

Instructional Comprehensive Program Review: Spanish T&I Program Review Fall 2022

Cover

Overview

Program Review Year**Title** Spanish T&I Program Review Fall 2022**Year of Last Comprehensive Review** Fall 2020**Year of Last Mini Update, if applicable****Originator** Schalesky, Claudia**Area Dean** Robert Gutierrez**Division**

Language Arts

Department

Translation and Interpretation

Subject

- SPAN - Spanish

Is this a review for a degree/certificate or all the courses in the subject?

All Courses

Courses

- SPAN 031 - Introduction to Translation and Interpreting - Historical
- SPAN 032 - Spanish Grammar and Composition - Historical
- SPAN 033 - Spanish/English Linguistics Analysis - Historical
- SPAN 035 - Sight Translation - Historical
- SPAN 036A - Consecutive Interpretation I - Historical
- SPAN 036B - Consecutive Interpretation II - Historical
- SPAN 037A - Simultaneous Interpretation I - Active
- SPAN 037B - Simultaneous Interpretation II - Active

Co-Contributors

*Co-Contributor must be chosen before proposal is launched

Overview

Evergreen Valley College guides all students to pathways that reach their educational and career goals through equity-centered, innovative academic programs and support services. By creating a learning environment where everyone feels welcomed and supported, we are committed to a culture of inquiry, growth, and respect that creates an equitable society in which all can participate and prosper.

1.Student-Centered: We provide access to quality and efficient programs and services to ensure student success.

- Access
- Curriculum and programs
- Services

2. Community Engagement: We will transform the college image and enhance partnerships with community, business and educational institutions.

Areas of focus are:

- Increase visibility
- Develop strategic partnerships
- Building campus community

3.Organizational Transformation: We create a trusting environment where everyone is valued and empowered.

Areas of focus are:

- Communication
- Employee development
- Transparent Infrastructure

- **1. Provide a brief summary of your program. Please include a brief history and discuss any factors that been important to the program's development.**

The Spanish Translation and Interpreting Program opened its doors to students in Spring 2013. Professors Sara Jacome and Carmen Solórzano did extended research creating the Program and decided that the course offerings begin with SPAN 31, Introduction to Translation and Interpreting, and SPAN 35, Sight Translation. Both courses give an introduction to the translation and interpreting fields. The second and third semesters continue with SPAN 32, SPAN 33 offer students an opportunity to improve their grammar in English and Spanish and SPAN 36A/B and SPAN 37A/B focus on teaching students the skills in consecutive and simultaneous interpreting.

The mission of the program is to meet the changing needs of the Spanish-speaking community in the Bay Area and at large. The Program aids students in preparing them to take the State Court Exams and National Medical Exams, in order to become Certified Court Interpreters and Medical Interpreters. The Program provides students with the necessary skills and ethical background to obtain job opportunities as translators and interpreters in legal, medical, education and also in other needed sectors in the community. For students who aspire to enter these professions, our courses are stepping stones into these careers; and for professionals in the field, our courses can be used for continuing education.

The growing Spanish-speaking community in the Bay Area and beyond, have created a demand of trained professional translators and interpreters. Our Program is open to all qualified students and upon graduation, our graduates are better prepared to serve and work in environments where equity,

opportunity and social justice are put into practice. We offer classes during the day, evenings and Saturdays to accommodate student schedules, and we offer support services that promote student success.

In Fall 2017, Dean Maniphone Dickerson from Business and Workforce Development Division was assigned to oversee the T&I Program. In Fall 2018, Professor Claudia Schalesky was hired as the full-time tenured track lead instructor and coordinator for the T&I Program. In Spring 2019 – Fall 2021, the Business and Workforce Development Division allocated funds to pay for students to take the following certification exams:

- CCHI – Medical Certification Interpreting Exam – National
- Court Certification Bilingual Interpreting Exam - California

In Fall 2020, the Translation and Interpreting Department was created under the Language Arts Division under the leadership of Dean Robert Gutierrez and the Spanish T&I Program is under his supervision too. In Spring 2022 the Vietnamese Program will be launched.

Our program has increased from one cohort each semester to three, and we have students graduating every semester.

• **2. Please provide an update on the program's progress in achieving the goals (3 years) set during the last comprehensive program review.**

1. Student-Centered: We provided access to quality and efficient programs and services to ensure student success by:

- Access: We made our classes accessible by offering face-to-face, online, morning and evening.
- Curriculum and Programs: We are creating a subdivision of the Spanish Department by branching the Translation and Interpreting Program into its own Department. We also collaborated with the Vietnamese Department to create the Vietnamese Translation and Interpreting Program.
- Services: We have provided T&I Coaching to all students in the program, to support them with their courses and for alumni to help them prepare to take the certification exams. We have also offered workshops for the legal and medical certification exams. From 2018-2020, career coaching services were provided to our students to help them with writing resumes, interview preparation, etc.

2. Community Engagement: We transformed the college image and enhanced partnerships with community, business and educational institutions. Areas of focus are:

- Increase Visibility: we participated in marketing activities for our Translation and Interpreting Program via radio, visits to high schools, malls, Spanish-speaking magazines and EVC's website. We also reached out to our community to increase translation and interpreting services.
- Develop Strategic Partnerships: The Spanish T&I Program has worked in partnership with institutions and organizations in the community to establish a network of partnerships that harvest reciprocal benefits to students and community. We also extended our course offerings in the Translation and Interpreting Program at Lincoln High School. The department also provided student field trips to provide real life experiences in the community. We have established partnerships with the following community organizations: Somos Mayfair, Law Foundation, Sacred Heart, Sunday Friends, RotaCare Clinic, among others, where T&I

students have the opportunity to practice their interpreting and translation skills on a volunteer basis.

- Building Campus Community: The Spanish T&I Program participates in campus-wide activities and events of academic and cultural relevance, such as *Spooktacular*, *Enlace's* 5 de Mayo celebrations, EVC Impact series, and different on campus events. It also encouraged all faculty to attend professional development days, workshops, and conferences in the translation and interpreting fields. We also publicize the program in the EVC Student Newsletter and social media.
3. Organizational Transformation: We created a trusting environment where everyone is valued and empowered. Areas of focus are:
- Student Access: The courses for the Translation and Interpreting Program are offered in the evenings in order to give our working student population the opportunity to obtain their Translation and Interpreting certificate, since most of our students work during the day. Our courses are offered in person and online asynchronous. Since a lot of our courses are skill ones, we strongly believe that all students should have a class in person on campus. Students want options as to the modality of the courses, and we will be offering synchronous options as well in the near future.
 - Employee Development: All faculty has a meeting before the beginning and during the semester to discuss the expectations and plans for the program during the semester. We collaborate together regarding the Information Session and Entrance Exams for the program. All faculty members were encouraged to attend PPD, Language Arts Division meetings, department meetings to collaborate and discuss growth and development in and outside the classroom, and attend conferences related to the interpreting and translation fields.
- **3. Please state and recent accomplishments for your program and show how it contribute to the College's mission and success.**
- Since the last program review back in 2019, the Spanish T&I Program has grown exponentially and now we have three cohorts running concurrently every semester: 1st semester cohort: New cohort, 2nd semester cohort, and 3rd semester cohort: Graduating Cohort. We have gone from teaching 3 courses per semester to 8 or 11 depending on the number of students accepted in the program.
 - All instructors have received training to teach courses in different online modalities. Our instructors are now prepared to teach face-to-face, hybrid and asynchronous courses.
 - Expansion of Translation and Interpreting Program. The Translation and Interpreting Program will be launching the Vietnamese program this Spring 2023.
 - Our alumni have gotten jobs with the following organizations as translators and interpreters:
 - Valley Medical Center
 - Santa Clara County Office of Education
 - Language World Services
 - Santa Cruz County Superior Court
 - Law Foundation of Silicon Valley
 - Santa Clara Unified School District
 - Redwood City Unified School District
- **4. If you received resource allocation for your last program review cycle, please indicate the resources you received and how these resources were utilized to impact student success and / or importance to your program. (The resources can be personnel or fiscal)**

No resources were received from our last program review.

- **5. Please describe where you would like your program to be three years from now (program goals) and how these support the college mission, strategic initiatives and student success.**
 - In three years, we would like to continue growing and have two new cohorts starting every semester.
 - Continue to increase our visibility on campus and the community.
 - Include in the curriculum Educational Interpreting and Translation since this field has a growing demand and quite a few of our students and alumni work in this field.
 - Continue to support the Translation and Interpreting Program in Vietnamese.
 - Have all Spanish T&I courses under the TI code on Curriqunet.

Program Set Standards (Summary Tab)

Overall, EVC's Institution Set Standard for success rate is 72%, and the aspirational goal for student success is 75%.

Success Rate (completion with "C" or better)	Program	EVC	Program Set Standard (established during last comprehensive PR)	Program Success Goal (new)
F'15-F'21 average		72.00%		

Courses with no Degree or Certification

SPAN 031 - Introduction to Translation and Interpreting

Created: 11/03/2020

Create / Modify DE Course

Originator: Claudia Schalesky

SPAN 032 - Spanish Grammar and Composition

Created: 11/09/2020

Create / Modify DE Course

Originator: Claudia Schalesky

SPAN 033 - Spanish/English Linguistics Analysis

Created: 10/16/2020

Create / Modify DE Course

Originator: Claudia Schalesky

SPAN 035 - Sight Translation

Created: 10/17/2020

Create / Modify DE Course

Originator: Claudia Schalesky

SPAN 036A - Consecutive Interpretation I

Created: 10/17/2020

Create / Modify DE Course

Originator: Claudia Schalesky

SPAN 036B - Consecutive Interpretation II

Created: 10/17/2020

Create / Modify DE Course

Originator: Claudia Schalesky

SPAN 037A - Simultaneous Interpretation I

Created: 10/17/2020

Create / Modify DE Course

Originator: Claudia Schalesky

SPAN 037B - Simultaneous Interpretation II

Created: 10/17/2020

Create / Modify DE Course

Originator: Claudia Schalesky

Program Success Rate 97.08

Program Set Standard: It is recommended that programs identify a success standard. This standard should reflect the baseline success rate.

