

Deaf Studies Program Review

2017 – 2022

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Executive Summary

A) Narrative

The Deaf Studies Program at Western Nevada College offers Certificate and Associate level courses through onsite and online instruction. Students can earn these certificates/degrees as well as meet the four-semester foreign language requirement of four-year institutions around the country. The program is unique in that both the AAS and the certificate of achievement can be completed fully online.

Enrollment in the Deaf Studies Associates program declined from 42 in 2017 to 33 in 2022. Similarly, program graduates declined from 15 in 2017 to 7 in 2022. Since the last program review was conducted, the requirements for interpreting and translating have changed dramatically.

Below are commendations, concerns, and recommendations to revive Deaf Studies at WNC.

B) Commendations and Concerns

1. Commendations

- a. The program is one of the only in the country to provide an option to earn an Associate of Arts degree and certificate fully online.
- b. The program successfully implemented a new series of courses to provide students an alternative path for completing their certificate or degree (AM 140-141 – combined levels I/II, III/IV or AM 145-146-147-148 – separate levels I, II, III, IV; both sequences can be completed in 2 semesters).

2. Concerns

- a. Current degree offerings are not in alignment with student/institutional needs. The requirements for becoming an interpreter have changed and a Bachelor's Degree is now required for certification. This means that the degrees WNC currently offers in ASL/Deaf Studies no longer serve the workforce needs of our students, NSHE institutions, or the needs of the community.
- b. Available data for the current review did not provide an objective, timely or statistically accurate overview of the program. This includes the absence or limited access to:
 - i. Meaningful assessment data.
 - ii. Transfer/postgraduation data.
 - iii. Evidence of stakeholder relationships.
- c. Multiple agencies/institutions provide certifications for ASL/Deaf Studies and keeping track of new regulations must be a priority in order to maintain the relevance of the program.
- d. Graduation rates have steadily declined in the last five years.
- e. The dissolution of the ASL Club.
- f. Interpreting coursework is not part of the degree. One possible explanation is the challenge of fitting all requirements into 60 credits. Because these courses are not applicable to a degree, this can be a barrier for students relying on Financial Aid to engage in classes that are considered valuable for deaf studies students.
- g. Offering interpreting classes has been limited due to low enrollment.

C) Recommendations

- a. Update program to a transfer certificate/degree (AA/AAS) that aligns with existing programs (CSN, NSU, UNR).

- b. Partner with an NSHE institution that has an existing program to offer a 2+2 or 1+3 that can be completed online to allow students to stay local while completing a bachelors' degree.
- c. Develop and implement a statistically relevant assessment program that provides valid student achievement data.
- d. Review addendum should be completed within 3 years and address changes in educational requirements for interpreter certification and changes in transfer degrees at NSHE institutions.
- e. Implement incoming, degree declaration/change, and graduation surveys.
- f. Provide regular forums for stakeholder engagement.
- g. Market online program nationally to increase program visibility.
- h. Separate Deaf Studies and ASL/Interpreting into separate pathways (certificate/degree focus and course offerings).
- i. Make appropriate curricular changes to ensure all courses are transferable (as required for transfer degrees). Currently AM 215 is not transferable.
- j. Propose AM 253/254 to fulfill a general education requirement to reflect the recent recertification of these courses to fulfill UNR's CO10 – Diversity and Equity requirement.
- k. Update program missions.

Part I: Program Overview

A. Brief Program Description /Summary

The Deaf Studies Program at Western Nevada College offers Certificate and Associate level courses through onsite and online instruction. Students can earn these certificates/degrees/ as well as meet the four-semester foreign language requirement of four-year institutions around the country.

B. College and Program Mission Statements

College Mission	Program Mission
<p><i>WNC contributes to solutions for the 21st century by providing effective educational pathways for the students and communities of Nevada.</i></p>	<p>Associate of Applied Science Current Mission: The mission of the Western Nevada College Deaf Studies AAS Degree Program is to provide a quality education to students, thus developing their comprehensive expressive/receptive skills in American Sign Language, fingerspelling fluency and knowledge of the history and culture of people who are deaf or hard of hearing. Students are provided a strong foundation in which to enter numerous high demand professional fields that provide services to deaf or hard-of-hearing people.</p> <p>Proposed mission: Provide educational pathways for transfer students and those wishing to provide informal expressive/receptive support in American Sign Language, including fingerspelling and knowledge of the history and culture of people who are deaf or hard of hearing.</p> <p>Certificate of Achievement - American Sign Language - Current Mission: Students will be able to demonstrate basic skills in American Sign Language and demonstrate knowledge of the Deaf community. This provides the foundation for the Associate of Applied Science, the Preparation Certificate for Interpreters or both. (This is not located in the program guide)</p> <p>Proposed Mission: Provide introductory skills in American Sign Language for personal and informal support of people who are deaf or hard of hearing.</p> <p>Skills Certificate - Interpreting - Current Mission: This certificate program allows students to advance their skills, providing the opportunity to gain the skills to take the Educational Interpreter Performance Assessment (EIPA) or the National Interpreters Certification (NIC). (This is not located in the program guide)</p> <p>The Skills Certificate is in the process of deactivation due to misalignment with state and national certifying standards.</p>

C. College and Program Goals

College Core Themes, Objectives, and/or Key Performance Indicators	Program Goals and Student Learning Outcomes
<p>WNC Core Themes:</p> <ul style="list-style-type: none"> • Transfer Education • Professional Education • Lifelong Learning 	<p>The mission of the Certificate of Achievement and the Certification Preparation-Interpreting support the themes of Professional Education and Lifelong Learning. The mission of the AAS degree pathway links to the theme of Transfer Education.</p> <p>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1) Produce basic expressive/receptive sign language communication skills 2) Demonstrate appropriate ASL linguistic and grammatical structure in signing 3) Demonstrate functional language aptitude in American Sign Language including expressive/receptive signing 4) Demonstrate knowledge of linguistic, cultural, educational and social aspects in relation to the history of people who are deaf or hard of hearing 5) Demonstrate basic fluency and expressive pragmatics and production in fingerspelling in ASL.
<p>WNC Objectives:</p> <ul style="list-style-type: none"> • Access • Success • Close the Achievement Gap • Workforce • Research 	<p>Access: The AAS Deaf Studies degree can be completed entirely online, if desired, making it accessible both regionally, statewide and nationally. Courses are offered to dual enrollment high school students to meet world language requirements for graduation.</p> <p>Success: ASL courses are incremental to ensure skill development and increasing competency toward professional level performance. The Deaf Studies Certificate of Achievement and AAS are stackable to support progress and completion.</p> <p>Close the Achievement Gap: The Deaf Studies program promotes equity and inclusion, serving deaf/hard of hearing, as well as hearing individuals, and a diverse racial/ethnic student population. Faculty routinely identify struggling students or those that need extra support, referring them for extra assistance to Tutoring Services, teaching assistants, and online resources.</p> <p>Workforce: To be responsive to industry needs, the Deaf Studies program relies on employer partners and its Advisory Board¹ to provide feedback and identify changing needs. The Advisory Board includes members from the deaf community, Nevada Department of Education, local school districts, parent support groups, Nevada Department of Aging and Disability Services, and the Nevada Communication Access Council.</p>

