field of interpreting and find challenging, rewarding jobs after graduation.

History of the Program:

In the past 30 years, members of the Deaf community, along with advocates for the rights of Deaf people to fully participate in American society, have sought equal access to the services and privileges enjoyed by other Americans. As a result, the need for competent, professional ASL/English interpreters was created. In response to this need, educational programs, funded by various government and private sources along with post secondary institutions, were established. The program at Community College of Philadelphia, which began in the 1970’s, was among the pioneers and leaders in this field.

Development of the Interpreter Education Curriculum (IEC) was completed in November 1979 and approved by the Board of Trustees in March 1980. At that time, the Interpreter Education Curriculum was not housed within the existing divisional structure. All activities related to the curriculum were shared by the one full-time faculty member and the Director of the Center on Disability.

The original curriculum was reflective of a field which has changed dramatically in the past twenty years since it was in its infancy. Understanding of second language acquisition of ASL by hearing people, of the complex processes of ASL/English interpretation, and of the cross-cultural mediation skills needed in Deaf-hearing interactions, evolved from research and experience which did not exist before the mid-1970s. The most fundamental shift in approach has come from an informed view of the Deaf community. Prior to the 1970’s, members of the Deaf community were perceived as dependent and “handicapped”, needing the help and guidance of those who can hear. However, research has revealed that the Deaf community is a linguistic and cultural minority group in our society cut off from typical channels of communication by their hearing loss and need for visual language. When given access to information through interpreters they are able to function independently in the society in which they live. American Sign Language is not a broken, gestural form of English, but a full and distinct language, with its own unique phonology, morphology, syntax and semantic features.

Culturally, members of the American Deaf community observe values and rules of social interaction which often differ from those of mainstream, “hearing” Americans. Thus, the ASL/English interpreter now being trained is a cross-linguistic, cross-cultural mediator serving two or more people who do not communicate in the same language, enabling an exchange of ideas and feelings to take place. With the acceptance of ASL as a full and complete language, the hearing and Deaf consumers are viewed as equals, with the hearing consumer as much in need of the interpreting services as the Deaf consumer.
Description of the Curriculum:

The current ASL/English Interpreting curriculum covers a variety of subject areas, including Deaf culture, structure of ASL, comparison of English and ASL linguistics, professional practices and ethics, interpreting processes in theory and application, and guided skill development in interpreting with diagnostic feedback. Laboratory experiences include frequent practice with video technology.

In addition to traditional classroom lectures and skill development with audio and video taping, the curriculum utilizes hands-on experience through fieldwork, guest lectures, observations and a practicum. Cooperative relationships with professional and community agencies and organizations are maintained to provide opportunities for networking and interaction with the Deaf community and professional interpreters.

This program prepares students for entry-level work as interpreters. It also prepares students for the national certification evaluation given by the Registry of Interpreters for the Deaf, Inc., although for the majority of students several years of professional work experience after graduation are needed before certification can be attained. Students completing the curriculum receive an Associate in Applied Science (A.A.S.) degree.

The curriculum for the program is as follows:

<table>
<thead>
<tr>
<th>Course Number and Name</th>
<th>Prerequisites and Corequisites</th>
<th>Credits</th>
<th>Gen Ed Req.</th>
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<tbody>
<tr>
<td><strong>SUMMER SESSION I</strong></td>
<td></td>
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<tr>
<td>ASL 201 - Intermediate American Sign Language I</td>
<td>ASL 102 (or Program placement)</td>
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<td>Am/Global Diversity</td>
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<tr>
<td>ENGL 101 - English Composition</td>
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<td>ASL 202 - Intermediate American Sign Language II</td>
<td>ASL 201</td>
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<tr>
<td>CIS 103 - Applied Computer Technology</td>
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<td>3</td>
<td>Tech Comp</td>
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<tr>
<td><strong>FIRST SEMESTER</strong></td>
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</tr>
<tr>
<td>ASL 230 - Structure of American Sign Language</td>
<td>ASL 202</td>
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<td></td>
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<tr>
<td>ASL 231 - Advanced American Sign Language I</td>
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<td>Am/Global Diversity</td>
</tr>
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<td>Course Code</td>
<td>Course Title</td>
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<tr>
<td>-------------</td>
<td>------------------------------------------------------------------</td>
<td>---------</td>
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</tr>
<tr>
<td>INT 105</td>
<td>Introduction to American Deaf Community</td>
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<tr>
<td>ASL 215</td>
<td>ASL Fingerspelling &amp; Numbers</td>
<td>ASL 202</td>
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<td>ASL 232</td>
<td>Advanced American Sign Language II</td>
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<td>American Deaf Culture</td>
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<td>INT 240</td>
<td>Introduction to the Field of ASL/English Interpreting</td>
<td>ASL 230, ASL 231, INT 105, ENGL 101, Pre- or coreq: INT 242</td>
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<td>Introduction to Interpreting Processes</td>
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<td></td>
<td><strong>SUMMER SESSION I</strong></td>
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<td>INT 251</td>
<td>ASL/English Interpreting I</td>
<td>ASL 230, ASL 232, INT 240, INT 242</td>
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<td>Science Elective</td>
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<td><strong>SUMMER SESSION II</strong></td>
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<tr>
<td>Math Elective (MATH 118 or higher)</td>
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<td>Humanities Elective (Choose one of the following)</td>
<td>ENGL 115, ENGL 116, ENGL 120 or ENGL 131</td>
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<td><strong>THIRD SEMESTER</strong></td>
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<td>INT 252</td>
<td>ASL/English Interpreting II</td>
<td>INT 251</td>
<td>3</td>
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<tr>
<td>INT 255</td>
<td>Transliterating</td>
<td>INT 251</td>
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<td>Social Science Elective</td>
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<td>ENGL 102</td>
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<td>ENGL 102, Info Lit</td>
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<td><strong>FOURTH SEMESTER</strong></td>
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<td>INT 260</td>
<td>Interpreting in Specialized Settings</td>
<td>Pre- or coreq: INT 252</td>
<td>3</td>
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<tr>
<td>INT 297</td>
<td>Internship in Interpreting</td>
<td>INT 252, INT 255</td>
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</table>
MINIMUM CREDITS NEEDED TO GRADUATE: 67

General Education Requirements
All General Education requirements are met through required courses (as indicated above) except for the Writing Intensive requirement and the Interpretive Studies requirement. Therefore, in order to graduate, students in this program must choose one course that is designated Writing Intensive and one course that is designated Interpretive Studies. View the courses that fulfill all degree requirements and receive a more detailed explanation of the College’s general education requirements to help in your selection.

Program Placement and Entry Requirements: To be accepted into the ASL/English Interpreting program students must earn a minimum grade of “B” in both ASL 101 and ASL 102 (both program prerequisites). Applicants to the ASL/English Interpreting program who have not taken ASL 101 and/or ASL 102, and who have prior experience with the language of ASL, may request a proficiency screening for acceptance and placement in the program.

To be accepted into the ASL/English Interpreting program students must be English 101 ready. Developmental coursework must be completed before admittance into the program.

Applicants requesting transfer of ASL courses from another college must have earned a minimum grade of “B” in ASL 101, 102, 201 and 202 equivalents at their former college(s) for these courses to be transferable.

Program Retention Criteria: Students who wish to continue into INT level coursework must earn a grade of “B” or higher in both ASL 201 and ASL 202.

To remain in the ASL/English Interpreting curriculum, a student must receive a minimum grade of “C” in all ASL, INT and English courses. A student who demonstrates attitudes and behavior viewed as inconsistent with professional ASL/English interpreting standards may be dropped from the curriculum. In the event a student is dropped from the curriculum, the procedures of the College regarding dismissal of a student will be followed. A student may be readmitted only once to the program.

There is currently a requirement that students must complete all course-work within five academic years of original date of entry into the program. This requirement may put an undue burden on students, given the large number of required courses in the program, and the schedule of course offerings. The intent of this requirement may be met by the additional existing requirement that students who leave the program and wish to return after a period of five years will be evaluated for the need to retake coursework previously taken. (See Findings and Recommendations, p. 23.)
**Program of Study and Graduation Requirements:** To qualify for an Associate in Applied Science (A.A.S.) degree in ASL/English Interpreting, a student must complete 67 credits as prescribed, and have a minimum GPA of 2.5 in all program core coursework and an overall grade point average (GPA) of 2.0, with no grade below “C.”

Deaf community interaction is a requirement in coursework from beginning to advanced. In beginning ASL classes, students are required to observe at various events in the Deaf community. At the intermediate levels, they commit at least ten hours of volunteer work per semester. This aspect of the curriculum requires an extensive network of contacts in the Deaf community, the interpreting community, and the service and educational institutions which serve the Deaf people in the Philadelphia area. The program has developed an extensive list of Deaf community contacts to assist students in making connections in the Deaf community.

As students advance through the program, they begin to learn about the profession of interpreting. Throughout the INT courses, students are required to observe working interpreters in the field. In their last course, INT 297 (Internship in Interpreting), students are placed on supervised internship assignments for a minimum of 120 hours. The instructor coordinates a variety of experiences for students in the interpreting community, with each student being placed at two to four different sites during the semester. This aspect of the curriculum depends a great deal on the cooperation of working interpreters in the field.

**Curriculum Revisions Since Last Audit:**

Although the ASL/English Interpreting curriculum in its original form had been successful in preparing entry-level interpreters, and was well-known in the interpreting community, in 2001 an in-depth curriculum revision to its present form took place in order to continue preparing students for a profession which is continually evolving. This curriculum revision was not only an update of course content, but also encompassed the current philosophies and cultural values of the profession of interpreting and the Deaf community. Further, advances in video and computer technology afforded many new pedagogical opportunities for a program based on the visual nature of American Sign Language. Interpreter education had evolved remarkably since the program’s inception twenty years ago and the revision addressed these changes while maintaining the program’s goal of quality education for its students.

The 2001 revisions encompassed changes in content, strategies, and techniques. Some content was redistributed by dividing courses to distinguish theory based courses from skill development. There was clarification of lecture vs. lab with lab
practice increased as well as more effective practical skill development through enhanced technology applications.

A minor revision to three courses took place in 2009. At this time, a lab component was eliminated from ASL 215 (Fingerspelling), the pre-requisite of ASL 102 was eliminated from INT 105 (Introduction to the American Deaf Community), and the lecture component for INT 297 (Internship in Interpreting) was increased from two to three hours per week.

The program was also revised to meet the College’s General Education requirements that went into effect in Fall 2009. These revisions were the following:

- CIS 100 is being replaced with CIS 103 in order to comply with the new Technological Competency requirement.
- One Social Science course requirement is being eliminated from the program.
- English 120: Voice and Articulation is being added as choice under the Humanities Elective since this is a useful elective for students in this program.
- Students will fulfill their Writing Intensive and Interpretive Studies requirements through their science or social science elective.
- The net effect of these changes is that the minimum number of credits required for graduation is decreasing from 68 to 67.

There are course documents and current Act 335 course evaluations on file for all ASL/English Interpreting courses.

Internal Curricular Coherence

Due to language learning and interpreting skill development processes, the ASL/English Interpreting curriculum is specifically designed as a spiraling curriculum. Each course develops skills that must be learned and practiced before moving on to the next level of skill development. Therefore, each ASL course is written and taught to build on the course before. After students have completed the first four ASL courses in sequence, students take ASL 230: Structure of American Sign Language, that delves into more linguistics of the language. Having those first four ASL courses completed aids the students' understanding of the deeper complexities of the language.

Prerequisites are also in place for the Interpreter level courses to ensure that students acquire the knowledge and skills in prerequisite courses before they move on to the next course. The first courses the students take are an Introduction to the Field of ASL/English Interpreting (INT 240) as well as an Introduction to Interpreting Processes class (INT 242). These courses are essential in providing students an understanding of the field as a whole as well as the cognitive processing skills that are needed for effective interpretation skills. After these courses are completed, the
next courses in the sequence teach the actual interpreting skills necessary (from consecutive to simultaneous interpreting, situational analysis, identifying styles, etc) that build with complexity as the student progresses through the sequence.

The final course in the program, Internship in Interpreting (INT 297) is the culminating course in which students become engaged in the application of theories, concepts, skills and professional ethics and behaviors learned in previous courses to on-site, real world interpreting work. Course sequencing and coherence are an important aspect of the ASL/English Interpreting curriculum.

Future Directions in the Field/Program:

The profession has been in the process of raising its standards for sign language interpreters. At the RID Biennial Conference in 2003, the membership overwhelmingly passed a motion that requires any person who takes the national certification exam through RID must have a Bachelor’s degree by the year 2012. This was in response to growing research about the skills and knowledge needed by sign language interpreters in order to better meet the needs of the Deaf community. This new requirement will need to be addressed from a number of angles, including its potential effect on enrollment, and the evaluation of transcripts of students entering the program with a B.A. degree in another field.

In response to the ever-changing field of interpreter education, the ASL/English interpreting program is currently investigating several projects for the future:

First, the ASL curriculum is in need of a revision. Standards for ASL instruction have been established by the American Sign Language Teachers Association and a revision to the current program is necessary to incorporate these standards. (See Findings and Recommendations, p. 23; See Appendix C for a copy of the standards.)