Program Set Standard N/A

Recommendation: 90% of the 6 year average success rate could be your program standard (average x 0.9).

Program Success Goal: It is recommended that programs identify a success goal. This goal should reflect the success rate to which your program aspires.

Program Success Goal 98%

- **Is your program success rate higher or lower than the campus?**

Higher.

- **If your success rate is higher than the campus, how are you helping students succeed in and outside the classroom? If your program success rate is lower, what are some strategies your program is implementing to improve?**

T&I has a student success team with wrap around services from entry to exit. This cohort model creates a welcoming environment with high-touch services even during post-graduation. On entry, student begin with an online synchronous orientation introducing them to the faculty coordinator, T&I faculty, counselor, and dean. The goal is to introduce them to the courses, services, and learning community. This is followed by an oral and written entrance exam to assure that they have the skills for the first level of courses. We have a dedicated academic counselor that offers expansive guidance to help student stay on track and stay motivated. The faculty offer academic coaching sessions outside of class so student have additional time to practice interpreting skills. Upon graduation, the faculty offer intensive skills-based session to prep students for the state oral and written certification exams. While in the program, students are introduced to the professional field by placing them internships at community agencies that provided legal, medical, and educational services where interpreters are needed. In the course of a year (3 regular terms), we build community and celebrate at our annual T&I graduation with students and family members.

- **Is the current program success rate higher than the program set standard?**

Yes.

- **How close is the program to meeting the program success goal?**

The success goal has been met.

- **Are these measures (program set standard and program success goal) still current/accurate? If not, please describe here and reset the standards.**

Yes.

Success Rates: Measures by IPEDs Race/Ethnicity

- **American Indian: 102 - 78.380%**

Program Average Total Enrolled

0.000

Program Success Rate

0.000

- **Asian: 9380 - 79.320%**
Program Average Total Enrolled
0.000
Program Success Rate
0.000
- **Black or African American: 464 - 61.430%**
Program Average Total Enrolled
2.000
Program Success Rate
100.000
- **Hawaiian/Pacific Islander: 95 - 65.790%**
Program Average Total Enrolled
0.000
Program Success Rate
0.000
- **Latinx: 9005 - 64.730%**
Program Average Total Enrolled
54.000
Program Success Rate
96.270
- **Two or More Races: 614 - 70.030%**
Program Average Total Enrolled
0.000
Program Success Rate
0.000
- **Unknown: 1655 - 72.640%**
Program Average Total Enrolled
11.000
Program Success Rate
100.000
- **White: 1256 - 73.480%**
Program Average Total Enrolled
2.000
Program Success Rate
100.000

Success Rates: Measures by Gender

- **Female: 12340 - 73.970%**
Program Average Total Enrolled

55.000

Program Success Rate

97.920

- **Male: 10154 - 69.610%**

Program Average Total Enrolled

10.000

Program Success Rate

91.990

- **No Value Entered: 77 - 72.590%**

Program Average Total Enrolled

3.000

Program Success Rate

100.000

Success Rates: Measures by Age

- **17 & Below: 736 - 86.260%**

Program Average Total Enrolled

0.000

Program Success Rate

0.000

- **18-24: 15285 - 69.350%**

Program Average Total Enrolled

15.000

Program Success Rate

98.250

- **25-39: 4470 - 75.390%**

Program Average Total Enrolled

25.000

Program Success Rate

97.180

- **40 & Over: 2065 - 78.860%**

Program Average Total Enrolled

26.000

Program Success Rate

97.460

- **Unknown: 16 - 71.080%**

Program Average Total Enrolled

0.000

Program Success Rate

0.000

- **a. With respect to disaggregated success rates, list any equity gaps that are identified and discuss interventions your program will implement to address these equity gaps? Please include a timeline of implementation and reassessment.**

We recognize that significantly less males enroll in the program and have a lower success rate by about 4% lower than female. It is well known that the T&I profession has predominantly a female population. To increase enrollment among males, we would continue to promote the program among this population.

- **b. With respect to disaggregated success rates (ethnicity / race, gender and age), discuss student performance in reaching your program set standard for student success as well as reaching the program success goal.**
 - **Ethnicity:** Black or African American, Unknown, and White students are performing higher than the program set standard.
 - **Gender:** Male students are performing below our program set standard, while females are performing in accordance to the program set standard.
 - **Age:** Students ages 18-24, 25-39 and 40 & over are performing at the program set standard
- **c. If your program offers course sections fully online, please contact the office of Research, Planning and Institutional Effectiveness to obtain a student success report on the online sections. Address any differences in student success rates between fully online courses and classroom courses.**

No online courses were taught.

Program Awards - If Applicable

If the classes in your program lead to a degree or certificate, please visit the DataMart and indicate how many degrees/certificates were awarded in your program:

http://datamart.cccco.edu/Outcomes/Program_Awards.aspx
(http://datamart.cccco.edu/Outcomes/Program_Awards.aspx)

You will need to select drop down menus and then “select program type by major of study” (for example, select Legal for paralegal studies).

Then at the bottom of the report, select the box “program type- four digits TOP”, then update report to get program specific information.

Degree Type

- **Certificate of 12-18 units**
Number of Awards (Examine 2017-18, 2018-19 data, 2019-20 data and 2020-21 data)

58

Discussion

2017-2018: 2

2018-2019: 30

2019-2020: 1

2020-2021: 25

As it shows in the number of Spanish T&I Certificates awarded, we have a pretty steady number of graduates.

Student Enrollment Types

Student Enrollment Type: Day or Evening Student

- **Day: 4639 - 50.900%**
Program Average Headcount
3.000
Program Percentage of Total
10.000
- **Day & Evening: 2929 - 32.100%**
Program Average Headcount
13.000
Program Percentage of Total
43.300
- **Evening: 1022 - 11.200%**
Program Average Headcount
14.000
Program Percentage of Total
46.700
- **Unknown: 530 - 5.800%**
Program Average Headcount
0.000
Program Percentage of Total
0.000

Student Enrollment Type: Academic Load

- **Full Time: 2259 - 24.800%**
Program Average Headcount
4.000
Program Percentage of Total
14.300

- **Half Time or less than half time: 6084 - 66.700%**

Program Average Headcount

23.000

Program Percentage of Total

82.100

- **a. Discuss any changes in program enrollment types (day vs evening, full-time vs part-time) since your last program review?**

Based on the data, the T&I Program Day Enrollment has the lowest rate: 10%, which has increased since the last program review, and it is much lower than EVC's average of 50.9%. The Day and Evening enrollment rate has been steady since the last program review as well as the evening enrollment. Most of the students in the Spanish T&I Program are half-time or less than half-time, at 82.1%, which is 16% higher than the college average. This percentage is also pretty steady since the last program review.

- **b. Discuss how do your program enrollments (Pct of total) compare to EVC?**

The majority of the students in the program attend evening classes and a few of them during the day, which is at a lower percentage from the college. This is expected since the majority of our T&I students work during the day.

- **c. Based on the data, would you recommend any changes?**

No changes are recommended at this time.

Student Demographics - Headcount

Student Demographic: Gender

- **Female: 5008 - 54.950%**

Program Headcount

21.000

Program Percentage of Total

85.700

- **Male: 4075 - 44.640%**

Program Headcount

4.000

Program Percentage of Total

15.640

- **No Value Entered: 37 - 0.410%**

Program Headcount

1.000

Program Percentage of Total

3.110

Student Demographic: Age

- **17 & Below: 486 - 5.310%**

Program Headcount

0.000

Program Percentage of Total

0.000

- **18-24: 5493 - 60.210%**

Program Headcount

6.000

Program Percentage of Total

19.060

- **25-39: 2168 - 23.800%**

Program Headcount

10.000

Program Percentage of Total

37.770

- **40 & Over: 966 - 10.600%**

Program Headcount

10.000

Program Percentage of Total

45.900

- **Unknown: 8 - 0.090%**

Program Headcount

0.000

Program Percentage of Total

0.000

Student Demographic: Race/Ethnicity (IPEDs Classification)

- **American Indian: 40 - 0.430%**

Program Headcount

0.000

Program Percentage of Total

0.000

- **Asian: 3689 - 40.480%**

Program Headcount

0.000

Program Percentage of Total

0.000

- **Black or African American: 208 - 2.290%**

Program Headcount

1.000

Program Percentage of Total

4.170

- **Hawaiian/Pacific Islander: 36 - 0.400%**

Program Headcount

0.000

Program Percentage of Total

0.000

- **Latinx: 3636 - 39.850%**

Program Headcount

20.000

Program Percentage of Total

82.250

- **Two or More Races: 248 - 2.730%**

Program Headcount

0.000

Program Percentage of Total

0.000

- **Unknown: 690 - 7.520%**

Program Headcount

5.000

Program Percentage of Total

17.090

- **White: 573 - 6.300%**

Program Headcount

1.000

Program Percentage of Total

4.460

- **a. Based on the program total headcount and percent change year to year, discuss if your program growing or declining. If so, what do you attribute these changes in enrollment to and what changes will the program implement to address them?**

Our program has shown growth since the last program review, but we did experience a decline during the COVID pandemic. This certificate program requires completion of 8 courses, 3 of our courses are lecture based and lend themselves well to teaching

asynchronous and synchronous modalities, however; the remaining five courses are skill based and very difficult in any online modality. We were forced to offer these courses all online and made it challenging to attract students to register for skill-based courses online. Some students opted to wait until our courses be offered on campus to continue. Enrollment also suffered because we were not able to maintain the close ties that we had once had with our community partners pre-pandemic. We attract students from various agencies in the education system, court system, medical, and during the pandemic it was a challenge to have a high level of communication with all our partners. We are now rebuilding our partnerships and offering all our skill-based courses on campus beginning Fall 2024.