D. Short Description

a. Unique Characteristics

The Deaf Studies Program at Western Nevada College serves a critical need in Nevada. As one of only three states in the United States that does not have a designated school for the Deaf, Nevada has a greater need for educational interpreters than other areas of the country. Notably, both the AAS and the certificate of

¹ There is reporting of an Advisory Board, but there is a lack of documentation regarding membership or meeting schedule.

achievement can be completed fully online, which makes WNC an option nationally for a highly desirable field of study. As ASL is currently the third most commonly used language in the United States, there is clearly a need for accessible programs that meet the needs of this population.

Several programs claim to offer fully online Associate's degrees in ASL, Deaf Studies, and/or interpreting, but this is not verifiable. Blinn, for example, is listed as having such a program, yet they do not plan on offering any online courses until Fall 2024. Other programs require a scheduled session with a counselor to discuss the possibility of online enrollment for ASL, suggesting there are barriers to enrollment in the program. However, even if these programs do exist, the lack of access and marketing makes the issue moot. The accessibility of WNC's Deaf Studies program means that the program is ideally situated to capitalize on a desirable market.

b. Concerns or Trends Affecting the Program

There are several concerns that affect the Deaf Studies program at WNC:

1. The rules for becoming an interpreter have changed and a Bachelor's Degree is now required for certification. This means that the degree WNC currently offers in ASL/Deaf Studies no longer serves our students, NSHE institutions, or the needs of the community.
2. Multiple bodies provide certifications for ASL/Deaf Studies and keeping track of new regulations is a challenge and must be a priority in order to maintain the relevance and currency of the program.
3. Graduation rates have steadily declined in the last five years.
4. The dissolution of the ASL Club.
5. Interpreting is not part of the degree. One possible explanation is the challenge of fitting all requirements into 60 credits. Because these courses are not applicable to a degree, this can be a barrier for students relying on Financial Aid to engage in classes that are considered valuable for deaf studies students.
6. Offering interpreting classes has been limited due to low enrollment or challenges finding a qualified instructor.

c. Significant Changes or Needs in the Next Five Years

1. Problem: Current degree offerings are not in alignment with student/institutional needs.
Recommendation: Change to a certificate program and a transfer (AAS/AA) degree that align with other NSHE institutions (CSN, NSU, UNR).
2. Problem: No accessible opportunity for students to continue to a Bachelor's degree without leaving their local area.
Recommendation: Partner with an NSHE institution that has an existing program to offer a 2+2 or 3+1 that can be completed online to allow students to stay local while completing a bachelors' degree.
3. Problem: Lack of meaningful assessment data
Recommendation: Work with the ALO to implement a statistically relevant assessment program that yields valid student achievement data.
4. Problem: Data gathered for the current review did not provide an objective or timely overview of the program.
Recommendation: Review addendum should be completed within 3 years and addressing changes in educational requirements for interpreter certification and changes in transfer degrees to other NSHE institutions.
Recommendation: Implement incoming, degree declaration/change, and graduation surveys, to collect transfer/post-graduation data for reporting.
5. Problem: Lack of evidence of stakeholder relationships.
Recommendation: Provide regular forums for stakeholder engagement.
6. Problem: No marketing for online degree certificate program nationally.

Recommendation: With Division leadership and Marketing, develop a plan to increase program visibility statewide and nationally.

7. Problem: Deaf Studies and Interpreting do not overlap or align.

Recommendation: Separate Deaf Studies and ASL/Interpreting into two independent educational pathways.

8. Problem: All courses in the degree are not transferable (AM 215).

Recommendation: Make appropriate curricular changes to ensure all degree courses are transferable.

Recommendation: Propose AM 253/254 be used to fulfill a general education requirement to reflect the recent recertification of these courses to fulfill UNR's CO10 – Diversity and Equity requirement.

d. Program Student Learning Outcome/Required Course Curriculum Map

- See above: C – College and program goals.

Currently, the assessment of learning outcomes is not statistically significant, though recent revisions to AM course outlines will support future assessment projects. Faculty should work with the Division leadership and the ALO to design and implement a program assessment plan based on one of the national certifying bodies (Council on Education for the Deaf, National Deaf Center, National Interpreter Certification, and/or Certified Deaf Interpreter Certification).

E. Degrees and/or Certificates Offered

- Associate of Science in Deaf Studies - 60 credits
- Certificate of Achievement in American Sign Language - 30 credits
- Skills Certificate – Interpreting
 - Due to changes in certification requirements, this certificate is currently not listed in the program guide though it is still an active program in our system.

The AAS is designed for transfer, which is critical now that a Bachelor's Degree is required for interpreting. The skills certificates are intended as formal recognition of skills for personal or professional use, but do not lead directly to professional ASL or Deaf Studies work: "People who get a certificate are often people who want to have ASL skills for their job (healthcare, teacher's aid, childcare program, law enforcement, retail,...). If you get a BA, you can teach ASL at a high school and you can be an interpreter. It also opens the door to be a speech pathologist." Laurence Lambert, Sierra College

DEAF STUDIES

American Sign Language and Interpreting

This degree will help students develop knowledge about American Sign Language, cultural impacts related to being deaf or hard of hearing and the state of Nevada statutory regulations that govern interpreting. Students will prepare for a variety of careers including teaching, social work, psychology, speech and language pathology or any career that interacts with the deaf.

