Sign Language/Interpreter Training Program

Authors
Taralynn Petrites, Lead Faculty SLG/ITP, West Campus
Kathy Fraychineaud, Faculty SLG/ITP, West Campus
Amy H. Drewek, Faculty SLG/ITP, West Campus
Erin Eichelberger, Faculty SLG, Northwest Campus

Overall Responsibility
West Campus Academic Dean, Vice President of Instruction, and Campus President

Purpose/Primary Function of Academic Area
Sign Language (SLG/American Sign Language) may be taken as required courses to fulfill language requirements or as prerequisites for the Interpreter Training Program. Students also take SLG courses for personal interests.

Interpreter Training Program (ITP) at Pima Community College provides training for aspiring interpreters, preparing students for Bachelor degree programs, National Interpreter Certification and Arizona Interpreter licensure required for working in schools, hospitals, and government agencies.

Discipline/Program Area External Accreditation/Licensure Information
Not Applicable/None

Certificates and Degrees
Interpreter Training Program – Associate of Applied Arts Degree for Direct Employment

Results of Last Review
As a result of the SLG/ITP Program Review of 2011-2014, we have benchmarked hybrid course offerings of other programs, surveyed students to ascertain interest in hybrid SLG and/or ITP courses, investigated technology needed to support the hybrid survey, compiled results of the hybrid survey.
**Current Enrollment (Seat count) for Discipline/Program Area**

Spring 2014 - Sign Language - 424  
Fall 2014 - Sign Language - 430  
Spring 2014 - Interpreter Training - 124  
Fall 2014 - Interpreter Training - 71

**Summary of Program Level Student Learning Outcomes (SLO)**

The Sign Language SLO assesses student’s ability to interact effectively within the Deaf Community using appropriate cultural norms and the Interpreter Training SLO assesses the student’s ability to critique personal practices and interpreting performances to set future professional goals. After the initial assessment of both goals, we have revisited and revised materials based on our collaborative discussions about course and program outcomes along with ways to improve. We included new activities and suggestions on how to teach the material in order to help students retain the information better. (i.e.: students create history timelines and learn basic self-analysis skills during their first year of study). We have assessed various course levels and outcomes each time. All assessment tools must be created by our team, due to the uniqueness of our field, which is time consuming.

**Instructions:**

A. Review the Data Analysis Worksheet – Section 1, question #3. This lists your discipline / program (academic) area Program Level SLOs.

B. Review the Data Analysis Worksheet – Section 1, question #4, which states of how your academic area Program Level SLOs relate to the primary functions of your discipline / program area

1. Sign Language SLOs assess the knowledge and abilities needed by students who transfer to a university or enroll into an Interpreter Training degree program.

   ITP SLOs prepare students with the knowledge to critique personal practices and interpreting performances to set future professional goals. Additionally, students take professional and situational decisions. Knowledge gained through the coursework provides student to prepare for written certification exam.

2. Which Program Level SLO is your discipline / program area currently working on or targeting (Academic Year 2014/15 – SLO Program Level assessment plan)?

   a. SLG: Interact effectively within the Deaf Community using appropriate cultural norms.
      ITP: Critique personal practices and interpreting performances to set future professional goals.

   b. SLG: Students were given 10 multiple choice questions describing different deaf culture norms. 90% of the students will pass with 70%.

      ITP: Students evaluated their interpretations on two separate interpreting assignments using an analysis tool provided by the instructor. Students met with their instructor to discuss their analysis and developed SMART goals for focused practice. 80% of the students will pass with 75%. 
c. SLG: Yes-Fall 2014
   ITP: Yes-Fall 2014

d. SLG: All but one adjunct faculty participated. The adjunct faculty was inadvertently not notified about the assessment.
   ITP: Yes

e. SLG: The goal was not met, but the loop was closed. Discipline faculty plan to implement uniform changes in the curriculum and will reassess in Fall 2015.
   ITP: The goal was narrowly missed due to additional information in the self-analysis tool that skewed the results. Measures have been taken to rectify this for the Fall 2015 semester at which time the goal will be assessed again.

f. SLO is an ongoing/continuous agenda item during our monthly CDAC meetings. Adjunct faculty are invited to the CDAC meetings and the SLO work days. Leads are given the information to share with their adjunct faculty. This year we plan to begin creating a SLO assessment tool to be used for the Fall 2015 in order to pilot and adjust the tool before it is implemented.

g. We have revisited and revised materials based on our collaborative discussions about course and program outcomes along with ways to improve. We included new activities and suggestions on how to teach the material in order to help students retain the information better. (i.e.: students create history timelines and learn basic self-analysis skills during their first year of study). We have assessed various course levels and outcomes each time. All assessment tools must be created by our team, due to the uniqueness of our field, which is time consuming.

h. Fall 2015

3- ALL Disciplines - SLOs (both course level and program level) should demonstrate Continued Improvement: Explain or provide examples of how current and past assessments of Program and, if there are no program level assessments, Course Level student learning outcomes assessment results contributed to curricular changes, curricular delivery, or other changes that were implemented.