- **b. Discuss any gaps have you identified in your program. Discuss how your program enrollment is similar or different from the campus. Discuss which gender, age, and/or ethnic group are proportionally smaller than campus make up.**

The majority of our students are Latinx and you will notice that in some demographics by race and ethnicity we have "0" student counts. This is expected because all students who enter the program must be bilingual and proficient in all overall writing and speaking skills. It may appear as a gap, but it is in fact due to the demographics of our bilingual community. One way in which we have addressed this is introducing a new language. Over the past two years, our colleague Kelly Nguyen-Jardin has led the development of a Vietnamese Translation and Interpreting Certificate Program with its first cohort entering Spring 2023.

- **c. Discuss what interventions the program can implement to address any gaps in enrollment.**

We are requesting a budget to place ads on popular radio stations that broadcast. We also working closely our campus outreach to attend in person events and activities to promote T&I. For example:

- We attended an event at the San Jose Public Library Branch, also known as La Biblioteca Latino Americana. Here the T&I Faculty conducted hands on translation and interpreting for the Spanish-speaking community and shared information about our program.
- We will also e attending other activities, such as, presenting at the Mexican Consulate, and we will participate on other campus activities.
- An area that has great potential is dual enrollment. We are planning to collaborate with some of the high schools on East Side Union to see if there is interest in offering dual enrollment T&I.

Institutional Effectiveness (6.5 year average, see Summary Tab)

EVC Capacity: 61.69% EVC Productivity: 14.27

Program Capacity

60.21%

Program Productivity

7.64

Is your capacity rate higher or lower then the campus?

Lower by 1.49%

Is your productivity goal higher or lower than the campus?

Lower by 6.79%

If the program capacity and/or productivity is lower than the campus, please provide rationale

The program capacity is only 1.49% than the college's. We did experience growth until 2020, but the pandemic affected our numbers, and we will be doing our best to continue improving our capacity.

Curriculum

Related Assessments

SPAN 033- Created: 01/28/2022 New Section Level SLO Assessment Report Originator: Judit Marin (/Form/Module/Index/2203)

PLO Assessment- Created: 09/10/2023 New PLO Assessment Report Originator: Claudia Schalesky (/Form/Module/Index/3791)

SPAN 031- Created: 01/30/2022 New Section Level SLO Assessment Report Originator: Judit Marin (/Form/Module/Index/2225)

Translation and Interpreting Spanish Certificate of Achievement- Created: 09/08/2023 New PLO Assessment Report Originator: Claudia Schalesky (/Form/Module/Index/3786)

SPAN 032- Created: 01/28/2022 New Section Level SLO Assessment Report Originator: Judit Marin (/Form/Module/Index/2214)

Viet 1A- Created: 09/21/2023 New PLO Assessment Report Originator: Khanh-Hoa Nguyen-Wong (/Form/Module/Index/3921)

SPAN 032 Fall 2021- Created: 01/18/2022 New Section Level SLO Assessment Report Originator: Judit Marin (/Form/Module/Index/2142)

Viet 1A- Created: 09/21/2023 New PLO Assessment Report Originator: Khanh-Hoa Nguyen-Wong (/Form/Module/Index/3922)

Viet 1A- Created: 09/21/2023 New PLO Assessment Report Originator: Khanh-Hoa Nguyen-Wong (/Form/Module/Index/3923)

Spanish 032 - Spring 2023 SLO Assessment- Created: 09/22/2023 New Section Level SLO Assessment Report Originator: Claudia Schalesky (/Form/Module/Index/3933)

SPAN 033- Created: 01/29/2022 New Section Level SLO Assessment Report Originator: Judit Marin (/Form/Module/Index/2217)

Viet 1A- Created: 09/21/2023 New PLO Assessment Report Originator: Khanh-Hoa Nguyen-Wong (/Form/Module/Index/3924)

SPAN 033- Created: 01/30/2022 New Section Level SLO Assessment Report Originator: Judit Marin (/Form/Module/Index/2232)

SPAN 035- Created: 01/30/2022 New Section Level SLO Assessment Report Originator: Judit Marin (/Form/Module/Index/2233)

SPAN 035- Created: 01/29/2022 New Section Level SLO Assessment Report Originator: Judit Marin (/Form/Module/Index/2219)

SPAN 036A 2021- Created: 01/20/2022 New Section Level SLO Assessment Report Originator: Judit Marin (/Form/Module/Index/2164)

SPAN 036A- Created: 01/30/2022 New Section Level SLO Assessment Report Originator: Judit Marin (/Form/Module/Index/2236)

SPAN 036A - Consecutive Interpretation I- Created: 08/24/2023 New Section Level SLO Assessment Report Originator: Claudia Schalesky (/Form/Module/Index/3680)

SPAN 036A - Consecutive Interpretation I- Created: 09/04/2023 New Section Level SLO Assessment Report Originator: Claudia Schalesky (/Form/Module/Index/3738)

SPAN 036B- Created: 01/29/2022 New Section Level SLO Assessment Report Originator: Judit Marin (/Form/Module/Index/2220)

SPAN 036B- Created: 01/30/2022 New Section Level SLO Assessment Report Originator: Judit Marin (/Form/Module/Index/2234)

SPAN 037A- Created: 01/30/2022 New Section Level SLO Assessment Report Originator: Judit Marin (/Form/Module/Index/2235)

SPAN 037A- Created: 01/30/2022 New Section Level SLO Assessment Report Originator: Judit Marin (/Form/Module/Index/2224)

SPAN 037B- Created: 01/29/2022 New Section Level SLO Assessment Report Originator: Judit Marin (/Form/Module/Index/2221)

SPAN 037B- Created: 01/29/2022 New Section Level SLO Assessment Report Originator: Judit Marin (/Form/Module/Index/2222)

Simultaneous 37B- Created: 01/29/2022 New Section Level SLO Assessment Report Originator: Carmen Solorzano (/Form/Module/Index/2223)

Spanish 37B Simultaneous Interpretation II- Created: 08/11/2021 New Section Level SLO Assessment Report Originator: Carmen Solorzano (/Form/Module/Index/1346)

Spanish 37B Simultaneous Interpretation II- Created: 08/11/2021 New Section Level SLO Assessment Report Originator: Carmen Solorzano (/Form/Module/Index/1347)

Spanish 37B Simultaneous Interpretation II- Created: 08/11/2021 New Section Level SLO Assessment Report Originator: Carmen Solorzano (/Form/Module/Index/1348)

Spanish 37B Simultaneous Interpretation II- Created: 08/11/2021 New Section Level SLO Assessment Report Originator: Carmen Solorzano (/Form/Module/Index/1349)

Spanish 37B Simultaneous Interpretation II- Created: 08/11/2021 New Section Level SLO Assessment Report Originator: Carmen Solorzano (/Form/Module/Index/1350)

Spanish 37B Simultaneous Interpretation II- Created: 08/11/2021 New Section Level SLO Assessment Report Originator: Carmen Solorzano (/Form/Module/Index/1351)

- 1. **Identify and updates to curriculum since the last comprehensive program review, including and new programs and indicate the 6-year timeline for scheduled course outline revision. For CTE, the time line is 2 year.**

In Spring 2020, all courses in the program were approved to be taught online asynchronously.

This semester, Fall 2022, the SLOs for each course have been condensed, and they will be submitted to CurriQunet shortly. We will also submit the option to teach all courses online synchronously.

In the next two years, 2022-2024, all courses will be revised and changes to the curriculum will be made to add educational interpreting as part of it, and the courses will be under the code TI instead of SPAN, to officially become part of the Translation and Interpreting Department.

- 2. **Identify all the courses offered in the program and describe how these courses remain relevant in the discipline. For courses your program has not offered in the past two years, please discuss a plan on how to deal with these courses (if your program is not going to deactivate these courses, please explain why).**

Translation and Interpreting Program Course Sequence

Semester 1	Semester 2	Semester 3

Spanish 31	Spanish 32	Spanish 33
Introduction to Translation and Interpreting	Spanish Grammar and Composition	Spanish-English Linguistic Analysis
(4 units)	(3 units)	(3 units)
Spanish 35	Spanish 36A	Spanish 36B
Sight Translation	Consecutive Interpreting	Consecutive Interpreting II
(3 units)	(3 units)	(3 units)
	Spanish 37A	Spanish 37B
	Simultaneous Interpreting	Simultaneous Interpreting II
	(3 units)	(3 units)

All the courses above are offered every semester. Spanish 31, Spanish 32 and Spanish 33 are translation and grammar courses, which are essential for the field of translation and interpreting. Students deepened their knowledge in Spanish and English grammar and the similarities and differences and apply this knowledge during the translation process. Spanish 35, Spanish 36A and 36B, and Spanish 37A and 37B are classes specifically to develop and improve interpreting skills. These courses are the three interpreting modalities that students will need to master in order to take the legal and medical certification exams as well as being ready for the profession once they finished the program.