MISSION: The mission of the Western Nevada College Deaf Studies AAS Degree Program is to provide a quality education to students, thus developing their comprehensive expressive/receptive skills in American Sign Language, fingerspelling fluency and knowledge of the history and culture of people who are deaf or hard of hearing. Students are provided a strong foundation in which to enter numerous high-demand professional fields that provide services to deaf or hard-of-hearing people.

STUDENT LEARNING OUTCOMES: Upon completing the Deaf Studies Associate of Applied Science degree, students will be able to:

- Produce basic expressive/receptive sign language communicative skills.
- Demonstrate appropriate ASL linguistic and grammatical structure in signing.
- Demonstrate functional language aptitude in American Sign Language including expressive/receptive signing.
- Demonstrate knowledge of linguistic, cultural, educational and social aspects in relation to the history of people who are deaf or hard of hearing.
- Demonstrate basic fluency in receptive and expressive pragmatics and production of fingerspelling in ASL.

SKILLS CERTIFICATE - INTERPRETING

This course of study prepares students to take the Educational Interpreter Performance Assessment or the National Interpreter Certification Exam.

FIRST SEMESTER

AM 149	American Sign Language V	4
AM 201	Interpreting I	3
AM 215	Conversational American Sign Language	4

SECOND SEMESTER

AM 150	American Sign Language VI	4
AM 202	Interpreting II	3
AM 216	Receptive American Sign Language	4

THIRD SEMESTER

AM 203	Interpreting III	3
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CERTIFICATE OF ACHIEVEMENT - AMERICAN SIGN LANGUAGE

TOTAL REQUIREMENTS 30 UNITS

PROGRAM REQUIREMENTS

AM 140*	American Sign Language I/II	6
AM 141**	American Sign Language III/IV	6
AM 151	Fingerspelling I	1
AM 152	Fingerspelling II	1
Any other AM course		4

GENERAL EDUCATION REQUIREMENTS

English/Communications Requirements: <i>Must include a writing course</i>	6
Human Relations Requirement	3
Mathematics Requirement	3

AMERICAN SIGN LANGUAGE - Certificate of Achievement Suggested Course Sequence			
FIRST SEMESTER	Completed	SECOND SEMESTER	Completed
AM 140	6 <input type="checkbox"/>	AM 141	6 <input type="checkbox"/>
AM 151	1 <input type="checkbox"/>	AM 152	1 <input type="checkbox"/>
English Course	3 <input type="checkbox"/>	English Course	3 <input type="checkbox"/>
Human Relations Course	3 <input type="checkbox"/>	AM Elective	4 <input type="checkbox"/>
Mathematics Course	3 <input type="checkbox"/>		

A list of all courses filling general education requirements for the Certificate of Achievement can be found on the Certificate of Achievement page.

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ASSOCIATE OF APPLIED SCIENCE DEGREE - DEAF STUDIES

TOTAL REQUIREMENTS 60 UNITS

PROGRAM REQUIREMENTS

AM 140*	American Sign Language I/II	6
AM 141**	American Sign Language III/IV	6
AM 149	American Sign Language V	4
AM 150	American Sign Language VI	4
AM 151	Fingerspelling I	1
AM 152	Fingerspelling II	1
AM 215	Conversational ASL	4
AM 216	Receptive ASL	4
AM 253	Deaf Culture	3
AM 254	Deaf History	3

GENERAL EDUCATION REQUIREMENTS

English/Communications Requirements: <i>Must include a writing course</i>	6
Human Relations Requirement	3
Humanities/Social Science Requirement	3
Mathematics Requirement	3
Science Requirement	3
U.S. and Nevada Constitution Requirement	3
General Elective (Theatre 105 recommended)	3

A list of all courses filling general education requirements for the Associate of Applied Science degree can be found on the Associate of Applied Science page.

*Students can take AM 145 (4 units) and AM 146 (4 units) in lieu of AM 140 (6 units).

**Students can take AM 147 (4 units) and AM 148 (4 units) in lieu of AM 141 (6 units).

DEAF STUDIES - Associate of Applied Science Suggested Course Sequence

FIRST SEMESTER	Completed	THIRD SEMESTER	Completed
AM 140*	6 <input type="checkbox"/>	AM 149	4 <input type="checkbox"/>
AM 151	1 <input type="checkbox"/>	AM 216	4 <input type="checkbox"/>
AM 254	3 <input type="checkbox"/>	Math Course	3 <input type="checkbox"/>
English/Comm. Course	3 <input type="checkbox"/>	U.S./Nev. Constitution	3 <input type="checkbox"/>
Human Relations Course	3 <input type="checkbox"/>		
SECOND SEMESTER	Completed	FOURTH SEMESTER	Completed
AM 141**	6 <input type="checkbox"/>	AM 150	4 <input type="checkbox"/>
AM 152	1 <input type="checkbox"/>	AM 215	4 <input type="checkbox"/>
AM 253	3 <input type="checkbox"/>	General Elective	3 <input type="checkbox"/>
English/Comm. Course	3 <input type="checkbox"/>	(Theatre 105 Recommended)	
Hum./ Soc. Science Course	3 <input type="checkbox"/>	Science Course	3 <input type="checkbox"/>

F. Niches Served

As of 2016, ASL is/was the 3rd most popular language taken by students in higher education. Combined with WNC's unique position regarding availability of fully online instruction, this is a critical area for enrollment.

Key metrics on hearing disability:

- 3 million adults (16.5% of the non-institutionalized adult population) in the United States have hearing trouble. ([CDC](#))
- One-third of Americans age 65 and older have hearing loss, and almost half of Americans age 75 and older have hearing loss (Source: [Hearing Health Foundation](#))
- One-fifth of Americans age 12 and older have hearing loss, and one-eighth have hearing loss in both ears. (Source: [Hearing Health Foundation](#))
- Hearing loss is one of the most common military service-connected disabilities (Source: [U.S. Department of Veterans Affairs](#))
- More than 90% of children who are deaf have parents who can hear. (Source: [National Institute on Deafness and Other Communication Disorders \(NIDCD\)](#)).
- Data for Nevada is dated and not disaggregated. Below is an overview of population data from 2017.