We have revisited and revised materials based on our collaborative discussions about course and program outcomes along with ways to improve. We included new activities and suggestions on how to teach the material in order to help students retain the information better. (i.e.: students create history timelines and learn basic self-analysis skills during their first year of study). We have assessed various course levels and outcomes each time. All assessment tools must be created by our team, due to the uniqueness of our field, which is time consuming.
Action Plan Items and Activities

1. INSTRUCTIONS: Provide a *numbered* List of the Action Items and activities.
   Required Action Items:
   a) Action Item 1 – Continue to Improve and Expand Student Learning Outcomes
   b) Action Item 2 – Improve Student Enrollment Rates
   c) Action Item 3 – Improve Student Persistent Rates
   d) Action Item 4 - Improve Student Retention Rates
   e) Action Item 5 – Improve Student Completion / Graduation Rates

2. Next, provide a *numbered sub-listing of Activity Items* that support each of the Action Items.
   The activity should document how the academic area (discipline/program) will improve.
   Support each Action Item Activity with enough detail, so that the reader will understand all activities requested. For example:
   
   3.1.1 Faculty will improve student retention by developing a SLO that can be used as a pretest and posttest in XYZ123.

   *See ‘Sample Action Plan’ for other examples*
**2015 Group 1 - ACTION PLAN and ACTION PLAN ACTIVITIES**

**NEW PROCESSES:** Action Items & Activities will be reviewed annually for completeness and/or to document improvements and/or how the activities made a difference to the academic area.

<table>
<thead>
<tr>
<th>ACTION ITEM 1 – <em>&lt;Continue to Improve and Expand Student Learning Outcomes&gt;</em></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity</td>
<td>Key Performance Indicator (KPI) Core indicator of effectiveness</td>
</tr>
</tbody>
</table>
| 1.1 Develop course level SLOs for SLG/ITP | Documentation of course level SLOs  
Online reporting system for the course level SLO | Faculty, Campus Dean, SLO Facilitators, VPI | On-going according to a schedule academic year |
| 1.2 Create assessment plan and assessment tools for each course level SLO | Assessment results posted in TracDat | Faculty, Campus Dean, SLO Facilitators, VPI | On-going according to a schedule academic year |

**ACTION ITEM 2 – Enrollment**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Key Performance Indicator (KPI) Core indicator of effectiveness</th>
<th>Who is Responsible for completing Activity</th>
<th>Completion Date</th>
</tr>
</thead>
</table>
| 2.1 SLG: Research to find curriculum alignment between colleges.  
ITP: Meet with program developers to discuss articulation agreements with BA Interpreter Training Programs | SLG: Meeting minutes, action items, modified courses and curriculum.  
ITP: Meeting minutes, action items, finalized articulation agreements. | SLG/ITP Faculty | Fall 2017 |
| 2.2 SLG/ITP Program Advertising | Schedule of high school presentations and participant sign in sheets for each presentation. | SLG/ITP Faculty | Ongoing each semester |
### ACTION ITEM 3 - Persistence (Fall to Spring)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Key Performance Indicator (KPI) Core indicator of effectiveness</th>
<th>Who is Responsible for completing Activity</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 SLG: Advise SLG 102 students of the benefits of continuing to take sign language courses after their second semester.</td>
<td>Enrollment reports</td>
<td>SLG Faculty</td>
<td>Ongoing each semester</td>
</tr>
<tr>
<td>3.2 ITP: Strengthened academic integrity has caused a drop in enrollment. Reaching out to students earning grades of &quot;D&quot; or &quot;F&quot; as we work through rebuilding after the enrollment drop.</td>
<td>Grade reports</td>
<td>ITP Faculty</td>
<td>Ongoing each semester</td>
</tr>
</tbody>
</table>