- **3. If you have a degree or certificate, please include a diagram of your program's guided pathways program map. (A program map indicates courses suggested for each semester, across two years, upon completion a student would qualify for a degree/certificate).**

Program Map Link: <https://www.evc.edu/sites/default/files/2022-03/translation-interpretation-certificate-achievement.pdf> (<https://www.evc.edu/sites/default/files/2022-03/translation-interpretation-certificate-achievement.pdf>)

- **4. Identify and describe innovative strategies or pedagogy your department/program developed/offered to maximize student learning and success. How did they impact student learning and success?**
 - Distance Education: All Spanish T&I Instructors have taken the EDIT 022 course and we currently offer online, and face-to-face web-enhanced courses to increase student success and retention. At this time the majority of instructors have also taken EDIT 28 which will allow for the courses to be taught online synchronously and hybrid.
 - We strive to maintain constant communication with our students outside of our classroom, via Zoom, email, Canvas CMS, as well as through face-to-face and virtual office hours through chat and Zoom.
 - T & I Spanish instructors meet at least 3 times during the semester to exchange ideas and collaborate, allowing more uniformity in our goals and students teaching experience.
 - We offer T&I students opportunities to practice the skills they are learning by volunteering as interpreters or translators with our community partners in the Bay Area.

- **5. Discuss plans for future curricular development and/or program degrees & certificates included) modification.**

At this time, we would like to include Educational Interpretin.

- **6. Describe how your program is articulated with High School Districts, and/or other four year institutions. (Include articulation agreements, CID, ADTs...)**

We don't have this at time.

- **7. If external accreditation or certification is required, please state the certifying agency and status of the program.**

We don't require any external accreditation or certification.

Student Learning Outcome and Assessment

Related Assessments

SPAN 033- Created: 01/28/2022 New Section Level SLO Assessment Report Originator: Judit Marin (/Form/Module/Index/2203)

PLO Assessment- Created: 09/10/2023 New PLO Assessment Report Originator: Claudia Schalesky (/Form/Module/Index/3791)

SPAN 031- Created: 01/30/2022 New Section Level SLO Assessment Report Originator: Judit Marin (/Form/Module/Index/2225)

Translation and Interpreting Spanish Certificate of Achievement- Created: 09/08/2023 New PLO Assessment Report Originator: Claudia Schalesky (/Form/Module/Index/3786)

SPAN 032- Created: 01/28/2022 New Section Level SLO Assessment Report Originator: Judit Marin (/Form/Module/Index/2214)

Viet 1A- Created: 09/21/2023 New PLO Assessment Report Originator: Khanh-Hoa Nguyen-Wong (/Form/Module/Index/3921)

SPAN 032 Fall 2021- Created: 01/18/2022 New Section Level SLO Assessment Report Originator: Judit Marin (/Form/Module/Index/2142)

Viet 1A- Created: 09/21/2023 New PLO Assessment Report Originator: Khanh-Hoa Nguyen-Wong (/Form/Module/Index/3922)

Viet 1A- Created: 09/21/2023 New PLO Assessment Report Originator: Khanh-Hoa Nguyen-Wong (/Form/Module/Index/3923)

Spanish 032 - Spring 2023 SLO Assessment- Created: 09/22/2023 New Section Level SLO Assessment Report Originator: Claudia Schalesky (/Form/Module/Index/3933)

SPAN 033- Created: 01/29/2022 New Section Level SLO Assessment Report Originator: Judit Marin (/Form/Module/Index/2217)

Viet 1A- Created: 09/21/2023 New PLO Assessment Report Originator: Khanh-Hoa Nguyen-Wong (/Form/Module/Index/3924)

SPAN 033- Created: 01/30/2022 New Section Level SLO Assessment Report Originator: Judit Marin (/Form/Module/Index/2232)

SPAN 035- Created: 01/30/2022 New Section Level SLO Assessment Report Originator: Judit Marin (/Form/Module/Index/2233)

SPAN 035- Created: 01/29/2022 New Section Level SLO Assessment Report Originator: Judit Marin (/Form/Module/Index/2219)

SPAN 036A 2021- Created: 01/20/2022 New Section Level SLO Assessment Report Originator: Judit Marin (/Form/Module/Index/2164)

SPAN 036A- Created: 01/30/2022 New Section Level SLO Assessment Report Originator: Judit Marin (/Form/Module/Index/2236)

SPAN 036A - Consecutive Interpretation I- Created: 08/24/2023 New Section Level SLO Assessment Report Originator: Claudia Schalesky (/Form/Module/Index/3680)

SPAN 036A - Consecutive Interpretation I- Created: 09/04/2023 New Section Level SLO Assessment Report Originator: Claudia Schalesky (/Form/Module/Index/3738)

SPAN 036B- Created: 01/29/2022 New Section Level SLO Assessment Report Originator: Judit Marin (/Form/Module/Index/2220)

SPAN 036B- Created: 01/30/2022 New Section Level SLO Assessment Report Originator: Judit Marin (/Form/Module/Index/2234)

SPAN 037A- Created: 01/30/2022 New Section Level SLO Assessment Report Originator: Judit Marin (/Form/Module/Index/2235)

SPAN 037A- Created: 01/30/2022 New Section Level SLO Assessment Report Originator: Judit Marin (/Form/Module/Index/2224)

SPAN 037B- Created: 01/29/2022 New Section Level SLO Assessment Report Originator: Judit Marin (/Form/Module/Index/2221)

SPAN 037B- Created: 01/29/2022 New Section Level SLO Assessment Report Originator: Judit Marin (/Form/Module/Index/2222)

Simultaneous 37B- Created: 01/29/2022 New Section Level SLO Assessment Report Originator: Carmen Solorzano (/Form/Module/Index/2223)

Spanish 37B Simultaneous Interpretation II- Created: 08/11/2021 New Section Level SLO Assessment Report Originator: Carmen Solorzano (/Form/Module/Index/1346)

Spanish 37B Simultaneous Interpretation II- Created: 08/11/2021 New Section Level SLO Assessment Report Originator: Carmen Solorzano (/Form/Module/Index/1347)

Spanish 37B Simultaneous Interpretation II- Created: 08/11/2021 New Section Level SLO Assessment Report Originator: Carmen Solorzano (/Form/Module/Index/1348)

Spanish 37B Simultaneous Interpretation II- Created: 08/11/2021 New Section Level SLO Assessment Report Originator: Carmen Solorzano (/Form/Module/Index/1349)

Spanish 37B Simultaneous Interpretation II- Created: 08/11/2021 New Section Level SLO Assessment Report Originator: Carmen Solorzano (/Form/Module/Index/1350)

Spanish 37B Simultaneous Interpretation II- Created: 08/11/2021 New Section Level SLO Assessment Report Originator: Carmen Solorzano (/Form/Module/Index/1351)

Student Learning Outcomes

SPAN 031 - Introduction to Translation and Interpreting - Apply the terminology used in the translating and interpreting environment. (Historical)

SPAN 031 - Introduction to Translation and Interpreting - Apply the terminology used in the translating and interpreting environment. (Active)

SPAN 031 - Introduction to Translation and Interpreting - Apply the terminology used in the translating and interpreting environment. (Active)

SPAN 031 - Introduction to Translation and Interpreting - Identify and explain the importance of critical events in the history of translating and interpreting, highlighting the contributions of the Spanish culture in the development of translation as a profession. (Active)

SPAN 031 - Introduction to Translation and Interpreting - Identify and explain the importance of critical events in the history of translating and interpreting, highlighting the contributions of the Spanish culture in the

development of translation as a profession. (Active)

SPAN 031 - Introduction to Translation and Interpreting - Identify and explain the importance of critical events in the history of translating and interpreting, highlighting the contributions of the Spanish culture in the development of translation as a profession. (Historical)

SPAN 031 - Introduction to Translation and Interpreting - Differentiate between translating and interpreting. (Historical)

SPAN 031 - Introduction to Translation and Interpreting - Differentiate between translating and interpreting. (Active)

SPAN 031 - Introduction to Translation and Interpreting - Differentiate between translating and interpreting. (Active)

SPAN 031 - Introduction to Translation and Interpreting - Examine the differences between the skills of a translator and that of an interpreter. (Active)

SPAN 031 - Introduction to Translation and Interpreting - Examine the differences between the skills of a translator and that of an interpreter. (Active)

SPAN 031 - Introduction to Translation and Interpreting - Examine the differences between the skills of a translator and that of an interpreter. (Historical)

SPAN 031 - Introduction to Translation and Interpreting - Recognize the challenges faced by translators and interpreters particularly when performing their tasks from English to Spanish. (Historical)

SPAN 031 - Introduction to Translation and Interpreting - Recognize the challenges faced by translators and interpreters particularly when performing their tasks from English to Spanish. (Active)

SPAN 031 - Introduction to Translation and Interpreting - Recognize the challenges faced by translators and interpreters particularly when performing their tasks from English to Spanish. (Active)

SPAN 031 - Introduction to Translation and Interpreting - Demonstrate knowledge of essential concepts of translation theory. (Active)

SPAN 031 - Introduction to Translation and Interpreting - Demonstrate knowledge of essential concepts of translation theory. (Active)

SPAN 031 - Introduction to Translation and Interpreting - Demonstrate knowledge of essential concepts of translation theory. (Historical)

SPAN 031 - Introduction to Translation and Interpreting - Identify text type and audience in order to execute translation decisions. (Historical)

SPAN 031 - Introduction to Translation and Interpreting - Identify text type and audience in order to execute translation decisions. (Active)

SPAN 031 - Introduction to Translation and Interpreting - Identify text type and audience in order to execute translation decisions. (Active)

SPAN 031 - Introduction to Translation and Interpreting - Apply a variety of translation strategies appropriately. (Active)

SPAN 031 - Introduction to Translation and Interpreting - Apply a variety of translation strategies appropriately. (Active)