Nevada, 2017 BRFSS					
ARE YOU DEAF OR DO YOU HAVE SERIOUS DIFFICULTY HEARING?					
DEAF	Frequency	Weighted Freq.	Percent	CI Low	CI High
Yes	370	191,645	8.4	7.1	9.7
No	3,320	2,082,248	91.6	90.3	92.9
Total	3,690	2,273,893	100		
Frequency Missing = 62					
United States, 2017 BRFSS					
ARE YOU DEAF OR DO YOU HAVE SERIOUS DIFFICULTY HEARING?					
DEAF	Frequency	Weighted Freq.	Percent	CI Low	CI High
Yes	37,768	15,286,864	6.2	6.1	6.3
No	399,198	231,308,769	93.8	93.7	93.9
Total	436,966	246,595,632	100		
Frequency Missing = 11,518					

Part II: Program Effectiveness

A. Evidence of Effectiveness:

a. Course Scheduling/Enrollment History Report:

Courses have been scheduled to allow students to take all classes necessary to obtain their Deaf Studies degree in two years.

Semester I	Semester II
AM 140 (ASL I & II) or AM 145/146 AM 254 (Deaf History)	AM 141 (ASL III & IV) or AM 147/148 AM 253 (Deaf Culture)

Semester III	Semester IV
AM 149 (ASL 1 & 2) AM 215 (Conversational ASL) AM 151 (Fingerspelling I)	AM 150 (ASL 1 & 2) AM 216 (Receptive ASL) AM 152 (Fingerspelling II)

This sequence of courses allows students to follow the Certificate of Achievement, the Associate in Applied Science and eventually the Certificate Preparation in interpreting pathways. The course numeration follows that of our sister college, the College of Southern Nevada.

b. Summary Data Sheet:

Upon analyzing the data from the Associate of Applied Science Degrees awarded in Deaf Studies, a downward trend is noted in all areas.

- The students with Deaf Studies majors in the academic year 2017-2018 was 42. This reached a peak in 2019-2020 of 48 students and dropped to 33 in the year 2021-2022. While this can be attributed to several factors, the primary reason is the onset of Covid-19 which caused an overall decrease in student enrollment from which the program has not recovered fully.
- More concerning is the reduced number of students who graduated with their degrees in Deaf Studies. In the 2018 academic year, 15 Deaf Studies degrees were awarded. Only seven were awarded in the 2022 academic year. Again, some of this can be attributed to the pandemic.

The number of certificates in American Sign Language is significant. For example, in the 2020 academic year, 13 students received their AAS degrees and 11 received their ASL Certificates.

The sample size for the First Term Persistence and First Year Retention Rates for New, Post-secondary, AAS Degree Seeking Students is only 5. According to WNC's Institutional Research representative, this program size is too small to render the data significant.

It is critical to note that the majority of our students come into the Deaf Studies Program as students of American Sign Language.

- Most are taking courses to fulfill their foreign language requirements for a four-year college degree and have majors other than Deaf Studies.

- Students often decide to pursue a path in Deaf Studies later on in their educational pathway at Western Nevada College or transfer without ever having changed their major.

Once students decide to join the Deaf Studies program, most stay and complete the courses. The completion rate for the Deaf Studies Program is in the 90% range, higher than average. It can be noted that at AM 149, ASL V, this drops into the 80% range which is most likely due to the higher level of difficulty.

Finally, data analysis reflects that males are far less likely to enroll in the Deaf Studies Program than females. For the last five years the program has had 387 women enrolled and only 60 men. This trend is important as the goal is for those who work with the Deaf/HH population to be reflective of the population itself.

c. Systematic Assessment

There have been some course level assessments since the last program review but these reports are vague and largely anecdotal. As such, faculty should work with the Division leadership and the Accreditation Officer to develop course-level assessment that illustrates students' experience in this program.

2017 Program Outcome: Information Literacy

~ In the Spring of 2017, students were assessed on their ability to exchange information in a conversation, which included introductions, exchanging personal information and describing their surroundings.

~ A rubric was designed to score their skills.

~ Students were scored on their vocabulary use, grammar, facial expressions, and non-manual markers.

~ Goal 70% of the students would achieve 70% + on the assessment

~ The target was met/exceeded, with 6 students having achieved 90% or better, 6 students having achieved 80% or better and 1 student having achieved 70% or better.

2017 Program Outcome: Communication

~ In the Spring of 2017, students were assessed on their ability to provide information in an ASL language sample.

~ A rubric was designed to score their skills.

~ Students were scored on their fingerspelling, vocabulary use, classifiers, body shifting, grammar, facial expressions, and non-manual markers.

~ Goal: 70% of the students would achieve 70% + on the assessment

~ The target was met/exceeded, with all students achieving 80% or better and 12 students achieving 90% or better.

2020 Program Outcome: Working Knowledge

~ In the Fall of 2020, students were assessed on their ability to sign a conversation including, but not limited to: introductions, exchanging personal information, describing people, etc.,

~ Students tested one on one with the instructor

~ Students were scored on their vocabulary and use of grammar

~ Goal: 80% of the students would achieve 80% + on the assessment

~ The target was met/exceeded, with 93% of the students having achieved 80%+.

B. Evidence of Satisfaction:

No data to report.

- Grades and transfer data are not indicative of student satisfaction. Implementing incoming, degree change or declaration, and exit interviews will provide this essential information.

- Nineteen (19) students responded to queries regarding their experience in the program. Answers were anecdotal and fell along lines depending on which faculty member they had more experience with.

C. Certifications/Licenses:

There are no certifications or licenses offered at WNC. For interpreting standards, the Commission on Collegiate Interpreter Education (CCIE) is the appropriate body. CCIE sets appropriate standards for teaching faculty. This body also provides voluntary accreditation for interpreter training programs. It does not serve a useful purpose for WNC to become accredited for interpreter education.

Kim Johnson, with the Nevada Department of Health and Human Services, suggested WNC also look at Pierce College, CSN, American River College, and Salt Lake Community College for information regarding interpreter training programs and instructor qualifications. National Interpreter Certification (NIC), and Registry Interpreters for the Deaf (RID) are also appropriate determining models for hiring faculty for interpreting classes. Again, delineation is needed between Deaf Studies and ASL/Interpreting in WNC's program offerings.

D. Enrollment Trends:

a. What student demographic and enrollment trends are most notable?