Second, the use of distance technology has been increasing in the field of interpreter education. Many programs are incorporating online coursework to varying degrees, from individual courses to entire programs being online. (See Findings and Recommendations, p. 23).

Third, the program needs to complete and implement the assessment plan that is in the process of being developed to assess course-level and program-level student learning outcomes. (See Findings and Recommendations, p. 23).
III. Faculty

The full-time faculty that serve the ASL/English Interpreting Program consist of:

Debra A. Krausa, M.S., RSC, has served as a full-time faculty member since August, 1997. During the 1996-1997 academic year, she was a Visiting Lecturer. Her M.S. degree is in Teaching American Sign Language from Western Maryland College and her B.A. degree is in Psychology from Carlow College. She also has a Reverse Skills Certificate (RSC) from the National Registry of Interpreters for the Deaf. She has been involved both professionally and as an advocate in the Deaf community for over 30 years. At Pittsburgh Hearing, Speech, and Deaf Services, Inc., she served in a variety of roles – mental health and rehabilitation counseling, training, teaching, evaluating and interviewing interpreters, interpreting, workshop presentations, and coordinating a Deaf Youth Program. She has worked at the University of Pittsburgh as a consultant and instructor in the Masters Program in Education of the Deaf and Hard of Hearing. Her teaching experience includes a variety of ASL and Deaf culture classes across Pennsylvania and New York. She has also worked at Mt. Aloysius College as an admissions counselor and Teacher’s Aide for summer orientation programs for new Deaf students. One of her distinctive talents is her work with the theatre. She has acted, directed, and served as interpreter trainer/coach in several productions. Her talents also include interpreting and advocating for Deaf-blind people.

Brian R. Morrison, M. Ed, CI, CT is a Visiting Lecturer and is serving as the program coordinator and instructor in the ASL/English Interpreting Program. He holds a M. Ed in Adult and Organization Learning with an emphasis in Teaching Interpreting from Northeastern University and a B.S in Education of the Deaf from Missouri State University. He has been a sign language interpreter for 15 years, having been nationally certified for 8 years. He has been teaching interpreting for the past 10 years having been the program coordinator for the interpreter training program at Camden County College for 6 years and most recently, a part-time teacher for the University of Cincinnati, a completely online Bachelor’s degree program in Sign Language Interpreting. In addition, he has served on the board for the Conference of Interpreter Trainers (CIT) for the past 7 years in a variety of capacities and is currently serving his second consecutive term as President. Brian specializes in interpreting for the theater and co-owns an interpreting company that provides interpreting for Philadelphia area theatrical events. This specialty has led him to present workshops both nationally and internationally on the topic.

Carla M. Sides, M.Ed., has served as visiting lecturer for a number of years. She received her M.Ed. in Deaf Education from Gallaudet University, a B.B.A. in Accounting and B.B.A. in Business Administration from Interamerican University of Puerto Rico, and her B.A. in Deaf Christian Education from Temple Deaf College. She has been an ASL teacher as well as a Deaf Interpreter for many years. She holds
membership in numerous Deaf organizations around the region as well as nationally and is currently serving as President of the Tri-State Deaf Latino Association.

**Eve Adelman West, M.Ed., M.A., CSC, NIC**, is on half time pre-retirement workload and is Associate Professor of ASL/English Interpreting and English as a Second Language (ESL). She holds an M.A. in Teaching English to Speakers of Other Languages (TESOL), M.Ed. in Education of the Deaf, and B.A. in Liberal Arts: Speech. She has been a nationally certified Sign Language interpreter since 1979. Under a three year grant, 1977-1980, she created and developed the Interpreter Education Curriculum (IEC). From 1980 to 2010 she served as the Program Coordinator. As a founding member of the Conference of Interpreter Trainers (CIT) she has served on a variety of national committees to further the growing field of ASL/English interpreting. Eve has pursued specialized training in legal interpreting, interpreting for the theatre, and in assessment and evaluation of interpreters. She is also a practicing interpreter working in community and video-relay settings.

The faculty are members of national organizations including:

- American Association for the Deaf-Blind, Inc. (AADB)
- American College of Healthcare Executives
- American Sign Language Teachers’ Association (ASLTA)
- Conference of Interpreter Trainers (CIT)
- National Association of the Deaf (NAD)
- National Association of Teachers of English to Speakers of Other Languages (TESOL)
- National Fraternal Society of the Deaf (NFSD)
- National Hispanic Council of the Deaf and Hard of Hearing (NHCDHH)
- National Information Center on Deafness (NICD)
- National Theatre of the Deaf (NTD)
- PRIDE (Promotion & Recognition of Individuals Who are Deaf Everywhere)
- Puerto Rico Association of the Deaf, Inc., San Juan, PR
- Registry of Interpreters for the Deaf (RID)

State memberships are held in:

- Pennsylvania Society for the Advancement of the Deaf, Inc.
- Pennsylvania Registry of Interpreters for the Deaf
- Pennsylvania American Sign Language Teachers Association

The part-time faculty pool consists of approximately nine individuals. The majority of these faculty are Deaf and have had training and experience in teaching ASL. In
addition, the program has a Deaf lab aide on staff who assists the students with video recording for class projects and reinforcing language acquisition.

Professional Development
Faculty are involved in numerous organizations that provide professional development in the field of ASL and interpreter education. They attend the Conference of Interpreter Trainers (CIT) and Registry of Interpreters for the Deaf (RID) conventions to stay current of new developments. In addition, faculty that are certified by RID must complete a certain number of professional development hours in order to keep their certification valid, so this helps to ensure that faculty are providing the most current information to the students. Continual upgrade of skills is an important aspect of the field.

IV. Outcomes and Assessment

Graduates
The number of graduates of the American Sign Language/English Interpreting program has remained small with the largest number of graduates being 9 in both 2007 and 2009.

Number of program graduates

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Student Profile
Enrollment data drawn from the College’s Office of Institutional Research website indicates that American Sign Language/English Interpreting students are primarily females over the age of 22 attending college part-time.

The average headcount in the ASL/English Interpreting program is 39 over the last 10 semesters. The largest enrollment came in Fall 2008 with 49 students, while the smallest came in Fall 2009 with 27 students.

Credit Headcount

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<tr>
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<th>Fall 2005</th>
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<th>Fall 2006</th>
<th>Spring 2007</th>
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Credit FTE headcount

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<td>College-wide</td>
<td>11,017</td>
<td>11,329</td>
<td>11,523</td>
<td>11,296</td>
<td>11,881</td>
<td>11,823</td>
<td>11,883</td>
<td>12,128</td>
<td>13,361</td>
<td>13,784</td>
</tr>
</tbody>
</table>
The following table indicates that the ASL/English Interpreting program consistently enrolls more female students than male students. In the past nine semesters, there has been an average of nearly 70% more female students than male students enrolled in the ASL/English Interpreting program. When compared to the College as a whole, the ASL/English Interpreting program enrolls a greater proportion of female students, by an average of 16.7% over the past nine semesters.

Program Enrollment by Gender as Compared to College-wide Enrollment (Percent)

<table>
<thead>
<tr>
<th>Gender</th>
<th>Spring 2006</th>
<th>Fall 2006</th>
<th>Spring 2007</th>
<th>Fall 2007</th>
<th>Spring 2008</th>
<th>Fall 2008</th>
<th>Spring 2009</th>
<th>Fall 2009</th>
<th>Spring 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>81.1</td>
<td>79.1</td>
<td>80.0</td>
<td>78.4</td>
<td>76.9</td>
<td>87.8</td>
<td>86.0</td>
<td>88.9</td>
<td>87.5</td>
</tr>
<tr>
<td>College</td>
<td>66.5</td>
<td>66.5</td>
<td>66.8</td>
<td>66.6</td>
<td>66.4</td>
<td>66.3</td>
<td>65.8</td>
<td>65.3</td>
<td>65.3</td>
</tr>
<tr>
<td>Male</td>
<td>18.9</td>
<td>16.3</td>
<td>15.0</td>
<td>18.9</td>
<td>17.9</td>
<td>12.2</td>
<td>11.6</td>
<td>7.4</td>
<td>9.4</td>
</tr>
<tr>
<td>College</td>
<td>32.2</td>
<td>32.3</td>
<td>32.1</td>
<td>32.3</td>
<td>32.7</td>
<td>32.9</td>
<td>33.1</td>
<td>33.8</td>
<td>33.9</td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
<td>4.7</td>
<td>5.0</td>
<td>2.7</td>
<td>5.1</td>
<td>0</td>
<td>2.3</td>
<td>3.7</td>
<td>3.1</td>
</tr>
<tr>
<td>College</td>
<td>1.2</td>
<td>1.2</td>
<td>1.1</td>
<td>1.1</td>
<td>.9</td>
<td>.9</td>
<td>1.1</td>
<td>.9</td>
<td>.8</td>
</tr>
</tbody>
</table>

Enrollment in terms of Racial/Ethnic background has varied over the last nine semesters. White students represent the largest racial/ethnic group enrolled in the program encompassing an average of 65% of the program over the past nine semesters, nearly four times the proportion of the next largest racial/ethnic group, Black students (an average of 16.7% in the past nine semesters). When compared to the College as a whole, the ASL/English Interpreting program is enrolling about 30% less Black students and about 40% more White students.

Program Enrollment by Racial/Ethnic Background

<table>
<thead>
<tr>
<th>Race</th>
<th>Spring 2006</th>
<th>Fall 2006</th>
<th>Spring 2007</th>
<th>Fall 2007</th>
<th>Spring 2008</th>
<th>Fall 2008</th>
<th>Spring 2009</th>
<th>Fall 2009</th>
<th>Spring 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amer Indian or Alaskan Native</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Black, Non-Hispanic</td>
<td>5</td>
<td>7</td>
<td>6</td>
<td>7</td>
<td>7</td>
<td>11</td>
<td>10</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Unknown</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>7</td>
<td>4</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>White, Non-Hispanic</td>
<td>26</td>
<td>28</td>
<td>27</td>
<td>24</td>
<td>25</td>
<td>29</td>
<td>27</td>
<td>20</td>
<td>18</td>
</tr>
</tbody>
</table>
### Program Enrollment by Racial/Ethnic Background as Compared to College-Wide Distribution (percent)

<table>
<thead>
<tr>
<th>Race</th>
<th>Spring 2006</th>
<th>Fall 2006</th>
<th>Spring 2007</th>
<th>Fall 2007</th>
<th>Spring 2008</th>
<th>Fall 2008</th>
<th>Spring 2009</th>
<th>Fall 2009</th>
<th>Spring 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amer Indian or Alaskan Native Program</td>
<td>.6</td>
<td>.5</td>
<td>.4</td>
<td>.5</td>
<td>.4</td>
<td>.4</td>
<td>.4</td>
<td>.3</td>
<td></td>
</tr>
<tr>
<td>College</td>
<td>7.3</td>
<td>7.7</td>
<td>8.1</td>
<td>8.2</td>
<td>7.8</td>
<td>7.2</td>
<td>7.0</td>
<td>6.8</td>
<td>6.7</td>
</tr>
<tr>
<td>Black, Non-Hispanic Program</td>
<td>13.5</td>
<td>16.3</td>
<td>15.0</td>
<td>18.9</td>
<td>17.9</td>
<td>22.4</td>
<td>23.0</td>
<td>7.4</td>
<td>15.6</td>
</tr>
<tr>
<td>College</td>
<td>47.8</td>
<td>46.9</td>
<td>47.4</td>
<td>46.8</td>
<td>47.6</td>
<td>46.4</td>
<td>46.9</td>
<td>46.8</td>
<td>47.6</td>
</tr>
<tr>
<td>Hispanic Program</td>
<td>2.7</td>
<td>4.7</td>
<td>5.0</td>
<td>8.1</td>
<td>5.1</td>
<td>2.0</td>
<td>4.7</td>
<td>7.4</td>
<td>6.3</td>
</tr>
<tr>
<td>College</td>
<td>5.8</td>
<td>6.1</td>
<td>6.2</td>
<td>6.5</td>
<td>6.4</td>
<td>7.0</td>
<td>6.6</td>
<td>6.9</td>
<td>7.2</td>
</tr>
<tr>
<td>Other Program</td>
<td>2.7</td>
<td>7.0</td>
<td>5.0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>College</td>
<td>4.8</td>
<td>4.6</td>
<td>4.6</td>
<td>4.2</td>
<td>4.4</td>
<td>4.1</td>
<td>3.9</td>
<td>4.2</td>
<td>4.4</td>
</tr>
<tr>
<td>Unknown Program</td>
<td>8.1</td>
<td>7.0</td>
<td>7.5</td>
<td>8.1</td>
<td>12.8</td>
<td>14.3</td>
<td>9.3</td>
<td>11.1</td>
<td>21.9</td>
</tr>
<tr>
<td>College</td>
<td>6.5</td>
<td>6.8</td>
<td>6.9</td>
<td>7.8</td>
<td>7.9</td>
<td>9.0</td>
<td>9.9</td>
<td>9.9</td>
<td>9.7</td>
</tr>
<tr>
<td>White, Non-Hispanic Program</td>
<td>70.3</td>
<td>65.1</td>
<td>67.5</td>
<td>64.9</td>
<td>64.1</td>
<td>59.2</td>
<td>62.8</td>
<td>74.1</td>
<td>56.3</td>
</tr>
<tr>
<td>College</td>
<td>27.3</td>
<td>27.4</td>
<td>26.3</td>
<td>26</td>
<td>25.4</td>
<td>25.9</td>
<td>25.3</td>
<td>25.1</td>
<td>24.1</td>
</tr>
</tbody>
</table>

The following chart indicates that generally, the largest percentage of ASL/English Interpreting students come from the 40+ age group with the exception of Fall 2009. The ASL/English Interpreting program enrolls, on average, 26.8% less students in the 16-21 age group than the College as a whole.