SPAN 031 - Introduction to Translation and Interpreting - Apply a variety of translation strategies appropriately. (Historical)

SPAN 031 - Introduction to Translation and Interpreting - Identify and overcome common difficulties in the English-Spanish translation process. (Historical)

SPAN 031 - Introduction to Translation and Interpreting - Identify and overcome common difficulties in the English-Spanish translation process. (Active)

SPAN 031 - Introduction to Translation and Interpreting - Identify and overcome common difficulties in the English-Spanish translation process. (Active)

SPAN 031 - Introduction to Translation and Interpreting - Demonstrate effective use of resources such as dictionaries, parallel and authentic texts, software and the Internet in order to produce a polished final translation. (Active)

SPAN 031 - Introduction to Translation and Interpreting - Demonstrate effective use of resources such as dictionaries, parallel and authentic texts, software and the Internet in order to produce a polished final translation. (Active)

SPAN 031 - Introduction to Translation and Interpreting - Demonstrate effective use of resources such as dictionaries, parallel and authentic texts, software and the Internet in order to produce a polished final translation. (Historical)

SPAN 032 - Spanish Grammar and Composition - Review Spanish grammar and apply it to the written communication process. (part d and e of 1-12) (Active)

SPAN 032 - Spanish Grammar and Composition - Review Spanish grammar and apply it to the written communication process. (part d and e of 1-12) (Historical)

SPAN 032 - Spanish Grammar and Composition - Review Spanish grammar and apply it to the written communication process. (part d and e of 1-12) (Active)

SPAN 032 - Spanish Grammar and Composition - Review Spanish grammar and apply it to the written communication process. (part d and e of 1-12) (Draft)

SPAN 032 - Spanish Grammar and Composition - Recognize and apply important Spanish discourse distinctions. (parts a, b, c, and e of 1-12) (Draft)

SPAN 032 - Spanish Grammar and Composition - Recognize and apply important Spanish discourse distinctions. (parts a, b, c, and e of 1-12) (Active)

SPAN 032 - Spanish Grammar and Composition - Recognize and apply important Spanish discourse distinctions. (parts a, b, c, and e of 1-12) (Historical)

SPAN 032 - Spanish Grammar and Composition - Recognize and apply important Spanish discourse distinctions. (parts a, b, c, and e of 1-12) (Active)

SPAN 032 - Spanish Grammar and Composition - Identify and differentiate between spelling problems caused by English interference in Spanish and those typical of Spanish native speakers. (part d of 1-12) (Active)

SPAN 032 - Spanish Grammar and Composition - Identify and differentiate between spelling problems caused by English interference in Spanish and those typical of Spanish native speakers. (part d of 1-12) (Historical)

SPAN 032 - Spanish Grammar and Composition - Identify and differentiate between spelling problems caused by English interference in Spanish and those typical of Spanish native speakers. (part d of 1-12) (Active)

SPAN 032 - Spanish Grammar and Composition - Identify and differentiate between spelling problems caused by English interference in Spanish and those typical of Spanish native speakers. (part d of 1-12) (Draft)

SPAN 032 - Spanish Grammar and Composition - Apply grammar and composition rules correctly. (parts b-d of 1-12) (Draft)

SPAN 032 - Spanish Grammar and Composition - Apply grammar and composition rules correctly. (parts b-d of 1-12) (Active)

SPAN 032 - Spanish Grammar and Composition - Apply grammar and composition rules correctly. (parts b-d of 1-12) (Historical)

SPAN 032 - Spanish Grammar and Composition - Apply grammar and composition rules correctly. (parts b-d of 1-12) (Active)

SPAN 032 - Spanish Grammar and Composition - Apply reading strategies to enhance critical thinking through literary discussions. (part a of 1-12) (Active)

SPAN 032 - Spanish Grammar and Composition - Apply reading strategies to enhance critical thinking through literary discussions. (part a of 1-12) (Historical)

SPAN 032 - Spanish Grammar and Composition - Apply reading strategies to enhance critical thinking through literary discussions. (part a of 1-12) (Active)

SPAN 032 - Spanish Grammar and Composition - Apply reading strategies to enhance critical thinking through literary discussions. (part a of 1-12) (Draft)

SPAN 032 - Spanish Grammar and Composition - Assume different roles as a writer. (1c, 2e, 3c, 5e, 7e, 8e, 9e, 12a-c) (Draft)

SPAN 032 - Spanish Grammar and Composition - Assume different roles as a writer. (1c, 2e, 3c, 5e, 7e, 8e, 9e, 12a-c) (Active)

SPAN 032 - Spanish Grammar and Composition - Assume different roles as a writer. (1c, 2e, 3c, 5e, 7e, 8e, 9e, 12a-c) (Historical)

SPAN 032 - Spanish Grammar and Composition - Assume different roles as a writer. (1c, 2e, 3c, 5e, 7e, 8e, 9e, 12a-c) (Active)

SPAN 033 - Spanish/English Linguistics Analysis - Compare and contrast phonology of English and Spanish. (1a-c) (Active)

SPAN 033 - Spanish/English Linguistics Analysis - Compare and contrast phonology of English and Spanish. (1a-c) (Historical)

SPAN 033 - Spanish/English Linguistics Analysis - Compare and contrast phonology of English and Spanish. (1a-c) (Active)

SPAN 033 - Spanish/English Linguistics Analysis - Identify the syntactic differences and similarities between Spanish and English. (3a, 4, 5d, 8, 9a-c) (Active)

SPAN 033 - Spanish/English Linguistics Analysis - Identify the syntactic differences and similarities between Spanish and English. (3a, 4, 5d, 8, 9a-c) (Historical)

SPAN 033 - Spanish/English Linguistics Analysis - Identify the syntactic differences and similarities between Spanish and English. (3a, 4, 5d, 8, 9a-c) (Active)

SPAN 033 - Spanish/English Linguistics Analysis - Develop awareness for lexical entries. (12a-h) (Active)

SPAN 033 - Spanish/English Linguistics Analysis - Develop awareness for lexical entries. (12a-h) (Historical)

SPAN 033 - Spanish/English Linguistics Analysis - Develop awareness for lexical entries. (12a-h) (Active)

SPAN 033 - Spanish/English Linguistics Analysis - Translate sentences and texts from English to Spanish. (2-12) (Active)

SPAN 033 - Spanish/English Linguistics Analysis - Translate sentences and texts from English to Spanish. (2-12) (Historical)

SPAN 033 - Spanish/English Linguistics Analysis - Translate sentences and texts from English to Spanish. (2-12) (Active)

SPAN 033 - Spanish/English Linguistics Analysis - Analyze the reasoning behind the use of the tenses, moods and lexicon choice in a translation. (7a-d, 12a-h) (Active)

SPAN 033 - Spanish/English Linguistics Analysis - Analyze the reasoning behind the use of the tenses, moods and lexicon choice in a translation. (7a-d, 12a-h) (Historical)

SPAN 033 - Spanish/English Linguistics Analysis - Analyze the reasoning behind the use of the tenses, moods and lexicon choice in a translation. (7a-d, 12a-h) (Active)

SPAN 033 - Spanish/English Linguistics Analysis - Demonstrate appropriate grammar terminology through a verbal discussion. (2-12) (Active)

SPAN 033 - Spanish/English Linguistics Analysis - Demonstrate appropriate grammar terminology through a verbal discussion. (2-12) (Historical)

SPAN 033 - Spanish/English Linguistics Analysis - Demonstrate appropriate grammar terminology through a verbal discussion. (2-12) (Active)

SPAN 035 - Sight Translation - Differentiate between and have a fundamental understanding of the three modes of interpreting. (1) (Historical)

SPAN 035 - Sight Translation - Differentiate between and have a fundamental understanding of the three modes of interpreting. (1) (Active)

SPAN 035 - Sight Translation - Differentiate between and have a fundamental understanding of the three modes of interpreting. (1) (Active)

SPAN 035 - Sight Translation - Recognize the appropriate use of sight translation in various settings. (1) (Active)

SPAN 035 - Sight Translation - Recognize the appropriate use of sight translation in various settings. (1) (Active)

SPAN 035 - Sight Translation - Recognize the appropriate use of sight translation in various settings. (1) (Historical)

SPAN 035 - Sight Translation - Identify common pitfalls encountered during the sight translation task. (1-3, 5-7) (Historical)

SPAN 035 - Sight Translation - Identify common pitfalls encountered during the sight translation task. (1-3, 5-7) (Active)

SPAN 035 - Sight Translation - Identify common pitfalls encountered during the sight translation task. (1-3, 5-7) (Active)

SPAN 035 - Sight Translation - Deliver one message while analyzing and preparing the rendition of next message to be delivered. (2-9) (Active)

SPAN 035 - Sight Translation - Deliver one message while analyzing and preparing the rendition of next message to be delivered. (2-9) (Active)

SPAN 035 - Sight Translation - Deliver one message while analyzing and preparing the rendition of next message to be delivered. (2-9) (Historical)

SPAN 035 - Sight Translation - Apply structured research techniques for finding target language equivalents. (2) (Historical)

SPAN 035 - Sight Translation - Apply structured research techniques for finding target language equivalents. (2) (Active)

SPAN 035 - Sight Translation - Apply structured research techniques for finding target language equivalents. (2) (Active)

SPAN 035 - Sight Translation - Interpret vocabulary related to the following: Police reports, complaint forms, indictments, waiver of rights, birth certificates, powers of attorney, letters of reference, medical screenings, autopsy reports and medical release forms. (5-9) (Active)

SPAN 035 - Sight Translation - Interpret vocabulary related to the following: Police reports, complaint forms, indictments, waiver of rights, birth certificates, powers of attorney, letters of reference, medical screenings, autopsy reports and medical release forms. (5-9) (Active)