- Western Nevada College is identified as a Minority Serving Institution. The Deaf Studies program reports a 93% success rate among minority students which coincides, almost exactly, with the 93% success rate of the non-minority students in the program. There is no achievement gap between the Historically Underrepresented Minority students and their counterparts.
- As stated in the Summary Data Sheet, the number of students who majored in Deaf Studies has dropped from 42 students in the 2017-2018 Fiscal Year to 33 students in the 2021-2022 Fiscal Year.
- The degrees awarded to Deaf Studies Students have dropped from 15 students in the 2017-2018 Fiscal Year to 7 students in the 2021-2022 Fiscal Year.
- Over the last five years, there has been very little difference in achievement between online and in person courses. While online classes tend to have a slightly higher achievement level than in-person learning, the Deaf Studies courses had an 88% success rate of in-person courses and an 83% success rate of online courses.
- Of the Deaf Studies students that were considered Historically Underrepresented Minorities (HUM), 13 students were less successful in person than online. This will be investigated for the 5-year plan.

b. What groups constitute the Program's main demographic?

Data analysis reflects that males are far less likely to enroll in the Deaf Studies Program than females. For the last five years the program has had 387 women enrolled and only 60 men. This trend is important as the goal is for those who work with the Deaf/HH population to be reflective of the population itself.

Refer to Attachment A

c. What efforts have been made by the Program to recruit students?

The Deaf Studies Program presents at the annual College Day when high school students from all over the area visit the college. This activity recruits/attracts students to the Deaf Studies Program. As well, Carson High School, the local high school, offers ASL courses and often students continue at WNC. Many of these students have a strong foundation in ASL and are able to matriculate into the program seamlessly.

d. What initiatives have been undertaken to increase FTE?

Online courses have been the largest draw for new students to take Deaf Studies courses.

Offering hybrid courses that allow students the option of taking the course from home or in person at set times has also had a positive impact on the program. Students seem to enjoy the opportunity to mingle with students either via camera or in person to practice their linguistic skills.

The Deaf Studies degrees and certificates at WNC are unique in that they can be completed entirely online. While other programs like this exist, the marketing for them is minimal. A plan for national marketing of both the degree and certificate would certainly attract incoming students.

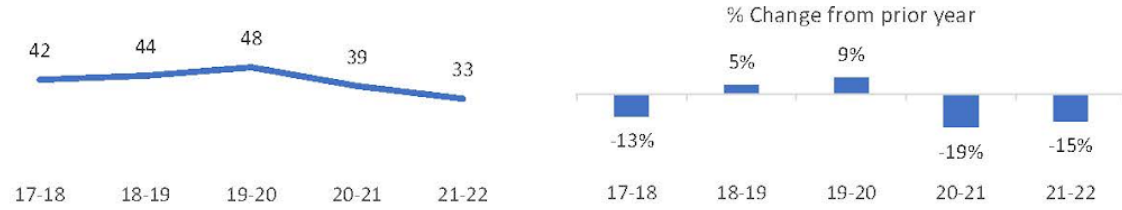
e. What initiatives have been undertaken to improve student retention?

WNC instructors work closely with students to ensure students have everything they need to succeed in the course. The Deaf Studies program also works closely with Disability Support Services to ensure students with disabilities of any kind have the accommodations they may need to succeed in the course. Data demonstrates that the Deaf Studies Program Major students are very well supported throughout their journey to complete their program requirements. Well over 90% of students complete their program requirements due to the support of the teachers and staff.

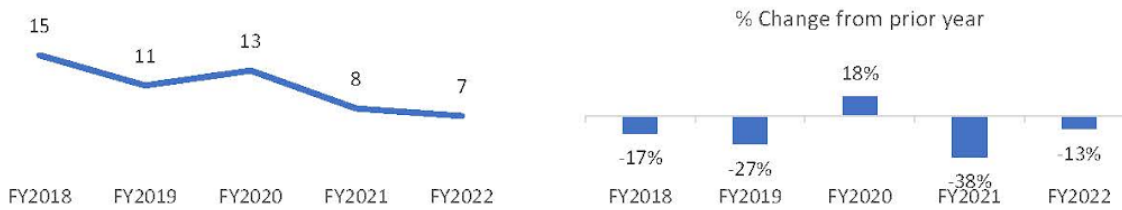
ATTACHMENT A - Summary Data Sheet

WNC Program Review Metrics - Associate of Applied Science Deaf Studies

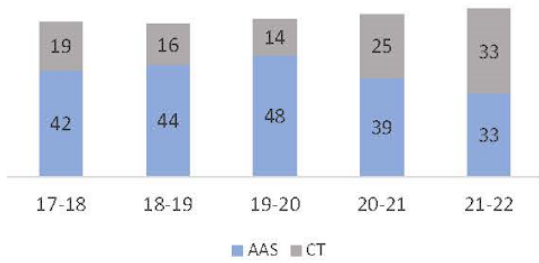
AAS Program Majors Enrolled by Academic Year



AAS Degrees Awarded by Fiscal Year



Majors Enrolled by Degree Level



Degrees and Certificates Awarded



First-term Persistence and First-year Retention Rates for New, Post-secondary, AAS Graphic Design Degree-seeking Students by Entering Semester

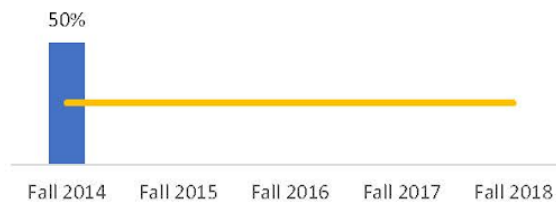
Entering Semester	Program Size	% of Overall	Persistence Rates	
			Program	Overall
Fall 2021	5	2%	0%	69%

Program Size	Retention Rates	
	Program	Overall
11	36%	53%



Graduation Rates for New, Post-secondary, Degree-seeking Students within 150% of Expected Time by Entering Semester

Entering Semester	Program Size	% of Overall	Graduation Rates	
			Program	Overall
Fall 2018	4	2%	0%	25%

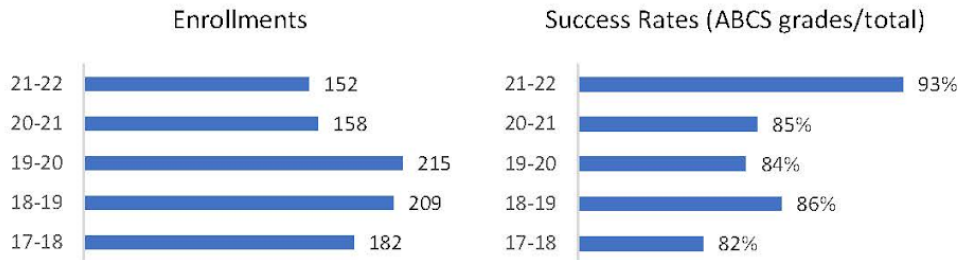


Note: Persistence, retention, and graduation rates are only reported when 10 or more degree-seeking students are entering in the program.