### Enrollment by Age as Compared to College-wide Enrollment (Percent)

<table>
<thead>
<tr>
<th>Years</th>
<th>Spring 2006</th>
<th>Fall 2006</th>
<th>Spring 2007</th>
<th>Fall 2007</th>
<th>Spring 2008</th>
<th>Fall 2008</th>
<th>Spring 2009</th>
<th>Fall 2009</th>
<th>Spring 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>16-21</td>
<td>Program</td>
<td>2.7</td>
<td>2.3</td>
<td>2.5</td>
<td>2.7</td>
<td>7.7</td>
<td>6.1</td>
<td>4.7</td>
<td>11.1</td>
</tr>
<tr>
<td>College</td>
<td>28.3</td>
<td>35.8</td>
<td>30.0</td>
<td>36.9</td>
<td>30.7</td>
<td>36.6</td>
<td>29.7</td>
<td>35.5</td>
<td>26.9</td>
</tr>
<tr>
<td>22-29</td>
<td>Program</td>
<td>27.0</td>
<td>27.9</td>
<td>25.0</td>
<td>27.0</td>
<td>28.2</td>
<td>26.5</td>
<td>34.9</td>
<td>51.9</td>
</tr>
<tr>
<td>College</td>
<td>33.6</td>
<td>30.0</td>
<td>34.2</td>
<td>30.3</td>
<td>35.1</td>
<td>30.7</td>
<td>36.1</td>
<td>33.0</td>
<td>37.3</td>
</tr>
<tr>
<td>30-39</td>
<td>Program</td>
<td>27.0</td>
<td>30.2</td>
<td>30.0</td>
<td>27.0</td>
<td>15.4</td>
<td>18.4</td>
<td>14.0</td>
<td>22.2</td>
</tr>
<tr>
<td>College</td>
<td>18.1</td>
<td>16.2</td>
<td>17.4</td>
<td>15.9</td>
<td>16.8</td>
<td>15.9</td>
<td>17.4</td>
<td>16.2</td>
<td>17.8</td>
</tr>
<tr>
<td>40+</td>
<td>Program</td>
<td>37.8</td>
<td>37.2</td>
<td>40.0</td>
<td>43.2</td>
<td>48.7</td>
<td>44.9</td>
<td>44.2</td>
<td>14.8</td>
</tr>
<tr>
<td>College</td>
<td>15.6</td>
<td>14.2</td>
<td>14.9</td>
<td>13.8</td>
<td>14.6</td>
<td>14.3</td>
<td>14.6</td>
<td>13.7</td>
<td>14.0</td>
</tr>
<tr>
<td>Unknown</td>
<td>Program</td>
<td>5.4</td>
<td>2.3</td>
<td>2.5</td>
<td>0</td>
<td>0</td>
<td>4.1</td>
<td>2.3</td>
<td>0</td>
</tr>
<tr>
<td>College</td>
<td>4.4</td>
<td>3.8</td>
<td>3.6</td>
<td>3.1</td>
<td>2.8</td>
<td>2.5</td>
<td>2.2</td>
<td>1.6</td>
<td>1.3</td>
</tr>
</tbody>
</table>

The large majority of ASL/English Interpreting students are part time students. On average, 90.7% of students are part-time students. Compared to the College as a whole, there are 22.4% more part-time ASL/English Interpreting students.

### Program Full-time/Part-Time Enrollments as Compared to College-wide Enrollments (Percent)

<table>
<thead>
<tr>
<th></th>
<th>Fall 2005</th>
<th>Spring 2006</th>
<th>Fall 2007</th>
<th>Spring 2007</th>
<th>Fall 2008</th>
<th>Spring 2008</th>
<th>Fall 2009</th>
<th>Spring 2009</th>
<th>Fall 2009</th>
<th>Spring 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>FT</td>
<td>Program</td>
<td>6.8</td>
<td>24.3</td>
<td>4.7</td>
<td>5.0</td>
<td>5.4</td>
<td>25.6</td>
<td>4.1</td>
<td>0</td>
<td>7.4</td>
</tr>
<tr>
<td>College</td>
<td>31.8</td>
<td>30.0</td>
<td>33.3</td>
<td>29.0</td>
<td>32.8</td>
<td>29.2</td>
<td>32.7</td>
<td>30.0</td>
<td>35.3</td>
<td>32.2</td>
</tr>
<tr>
<td>PT</td>
<td>Program</td>
<td>93.2</td>
<td>75.7</td>
<td>95.3</td>
<td>95.0</td>
<td>94.6</td>
<td>74.4</td>
<td>95.9</td>
<td>100.0</td>
<td>92.6</td>
</tr>
<tr>
<td>College</td>
<td>68.2</td>
<td>70.0</td>
<td>66.7</td>
<td>71.0</td>
<td>67.2</td>
<td>70.8</td>
<td>67.3</td>
<td>70.0</td>
<td>64.7</td>
<td>67.8</td>
</tr>
</tbody>
</table>
Retention Data
According to the table below, ASL/English Interpreting students enrolled in the Fall semester are most likely to return to the same program in the subsequent Spring semester. On average, 75.1% of ASL/English Interpreting students return to the same program. Compared to the College as a whole, ASL/English Interpreting students are, on average, 10% more likely to return to the same program.

Students who returned to the Same Program or a different program in the subsequent Spring Semester (Percentage)

<table>
<thead>
<tr>
<th>Returned Same Program</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
<td>68.2</td>
<td>76.7</td>
<td>70.3</td>
<td>71.4</td>
<td>88.9</td>
</tr>
<tr>
<td>College</td>
<td>65.6</td>
<td>64.3</td>
<td>64.2</td>
<td>64.6</td>
<td>68.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Returned Different Program</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
<td>0</td>
<td>2.3</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>College</td>
<td>3.6</td>
<td>4.1</td>
<td>5.2</td>
<td>5.1</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduated Fall</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
<td>9.1</td>
<td>0</td>
<td>5.4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>College</td>
<td>1.9</td>
<td>1.7</td>
<td>2.1</td>
<td>1.8</td>
<td>1.9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Did not return Spring</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
<td>22.7</td>
<td>20.9</td>
<td>24.3</td>
<td>28.6</td>
<td>11.1</td>
</tr>
<tr>
<td>College</td>
<td>28.9</td>
<td>29.9</td>
<td>28.6</td>
<td>28.5</td>
<td>25.6</td>
</tr>
</tbody>
</table>

Generally, most ASL/English Interpreting students enrolled in the Fall Semester return to the same program the subsequent Fall semester, with the exception of Fall 2008. ASL/English Interpreting students between 2005 and 2007 were, on average, 15% more likely to return to the same program than the College as a whole.

Students who returned to the Same Program or a different program in the subsequent Fall Semester (Percentage)

<table>
<thead>
<tr>
<th>Returned Same Program</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
<td>54.5</td>
<td>44.2</td>
<td>51.4</td>
<td>22.4</td>
<td>51.9</td>
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<tr>
<td>College</td>
<td>36.0</td>
<td>36.0</td>
<td>35.0</td>
<td>37.1</td>
<td>38.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Returned Different Program</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
<td>0</td>
<td>2.3</td>
<td>0</td>
<td>2.0</td>
<td>3.7</td>
</tr>
<tr>
<td>College</td>
<td>7.2</td>
<td>7.5</td>
<td>8.2</td>
<td>8.5</td>
<td>7.6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduated Fall</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
<td>13.6</td>
<td>16.3</td>
<td>5.4</td>
<td>20.4</td>
<td>0.0</td>
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<tr>
<td>College</td>
<td>7.7</td>
<td>8.1</td>
<td>8.3</td>
<td>8.3</td>
<td>8.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Did not return Fall</th>
<th>Fall 2005</th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
<td>31.8</td>
<td>37.2</td>
<td>43.2</td>
<td>55.1</td>
<td>44.4</td>
</tr>
<tr>
<td>College</td>
<td>49.1</td>
<td>48.3</td>
<td>48.8</td>
<td>46.1</td>
<td>45.8</td>
</tr>
</tbody>
</table>

Academic Performance
Students in the ASL/English Interpreting program are academically successful, as evidenced by course completion, GPA, academic standing, and long-term success, which compare favorably with College-wide performance.
Course Completion and Average GPA

<table>
<thead>
<tr>
<th></th>
<th>Spring 2006</th>
<th>Fall 2006</th>
<th>Spring 2007</th>
<th>Fall 2007</th>
<th>Spring 2008</th>
<th>Fall 2008</th>
<th>Spring 2009</th>
<th>Fall 2009</th>
<th>Spring 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of college-level credits attempted/completed</td>
<td>Program</td>
<td>97.1</td>
<td>98.8</td>
<td>95.7</td>
<td>94.6</td>
<td>93.4</td>
<td>92.9</td>
<td>93.0</td>
<td>92.7</td>
</tr>
<tr>
<td></td>
<td>College</td>
<td>88.9</td>
<td>88.7</td>
<td>87.1</td>
<td>88.5</td>
<td>87.6</td>
<td>89.4</td>
<td>88.2</td>
<td>87.1</td>
</tr>
<tr>
<td>Average GPA</td>
<td>Program</td>
<td>3.36</td>
<td>3.19</td>
<td>3.15</td>
<td>3.11</td>
<td>3.08</td>
<td>2.59</td>
<td>2.76</td>
<td>2.62</td>
</tr>
<tr>
<td></td>
<td>College</td>
<td>2.64</td>
<td>2.62</td>
<td>2.59</td>
<td>2.64</td>
<td>2.61</td>
<td>2.67</td>
<td>2.65</td>
<td>2.60</td>
</tr>
</tbody>
</table>

Academic Standing (percent)

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<thead>
<tr>
<th></th>
<th>Fall 2005</th>
<th>Spring 2006</th>
<th>Fall 2006</th>
<th>Spring 2007</th>
<th>Fall 2007</th>
<th>Spring 2008</th>
<th>Fall 2008</th>
<th>Spring 2009</th>
<th>Fall 2009</th>
<th>Spring 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good Standing</td>
<td>Program</td>
<td>100.0</td>
<td>100.0</td>
<td>97.7</td>
<td>95.0</td>
<td>97.3</td>
<td>100.0</td>
<td>95.9</td>
<td>97.7</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>College</td>
<td>90.8</td>
<td>88.1</td>
<td>88.8</td>
<td>86.2</td>
<td>83.8</td>
<td>82.2</td>
<td>85</td>
<td>83.0</td>
<td>85.6</td>
</tr>
<tr>
<td>Dropped insufficient progress/poor scholarship</td>
<td>Program</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td></td>
<td>College</td>
<td>2.6</td>
<td>3.8</td>
<td>3.0</td>
<td>4.3</td>
<td>3.4</td>
<td>5.5</td>
<td>3.7</td>
<td>5.7</td>
<td>1.2</td>
</tr>
<tr>
<td>Probation - FT/PT/Prov.</td>
<td>Program</td>
<td>0</td>
<td>0</td>
<td>2.3</td>
<td>2.5</td>
<td>2.7</td>
<td>0</td>
<td>0</td>
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<tr>
<td></td>
<td>College</td>
<td>6.5</td>
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<td>12.7</td>
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<td>11.2</td>
<td>11.5</td>
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Success at departure (percent)

<table>
<thead>
<tr>
<th></th>
<th>Fall 2005</th>
<th>Spring 2006</th>
<th>Fall 2006</th>
<th>Spring 2007</th>
<th>Fall 2007</th>
<th>Spring 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduated</td>
<td>Program</td>
<td>36.4</td>
<td>11.1</td>
<td>0</td>
<td>46.7</td>
<td>18.2</td>
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<td>College</td>
<td>5.8</td>
<td>12.1</td>
<td>5.2</td>
<td>13.9</td>
<td>6.5</td>
</tr>
<tr>
<td>Long term success</td>
<td>Program</td>
<td>54.5</td>
<td>77.8</td>
<td>87.5</td>
<td>33.3</td>
<td>63.6</td>
</tr>
<tr>
<td></td>
<td>College</td>
<td>38.3</td>
<td>38.4</td>
<td>35.5</td>
<td>35.3</td>
<td>33.6</td>
</tr>
<tr>
<td>Short term success</td>
<td>Program</td>
<td>9.1</td>
<td>11.1</td>
<td>12.5</td>
<td>6.7</td>
<td>9.1</td>
</tr>
<tr>
<td></td>
<td>College</td>
<td>17.4</td>
<td>16.9</td>
<td>18.1</td>
<td>16.4</td>
<td>19.0</td>
</tr>
<tr>
<td>Unsuccessful</td>
<td>Program</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>13.3</td>
<td>9.1</td>
</tr>
<tr>
<td></td>
<td>College</td>
<td>38.4</td>
<td>32.6</td>
<td>41.1</td>
<td>34.4</td>
<td>40.9</td>
</tr>
</tbody>
</table>

- Long term success is defined as departure with a GPA of 2.0 or greater and 12 or more cumulative hours earned.
- Short Term success is defined as departure with GPA of 2.0 or greater with 11 or fewer cumulative hours earned.
- Unsuccessful is defined as all departing students not otherwise classified including students who never completed a college-level course.