SPAN 035 - Sight Translation - Interpret vocabulary related to the following: Police reports, complaint forms, indictments, waiver of rights, birth certificates, powers of attorney, letters of reference, medical screenings, autopsy reports and medical release forms. (5-9) (Historical)

SPAN 035 - Sight Translation - Manage impediments to one's own performance (7-9) (Historical)

SPAN 035 - Sight Translation - Manage impediments to one's own performance (7-9) (Active)

SPAN 035 - Sight Translation - Manage impediments to one's own performance (7-9) (Active)

SPAN 035 - Sight Translation - Demonstrate the skills necessary to have situational control to enable them to perform the sight translation task at hand. (8-9) (Active)

SPAN 035 - Sight Translation - Demonstrate the skills necessary to have situational control to enable them to perform the sight translation task at hand. (8-9) (Active)

SPAN 035 - Sight Translation - Demonstrate the skills necessary to have situational control to enable them to perform the sight translation task at hand. (8-9) (Historical)

SPAN 036A - Consecutive Interpretation I - Use consecutive interpretation in the appropriate situations in court and in hospital setting (1) (Active)

SPAN 036A - Consecutive Interpretation I - Use consecutive interpretation in the appropriate situations in court and in hospital setting (1) (Historical)

SPAN 036A - Consecutive Interpretation I - Use consecutive interpretation in the appropriate situations in court and in hospital setting (1) (Draft)

SPAN 036A - Consecutive Interpretation I - Use consecutive interpretation in the appropriate situations in court and in hospital setting (1) (Active)

SPAN 036A - Consecutive Interpretation I - Enhance retention using different techniques (3,8) (Active)

SPAN 036A - Consecutive Interpretation I - Enhance retention using different techniques (3,8) (Historical)

SPAN 036A - Consecutive Interpretation I - Enhance retention using different techniques (3,8) (Draft)

SPAN 036A - Consecutive Interpretation I - Enhance retention using different techniques (3,8) (Active)

SPAN 036A - Consecutive Interpretation I - Request a pre-appearance interview for proper preparation before an interpretation (4) (Active)

SPAN 036A - Consecutive Interpretation I - Request a pre-appearance interview for proper preparation before an interpretation (4) (Draft)

SPAN 036A - Consecutive Interpretation I - Request a pre-appearance interview for proper preparation before an interpretation (4) (Historical)

SPAN 036A - Consecutive Interpretation I - Request a pre-appearance interview for proper preparation before an interpretation (4) (Active)

SPAN 036A - Consecutive Interpretation I - Apply the legal equivalence requirement to the consecutive mode of interpretation (5-8) (Active)

SPAN 036A - Consecutive Interpretation I - Apply the legal equivalence requirement to the consecutive mode of interpretation (5-8) (Historical)

SPAN 036A - Consecutive Interpretation I - Apply the legal equivalence requirement to the consecutive mode of interpretation (5-8) (Draft)

SPAN 036A - Consecutive Interpretation I - Apply the legal equivalence requirement to the consecutive mode of interpretation (5-8) (Active)

SPAN 036A - Consecutive Interpretation I - Distinguish between the different types of speech used by speakers and know the implications for the interpreter (1,2) (Active)

SPAN 036A - Consecutive Interpretation I - Distinguish between the different types of speech used by speakers and know the implications for the interpreter (1,2) (Draft)

SPAN 036A - Consecutive Interpretation I - Distinguish between the different types of speech used by speakers and know the implications for the interpreter (1,2) (Historical)

SPAN 036A - Consecutive Interpretation I - Distinguish between the different types of speech used by speakers and know the implications for the interpreter (1,2) (Active)

SPAN 036A - Consecutive Interpretation I - Develop a personal note-taking system (4-8) (Active)

SPAN 036A - Consecutive Interpretation I - Develop a personal note-taking system (4-8) (Historical)

SPAN 036A - Consecutive Interpretation I - Develop a personal note-taking system (4-8) (Draft)

SPAN 036A - Consecutive Interpretation I - Develop a personal note-taking system (4-8) (Active)

SPAN 036A - Consecutive Interpretation I - Manage impediments to their performance such as rate of speech, long utterances, unfamiliar terminology and poor acoustics (6) (Active)

SPAN 036A - Consecutive Interpretation I - Manage impediments to their performance such as rate of speech, long utterances, unfamiliar terminology and poor acoustics (6) (Draft)

SPAN 036A - Consecutive Interpretation I - Manage impediments to their performance such as rate of speech, long utterances, unfamiliar terminology and poor acoustics (6) (Historical)

SPAN 036A - Consecutive Interpretation I - Manage impediments to their performance such as rate of speech, long utterances, unfamiliar terminology and poor acoustics (6) (Active)

SPAN 036A - Consecutive Interpretation I - Apply the appropriate mode of interpretation to objections made by attorneys during witness testimony. (5) (Active)

SPAN 036A - Consecutive Interpretation I - Apply the appropriate mode of interpretation to objections made by attorneys during witness testimony. (5) (Historical)

SPAN 036A - Consecutive Interpretation I - Apply the appropriate mode of interpretation to objections made by attorneys during witness testimony. (5) (Draft)

SPAN 036A - Consecutive Interpretation I - Apply the appropriate mode of interpretation to objections made by attorneys during witness testimony. (5) (Active)

SPAN 036B - Consecutive Interpretation II - Recognize and manage various constraints on witness examination (1,5) (Active)

SPAN 036B - Consecutive Interpretation II - Recognize and manage various constraints on witness examination (1,5) (Historical)

SPAN 036B - Consecutive Interpretation II - Recognize and manage various constraints on witness examination (1,5) (Active)

SPAN 036B - Consecutive Interpretation II - Analyze challenges to their interpretation and make corrections when necessary (2) (Active)

SPAN 036B - Consecutive Interpretation II - Analyze challenges to their interpretation and make corrections when necessary (2) (Historical)

SPAN 036B - Consecutive Interpretation II - Analyze challenges to their interpretation and make corrections when necessary (2) (Active)

SPAN 036B - Consecutive Interpretation II - Take the lead in applying the appropriate procedures for dealing with challenges to interpretation made by attorneys and jurors (3) (Active)

SPAN 036B - Consecutive Interpretation II - Take the lead in applying the appropriate procedures for dealing with challenges to interpretation made by attorneys and jurors (3) (Historical)

SPAN 036B - Consecutive Interpretation II - Take the lead in applying the appropriate procedures for dealing with challenges to interpretation made by attorneys and jurors (3) (Active)

SPAN 036B - Consecutive Interpretation II - Appropriately ask for clarification of unfamiliar terminology (4) (Active)

SPAN 036B - Consecutive Interpretation II - Appropriately ask for clarification of unfamiliar terminology (4) (Historical)

SPAN 036B - Consecutive Interpretation II - Appropriately ask for clarification of unfamiliar terminology (4) (Active)

SPAN 036B - Consecutive Interpretation II - Recognize complex vocabulary utilized at various proceedings and medical settings and provide target language equivalents (1-8) (Active)

SPAN 036B - Consecutive Interpretation II - Recognize complex vocabulary utilized at various proceedings and medical settings and provide target language equivalents (1-8) (Historical)

SPAN 036B - Consecutive Interpretation II - Recognize complex vocabulary utilized at various proceedings and medical settings and provide target language equivalents (1-8) (Active)

SPAN 036B - Consecutive Interpretation II - Distinguish between varying interpreter obligations in the legal and medical setting (6,8) (Active)

SPAN 036B - Consecutive Interpretation II - Distinguish between varying interpreter obligations in the legal and medical setting (6,8) (Historical)

SPAN 036B - Consecutive Interpretation II - Distinguish between varying interpreter obligations in the legal and medical setting (6,8) (Active)

SPAN 036B - Consecutive Interpretation II - Be cognizant of the interpreter's impact in consecutive interpreting situations (2,5,7,8) (Active)

SPAN 036B - Consecutive Interpretation II - Be cognizant of the interpreter's impact in consecutive interpreting situations (2,5,7,8) (Historical)

SPAN 036B - Consecutive Interpretation II - Be cognizant of the interpreter's impact in consecutive interpreting situations (2,5,7,8) (Active)

SPAN 037A - Simultaneous Interpretation I - Perform dual tasking exercises as they have developed the skills necessary to enable them to listen, analyze and speak simultaneously (1-2, 5-8) (Rejected)

SPAN 037A - Simultaneous Interpretation I - Perform dual tasking exercises as they have developed the skills necessary to enable them to listen, analyze and speak simultaneously (1-2, 5-8) (Historical)

SPAN 037A - Simultaneous Interpretation I - Perform dual tasking exercises as they have developed the skills necessary to enable them to listen, analyze and speak simultaneously (1-2, 5-8) (Active)

SPAN 037A - Simultaneous Interpretation I - Demonstrate progression of their decalage to enable the further development of interpreting skills (4-8) (Active)

SPAN 037A - Simultaneous Interpretation I - Demonstrate progression of their decalage to enable the further development of interpreting skills (4-8) (Historical)

SPAN 037A - Simultaneous Interpretation I - Demonstrate progression of their decalage to enable the further development of interpreting skills (4-8) (Rejected)

SPAN 037A - Simultaneous Interpretation I - Research specialized vocabulary (4 & 8) (Rejected)

SPAN 037A - Simultaneous Interpretation I - Research specialized vocabulary (4 & 8) (Historical)

SPAN 037A - Simultaneous Interpretation I - Research specialized vocabulary (4 & 8) (Active)