Program Review Metrics - AAS Deaf Studies Course Success Rates

Point Difference
21-22 Success
Rate vs. Earliest 3-
yr Avg

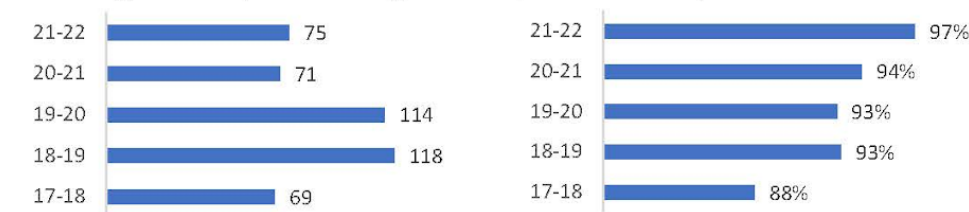
AAS Program Majors in All Courses by Academic Year



8.6

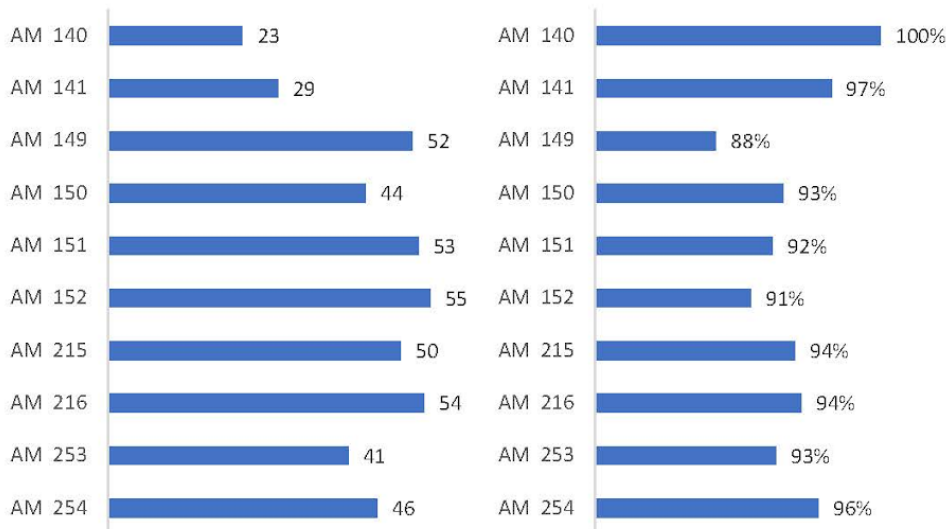
AAS Program Majors in Program Requirements by Academic Year

Point Difference
vs. Early 3-yr Avg



5.3

AAS Program Majors in Program Requirements by Course, 17-18 to 21-22



AAS Program Majors in Program Requirements by Gender, Five Years Combined

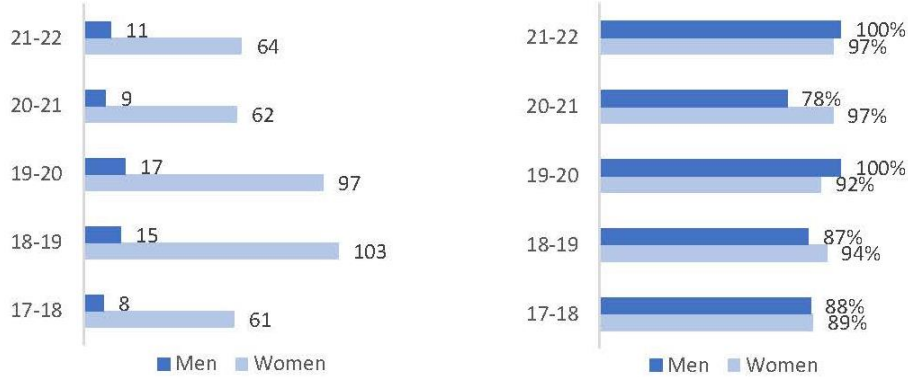
Point Difference
Men vs. Women



-1.9

AAS Program Majors in Requirements by Gender and Year

Point Difference
Men vs. Women



3.1
-19.0
8.2
-7.5
-1.0

AAS Program Majors in Program Requirements by Minority Status, Five Years Combined

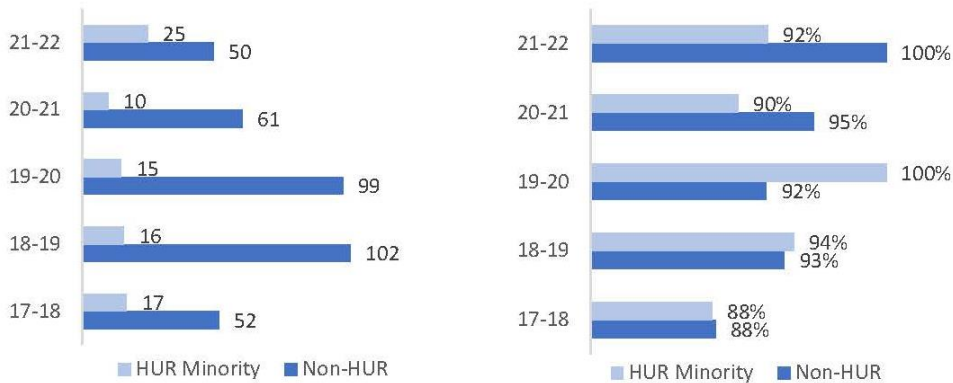
Point Difference
Non-HUR vs HUR



0.6

AAS Program Majors in Requirements by Minority Status and Year

Point Difference
Non-HUR vs HUR



8.0
5.1
-8.1
-0.6
0.2

ATTACHMENT B - Transfer Student Information (2017-2022)