### ACTION ITEM 4 - Retention (Fall to Fall) <statement>

<table>
<thead>
<tr>
<th>Activity</th>
<th>Key Performance Indicator (KPI) Core indicator of effectiveness</th>
<th>Who is Responsible for completing Activity</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 SLG/ITP: Work with students services in the training of a discipline area advisor.</td>
<td>Meeting minutes and action items from meetings with Aubrey Conover and student services.</td>
<td>SLG/ITP Faculty</td>
<td>Fall 2016</td>
</tr>
<tr>
<td>4.2 ITP: Partner with the Arizona Commission for the Deaf and Hard of Hearing to provide a free workshop on preparing for the National Interpreter Certificate Knowledge Exam. This workshop will be offered to graduating student from PCC, graduating student from U of A, and community interpreters needing the exam.</td>
<td>Workshop flyer, workshop sign-in sheet, and data collection of number of participants who have registered for the NIC Knowledge exam.</td>
<td>ITP Faculty</td>
<td>Spring 2015 and ongoing each spring semester</td>
</tr>
<tr>
<td>Total Number of student Graduates / transfers for previous Academic Year = ITP - 9</td>
<td>Activity</td>
<td>Key Performance Indicator (KPI) Core indicator of effectiveness</td>
<td>Who is Responsible for completing Activity</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>5.1. ITP: Research becoming an academic transfer program.</td>
<td>Meeting minutes and action items from meetings with BA ITP programs, meeting minutes and action items from meetings with the Program Development office.</td>
<td>ITP Faculty, Lead Faculty, VPI, Program Development</td>
<td>Fall 2017</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity</th>
<th>Key Performance Indicator (KPI) Core indicator of effectiveness</th>
<th>Who is Responsible for completing Activity</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity</th>
<th>Key Performance Indicator (KPI) Core indicator of effectiveness</th>
<th>Who is Responsible for completing Activity</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Discipline/Program Action Plan Recommendations and Assessment Summary**

Program Review processes provide documentation necessary for administrators to assess, monitor, and review viability of a discipline/program or service area by documentation of the areas below.

**THE DOCUMENTATION BELOW shows the comments and feedback related to the assessment, requested or recommended revisions, and summarization of the associated Action Plan by the Discipline / Program’s associated Administrative Lead.**

**SECTION I - REVIEW OF ALL PROGRAM REVIEW DOCUMENTS**

*To be completed by the Workgroup LEAD ADMINISTRATOR*

Date of Assessment: **April 17, 2015**

Discipline / Program Area(s): **Interpreter Training Program/ITP – Sign Language/SLG**

Reviewer Name & Title (Print): **Mary Beth Ginter, PhD, Academic Dean**

---

**Rating System for Administrative Action Plan Review team/group**

- **5-** Superior – well documented report, no revision required
- **4-** Strong or Met – meets most of the criteria reviewed, optional revisions could strengthen report, see comments
- **3-** Opportunity for Improvement – could provide stronger support of criteria listed, revisions to Action Plan recommended
- **2-** Needs Improvement- missing support documentation, revisions to Action Plan required
- **1-** Focus Study recommended for researching validity/justification/consideration of continuance of discipline/program/service

---

<table>
<thead>
<tr>
<th>STEP 1 - REVIEW Support documents &amp; Action Plan</th>
<th>Administrative Review Item</th>
<th>Rating (from above ratings)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SWOT &amp; Data Analysis Worksheet</strong></td>
<td>SWOT statements are well documented and related to data elements reviewed.</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>SWOT documents that the faculty have engaged in dialogue about student learning assessment outcomes at the program and/or course level.</td>
<td>5</td>
</tr>
<tr>
<td><strong>SWOT &amp; Action Plan Activities</strong></td>
<td>Strengths, Weaknesses, Opportunities &amp; Threats (SWOT) document was used to develop the Action Plan statements</td>
<td>5</td>
</tr>
<tr>
<td><strong>Formatting of Draft Action Plan</strong></td>
<td>Date, Discipline/Program Name, Authors, &amp; Overall Responsibility are clearly identified</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Purpose/Primary Function (MISSION) of Discipline/Program is clearly written</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Accreditation, Licensure or Certification Information is well documented (Applies to all Accredited or Approved training programs)</td>
<td>5</td>
</tr>
<tr>
<td><strong>Summary of Last Program Review</strong></td>
<td>A summary of the status of the last Action Items and/ or Activity Items have been documented. (Discipline / Program Action Plan Accomplishments document.)</td>
<td>5</td>
</tr>
<tr>
<td><strong>Student Learning Outcomes (SLOs)</strong></td>
<td>There is clear documentation that discipline / program has Program Level SLOs (measureable student learning at the end of certificate or degree level).</td>
<td>5</td>
</tr>
<tr>
<td><strong>Data Analysis Worksheet(s)</strong></td>
<td>There is documentation that Program Level Outcomes are currently being assessed. If not, does the Program have an action item that addresses assessing Program Level Outcomes? (Action Plan – Action Item #1 – Activity)</td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>2014/2015 SLO Assessment Plan (for course assessments)</strong></td>
<td>The Program has a course level SLO Assessment Plan document that lists SLO activities for 2014/15.</td>
<td></td>
</tr>
<tr>
<td><strong>Action Plan – Action Item #1 activities</strong></td>
<td>The Action Plan documents the improvements or changes made as a result of the Program Level and/or Course Level SLO assessment analysis. If not, the discipline/program have action items that address assessing Program and Course Level Outcomes.</td>
<td></td>
</tr>
</tbody>
</table>