SPAN 037A - Simultaneous Interpretation I - Interpret vocabulary related to arraignments, constitutional rights, motions, preliminary hearings, jury instructions, juvenile proceedings and workers' compensation matters (2-8) (Active)

SPAN 037A - Simultaneous Interpretation I - Interpret vocabulary related to arraignments, constitutional rights, motions, preliminary hearings, jury instructions, juvenile proceedings and workers' compensation matters (2-8) (Historical)

SPAN 037A - Simultaneous Interpretation I - Interpret vocabulary related to arraignments, constitutional rights, motions, preliminary hearings, jury instructions, juvenile proceedings and workers' compensation matters (2-8) (Rejected)

SPAN 037A - Simultaneous Interpretation I - Manage impediments to their performance (6-7) (Rejected)

SPAN 037A - Simultaneous Interpretation I - Manage impediments to their performance (6-7) (Historical)

SPAN 037A - Simultaneous Interpretation I - Manage impediments to their performance (6-7) (Active)

SPAN 037A - Simultaneous Interpretation I - Interpret basic proceedings up to 125 wpm (1-8) (Active)

SPAN 037A - Simultaneous Interpretation I - Interpret basic proceedings up to 125 wpm (1-8) (Historical)

SPAN 037A - Simultaneous Interpretation I - Interpret basic proceedings up to 125 wpm (1-8) (Rejected)

SPAN 037B - Simultaneous Interpretation II - Listen attentively to discourse while performing the simultaneous interpreting task. (1-9) (Active)

SPAN 037B - Simultaneous Interpretation II - Listen attentively to discourse while performing the simultaneous interpreting task. (1-9) (Active)

SPAN 037B - Simultaneous Interpretation II - Listen attentively to discourse while performing the simultaneous interpreting task. (1-9) (Historical)

SPAN 037B - Simultaneous Interpretation II - Listen attentively to discourse while performing the simultaneous interpreting task. (1-9) (Active)

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SPAN 037B - Simultaneous Interpretation II - Listen attentively to discourse while performing the simultaneous interpreting task. (1-9) (Active)

SPAN 037B - Simultaneous Interpretation II - Render interpretations of numbers and names using different techniques. (2,5) (Active)

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SPAN 037B - Simultaneous Interpretation II - Render interpretations of numbers and names using different techniques. (2,5) (Historical)

SPAN 037B - Simultaneous Interpretation II - Render interpretations of numbers and names using different techniques. (2,5) (Active)

SPAN 037B - Simultaneous Interpretation II - Render interpretations of numbers and names using different techniques. (2,5) (Active)

SPAN 037B - Simultaneous Interpretation II - Appropriately prepare for complex interpreting assignments involving specialized vocabulary. (4,7) (Active)

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SPAN 037B - Simultaneous Interpretation II - Appropriately prepare for complex interpreting assignments involving specialized vocabulary. (4,7) (Historical)

SPAN 037B - Simultaneous Interpretation II - Appropriately prepare for complex interpreting assignments involving specialized vocabulary. (4,7) (Active)

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SPAN 037B - Simultaneous Interpretation II - Appropriately prepare for complex interpreting assignments involving specialized vocabulary. (4,7) (Active)

SPAN 037B - Simultaneous Interpretation II - Interpret vocabulary related to the following: drug cases, jury instructions, ballistics, forensic pathology, serology, violence, opening and closing arguments. (1-9) (Active)

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SPAN 037B - Simultaneous Interpretation II - Interpret vocabulary related to the following: drug cases, jury instructions, ballistics, forensic pathology, serology, violence, opening and closing arguments. (1-9) (Active)

SPAN 037B - Simultaneous Interpretation II - Interpret vocabulary related to the following: drug cases, jury instructions, ballistics, forensic pathology, serology, violence, opening and closing arguments. (1-9) (Active)

SPAN 037B - Simultaneous Interpretation II - Manage impediments to their performance. (4,6) (Active)

SPAN 037B - Simultaneous Interpretation II - Manage impediments to their performance. (4,6) (Active)

SPAN 037B - Simultaneous Interpretation II - Manage impediments to their performance. (4,6) (Historical)

SPAN 037B - Simultaneous Interpretation II - Manage impediments to their performance. (4,6) (Active)

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 SPAN 037B - Simultaneous Interpretation II - Manage impediments to their performance. (4,6) (Active)
 SPAN 037B - Simultaneous Interpretation II - Interpret complex proceedings up to 145+ wpm (1-9) (Active)
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 SPAN 037B - Simultaneous Interpretation II - Interpret complex proceedings up to 145+ wpm (1-9) (Active)
 SPAN 037B - Simultaneous Interpretation II - Interpret complex proceedings up to 145+ wpm (1-9) (Active)

Program Learning Outcomes

Translation and Interpretation - Certificate of Achievement: Certificate of Achievement - Apply the terminology used in translating and interpreting (Active)
 Translation and Interpretation - Certificate of Achievement: Certificate of Achievement - Differentiate between translating and interpreting (Active)
 Translation and Interpretation - Certificate of Achievement: Certificate of Achievement - Apply grammar and composition rules correctly (Active)
 Translation and Interpretation - Certificate of Achievement: Certificate of Achievement - Translate sentences and texts from English to Spanish (Active)
 Translation and Interpretation - Certificate of Achievement: Certificate of Achievement - Demonstrate appropriate grammar terminology through a verbal discussion (Active)
 Translation and Interpretation - Certificate of Achievement: Certificate of Achievement - Identify the syntactic differences and similarities between Spanish and English (Active)
 Translation and Interpretation - Certificate of Achievement: Certificate of Achievement - Identify text type and audience in order to execute translation decisions (Active)
 Translation and Interpretation - Certificate of Achievement: Certificate of Achievement - Apply the appropriate use of sight translation in various settings (Active)
 Translation and Interpretation - Certificate of Achievement: Certificate of Achievement - Interpret complex proceedings up to 145+ wpm (Active)
 Translation and Interpretation - Certificate of Achievement: Certificate of Achievement - Use consecutive interpretation in the appropriate situations in court and hospital settings (Active)
 Translation and Interpretation - Certificate of Achievement: Certificate of Achievement - Apply the terminology used in translating and interpreting ()
 Translation and Interpretation - Certificate of Achievement: Certificate of Achievement - Differentiate between translating and interpreting ()
 Translation and Interpretation - Certificate of Achievement: Certificate of Achievement - Apply grammar and composition rules correctly ()
 Translation and Interpretation - Certificate of Achievement: Certificate of Achievement - Translate sentences and texts from English to Spanish ()
 Translation and Interpretation - Certificate of Achievement: Certificate of Achievement - Demonstrate appropriate grammar terminology through a verbal discussion ()
 Translation and Interpretation - Certificate of Achievement: Certificate of Achievement - Identify the syntactic differences and similarities between Spanish and English ()

Translation and Interpretation - Certificate of Achievement: Certificate of Achievement - Identify text type and audience in order to execute translation decisions ()

Translation and Interpretation - Certificate of Achievement: Certificate of Achievement - Apply the appropriate use of sight translation in various settings ()

Translation and Interpretation - Certificate of Achievement: Certificate of Achievement - Interpret complex proceedings up to 145+ wpm ()

Translation and Interpretation - Certificate of Achievement: Certificate of Achievement - Use consecutive interpretation in the appropriate situations in court and hospital settings ()

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- 1. On the program level, defined as a course of study leading to degree or certificate, list the Program Learning Outcomes (PLOs), and how they relate to the GE/ILOs. Please also indicate how the course SLOs have been mapped to the PLOs. If you are completing this program review as a department or discipline and do not offer any degrees or certificates, please write N/A in this space.**

The following are the PLOs for the program:

1. Translate texts from English to Spanish
2. Identify grammatical differences between Spanish and English
3. Apply the appropriate use of translation and interpreting in various settings, such as courts and hospitals.
4. Interpret complex proceedings up to 145+ words per minute

Below is how the ILOs map with the PLOs

ILO 1: Communication: The student will demonstrate effective communication, appropriate to audience and purpose.

Translate texts from English to Spanish.

Apply the appropriate use of translation and interpreting in various settings, such as courts and hospitals.

Interpret complex proceedings up to 145+ words per minute.

ILO 2: Inquiry and Reasoning: The student will critically evaluate information to interpret ideas and solve problems.

Translate texts from English to Spanish

Identify grammatical differences between Spanish and English

Apply the appropriate use of translation and interpreting in various settings, such as courts and hospitals.

Interpret complex proceedings up to 145+ words per minute

ILO 3: Information Competency: The student will utilize information from a variety of sources to make an informed decision and take action.

Translate texts from English to Spanish

Identify grammatical differences between Spanish and English

Apply the appropriate use of translation and interpreting in various settings, such as courts and hospitals.

ILO 4: Social Responsibility: The student will demonstrate effective interpersonal skills with people of diverse backgrounds and effectively function in group decision-making.

Apply the appropriate use of translation and interpreting in various settings, such as courts and hospitals.

ILO 5: Personal Development: The student will demonstrate growth and self-management to promote life-long learning and personal well-being.

Translate texts from English to Spanish

Identify grammatical differences between Spanish and English

Apply the appropriate use of translation and interpreting in various settings, such as courts and hospitals.

Interpret complex proceedings up to 145+ words per minute

- 2. Since your last program review, summarize SLO assessment activities and results at the course and program level. Please include dialogue regarding SLO Assessment results with division/department/college colleagues and/or GE areas. Provide evidence of the dialogue (i.e. department meeting minutes or division meeting minutes, etc.) List any SLOs or PLOs that have not been assessed in the last two years and provide an explanation of why they have not been assessed. This will be reviewed by the IEC to determine if your Program Review is approved or not.**

All SLOs for all courses in the program have been assessed, and we are up-to-date. The majority of the students are achieving the SLOs, and we will continue to assess and make changes if necessary. Below is the agenda for the meeting where SLOs were discussed.