Summary of Student Survey Results

Surveys were sent and e-mailed to current students, former students and graduates. In addition surveys were distributed in classrooms during the Fall 2010 semester in the following courses: ASL 201, ASL 215, ASL 230, INT 105, and INT 252. Students were instructed to fill out the survey only once. The surveys with tallies and individual responses can be found in the Appendix A.
Forty-four current students, sixteen former students and ten graduates responded to the survey.

All ten of the graduates reported that they had fully or partly accomplished their goals. If they transferred to another college, 100% felt their preparation was excellent or good. In addition, 100% of them reported that they were satisfied with the instruction and the support they received from the program and the faculty. Each of the ten is employed in a job directly related to the field of ASL/English Interpreting. They credit the program for helping them to get the jobs which they had not had prior to enrolling in the program. Seven felt their preparation for the job was excellent and two felt it was good.

Eight of ten written responses cited attributes of the faculty and staff as the strength of the program, and appreciation for the Deaf instructors in particular. In contrast, each of the seven responses to the question regarding improving the program was different from the other. (See sample responses below.)

Of the forty-four current student survey respondents, 72% cite their preparation for securing employment in the field as good or excellent, and 93% think they are accomplishing their educational objectives fully or partly. 73% are satisfied with the instruction they are receiving and 70% are satisfied with the support from program faculty.

Out of thirty-four written comments regarding the strengths of the program, nineteen current students cited the faculty and staff as a major strength of the program, and ten specifically cited the Deaf instructors. Sample comments include:

- I believe the strengths are some of the staff members desire to see students achieve and be successful.
- The teachers love their students.
- The strengths are the Deaf teachers that gives us knowledge into the Deaf culture.
- I think the professors are very helpful and the homework & community experiences are helpful as well.
- Knowing the language and preparing for a job

Fifty-nine percent of the former students were satisfied with the instruction they received. Fewer (40%) were satisfied with the support from program faculty and administrators. (See sample responses below.)

In response to the question of what needs to be changed in the program, eight of fifteen comments from current students cited course availability, and scheduling issues. Another two cited the need for better technology. (See sample responses below.)
For the graduate, current student and former student cohorts, certain themes emerge in their written comments, not always related to a specific question. On the one hand, there is widespread positive regard for the program and its faculty and staff. However, the respondents also used the opportunity to write about significant challenges they have encountered in the program. Many comments address the issue of the length of time it takes to complete the program, citing limited course availability and the consequences of cancelled classes. Another concern was the desire for different types of scheduling. Many students also commented on their frustration with the lab, specifically related to the age and malfunctioning of the equipment, which prevented them from using the equipment. (It should be noted that the lab was updated in January 2011 after the distribution of the student surveys.) (See Resources, p. 20). The major themes and sample comments from the surveys are listed below. (The number of responses relating to a specific topic is noted in parentheses).

- “I am looking for more support outside the classroom.”/ “Wanted more counselor guidance and encouragement from the program. Support from the teachers, set up study groups.”/ “Until [illegible], I have had a terrible time getting support. In fact, I won’t be able to graduate this year partly because my dept head was too busy to help me. Emails are rarely returned on time, and not at all during the summer.” (24)
- “I feel that the material is poorly instructed. We are being read to from the book—nothing is explained.”/ “…some of the staff need to be evaluated and possibly removed for their lack of professionalism, training and social skills when interacting with individuals from different backgrounds.” (23)
- More availability of classes in general (21)
- “I am frustrated by the constant cancellations. I have taken 8 courses and have had 4 cancelled.” (12)
- More classes should be offered in the evening/on Saturdays. (9)
- “I think the lab used for this program is a huge problem because it’s such an important part of the program and it’s always a problem (equipment failure, equipment shortage, room is too small, etc.)” (9)
- “I … would suggest telling people this is not a 2-year program because, we all know it is not. I have taken every single class that has been offered including summer classes and still will be graduated in a 4 year time span. I was told this was a 2 year program and I feel I was misled.” (7)
- “The program does not offer information on what things we as students can do after graduating this program.”/ “I don’t feel like the bridge between school and employment is strong.” (7)
- Time for practical practice of skills was not always sufficient (6)

It should be noted that a new curriculum coordinator took over in 2010, and student response to this change has been very favorable. Sample comments include:
• “Now that I am under the tutelage of a new director of the program, I feel like the needs of me and my fellow classmates will FINALLY be heard and not fall on deaf ears (no pun intended)!”
• is great. A breath of fresh (needed) air.”

V. Resources

Facilities, Equipment and Technology:

The ASL/English Interpreting Program utilizes BR-71 and BR-44I. In BR-71, a classroom, there is a DVD/VCR with TV monitor mounted to the ceiling which is beneficial in viewing models of signers and speakers in the ASL/English Interpreting program. The classroom also has two bulletin boards for posting Deaf community events, workshops and training opportunities.

BR-44I is used as the lab. It can accommodate up to approximately ten people working at a time. In the lab, there is a whiteboard, five student computer stations, and a teacher computer station. A closet is also located in the room which houses a program dedicated Smart Cart that was secured with funds donated by a former student as well as storage for the program videotape resources.

The use of technology in the field of interpreter education is critical. Because of the visual nature of ASL, most resources available are in a video format, i.e. DVD and digital media. Students are also required to submit video samples of their coursework for evaluation. Therefore, having a lab that functions with these kind of capabilities is essential.

In January 2011, the ASL/English Interpreting lab was redesigned. The lab now has six new iMac computers; five for student stations and one teacher station. The student stations are 21.5” iMacs and the teacher station is a 27” iMac. This has already proven to be an enormous improvement from the previous lab equipment that was in place. With the current setup, students are able to utilize the built-in video camera to record their work directly to a digital format. Teachers are then able to either transfer the work to a DVD or a USB drive. In addition, the teacher station has the capability to monitor all five student stations simultaneously thus allowing for more immediate feedback to the students on their work. The teacher station can also broadcast the same source material, i.e. video, Power Point, to each of the stations.

The size of the lab remains a concern. Currently, lab courses have a maximum of ten students and only five student computer work stations are present. Students double up while participating in lab course requirements, but it results in not enough actual practice, a concern expressed by both students and faculty. It has also created an
overcrowded situation when all ten students, plus teacher and lab aide, are in the small lab room space.

Ideally, a room that is large enough to hold ten individual student stations would be most beneficial to the students and instructors. This was determined to be the appropriate number of stations to accommodate the ASL/English Interpreting curricular needs, as both ASL and INT skills classes have labs with a lab-size maximum of 10. A plan is currently being developed in order to revise the ASL curriculum based on new national standards. In order to more provide a more effective ASL learning environment, the program would like to add lab components to all ASL courses currently offered. Doing this will increase the number of students that will need to have access to the lab by more than one hundred. The current lab with five stations will become insufficient very quickly.

Hence, there is still a need to expand the lab to a ten (10) student station lab. Renovation to the current space that houses the INT classroom and lab to accommodate a ten-student lab would be necessary to in order to accommodate the ten stations. A facilities development plan was written in March 2008. Should the proposal for an expanded lab be approved, there would be a need for additional discussion and consideration regarding the final floor plan, space design and new technologies.

VI. Demand and Need for the program

ASL/English interpreters work in a variety of settings to facilitate communication with the Deaf community. These include, but are not limited to:

- government agencies
- educational institutions
- legal and judicial settings
- medical and healthcare environments
- theatre and performance organizations
- conferencing, live and video

According to the United States Department of Justice, providing interpreters is an example of a “reasonable accommodation” required by the Americans with Disabilities Act. There are more requests for interpreters as individuals, agencies and institutions comply with Section 504 of the Rehabilitation Act PL 94-142.

As a result, the demand for interpreters is growing. Current training programs are unable to keep up with the increased demand for highly-trained interpreters with a nationwide interpreter shortage as the result. The Registry of Interpreters for the Deaf, Inc (RID), the national professional association of sign language interpreters, has recognized the insufficient numbers of interpreters available to
meet the market’s demand in recent submissions to the Federal Communications Commission (FCC) declaring a “national interpreter crisis in the quantity, quality and qualifications of interpreters.”

“Given the shortage of interpreters and translators meeting the desired skill level of employers, interpreters for the deaf will continue to have favorable job prospects” (2008-10018 National Employment Matrix, Bureau of Labor Statistics).

According to the Bureau of Labor Statistics Occupational Outlook Handbook 2010-2011 Edition, the demand for interpreters and translators (including American Sign Language interpreters) will increase 22 percent between the years 2008-2018. Clearly, this bodes well for the future of sign language interpreters. (The Bureau of Labor Statistics defines "faster than average" growth as that which is higher than 20%).

The impact of technology, often thought to eliminate demand for a specific job description, is actually increasing opportunities for ASL/English interpreters because American Sign Language is not easily replicated by certain forms of technology. Technologies such as closed captioning or other forms of computerized English language assistance do not capture the visual/gestural language of ASL. Instead, advancements in technology such as Video Relay Services (VRS) and Video Remote Interpreting (VRI) are offering yet other areas in which the opportunities for interpreters will increase.

Despite its relatively small size, the ASL/English Interpreting program fulfills the language needs of the Deaf community. In addition, there are few ASL/English Interpreting or Deaf Studies programs in Pennsylvania or New Jersey making Community College of Philadelphia’s ASL/English Interpreting program an important program in the Tri-State area.

**VII. Operating Costs and Efficiency**

The ASL/English Interpreting operating costs are higher than College-wide program averages. The table below shows that the cost per credit hour is higher than the College average.

<table>
<thead>
<tr>
<th>Credit Hours Produced &amp; Cost Per Credit Hour</th>
<th>2006-2007</th>
<th>2007-2008</th>
<th>2008-2009</th>
<th>2009-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASL/English Interpreting</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit hours produced</td>
<td>1560</td>
<td>1332</td>
<td>1203</td>
<td>1293</td>
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<tr>
<td>Cost per credit hours</td>
<td>$205.76</td>
<td>$228.66</td>
<td>$273.43</td>
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<tr>
<td><strong>College average</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit hours produced</td>
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<td>342,147</td>
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<tr>
<td>Cost per credit hour</td>
<td>$137.13</td>
<td>$142.46</td>
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</tr>
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</table>
The total operating cost of the program was higher in the 2008-2009 academic year than in 2009-2010. However, both the total program cost per FTE and the direct cost per FTE are higher for the ASL/English Interpreting program than they are College-wide.

### Annual Total Program Costs Per FTE

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<thead>
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</thead>
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<tr>
<td>ASL/English Interpreting</td>
<td>$5,639.55</td>
<td>$6,313.17</td>
<td>$7,123.42</td>
<td>$7,141.18</td>
<td>$6,846.17</td>
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<td>College-wide Average</td>
<td>$5,513.54</td>
<td>$5,807.79</td>
<td>$6,666.82</td>
<td>$7,019.64</td>
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Source: Office of Finance and Planning: Table 30

### Total Operating, Average Direct and Indirect Costs FY 2008-09 & 2009-10

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<td>#FTEs</td>
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<td>Indirect Cost</td>
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<td>Direct Cost per FTE</td>
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*Direct costs include all expenses associated w/ the instructional cost centers
Source: Office of Finance & Planning: Tables 29 & 31

### VIII. Findings and Recommendations

The ASL/English Interpreting program is a select curriculum that prepares students to work at an entry level as professional interpreters in a variety of settings. The goals of the program support the mission of Community College of Philadelphia to provide “a coherent foundation for College transfer, employment and life-long learning.

The College also has the stated goal of “encouraging all students to achieve: …Increased awareness and appreciation of a diverse world where all are interdependent”. Students, faculty and staff in the ASL/English Interpreting Program pride themselves on their unique ability to immerse themselves in the Deaf community and straddle the hearing and Deaf worlds. The program offers an environment in which sensitivity to Deaf culture and language needs are fostered and nurtured.
The program is one of only three in the state of Pennsylvania (the other two are at Bloomsburg University in Bloomsburg, PA and Mount Aloysius College in Cresson PA) and as such is a unique resource in the Philadelphia area that serves the needs of the Deaf community. There is also a program at Camden County College in Camden, NJ. It is well positioned, in a city that offers American Sign Language courses at a number of institutions, to draw interested students to the field of interpreting. The program qualifies as a shared program in which students from other counties surrounding Philadelphia can pay the in-county tuition rate at the College.

Among its strengths, students particularly cite the attributes of the faculty and staff, and credit the program as the major contributor to the achievement of their goals. Graduates of the program are employed in their field and express full satisfaction with their preparation.

Institutional data show that on all indicators, ASL/English Interpreting students compare favorably or exceed College-wide performance.