### STEP 2 REVIEW - Action Items & Activities

#### Action Item #1: SLO -

**Administrator Comment and/or recommendations for Improvement:**

- Yes. The faculty have been working with SLOs at course level but realized some limitations of assessment. They continue to develop course level SLOs and program level SLOs. A challenge to this process, which they are aware of and working on, is that they are concurrently benchmarking other programs and working on a 2 + 2 with University of Arizona making attention to articulation important as part of their SLO assessments.

- The attention to and cognizance of finalized articulation agreements is one recognized measure.

**Continue to Improve and Expand Student Program Level Learning Outcomes**

- Do the activities for this Action Item demonstrate pathways to improve student success or to respond to improving student learning at the College?
- Is there clear documentation on how progress towards each Activity for Action Item #1 will be measured by the program faculty/staff?
- Do the activities for Action Item #1 support or respond to other key initiatives of the College?

**Administrator Comment and/or recommendations for Improvement:**

- Yes and particularly in relation to enrollment (2 + 2, curriculum changes to be in alignment with other colleges and the optional (though rather necessary for employment) certification tests.

#### Action Item #2: Student Enrollment -

**Administrator Comment and/or recommendations for Improvement:**

- The work with University of Arizona towards a 2 + 2 is a vibrant activity that supports future enrollment in the program.

**Improve Student Enrollment Rates**

- Do the activities for this Action Item demonstrate activities or collaborations to improve student enrollment at the College and/or in the discipline/program?
- Is there clear documentation on how progress towards each Activity for Action Item #2 will be measured by the program faculty/staff?
- Do the activities for Action Item #2 support or respond to other key initiatives of the College?

**Administrator Comment and/or recommendations for Improvement:**

- Yes, enrollment measures, sign-in sheets, and recent meetings (not stated in Action Plan) to create a new brochure/flyer for the program.

#### Action Item #3: Student Persistence -

**Administrator Comment and/or recommendations for Improvement:**

- Yes. The work towards alignment supports both persistence and retention because courses will be aligned both within the college and with other colleges and universities (where there is articulation).

**Improve Student Persistent Rates**

- Do the activities for this Action Item demonstrate activities or collaborations...
<table>
<thead>
<tr>
<th><strong>Action Item #4: Student Retention</strong></th>
<th><strong>Administrator Comment and/or recommendations for Improvement:</strong></th>
</tr>
</thead>
</table>
| Improve Student Retention Rates by at least 1% each year for the next 4 years | Do the activities for this Action Item demonstrate activities or collaborations to improve **retention** at the College?  
   Is there clear documentation on how progress towards each Activity for Action Item #4 will be measured by the program faculty / staff?  
   Do the activities for Action Item #4 support or respond to other key initiatives of the College?  
   **Yes.** The work towards alignment supports both persistence and retention because courses will be aligned both within the college and with other colleges and universities (where there is articulation).  
   **Future dashboards and enrollment/persistence/retention data will help this assessment/measure.** |

---

<table>
<thead>
<tr>
<th><strong>Action Item #5: Student Completion / Graduation / Transfer Rates</strong></th>
<th><strong>Administrator Comment and/or recommendations for Improvement:</strong></th>
</tr>
</thead>
</table>
| Improve Student Completion / Graduation / and/or Transfer Rates by at least 5% each year for the next 4 years | Do the activities for this Action Item demonstrate pathways in the discipline / program to improve **student completion rates:** Graduation; transfer; or other completion rates?  
   Is there clear documentation on how progress towards each Activity for Action Item #5 will be measured by the program faculty / staff?  
   Do the activities for Action Item #5 support or respond to other key initiatives of the College?  
   **Yes, the articulation work and the workshops and training that the faculty do for the certification, testing bodies support this.** |

---

Add additional response box for Action Items #6 and above.
## SECTION 2 – Workgroup Lead Administrator’s Assessment Summary, Feedback, and Follow-up

This section is for the Workgroup Lead Administrator to complete and provide feedback.