Thursday, January 13, 2022 6:00 pm

1. Introductions and Welcome. Volunteer to take notes.
2. SLOs: Judit Marin submission of SLOs and discussion over the assessment.
3. Update regarding new T& I cohort starting Spring 2022.
 - a. 2 Orientation Sessions and Exams in November 2021 and January 2022.
 - b. November 2021 – 11 students admitted – 1 might need to defer to Fall 2022.
 - c. January 2022 – 10 students took the exam – not sure how many will be accepted. One for sure will not start this Spring.
 - d. One cohort for Spring 2022.
4. Check your courses for Spring 2022 in MyWeb and Canvas. Discrepancies?
 - a. Check MyWeb and Canvas to see if they correspond to the ones you are teaching.

The PLOs have not been assessed since the full-time faculty was on leave and only the SLOs were able to be done when she was away. The PLOs will be assessed during the Winter Intersession.

- 3. What plans for improvement have been implemented to your courses or program as a result of SLO assessment? Please share one or two success stories about the impacts of SLO assessment on student learning.**

At this we will be condensing the SLOs for each course, since we have 8-10 SLOs per course. We will continue to assess them and make improvements if necessary.

SLO 1 for Consecutive Interpreting I states the following: Use consecutive interpretation in the appropriate situations in court and in hospital setting. We are very proud that our students have been able to get jobs in hospital settings and have gone through an evaluation process in order to get the position. This shows that students are prepared to enter the interpreting profession.

SLO 5 for Sight Translation states the following: Apply structured research techniques for finding target language equivalents. By the end of the program, students have developed the skills necessary and learned about the resources they can use to find the right equivalents.

Part D: Faculty and Staff

- **1. List current faculty and staff members in the program, areas of expertise, and describe how their positions contribute to the success of the program.**

Full time Instructor and Program Coordinator

Claudia Schalesky: B.A. Spanish – San José State University, 2001, B.A. German – San José State University, 2001, M.A. Spanish – San José State University, 2003, CCHI Certified Medical Interpreter.

Areas of Expertise:

- Consecutive Interpreting, Simultaneous Interpreting and Sight Translation in the medical field and community interpreting.
- Teaches Consecutive Interpreting, Introduction to Spanish and Interpreting, Spanish Grammar and Composition and Spanish/English Linguistic Analysis.

How position contributes to program success:

- Professor Schalesky is a native of Peru and she has been teaching at EVC for the past 14 years as an adjunct faculty member and now as a full-time. She has taught extensively all level classes of Spanish that the department offers, including the introductory course in Spanish Translation and Interpreting, as well as, the Advanced Grammar courses in the program and Consecutive Interpreting I and II. For the past four years, she has worked as the leading instructor for the Spanish Translation and Interpreting Program and she has also performed the role of Program Coordinator.
- As Coordinator for the Spanish Translation and Interpreting Program, she has led the following: orientation and the start of new cohorts, testing prospective students, recruitment of students, publicity of the program in the community and the SJECCD district, establishing a relationship with organizations in the field, and support for faculty, students and alumni in the program.
- Professor Schalesky has continued to expand her knowledge of the Spanish language and culture by taking all the Spanish Interpreting courses at Evergreen Valley College, and by taking a Spanish Translation and Spanish Film course at San José State University. She has also attended different workshops sponsored by the Northern California Translators Association related to the translation and interpreting fields. She attends the annual CHIA Conference for Healthcare Interpreters in California. She is also a freelance translator from English into Spanish working with difference agencies, and universities. She has shared the knowledge acquired in the classroom with her students.

Axelle Melin:

Lecturer Adjunct, Spanish Medical-Legal Translation - Interpreting - San Jose Evergreen College since Spring 2019.

Also, Staff Medical Interpreter - Stanford Children's Hospital Lucile Packard since November 2019.

BA in Spanish from CSU Fresno, MA in Translation and Localization from Middlebury Institute of International Studies at Monterey, languages: Spanish/French/English

Contributes to the program by bringing up-to-date information on the medical interpreting job market and conditions.

Areas of expertise:

Medical interpreting with previous experience in several California hospitals and working freelance with nationwide interpreting agencies. Also, trained and practicing conference interpreter with working experience in Simultaneous interpreting, note-taking for long Consecutive interpreting, and Translation for high-tech companies as part of a Localization company and team.

Judit Marin:

Full-time staff interpreter at Harborview Medical Center in Seattle, Washington. Previously, she worked as a freelance interpreter, translator, and trainer for over two decades in California. She is an ATA-certified (English>Spanish) translator and a California Certified Medical Interpreter. She holds an M.A. in Spanish from U.C. Santa Barbara. She received the Interpreter of the Year Award from the California Healthcare Interpreting Association (CHIA) at their annual conference in 2018.

Areas of expertise:

- Experience both as a freelancer and a staff medical interpreter.
- Knowledge of certifications in the field: Certified as an interpreter (medical) and as a translator.
- Recipient of the Interpreter of the Year Award and presenter of numerous workshops and webinars for interpreters.

Maria Antonini is a Spanish translator certified by the American Translators Association and a Certified Healthcare Interpreter TM - Spanish. She is also a certified public interpreter/translator (Spanish<> English) by the Venezuelan Ministry of the Interior and Justice. She holds a doctoral degree and a master's degree in Applied Linguistics from Indiana University, Bloomington IN., USA. She has been a translator and interpreter for 20 years and an educator in translation/interpreting programs for 6 years.

María Esperanza Outeiriño-Feijóo: M.A in Spanish, M.A in Applied Linguistics T.E.S.O.L, B.A in English. Spanish Interpreter and Translator. Certified Healthcare Interpreter.

Areas of expertise: Elementary Spanish, Intermediate Spanish, Conversational Spanish, English as a Second Language, Spanish Translation and Interpreting, Sight Translation, Consecutive and Simultaneous Interpreting, Spanish and English Grammar and Syntax

How My Position Contributes to Program Success: Professor Outeiriño has been teaching Spanish and ESL at Evergreen Valley College since Fall 2014. In 2018 she started teaching in the Spanish Translation and Interpreting Program. She has more than twenty years of experience teaching Spanish and English as a Second Language at different levels in various private and public institutions, including different community colleges. Professor Outeiriño has been using what she has learned from her teaching and translation and interpreting experience, both inside and outside the classroom; working collaboratively with colleagues and supervisors on curriculum design, drafting of Student Learning Outcomes and assessment.

Professional Development in the last Six Years: During the last six years Professor Outeiriño has completed the certificate program in Spanish Translation and Interpreting at Evergreen Valley College, and has also become a CHI Certified Healthcare Interpreter. In the last six years she has been practicing the profession and has been participating in different conferences and seminars for translators and interpreters that have helped her stay current in the field. Teaching in the Translation and Interpreting Program has given her the opportunity to share this knowledge and experience with faculty and students in the Program.

- **2. In addition to major professional development activities completed by faculty and staff in the past, in particular with regards to students' success, equity, distance education, SLO assessment, guided pathways and/or innovative teaching/learning strategies, are there any additional professional development needs of your department in the future? What are they? Please provide details about a timeline.**

As interpreters and translators in the field, we need to have continuous training since language and culture changes and these have a direct impact on how people express themselves. Also, we hold certifications that need to be renewed every 4 years and one of the requirements is to have a good number of continuing education units. In order to do so, we need to attend conferences and workshops related to our field.

Budget Planning

Part E: Budget Planning

- **1. With your Dean, review the department Fund 10 budget (operational budget) and discuss the adequacy of the budget in meeting the program's needs.**

Currently, the faculty salaries are all funded by General Funds (Fund 10). Fortunately, we continue to receive support from strong Workforce and Perkins funds from Fund 17. Currently, we are not requesting general funds, however; there will be a need if the state reduces strong workforce and Perkins funding.

- **2. List all external funds, i.e. fund 17, the department/program receives, and describe their primary use.**

Entrance Exams; Non-Instructional Assignments for faculty.

Academic Counselor; Non-Instructional Assignment, Summer, Fall and Spring hours; 25% load per term.

Academic T&I Coachng;

Marketing. 3000 dollars

Technology and Equipment

Part F: Technology and Equipment

- **Review the current department technology and equipment needed and assess program adequacy. List and changes to technology or equipment since the last program review. If changes were made please indicate how the change impacted student success.**

The program has software that is being used in the computer lab and students are able to practice their skills by using it. During the pandemic, we were not able to use it, but we will resume their use in Spring 2023.

Additional Information

Part G: Additional Information

Future Needs and Resource Allocation Request

Based on the areas noted below, please indicate any unmet needs for the program to maintain or build over the next Comprehensive Review. Please provide rationale on how the request connects back to SLO/PLO assessment, strategic initiatives or student success. If no additional requests are needed in any of the areas, put N/A.

1. Faculty Request

Ongoing Budget Needs

1.0 FTE

One-Time Expenditure

Total Expenses (Staffing and Faculty Requests include Salary and Benefits)

120000.000

Request linked to SLO/PLO

Apply the appropriate use of translation and interpreting in various settings, such as courts and hospitals.

Strategic Initiatives (student centered, organizational transformation, community engagement)

Yes

Improving student success rates

Yes

Achievement of program set standard for student success

Yes

Total Cost

Faculty Request

Ongoing Budget Needs: 1.0 FTE

Total Expenses (Staffing and Faculty Requests include Salary and Benefits): 120000.000

Attach Files

Attached File

IEC Reviewers

IEC Mentor

Robert Brown

IEC Second Reader

Fahmida Fakhruddin