The program also faces some challenges both programmatically and in the larger context of the field of interpreter education:

- The ASL/English Interpreting curriculum has fewer general education courses required relative to other applied science degrees at the College and has seventeen courses in the major. As a result, students’ choice of courses semester by semester are very specific and therefore limited by the scheduling cycle of the program’s courses. The small number of students in the program has resulted in classes being offered days and evenings alternatively, and has resulted in a number of classes being canceled. This has elicited negative reaction on the part of current students and staff, and according to their responses on the student surveys, is a main cause of attrition on the part of former students.

- At the College, the average headcount enrollment for ASL/English Interpreting curriculum for the past five years is 39. As of the Fall, 2010 semester, there were 26 students in the program so the program is smaller than in recent years. There may be students in the six sections of ASL 101 who may ultimately apply to the program and there are some students in ASL 201-202 who have not declared as ASL/English Interpreting majors.

- The program has more female and white students than other College programs. New accreditation standards emphasize that ASL/English Interpreting is a field where there is a need for a multicultural perspective and sensitivity.
For most students in the program, learning the language of ASL and then learning to interpret is a long and arduous process. As students are mastering these new skills, practice and feedback using technology, and interacting with lab aides are vitally important components. Since the last audit, there had been widespread agreement that the lab has been limited in terms of equipment, student stations, and space. The College has recognized the need for additional resources for the lab and six new computers were recently received. The addition of this capability has already proven to be an enormous improvement. (See photo in Appendix B.) In light of the proposal to include a lab component into ASL courses to meet national standards, this new capacity may still prove to be insufficient.

The Registry of Interpreters for the Deaf (RID) has mandated that as of June 30, 2012, all candidates for certification testing possess B.A. degrees in order to take the national exam. This is an issue which requires addressing inasmuch as working toward RID certification is an important component of the program’s and students’ goals.

The program has changed and developed over the years in response to the latest research available in the field of interpreter education. This effort will need to continue by ongoing work towards addressing accreditation standards as put forth by the Commission on Collegiate Interpreter Education (CCIE Standards 2010) and the American Sign Language Teachers Association. These national accreditation standards will guide policies on assessing and enhancing student outcomes, continuing assessment and professional development for faculty and improving curriculum, among others.

There has been a perceived lack of support for students by program faculty and administration that was experienced and expressed in a variety of different ways.

Recommendations

In light of the above findings, it is recommended that the ASL/English Interpreting program continue, and incorporate the following recommendations:

1. Create an enrollment management plan that addresses:
   A. Course scheduling options to better meet the needs of students, including:
      • Number, frequency and course sequencing of course offerings
      • Evening courses
      • Incorporating distance education courses in the program
      • Avenues through Corporate Solutions
B. Developing a range of recruitment strategies to a) foster ethnic and gender diversity in the program, b) enhance enrollment so that there are successive cohorts of students, and c) set enrollment targets.

   Timeframe: December 2011

2. Revise the curriculum to align with the standards for ASL instruction that have been established by the American Sign Language Teachers Association, and to incorporate the latest research and development in the field.

   Timeframe: April 2012

3. Insure that the existing faculty evaluation plan is implemented and that identified issues are addressed, and identify specific training needs for faculty, such as assessment of ASL skills, and provide such training to faculty.

   Timeframe: December 2011

4. Enhance the program’s responsiveness to student concerns, including issues concerning the bridge between school and employment.

   Timeframe: Immediate

5. Inform students of the new requirement for taking the national certification exam by revising program information in the College catalogue.

   Timeframe: August 2011

6. Address the impact of the baccalaureate degree requirement for taking the national certification exam that will go into effect in June 30, 2012. Explore connections with baccalaureate programs with a view toward establishing formal articulation agreements.

   Timeframe: December 2011

7. Assess effectiveness of program courses by completing and implementing a learning assessment plan. Student learning outcomes have been developed. Measures and indicators assessing student learning outcomes need to be developed.

   Timeframe: May 2011

8. Work toward the continued upgrade in technological resources to meet current and future needs, and explore the possibility of virtual labs.

   Timeframe: December 2012

9. Examine the requirement that students must complete all course-work within five academic years of original date of entry into the program, and consider eliminating this requirement to better meet the needs of students.

   Timeframe: September 2011
IX. Appendices

Appendix A: Student Surveys: Graduates, Current Students and Former Students

Survey of Graduates

We are conducting a survey of graduates of the ASL/Interpreting curriculum as we work to build on the program strengths and meet student needs. We are interested in knowing what you think about the program and what you have been doing since you graduated from the College. Please take a few minutes to respond to the following questions. Your individual responses will be held in confidence. **If you have already responded to this survey on Survey Monkey, you do not need to fill this one out.**

Ten (10) graduates returned this survey, 6 on paper and 4 via survey monkey

1. When did you enter the ASL/English Interpreting Program?
   - Fall 2004
   - Fall 1999
   - 1999
   - Fall 2003
   - Spring 2005
   - Fall 2004
   - Fall 1980
   - Fall 1998
   - Fall 1998
   - Fall 2001

2. When did you graduate from the ASL/Interpreting Program?
   - Spring 2007
   - Fall 2005
   - Spring 2009
   - Spring 2007
   - Spring 2007
   - Spring 2009
   - 1982
   - Spring 2001
   - Spring 2001
   - Spring 2003

3. Which of the following reasons were important to you when you enrolled in the ASL/English Interpreting Program at CCP? (Mark all that apply)
□ To earn a certificate
7 □ To earn an Associate degree
3 □ To prepare for transfer to a four year college/university
6 □ To learn skills needed to enter the job market immediately after CCP
□ To improve my skills for the job that I now have
1 □ To take courses that interest me
□ Other (Please explain):
• Love ASL wanted to learn it & I still love it!!

4. Did you accomplish the educational objectives that you set for yourself at Community College of Philadelphia?
9 □ Yes, fully
2 □ Yes, partly
□ No

Please comment:
• I have not taken the NIC
• Going through the program – I changed my mind w/what I wanted to do w/ASL many times. I use the skills I learned to teach kids (babies, 1 year olds & special Ed kids) to communicate until their verbal skills improve.
• Yes, complete the two year full-time program in a mere 10 years with honors at the age of 50
• I was able to pass the educational interpreter assessment & get a job interpreting.

5. Which of the following describe what you have done since leaving CCP? (Mark all that apply)
1 □ Attended a four-year college/university full time
1 □ Attended a four-year college/university part time
3 □ Graduated from a four-year college/university
2 □ Attended a graduate school
7 □ Secured full time employment
3 □ Secured part time employment
□ Other

6. Name of most recently attended college:

   Chestnut Hill College
   West Chester University
   Thomas Edison
   Arcadia University

Date started:
   January 2009
Fall 2010

Major
   Human Services
   Masters in Public Health

7. Present enrollment status at the college listed in Question 6:
   □ Still attending full time
   1 □ Still attending part time
   1 □ Stopped attending before graduating
   1 □ Graduated: Degree
   □ Graduation Date: 2008
   • Not yet. Still considering it.
   • B.A. earned before entering CCP.

8. If you transferred to another college, how well did the ASL/English Interpreting Program prepare you for the academic demands at the college to which you transferred?
   3 □ Preparation was excellent
   1 □ Preparation was good
   □ Preparation was fair
   □ Preparation was not helpful
   Please explain. We would appreciate your comments on your ASL/English Interpreting courses as well as your other general education courses.
   • My courses transferred & general education courses prepped me to take other courses.
   • I feel that the classes were well organized, the presentation/instruction were excellent in most of the class. The only two classes that frustratingly poorly instructed were Transliterating (I would have liked more “hand up” time and less theory) and Interpreting in specialized settings (the class seemed more disorganized).
   • The process of academic writing that I learned at CCP has proved to be the gift that keeps on giving.

9. Were you satisfied with the instruction you received at CCP?
   10 □ Yes
   □ No

10. Were you satisfied with the support you received from the program faculty?
    10 □ Yes
    □ No
10a. If yes, please give an example of the type of support you received:

- Teacher Aide, [Kevin Mundey](#) went above/beyond. Great language model.
- [Eve West](#) exuded professionalism.
- Teachers were willing to meet with me and discuss, analyze, or practice course material outside of class.
- Instructors/Interpreters in the ASL/English Interpreting program took individual students on assignment to get real life experience and feedback.
- One on one time available if needed (help with classwork or just to talk).
- Tutoring in a variety of classes that was available.
- Many of the instructors were themselves working as full-time interpreters, so their instruction was quite relevant to both the practical and technical aspects of interpreting.

10b. If no, what type of support were you looking for and did not receive?

- (I had one teacher that was belittling near the end of the program).
- Over-all I can’t complain—however, there is always 1 or 2 teachers who do not understand the difference between a “teacher” and an “instructor” – or “teaching” vs “instructing”

11. What do you think are the strengths of the ASL/Interpreting Program? Please comment:

- How to become a professional interpreter is stressed/modelled.
- ASL training. The Deaf instructors from ASL101 was very insightful to language development. In-class interpreting role plays -- They helped make interpreting situations more realistic and applicable than video tapes only.
- It has been under the directorship of [Eve A. West](#) a committed, seasoned, organized, involved instructor/interpreter for approximately 35 years.
- One of the few ASL/English Interpreting Programs around/left. Great staff.
- Tutoring from Deaf tutors, great support
- Support from Deaf community
- Knowledge of faculty
- Dedication of instructors in interpreting portion of program. Instructors worked with each student individually.
- The professors
- Many of the graduates do go on to receive their professional certification

12. What do you think needs to be changed or added to the ASL/English Interpreting Program to improve the program? Please comment:

- More Deaf language models/interaction
• More assistance in the transition from college into the “real world” of interpreting. I felt that I was just thrown out without much guidance on how to get started in the interpreting field. I think it would have been helpful to have taken the written NIC or EIPA while still in the program.
• Less paperwork and more involvement in Deaf Community or less in-class papers and more interaction with Deaf and Interpreters.
• Tougher/stricter standards in ASL portion of program.
• Advertisement of program, recruitment (I never see it mentioned)
• Because it is only a 2 year (took 3 years to complete) course of study, practical practice was not always sufficient
• There needs to be more effort put into adding more diversity to the instructors/students in the program

13. If you transferred to another college, did your transfer institution accept your CCP ASL/English Interpreting Program courses?
   2 □ Yes, all of them
   2 □ Yes, some of them
   □ None of them
Please list the courses that did not transfer:
   • College only accepted 72 credits
   • Don’t know yet.
   • My program accepted my courses as a “block” of credits

14. If you transferred to another college, did your transfer institution accept your non-ASL/English Interpreting CCP courses?
   3 □ Yes, all of them
   1 □ Yes, some of them
   □ None of them
Please list the course that did not transfer:
   • College only accepted 72 credits

Please answer questions 15-20 if you are working; otherwise skip to question 21.

15. What is your current job title and what type of work do you do in your primary job?
   Job Title: Admin Prof/ASL Interpreter
   Describe work:

   Job Title: Communication Facilitator
   Describe work:
   Interpret for Deaf students that are in a mainstream program.
Job Title: Freelance Interpreter
Describe work:
Accept assignments based on my skill and knowledge of each specific interpreting assignment. Part-time work is available as needed.

Job Title: Classroom Assistant (Special Ed)
Describe work:
Assisting teacher and students. Taking over class if necessary.

Job Title: Educational Interpreter
Describe work:
Working for an Intermediate Unit as an interpreter in the classroom (Secondary Ed)

Job Title: Part-time Freelance Interpreter
Describe work:
Facilitate communication between Deaf and hearing persons in a variety of settings.

Job Title: Staff Interpreter
Describe work:
Full time interpreting

Job Title: Educational Sign Language Interpreter
Describe work:

Job Title: Educational Sign Language Interpreter
Describe work:

Job Title: Center Interpreter
Describe work:
I am working as a full time staff interpreter

16. Is this job directly related to the field of ASL/English Interpreting?
   10 □ Yes
   1 □ No

17. Was your enrollment in the ASL/English Interpreting Program helpful to you in getting this job?
   10 □ Yes
   □ No
17a. If your enrollment in the ASL/English Interpreting Program was “not” helpful to you in getting this job please list the reasons below:

18. Were you employed in this job prior to enrolling the ASL/English Interpreting Program at CCP?
   □ Yes
   □ No

18a. If no, how well did the ASL/English Interpreting Program prepare you for this job:
   7 □ Preparation was excellent
   2 □ Preparation was good
   □ Preparation was fair
   □ Preparation was not helpful
   Please explain. We would appreciate your comments on your ASL/English interpreting courses as well as your other general education courses.
   • I have been complimented on my signing and interpreting abilities by my boss and fellow coworkers (one is a coda and RID-certified).
   • The ASL/English Interpreting Program is a well thought out program and continues to stay abreast of changes and improvements in the professions incorporating the necessary shifts into the program.