Field1	Count of Field1
DEAF STUDIES	7
SPECIAL EDUCATION	3
DEAF STUDIES (BA)	2
ASSOCIATE OF ARTS	2
ITP STUDIES IN ASL-ENGLISH	2
UNDECIDED	2
MARKETING	1
DEAF STUDIES - SIGN LANGUAGE INTERPRETING	1
PRE-MAJOR SOCIAL WORK	1
BUSINESS - BOOKKEEPING CERT	1
BACHELOR OF SCIENCE IN APPLIED MANAGEMENT	1
COMMUNICATION STUDIES BA	1
PRE-ASL/ENGLISH INTERPRETING	1
AMERICAN SIGN LANGUAGE	1
SIGN LANGUAGE INTERPRETING	1
GEOGRAPHY BA	1
INTERPRETING STUDIES: THEORY	1
ENVIRONMENTAL STUDIES	1
GENDER RACE AND IDENTITY BA	1
(blank)	
Grand Total	31

Field15	Count of Field7
(blank)	1
	1
DEAF STUDIES - SIGN LANGUAGE INTERPRETING	1
	1
MASTER OF EDUCATION IN SPECIAL EDUCATION (NEVADA ARL)	1
BACHELOR OF SCIENCE IN APPLIED MANAGEMENT	1
	2
SIGN LANGUAGE INTERPRETING	1
	1
DEAF STUDIES (BA)	2
	2
EDUCATION	1
	1
SOCIOLOGY	1
CREATIVE WRITING AND ENGLISH	1
	2
INTERPRETER TRAINING	1
	1
NON-DEGREE / TRANSFER	2
total	2
SOCIOLOGY BA	1
	1
PACKTEACH HISTORY BA	2
COMMUNICATION STUDIES BA	2
PRE-MAJOR SOCIAL WORK	1
HUMAN DEVELOPMENTAL STUDIES BS	1
JUSTICE MANAGEMENT MJM	1
	7
PSYCHOLOGY	1
	1
CLINICAL MENTAL HEALTH COUNSEL	1
	1
SPECIAL EDUCATION	4
MANAGEMENT	1
	5
UNDECIDED	6
DEAF STUDIES	5
ASSOCIATE OF ARTS	2
JOB UPGRADE	1
ASSOCIATE OF SCIENCE	1
BAS ORGANIZATION & PROJECT MGT	1

	16
PRE-ASL/ENGLISH INTERPRETING	2
AMERICAN SIGN LANGUAGE STUDIES	1
(blank)	1
DEAF & HARD OF HEARING ED	1
INTERPRETING STUDIES: THEORY	1
	6
ITP STUDIES IN ASL-ENGLISH	2
	2
	52

ATTACHMENT C



Department of Health and Human Services Aging
and Disability Services Division
Communication Access Services Program

NRS and NAC 656A: Nevada Interpreter / CART Regulations

If you have any questions about the information provided in this document, please contact the [Nevada Interpreter/CART Registry](#)

It is **unlawful** for a person to engage in the practice of interpreting or the practice of realtime captioning in the State without registration ([NRS 656A.800](#))

Practice of interpreting means the facilitation of communication between persons who are deaf or whose hearing is impaired and other persons ([NRS 656A.060](#))

Practice of realtime captioning means the facilitation of communication between persons who are deaf or whose hearing is impaired and other persons through the use of Communication Access Realtime Translation ([NRS 656A.062](#))

The following requirements will be implemented beginning August 1, 2023

Registration Types and Qualification Requirements

Items with an asterisk () indicate there is a waiver available.*

Community Interpreters

Community setting means any setting that is not a primary or secondary educational setting. The term includes, without limitation, a postsecondary educational setting, a legal setting and a medical setting. ([NRS 656A.027](#))

Legal setting means 1. A communication with a law enforcement officer, as defined in NRS 197B.070, that relates to a criminal investigation; 2. A communication with an attorney who is acting in his or her professional capacity; 3. A negotiation for a contract for which the estimated amount required to perform the contract is \$1,000 or more; or 4. A judicial proceeding. ([NRS 656A.033](#))

Medical setting means any communication between a provider of health care, as defined in NRS 629.031, and a patient or person acting on behalf of the patient concerning the provision of health care to the patient. ([NRS 656A.035](#))

Postsecondary educational setting means communication relating to the participation by students in curricular or extracurricular programming provided by or through: 1. A university, college, or community college within the Nevada System of Higher Education; or 2. A postsecondary educational institution, as defined in NRS 394.099 ([NRS 656A.055](#))

Community Interpreter Registration (NAC 656A.240)

Minimum Requirements

- Education:
 - [Bachelor's degree](#)* in any field
- Professional credentials:
 - Interpreter or Transliterator certification from a [recognized certifying body](#); or
 - EIPA 4.0 **and** a passing score on a [knowledge test](#)* from a [recognized certifying body](#)

Scope of Practice

Interpreters may work in community settings, including medical, legal, and postsecondary educational, if they have the knowledge, skills, and experience required for each assignment.

Annual Renewal Requirements (Due August 1 every year)

- Maintain certification;
or
- Provide proof of participation in at least 20 hours of [professional development](#)

Provisional Community Interpreter Registration

Temporary registration limited to 5-years total. ([NRS 656A.100](#), Sec. 5.)

Interpreters in this category must advance their credentials within 5 years to achieve Community Interpreter registration.

Minimum Requirements

- Education:
 - [Associate's degree](#)* in any field
- Professional credentials:
 - EIPA 3.5 **and** a passing score on a [knowledge test](#)* from a [recognized certifying body](#); or
 - Completion of an approved [interpreter training degree program](#) **and** a passing score on a [knowledge test](#)* from a [recognized certifying body](#);
or
 - Provisional/novice certification from a [recognized certifying body](#)

Scope of Practice

Provisional Interpreters may work in community settings, including medical, and postsecondary educational, if they have the knowledge, skills, and experience required for each assignment. May **not** interpret in legal settings.