18b. If yes, did completion of the ASL/Interpreting Program at CCP help you do your job better:
   5 □ Yes
   □ No

19. What courses or topics could have been added to the ASL/English Interpreting curriculum that would have been more useful to you in performing your current job?
   Please comment:
   • More information on educational interpreting, and taking the NIC or EIPA before graduation.
   • The paperwork, billing, insurances, record-keeping side of ASL/Interpreting could have been covered in more depth.
   • Fingerspelling should be offered at the beginning of the curriculum. I had to take this class at Camden.
   • Information Demand Control Theory
   • History of the English Language with an emphasis on Greek and Latin roots; a business course tailored to self-employment issues

20. How many hours per week on average do you work in this job?
   • 35 hours per week
• 40 hours per week
• 8 hours per week
• 38 hours per week
• 35 hours per week
• 15-20 hours per week
• 35 hours per week
• full time
• 37.5 hours per week
• 37.5 hours per week

21. If you are not employed now, is this employment status by your choice?
   □ Yes
   □ No

Thank you for your participation! Please return the completed survey by ______ in the postage paid envelope enclosed to:

Linda Hansell, Ph.D.
Office of Academic Assessment and Evaluation
Community College of Philadelphia
1700 Spring Garden Street
Philadelphia, PA 19130
lhansell@ccp.edu
(215) 751-8804

Please contact Dr. Hansell if you have any questions about this survey.
Survey of Current Students

We are conducting a survey of current students in the ASL/Interpreting curriculum at Community College of Philadelphia as we work to build on the program strengths and meet student needs. We are interested in knowing what you think about the program. Please take a few minutes to respond to the following questions. Your responses will be held in confidence.

Forty four (44) surveys were returned.
   33 paper surveys; 11 on survey monkey

1. When did you enter the American Sign Language/English Interpreting Program?
   Semester____ Year____
   1 Spring 2005
   2 Fall 2000
   1 Summer 2006
   1 Spring 2006
   1 Spring 2007
   4 Fall 2007
   2 Spring 2008
   1 Summer 2008
   1 Summer 2009
   2 Spring 2009
   2 Fall 2009
   1 2009
   2 Spring 2010
   12 Fall 2010
   1 2010
   2 No response
   3 Not yet in program

2. Are you currently attending CCP □ full time or □ part time?
   10 Full time
   32 Part time

3. Which of the following reasons were important to you when you enrolled in the American Sign Language/English Interpreting Program at CCP? (Mark all that apply)
   33 □ To earn an Associate degree in ASL /English Interpreting
   □ To earn an Associate degree in another program (Please name program)
   12 □ To earn a certificate
   10 □ To prepare for transfer to a four year college
21  □ To learn skills needed to enter the job market immediately after CCP
    □ To improve my skills for the job that I now have
1    □ Other (Please explain)

- I work as a teachers assistant in a hearing classroom. I want to move into a Deaf classroom in the same position I currently have now. Also, my church needs more people to assist w/ the interpreting. I want to be able to fluently have a conversation with Deaf people, to learn more of their culture, and spend time w/ my friends w/out feeling like an idiot or resorting to pen & paper.
- To improve my interpreting skills for no particular reason.

4. How well is the CCP American Sign Language/English Interpreting Program preparing you for transferring to another college?
   7    □ Preparation is excellent
   7    □ Preparation is good
   6    □ Preparation is fair
   3    □ Preparation is not helpful
   7    □ Not sure

Please explain:
- Don’t need a 4 year degree. I already have one.
- I am not sure if I am going to transfer to another school. When I started this “2” year program all I needed was an associates to become an interpreter. Fast forward to 4 years later I still do not have a bachelors to take a specific certified test in order to become an interpreter. No one has ever really mentioned to me about transferring and I am not going to be graduating in 2011 with my associates when I could have went to a 4 year college and had both my associates and bachelors by this time may. I was told this was a 2 year program and I feel I was mislead.
- I’m not taking the program to fulfill any educational endeavors as this is only for pleasure.
- CCP’s program is the only one I have attended. My friend is a graduate of the program and working as a Case Manager for Deaf people. On the strength of her word I entered the program. I have spoken w/others that have completed the program as well. There are some “kinks” in the program, but most feel it’s the best that’s out there locally. General education programs were challenging, but I gained knowledge I did not have before.
- I currently have my BA in Psychology and Rhetoric and Communications from Temple University so I do not have a need to transfer on to another school after completing my certification.
- I have a bachelor’s degree from an accredited university. I am in the program to learn the skills to become a certified interpreter.
• I feel that the material is not presented well. There is not enough work to be graded on, so grades are not a good judge of our understanding of the material.
• Great classes, great networking.
• The program does not offer information on what things we as students can do after graduating this program.
• I will not be transferring. I have completed a 4 year degree.
• The teacher excellent, she’s patient, fair but stern, structured, well organized.
• I am not transferring to another college. Already have a B.S. degree.
• Not sure if I am continuing after CCP
• Due to the fact that it is only my first semester in college I am still adjusting to this entire experience.
• I feel I am learning a lot about the Deaf community and how to sign.
• So far I cannot make a judgment. I do foresee problems from interacting with others that the program takes too long to get through. The equipment is old, books, lab, etc and classes are not offered consistently.
• No plans to transfer to another college.
• No current plans to transfer.
• Teachers can be advisors. That is helpful.
• I wish that CCP had more ASL classes available for students at night. The ASL/English Interpreting program tends to cancel classes fast and only have limited amount of classes. Sometimes it is a struggle to finish in a good amount of time frame to graduate
• Their idea is for you to finish the program here. Bias about other programs—changing w/new management—big improvement

5. How well is the CCP American Sign Language/English Interpreting Program preparing you for obtaining a job in your desired field?

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Please explain:
• I feel that I’m learning a lot, but I am frustrated by the constant cancellations. I have taken 8 courses and have had 4 cancelled.
• I enjoy all the teachers especially the new department head. I think all my teachers have good experience and have been preparing me best they can for my desired field.
• Interpreting students would benefit by signing more in class. At the beginning of the program focus on language, but further into the program you discuss techniques and theories used to interpret. Students need to sign in the class room and role play real life interpreting situations and improving vocabulary and fluency and less on theories.
• When I entered the program, I had a fair vocabulary, but none of the other components of the language & culture. I believe when completed I will be equipped to work as a teachers assistant in a Deaf class. I know the best “teaching” and “learning” comes from being directly involved in the Deaf community.
• I think the lab used for this program is a huge problem because it’s such an important part of the program and it’s always a problem (equipment failure, equipment shortage, room is too small, etc etc). I also think there are courses (like Voicing and others) that should be included and are not.
• The program cancels too many classes and doesn’t offer enough time slots, so I have been in the program for too long. At the rate I am going, it will have taken me twice as long to earn a degree.
• I wish classes were offered more often in the evenings.
• I don’t feel like the bridge between school and employment is strong.
• I think there needs to be more interaction and class trips to really intake this field.
• More classes more often would be very helpful. There isn’t enough continuity.
• Already have my desired job.
• The language, the confidence, the motivation, the networking.
• The interpreting program has a lot of book based knowledge for the first three years and now two semesters prior to graduating, we are getting skills that should have been given three years ago.
• Not utilizing lab time appropriately due to faulty equipment.
• Good mentoring/shadowing experiences.
• The required events help prepare me to learn about the language in its natural environment.
• Have not discussed this yet
• I can’t really tell. I am just beginning and am on my way to getting accepted into the program.
• I plan to interpret.
• I feel that I am adequately exposed to ASL in the classroom but the lessons could be more regimented & planned.
• Too new into ASL to know much, but taking in a lot of info so far.
• Slowly
• The material given is useful to entering the Interpreting world.

6. Do you think you are accomplishing the educational objectives that you set for yourself at Community College of Philadelphia?
   23 Yes, fully
   18 Yes, partly
   3 No

Please comment:
This is the only program available locally, but I want to be able to accelerate the program. Also, the program requires interaction with the Deaf community, but does not provide an outlet for this interaction.

I am going to graduate in May so yes I will accomplish my objective.

Over the years it has been a struggle to take classes. Classes were cancelled last minute in several semesters. This left me without a class and without time to register for another class.

Often times the classes are either offered at a time I am unable to come to while other times there is an issue of classes being cancelled due to lack of people.

The program is also very, very intense – perhaps too intense for an evening regime. Sadly if it were changed to only day classes, everyone in my class right now would be unable to attend at all. The requirements of the course are almost impossible to fulfill in addition to working full time. This year specifically we had courses re-arranged so that we would graduate in May 2011 – a wonderful option because after 5 years, we’re all very tired. However, having to take courses 5 semesters in a row is too much, I think 5 years part time is excessive – but I have no clue what I’d remove to make it shorter.

The program is too sloppy, and I feel that I am not being given ample opportunities.

I would love classes that allowed me to practice my signing skills more often.

I’m improving in knowledge and experience with ASL INT both expressively and receptively.

I feel that I have potential for this field and the program, I feel, has only provided a weak education.

Partially, as I know what route I have been thinking of taking from the start of the program.

Want to be pushed more. Challenge is key.

I am held responsible for my lack of, or, achievement which is important in the field.

I am taking classes to become certified in ASL.

Learning quickly and intensely.

I hope so, I guess I’ll be able to tell more by the end of the semester.

Not completely satisfied w/ all classes.

Afraid some classes won’t count at another school.

The courses meet my expectations. I wish that it incorporates more modern ASL material to use.

7. What do you think are the strengths of the American Sign Language/English Interpreting Program? Please comment:
• The fact that it exists. I feel that the classes are mostly applicable to the field.
  I think there needs to be more teachers, because the more different people you
  learn from, the better.
• [Redacted], [Redacted], and [Redacted]
• Some strengths are all the different classes that are offered in the program.
  Other sign language programs do not have as many classes and I feel as though
  they don’t prepare you as well as CCP has. The teachers are very good as well.
• I believe the strengths are some of the staff members desire to see students
  achieve and be successful.
• The classes that come later in the program.
• Linguistics
• The teachers love their students.
• The school is in a convenient location.
• The program is the only program local to my area.
• The classes are taught by mostly deaf instructors.
• Deaf teachers; More please!
• The Instructors (esp. Deaf Instructors)
• The teachers are dedicated but the courses themselves have not been
  satisfactory in what I learned from them.
• The strengths are the deaf teachers that gives us knowledge into the Deaf
  culture.
• Lab aides
• The requirement of no voice in classroom utilizing the deaf community/person
  to teach the students.
• Having deaf instructors.
• I think the professors are very helpful and the homework & community
  experiences are helpful as well.
• Knowing the language and preparing for a job
• The teachers care and are helpful. They do not baby us.
• The professors
• There are deaf teachers to help you learn more than hearing teachers I have had
  in high school.
• It gives me insight into the Deaf community and learning the language.
• My teachers are great! My worry is that classes will get cancelled.
• The support from Deaf teachers is great, along with the help.
• Deaf teachers, required deaf experiences
• Deaf teachers teaching the course.
• That you are somewhat immersed in the deaf culture by having deaf teachers.
• Happy w/ teachers for the most part.
• Deaf teachers!
• I think this is a great program. I just need to work on my facial expression
  more.
• Yes, it is a good program.
• The program is structured to help people who want to learn sign language and the culture. It helps to prepare you.
• One of only one close by.
• The strengths are learning ASL in all aspects of communicating with Deaf individuals. The course prepares you to use ASL in class and to communicate amongst classmates.

8. What do you think needs to be changed or added to the American Sign Language/English Interpreting Program in order to improve the program? Please comment:
• ASL 230 needs to be taught by someone who understands the material instead of simply reading the book to us. ASL 105 needs to be more focused on the material and less focused on the teachers personal life.
• Not canceling classes due to smaller class sizes.
• The Lab which we do our practices in desperately need to be updated. The technology is so old and unproductive that we waste half of our class time fighting the machines to work. It is really bad and wastes any type of in-class practice time we have. I also would suggest telling people this is not a 2 year program because, we all know it is not. I have taken every single class that has been offered including summer classes and still will be graduated in a 4 year time span. If you mislead students they will drop out and the program will be done all together. I have seen it with my own eyes and as of right now only have 11 people in my graduating class. I have seen the numbers drop drastically. If someone would have said listen it’s going to take longer I could have at least prepared myself.
• The priority would be to update the ASL lab, which is completely outdated and a disservice to the faculty, students, and staff that have to utilize the lousy equipment provided. Also, some of the staff need to be evaluated and possibly removed for their lack of professionalism, training and social skills when interacting with individuals from different backgrounds.
• Many teachers are unorganized, the administrative end is a mess
• I think other advisors at the school need to be trained or be able to give some guidance on the interpreting program. I had to see 2 different advisors—one for ASL question and a different one for anything non ASL or interpreting related.
• First the program should stress ASL sentence structure, and expect students to use it. Second, the program schedules a lab, but never has a lab just more lecture. If you schedule a lab, and ASL needs a lab for practice, have a lab not another lecture.
• More of the classes needed should be offered in the evening. For various reasons many simply can not attend in the daytime. More instructors and
tutors needed. The program is small, and classes cancel if under 10(?) enroll making it longer to complete program. Many have left CCP for these reasons.

- Don’t have a cut off limit for students. Offering more night time courses will help those that want to come back to school but unable to.
- Improve the lab—please! Get more (better qualified) deaf teachers (how about some younger ones who have a different level of education?) Add the missing courses (like voicing and others)
- I think that classes being schedule at times that are accessible to the students schedules is key. Classes tend to get cancelled as well which can be discouraging and frustrating to many of the students.
- Stop canceling classes! We have a small program and sometimes can’t fill the student allotment, but when the college does this, it sets us back an additional semester! They also need to make the night program A NIGHT PROGRAM. This year, Fingerspelling was put into a day slot, and since the class has been cancelled so many times, we, the night students, needed to change our work schedules and our lives to accommodate the school. This is an unfair change that was a dealbreaker to many students, who now cannot take the class. Also, our final last year was during the day. This is completely unfair to night students. We all need a night program, just give us one.

- More evening classes, more teachers
- More classes, less cancellations. More tutors, more respect for the students time and effort.
- More involvement, continuous classes! More options in tutoring!
- Easier to transfer gen eds from other program. Faster to register for students who already have degrees.
- Much more classroom practice on the structure of the language. Many students still do not have a good command of the language after 3 years. Intensive use of the language with motivation and feedback by instructors would be very useful.
- The program needs to adjust the amount of time that it prepares its students on their skills and allowing students to begin internship early on in the program. This is especially important for night students.
- Weak instructors; we need to be taught by people who are intellectual, highly educated and knowledgeable in the subject matter.
- The program is great! Make tutoring available in the evening or weekends for night students.
- More ASL/IE classes. Not enough flexibility.
- More classes should be offered on Saturdays and more classes in the evening during summer sessions.
- Need to have day classes
- More classes need to be offered at night
- More night classes
• There are not enough faculty and/or events for younger students that are acceptable.
• More sign language tutors and activities for those who are taking classes.
• Not enough class offered. May students don’t know about the program.
• Better lab technology as far as DVD recording for ASL practice, more fluent interpreters.
• More classes offered besides 101 & 102 each semester and at more times.
• Additional classes
• There was no provisions for handling students coming into the program who already have a college degree(s). As a result, I was misevaluated and spent 2-3 weeks in classes I did not need.
• More choices of days & times for classes. Not flexible enough for most people.
• Think students should be screened & educated in what the program entails—many have poor attitude.
• Flexibility in classes—lots of students cannot get required classes because CCP does not offer them every semester.
• Availability of classes to make it shorter.
• The class really need to be offered more often as you go up in the program and the need to have more day classes and not night.
• I think more class times should be added with more accessible times.
• More times/choices to take a class/or pick.
• More classes for those who are far along—less cancellation.
• I believe a teacher’s assistant in class would benefit for more socializing time to use ASL. I would like more group activities so that we (students) can practice using ASL.

9. Are you satisfied with the instruction you are receiving?
   30  Yes
   11  No

9a. If no, why not?
• Not enough attention to detail, not enough practice.
• Some of the teachers have been great, but some would show up unprepared for class obviously not even reading the materials that they assigned for us. Others were prepared but abrasive and spoke down to the student classes.
• It is hard to be satisfied when the instruction and expected signing does not conform to ASL sentence structure.
• I am satisfied, however, an additional issue that may help the students is if the classes were grouped based on skill level.
• Really I have to say I am sort of satisfied – the last 2 years when I have not had language instruction have been harder for me – the teachers I’ve had for the INT courses have, at times (some—not all) been pretty awful.
• I feel that the material is poorly instructed. We are being read to from the book—nothing is explained.
• The particular class 230 I feel like I’m coming to the classes to just reread the book. We need different teaching techniques.
• Somewhat- good content
• I do not have a problem learning ASL but the program has not provided enough instruction on it. I have had interpreting finals w/out preparation of the material. When prior instruction is given of how to sign an interpretation, I do much better.
• No, because we have had teachers who have taught us nothing and those who have given us skills we can take into our careers, but there is no consistency.
• Depends on the professor. I’ve had 6 teachers here. 3 were adjunct/visiting.
• Both yes and no knowing that I can not always move forward with the classes in being too young.
• I like the program but I do think about going elsewhere.
• I am satisfied but I would like more focused instruction and more opportunities to converse in ASL in the classroom.
• Intro class could be more focused. Sometimes it doesn’t seem that it is now.
• Depends on course—some courses given w/ unqualified teachers for subject

10. Are you satisfied with the support you are receiving from the program faculty?

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10a. If yes, please give an example of the type of support you are receiving.

• I am happy that the teachers are approachable.
• My teacher is very involved with his class and is always offering us outside class practice at different events he knows about. This has always been the case every semester, every teacher.
• Now that I am under the tutelage of a new director of the program, I feel like the needs of me and my fellow classmates will FINALLY be heard and not fall on deaf ears (no pun intended)!
• When you were able to be in touch with the program administrator she was supportive and willing to listen.
• Whenever I’m stuck, after class, my instructor has taken a few moments to help clear up some things.
• The teachers are fantastic about helping with tutoring as well as giving instructions for where to go to get out in the deaf community.
• Until [redacted], I have had a terrible time getting support. In fact, I won’t be able to graduate this year partly because my dept head was too busy to help me. Emails were rarely returned on time, and not at all during the summer. The leadership of the department as a whole over the time I have been there has been lacking.
• I adore my teacher but I would greatly benefit from having a tutor and there is no one available for 230. The tutors have been terrific in the past and been such an asset to my education. Otherwise all of the faculty has been extremely positive and encouraging for us to learn.
• Teachers are always willing to stay after class to answer questions.
• Talking with the teacher when frustrated.
• [Redacted] supported me and guided me through the process of re-registering for a lab that was cancelled. [Redacted] was also empathetic, and instrumental in resolving that problem. Dr. [Redacted] was my advocate with the Dean, and ultimately got me registered.
• [Redacted] is great. A breath of fresh (needed) air.
• Patience
• The teachers help very much as well as the ASL tutor in the lab.
• [Redacted] and other lab aides here at CCP and teachers has a positive out look but high standers.
• Always willing to help - offer information
• I guess I can only say that my teacher is supportive but I can’t speak for the rest of the staff because I haven’t met them.
• I cannot say yet since there is a new dept head. The teachers are very supportive though.
• Outline of curriculum and expectations.
• Not receiving support, but have not asked for it either.
• They are great we just need more teachers.
• If I had any questions the teachers makes time to help out.
• I like the teachers feedback when I’m not in the class. The teachers give me positive feedback and motivation to continue through the program.
• New faculty better
• Hope for improvement

10b. If no, what type of support are you looking for and are not receiving?
• Not canceling classes, better preparing us to transfer into interpreting jobs.
• I think the program administrator tried her best to keep thinks afloat, but was often difficult to reach or unresponsive to e-mails and phone calls.
I also think it might be a good idea if the director popped in once in a blue moon to check on the classes to see if people were getting the material and gage how people feel about the program etc.

• Not enough tutors with available times (they only offer help during the day).
• I attend tutoring, but my tutor is in the same class as me. She is learning the same material and is not as educated as she should be to be tutoring someone else.
• I am looking for more support outside the classroom.
• E-mails are not answered in a timely fashion. We are all busy too but we make time for email, so our emails should be given a reply.
• Concerns & complaints towards the program seem to be unresolved or neglected.
• Information on what options we can do with our careers; and having support toward needs we are requiring during the program and the faculty—listening to our needs and acting on our behalf.
• More support from college. More classes, more teachers
• I can not complete certain projects due to my age.
• Disappointed in changing of teachers, felt like we wasted 6 weeks on nothing and had to begin again.

Please answer questions 11-17 if you are working; otherwise skip to question 18.

11. What is your current job title and what type of work do you do in your primary job?
• Teacher
• I am a part time waitress
• I am a teacher and work on various forms of curriculum
• Administrative Assistant – support services
• Production Manager
• Teachers Assistant in special ed classroom (hearing). I assist students in completing work; reading support groups. I administer reading & math placement testing. Whatever the teacher needs from me, I do. I hope to switch to a Deaf classroom upon completing the program
• Cashier
• Stay at home mom
• Military Research Specialist. I perform research for military families.
• I am in recruiting in the health care industry.
• Customer service
• Speech-Language Pathologist working in an educational setting
• Behavior Specialist Consultant to Mobile Therapist. Work w/ deaf kids and their families re: behavior issues.
• Teacher Aide – Pennsylvania School for the Deaf – 1st grade special needs
• ASL Tutor
• Administrative assistant
• Mental Health/HIV Counselor. Work with MH/HIV adults in a psychosocial drug day program.
• Marketing Asst. / Corporate Real Estate
• Play Therapist. I work with 3, 4, & 5 year olds with social, emotional and behavioral disorders
• I am a house cleaner
• Bridal Consultant for David’s Bridal
• I am currently a waitress
• Retail
• I’m a student aid worker (I work in the Admission Office)
• Sales associate
• Office & Program Coordinator – nonprofit 503.3 organization. Admin and program assistance
• Health Planner – Office of HIV Planning
• Life skills associate MH/MR. I work with adults with mental health and mental retardation.
• I am a TSS worker with Deaf students. I have been using ASL for 8 years.

12. Is this job directly related to the field of American Sign Language/English Interpreting?

   6    Yes
   30   No

13. Was your enrollment in the American Sign Language/English Interpreting Program helpful to you in getting this job?

   4    Yes
   19   No

14. Were you employed in this job prior to enrolling in the American Sign Language/English Interpreting Program at CCP?

   21   Yes
   11   No

15. If yes, have your experiences in the American Sign Language/English Interpreting Program at CCP helped you to do your job better?
12. Yes
14. No
- I have several clients that are deaf so it helps to communicate with them.

16. How could your Community College of Philadelphia education be more useful to you in performing your job?
- It really can’t. I work to afford school and that’s about it. I need a degree to get a job….still waiting.
- These are 2 different fields and I don’t think that ASL training could help in my field.
- Can’t
- I would be able to work in a Deaf class.
- It wouldn’t
- CCP education in ASL will help me in my future as an interpreter but not in my current customer service position.
- Not related to interpreting.
- The better the instructor, the better I can tutor.
- To be able to translate information to Deaf consumers about products.
- Expand the people we serve
- Provide more i.e classes after work between 6 and 9 pm
- N/a. Already have a B.S. degree
- CCP cannot help with my current job only with my future.
- I need to learn how to sign more.
- Continue offering evening and weekend courses that do not interfere with 9-5 jobs.
- More day classes please.
- Have classes available at night and during the whole summer I and II.

17. How many hours per week on average do you work in this job?
- 40 Hours per week
- 20-25
- 40+
- 40
- 40-60
- 15 hrs in the classroom and 15 hours in the cafeteria
- 30
- 40
- 50+
- non stop
- 40-50
• 40+
• 20
• 35
• 40
• 40
• 6
• 38
• 20
• 40
• 40
• 35
• 15
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• 25

18. If you are not employed now, is this employment status by your choice?

5  Yes
7  No

Thank you for filling out this survey! We appreciate your help!

Office of Academic Assessment and Evaluation
Community College of Philadelphia
Room M2-36
1700 Spring Garden St.
Philadelphia, PA 19130
Former Students

We are conducting a survey of former students of the American Sign Language/English Interpreting Program as we work to build on the program strengths and meet student needs. We are interested in knowing what you think about the program and what you have been doing since you left the Program. Please take a few minutes to respond to the following questions. Your individual responses will be held in confidence.

1. **When did you enter the American Sign Language/English Interpreting Program at CCP? Semester_____ Year ____**

- Fall 2003
- Fall 2008
- September 2007
- Spring 2005
- Fall 2007
- Fall 2008
- Fall 2009
- Fall 2006
- Fall 2009
- Fall 2007
- Summer 2005
- Fall 2004
- Spring 2009
- Fall 2009
- Fall 2001
- Fall 2007

2. **When did you leave the American Sign Language/English Interpreting Program at CCP? Semester_____ Year ____**

- Summer 2008
- Spring 2008
- January 2008
- Fall 2009
- Fall 2007
- 2007 (Current student)
- Spring 2010 (will be taking classes Spring 2011)
- Fall 2006
- Spring 2010
- Spring 2009
- Fall 2005
- Spring 2007
- Fall 2009
- Summer 2010
- Fall 2007
- Spring 2010
3. Which of the following reasons were important to you when you initially enrolled in the American Sign Language/English Interpreting Program at CCP? (Mark all that apply)

- To earn a certificate
- To earn an Associate Degree
- To prepare for transfer to a four year college
- To learn skills needed to enter the job market immediately after CCP
- To improve my skills for the job that I now have
- Other (Please explain):
  - I have a BA in social work and wanted to be able to serve the deaf community – sign language is a beautiful language.
  - To become a sign language interpreter
  - To learn the language, culture and community of deaf people
  - To complete the interpreting course and pursue interpreting as a profession.

4. What factors led you to leave the Program before completing it? (Check as many as appropriate)

- Conflict with family responsibilities
- Transferred to another college
- I learned skills that I wanted to know
- Conflict with work schedule
- Financial reasons
- Problems with Financial Aid
- Personal reasons/illness
- Academic difficulties
- Courses that I needed where not offered when I needed them
- Courses were not required at transfer institution
- Did not like the program
- No longer interested in the field
- Changed my major
- Other
  - The staff
  - Instructors
  - I suffered two major strokes
  - Conflict with graduate school
  - Would not be able to complete in 2-3 years; classes too easy—should have been placed in a higher level to begin with—lower level was a time & money drain for little benefit.
  - Completed program; did not need a degree.