Annual Renewal Requirements (Due August 1 every year)

- Provide proof of participation in at least 20 hours of [professional development](#) **and** at least 20 hours of [mentoring](#);
or
- Maintain certification

Primary or Secondary Educational Interpreter

Primary or secondary educational setting means all communication relating to participation by pupils in educational programming or any other activity provided by or through a public school, school district, or private school in this state. ([NRS 656A.0625](#))

Educational Interpreter Registration (NAC 656A.290)

Minimum Requirements

- Education:
 - [Bachelor's degree](#)* in any field
- Professional credentials:
 - EIPA 4.0 **and** a passing score on the [EIPA Written Knowledge Test](#)*; or
 - Interpreter or Transliterator certification from a [recognized certifying body](#) **and** a passing score on the [EIPA Written Knowledge Test](#)*

Scope of Practice

Interpreters may work in K – 12 educational settings if they have the knowledge, skills, and experience required for each assignment.

Annual Renewal Requirements (Due August 1 every year)

- Provide proof of participation in at least 20 hours of [professional development](#); or
- Maintain certification

Provisional Educational Interpreter Registration

Temporary registration limited to 5-years total. ([NRS 656A.100](#), Sec. 5.)

Interpreters in this category must advance their credentials within 5 years to achieve Educational Interpreter registration.

Minimum Requirements

- Education:
 - [Associate's degree](#)* in any field
- Professional credentials:
 - EIPA 3.5+ **and** a passing score on the [EIPA Written Knowledge Test](#)*

Scope of Practice

Provisional Interpreters may work in K – 12 educational settings if they have the knowledge, skills, and experience required for each assignment.

Annual Renewal Requirements (Due August 1 every year)

- Provide proof of participation in at least 20 hours of [professional development](#) **and** at least 20 hours of [mentoring](#).

Student Interpreter

(NAC 656A.)

A student interpreter is someone who is currently enrolled in an [approved training or preparation program](#) course that requires experience providing interpreting in community, or primary or secondary educational settings (e.g., internship or practicum courses). Student Interpreter registration is valid only for the requirements of the course and expires on completion of or withdrawal from the course.

Student Interpreter Registration

Minimum Requirements

- Education:
 - High school diploma or equivalent
- Proof of enrollment:
 - Class schedule or transcript showing current enrollment in a course that requires experience providing interpreting;
 - or
 - A letter from the institution verifying enrollment in a course that requires experience providing interpreting

Scope of Practice

- May only provide interpreting for the purposes of course participation and when being directly supervised by a registered interpreter (not another student interpreter);
and
- May **not** interpret in legal settings

Communication Access Realtime Translation

CART or Realtime Captioning Provider Registration (NAC 656A.230)

Minimum Requirements

- Education:
 - High school diploma or equivalent
- Professional credentials:
 - Certified Court Reporters Board of Nevada Certification; or
 - Any other state licensing board or national organization with a minimum skills assessment of 200 words per minute.

Scope of Practice

Providers may provide CART services if they have the knowledge, skills, and experience required for each assignment.

Annual Renewal Requirement

- Maintain certification

Available Waivers

Some registration requirements may be waived either permanently or temporarily if the interpreter meets the criteria listed below.

Degree requirement

- Interpreters who received their certification or EIPA 3.5+ before August 1, 2023, must have a high school diploma or equivalent. (**permanent**)
- Registry of Interpreters for the Deaf (RID) approved alternative pathway, must have a high school diploma or equivalent. (**permanent**)
- Interpreters who are certified or have achieved an EIPA 4.0+ with an AA degree (**temporary** – up to 5 years)

Knowledge exam requirement – community and educational

- New applicants only (**temporary** – 1 year)

Incomplete professional development and/or mentoring hours for renewal

- Request extension (**temporary** – 3 months)

Additional Information

Recognized Certifying Body

(NAC 656A.)

The certifying bodies listed below meet the criteria to be accepted for registration in Nevada. Additional certifying bodies may be added as recognition is given.

Registry of Interpreters for the Deaf (RID) – www.rid.org

Board for Evaluation of Interpreters (BEI) - <https://www.hhs.texas.gov/providers/assistive-services-providers/board-evaluation-interpreters-certification-program>

Utah Interpreter Program - <https://jobs.utah.gov/usor/uip/certification/index.html>

Canadian Association of Sign Language Interpreters - <https://www.casli.ca/Home>

Approved Interpreter Training Degree Program

(NAC 656A.)

An interpreter training degree program will be approved if the program:

1. Is offered by an accredited college or university; and
2. Requires students to provide interpreting services under supervision for completion.

Professional Development

(NAC 656A.)

Professional Development is required for all registered interpreters.

- Certified interpreters must maintain their certification as proof of their professional development hours.
- Non-certified interpreters must provide proof of participation in at least **20 hours per year** of professional development.

Professional development must consist of educational activities designed to improve the performance of an interpreter. Professional development must be related to studies in language, linguistics, culture, ethics, theory of interpreting, skills for interpreting, or another topic specific to the work of the interpreter.

Professional Development hours will only be accepted if they have been approved by a recognized certifying body (e.g., Registry of Interpreter for the Deaf (RID), American Translators Association (ATA), Certification Commission for Healthcare Interpreters (CCHO), International Medical Interpreters Association (IMIA), etc.) or is college coursework taken for credit at an accredited institution.

Professional development activity	Professional development hours
An event with approved Continuing Education Units by a recognized body	60 minutes equals 1 professional development hour
Accredited college coursework – semester system	1 semester credit with a grade of C or better equals 15 professional development hours (e.g., a 3-credit course = 45 PD hours)
Accredited college coursework – quarter system	1 quarter credit with a grade of C or better equals 10 professional development hours (e.g., a 3-credit course = 30 PD hours)

Mentoring

(NAC 656A.)

Mentoring is required for provisionally registered interpreters. They must provide proof of at least 20 hours of mentoring per year.

Mentoring means activities facilitated by a mentor that are individually tailored to improve the skills and knowledge of an interpreter.

A mentor can be another interpreter who is registered or who meets the qualification requirements to register or anyone who is able to effectively provide mentoring.

If you have any questions about the information provided in this document, please contact the Nevada Interpreter/CART Registry:

Contact

InterpreterRegistry@adsd.nv.gov

Website

http://adsd.nv.gov/Programs/Physical/ComAccessSvc/Interpreter_Registry/Interpreter_Registry/