5. Which of the following describe what you have done since leaving CCP? (Mark all that apply)

- Secured full-time employment
- Secured part-time employment
- Attended another 2-year college part time
- Attended another 2-year college full time
- Attended a four-year college full time
- Attended a four-year college part time
- Graduated from a four-year college
- Attended a graduate school
- Other
  - I already have 2 graduate degrees & full-time employment. Continued w/ my full-time employment.
  - I have been disabled and require assistance with daily duties and responsibilities
6. What do you think are the strengths of the American Sign Language/English Interpreting Program?
Please comment:

- Attempt at academic rigor & integrity despite complains of students less skilled in English
- Camaraderie of small student group in later classes.
- The strengths that was in the program when first started was the students understood and received the understanding that was needed. After that the program lost focus for the students.
- None
- Unfortunately I cannot think of one.
- My professor was deaf/mute and just that regular interaction with someone who uses the language to communicate themselves not just to teach but for every day life was very, very beneficial to me to understand not only the act of signing but the culture as well.
- All the material presented within the courses are great prepping material. The program is set up well. As I shadow & observe in the field, all of the information I’ve learned begins to make sense.
- Deaf Teachers
- How to interact within the Deaf Community
- The professors are great, helpful and eager to teach.
- I do appreciate that most of the classes are taught by people who are deaf. Overall, I did learn a decent amount in the program, but sometimes the faculty was not as supportive as I have seen at the 2 other colleges I have been to (& currently attend).
- I liked that the courses were taught by Deaf instructors. I DID NOT LIKE that the program was not really set up to accommodate working adults who had full-time jobs during the day.
- Learning actual ASL is one of the things I am very grateful for. I feel like I had an edge on the ASL piece. If the interpreting program had the same foundation & structure as the ASL component I feel like success rates would be higher.
- Qualified teachers.
- Passionate staff.
- Instructors

7. Were you satisfied with the instruction you received? □ Yes □ No
10 Yes
7 No

Yes. I always enjoyed my courses and I felt I learned a lot. I still have my books, videos & notes and look at them from time to time.

8. Were you satisfied with the support you received from the program faculty?
□ Yes □ No
8a. If yes, please give an example of the type of support you received:

- Our professor always provided us with info (pamphlets and times and dates) where we would be able to have not only assistance but exposure to the deaf community.
- I did withdraw in “07” & was encouraged to re-enter the program. I received a lot of support from faculty members within this department. If it wasn’t for the wonderful staff and students, I don’t think I would have returned.
- Places to attend to become more familiar with the deaf community. Available to answer questions.
- Some teachers were good & knew their stuff & how to teach; others had no idea.
- When I became seriously ill and was hospitalized I missed 2 weeks of class. The instructor made sure I had all my assignments and notes and allowed me to make up missed work when I returned.

8b. If no, what type of support were you looking for and did not receive?

- Please see my e-mail message attached entitled “Life is too Short” when I quit the first time, then the March, 2010 letter.
- Wanted more counselor guidance and encouragement from the program. Support from the teachers, set up study groups. Better outline of the courses that was taken.
- Told me when I started the program I should quit. I will never be an interpreter.
- As a beginning student—impossible to communicate w/ deaf instructors—one never returned e-mails. I have an illness and received no help from the Disabilities office. I received a “B”: w/ accommodations for my disability, it could have been an “A”.
  Note: I had an Americorps grant from doing volunteer work in the Bronx. There were problems w/ applying the educational grant. I could not get my grades. There was a lot of bureaucracy and nonsense that I am not willing to tolerate as I approach age 50. I am a bright and compassionate and enthusiastic woman. My experience at CCP turned me off totally to learning ASL. Thank you for hearing me.
- The educators were extremely discouraging, very biased. Would not want to return to this program. Like so many students who left, it was one of the best decisions I made. CCC (Camden Community College) was an excellent choice.
- One could start by replacing .
- A lot of classes were cancelled causing me to lose interest.
- I feel as though some teachers did not have as much patience with the students as they should have had.
- We had a one person dept. for interpreting that was the only person that could help us if a problem were to arise, or if we needed further explanation on an activity or chapter. I was looking for schoolwide support and having the ASL program have the same resources and connection that other programs have. Thank you!
- I needed more explanation about the class offerings from the beginning so I would understand the challenges of scheduling classes.

9. What do you think needs to be changed or added to the American Sign Language/English Interpreting Program in order to improve the program?
Please comment:
• If the program is intended to include adult learners without prior ASL experience there need to be concrete supports for language learning beyond student tutors or telling folks to volunteer in the Deaf Community. Perhaps more conversational ASL classes and definitely more individual help or a structured level.
• More teachers, more classes that are available, better resources for outside activities. Encouragement from the staff and teachers about the program.
• Get rid of instructors. Have staff that care. Stop “favoring” students. I hate CCP Interpreting Program. and are your Worse Instructors.
• I think a beginning student w/ little or no sign language ability should have access to his/her instructor.
• Nothing. If I could master the use of my left hand again I would love to come back.
• We need a new lab room. I never felt satisfied with the amount of skills practice, the program offers. A lot of time was wasted during lab, struggling with technology. Due to technological difficulties, the class as a whole dealt with tons of frustration. We are all eager to development of as much skill as possible. Without the proper equipment, it’s really difficult.
• Adding classes on Saturdays and more in the evenings to work with students schedules.
• More classes at night.
• Stop canceling classes and have the person in charge of the program should be more helpful.
• There was only one or two classes offered a semester & because of this a program that is supposed to take 2 years really is taking 4 years.
• The program wasn’t completely horrible; I just think it needs to be revamped.
• Courses need to be offered consistently each semester. For example, after completing a course in Fall 2005, I would have had to wait until the summer or next Fall to take the next course because it wasn’t being offered that Spring in the evening. I worked full-time and couldn’t take classes during the day.
• More classes, more often—bigger program.
• Offer more classes, more regularly & allow students with high level language skills to start at a higher level than 201.
• Better technology

Thank you for your participation! Please return the completed survey by __________ in the postage paid envelope enclosed to:

Linda Hansell, Ph.D.
Office of Academic Assessment and Evaluation
Community College of Philadelphia
1700 Spring Garden Street
Philadelphia, Pa. 19130
lhansell@ccp.edu
Please contact Dr. Hansell if you have any questions about this surve
Appendix B: Photos of New ASL Lab
Appendix C:

The American Sign Language Teachers Association Standards for Learning American Sign Language document appears on the next page. Please double click on the title to be able to access the entire document.
Standards for Learning
American Sign Language

A Project of the American Sign Language Teachers Association

K-16 Student ASL Standards Task Force

Gleena Ashton (Chair), Spanish River High School, Boca Raton, Florida
Keith Cagle, Central Piedmont Community College, Charlotte, North Carolina
Kim Brown Kurz, independent consultant, Rochester, New York
Bill Newell, Valdosta State University, Valdosta, Georgia
Rico W. Peterson, Northeastern University, Boston, Massachusetts
Jason E. Zinza, independent consultant, Fremont, California
Appendix D: Commission on Collegiate Interpreter Education (CCIE) Curriculum Standards
Revised April 2010

Standard 5: Curriculum

A. Mission
1. The statement of the mission of the interpreter education program shall be consistent with that of the sponsoring institution.

B. Philosophy
The statement of philosophy of the program shall reflect:
1. A sociolinguistic view of Deaf and hearing communities. Efforts should be made to establish and maintain an open and continuing dialogue with the various members of the Deaf community representing the diversity within the communities. Diversity within the deaf community must be recognized as an evolving factor. The opinions and information gained through the dialogues should guide the development of the curriculum, instruction, and practicum.
2. An approach to learning and instruction that supports the acquisition of knowledge and competencies associated with interpretation. Approaches to learning shall identify and support the learning needs of a diverse population including traditional undergraduates, older students, students who are parents, students with disabilities, students from racial, ethnic and religious minorities, male students as a minority in the field, and international students.

C. Curriculum Design
The curriculum design shall provide the basis for program planning, implementation, and evaluation. It shall be based on a course of study that includes a broad foundation of liberal arts, sciences, professional education, research, and practicum. The liberal arts and social and behavioral sciences content shall be a prerequisite to, or concurrent with, professional education. It shall:
1. Support the mission of the interpreter education program.
2. Identify educational goals that are consistent with the program’s mission and philosophy statements.
3. Describe the set of organizing principles that explains the selection of the content, scope, and sequencing of coursework.
4. Establish the view of Interpreting as it relates to the world rather than the local isolation.
5. Represent cultural competence that is not limited to simple recognition and mention of diverse cultures and groups.
6. Include the involvement of the local Deaf community.
D. Instruction
Instruction shall follow a plan that provides evidence of:
1. Appropriate experiences and curriculum sequencing to develop the competencies necessary for graduation, including appropriate instructional materials, classroom presentations, discussions, demonstrations, community exposure, and supervised practice.
2. Clearly written and sequenced course syllabi that describe learning, objectives and competencies to be achieved for both didactic and supervised education components.
3. Frequent documented evaluation of students to assess their acquisition of knowledge, problem identification, problem-solving skills and interpretation competencies.

E. Prerequisites
1. Prerequisites shall be specified as a foundation for the professional education:
   a. American Sign Language: Language that at least enables them to converse in a culturally appropriate and participatory fashion, to narrate, and to describe with connected discourse.
   b. English: Students shall possess proficiency in spoken and/or English that at least enables them to converse in a culturally appropriate and participatory fashion, to narrate, and to describe with connected discourse.

F. Knowledge and Competencies
1. Liberal arts content that is prerequisite to, or concurrent with, professional education and shall facilitate the development of:
   a. Superior oral and/or written communication skills.
   b. Logical thinking, critical analysis, problem solving, and creativity.
   c. Knowledge and appreciation of multicultural features of society.
   d. Ability to make judgments in the context of historical, social, economic, scientific, and political information.
   e. An appreciation of the ethnic, cultural, economic, religious, social, and physical diversity of the population along with the practical knowledge of its influence and impact on the profession.
2. Social and behavioral sciences content that is prerequisite to, or concurrent with, professional education and shall facilitate the development of knowledge and appreciation of:
   a. Human behavior in the context of socio-cultural systems to include beliefs, ethics, and values.
   b. Minority group dynamics, prejudice, class, power, oppression, and social change.
   c. Language and society, bilingualism, language variation, syntax and semantics, cross-cultural communication, and cross-cultural conflict.
3. Professional knowledge content shall enable students to develop and apply knowledge and competencies in interpretation and include:
   a. Theories of interpretation, translation, and historical foundations of the profession.
   b. Interpreter role, responsibilities and professional ethics.
c. Human relations, dynamics of cross-cultural interaction, and intercultural communication knowledge and competency.
d. Human services and community resources.
e. Certification, licensure, business practices and state and federal legislation.
f. Continuing professional development.
g. Stress management and personal health.

4. **Professional education competencies** shall include:
   
a. **Language**
   1) Ability to understand the source language in all its nuances.
   2) Ability to express oneself correctly, fluently, clearly, and with poise in the target language.

b. **Message Transfer**
   1) Ability to understand the articulation of meaning in the source language discourse.
   2) Ability to render the meaning of the source language discourse in the target language without distortions, additions, or omissions.
   3) Ability to transfer a message from a source language into a target language appropriately from the point of view of style and culture, and without undue influence of the source language.

c. **Methodology**
   1) Ability to use different modes of interpreting (i.e., simultaneous or consecutive) and ability to choose the appropriate mode in a given setting.
   2) Ability to use different target language forms and ability to choose the appropriate form according to audience preference.

d. **Subject Matter**
   1) Breadth of knowledge allowing interpretation of general discourse within several fields.
   2) Sufficient specialized knowledge of one (1) or two (2) disciplines allowing interpretation of more specialized discourse within these disciplines.
   3) Techniques and logistics, such as ability to manage the physical setting and ability to select and use appropriate equipment.

e. **Research**
   1) Necessity for and values of research on interpretation and interpreter education.
   2) Essential components of a research protocol.
   3) Analysis of studies related to interpretation.
   4) Application of research results to interpretation practice.

G. **Practicum and/or Internship Experiences**
   1. Supervised practicum shall be an integral part of the educational program. The experience shall provide the student with the opportunity for carrying out professional responsibilities under appropriate supervision and professional role modeling.
2. The practicum shall be supervised by qualified personnel.
3. To ensure continuity of application of academic concepts, the practicum shall be completed within a reasonable time frame.
4. Directed observation in selected aspects of the interpreting service provision process shall be required. Those experiences should be designed to enrich didactic coursework. These experiences should be provided at appropriate times throughout the program.
5. Practicum shall be conducted in settings equipped to provide application of principles learned in the curriculum and appropriate to the learning needs of the student.
6. In-depth experiences in delivering interpreting services shall be required. These experiences are not intended to emphasize unsupervised performance.
7. Objectives for each phase of the practicum shall be collaboratively developed and documented by the program faculty, practicum supervisor, and student.
8. In programs in which academic instruction and supervised practice are provided by two (2) or more institutions, responsibility of the sponsoring institutions and of each practicum center must be clearly documented as a formal affiliation agreement or memorandum of understanding. The time schedule for periodic review shall be documented.
## Appendix E:

**ASL/ENGLISH INTERPRETING PROGRAM - ADVISORY COMMITTEE 2010-2011**

<table>
<thead>
<tr>
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<th>ADDRESS</th>
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<td>(302) 383-1500</td>
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