1- Discipline / Program strengths and successes were demonstrated in the Draft Action Plan, SLO, Data Analysis Worksheet, and SWOT or Service Review Assessment documents

5 - yes

2- Discipline / Program areas of concern or recommendations for improvement, if any

The actions that the faculty have identified are geared to improvement in that they are working on a 2 + 2, creating a new marketing brochure and working with curriculum to focus more on interpretation. The curriculum work takes times due to college processes for curriculum change.

3- Recommended next steps: [mark all that apply]

- Recommendations and/or revisions have been detailed by the program review workgroup Lead Administrator in this document. Please revise your Action Plan.
- With revisions, Proceed to Action Plan Approval

5 - XX
- No revisions required, Proceed to Action Plan Approval
- Further review requested / out of cycle focus study requested
- Recommendation to Inactivate Discipline / Program and/or degree and certificate offerings

4- Signature of Workgroup Lead Administrator

Name: Mary Beth Ginter, PhD
Title: Academic Dean

Campus: West Campus
Date: 4/30/2015

## SECTION 3- FEEDBACK and ACKNOWLEDGEMENT by LEAD FACULTY, DEPARTMENT CHAIR, or CDAC FACULTY CO-CHAIR

This section is for Workgroup Lead Faculty / Department Chair or CDAC Faculty Co-Chair to complete and provide feedback.

1- If revisions to documents were requested in Section 1 or Section 2:

- Recommended revisions have been discussed and revised by the Workgroup and revisions have been incorporated into the Action Plan document

2- Reflection or any other comments from faculty:

No revisions are required.

3- Recommended next steps: [mark all that apply]

- With revisions, the Action Plan document is ready to Proceed to Administrative Approval

X No revisions are required, the Action Plan document is ready to Proceed to Administrative Approval
- Further review / out of cycle focus study requested
- Recommendation to Inactivate Discipline / Program and/or degree and certificate offerings
SECTION 4 – Lead Vice President of Instruction or Assistant Vice Chancellor APPROVAL

This section is for the Discipline/Program’s Lead Vice President of Instruction or Assistant Vice Chancellor to complete

Note: For some disciplines/programs the VPI is also the Lead Administrator for the Program Review Workgroup – See Section II signature of this document –

1- I have read the discipline/program’s Draft Action Plan and reviewed the support documents X Yes / No / NA

2- I have read Section 1, Section 2, and Section 3 of this document X Yes / No / NA

3- Discipline/Program strengths and successes
This program serves a diverse group of students, and is one that offers opportunities that cannot be readily found elsewhere. SLG meets the language requirements for transfer, and the ITP program allows for a certificate and for transfer opportunities. The faculty are dedicated professionals who work well together across campuses and within campuses. They frequently meet as a CDAC even when Program review is not at the forefront. As an administrator and educator I am impressed each time I see them collaborating. They are constantly striving to improve, and are not afraid to benchmark against others who are similarly situated. They are enthused about making changes rather than fearful about making them. Their SLO work is a work in progress, as it should be. They have made teaching and assessment changes as a result. The work with ITP SLOs has helped the students become more comfortable with setting goals and has helped them get better at doing critiques. Overall, this program is one that benefits the students and the college.

4- Discipline/Program areas of concern or recommendations for improvement, if any
The concerns are acknowledged by the faculty, and they will work on strategies to improve the enrollment trends. In the fall of 2012 72 students were enrolled in ITP; in the fall of 2014 there were 41. Their work with outreach to the Arizona Commission for the Deaf and Hard of Hearing is one avenue they have been pursuing. I am confident that with their work ethic and goal setting, the faculty will be instrumental in growing enrollments and retaining students.

5- Recommended next steps: (mark all that apply)

<table>
<thead>
<tr>
<th>Recommendations and/or revisions have been detailed by the Workgroup Lead Administrator in this document and faculty have indicated that the revisions/recommended have been added to the Action Plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>With revisions, Action Plan is Approved</td>
</tr>
<tr>
<td>X No revisions required, the Action Plan is Approval</td>
</tr>
<tr>
<td>Further review recommended / out of cycle focus study requested</td>
</tr>
<tr>
<td>Approve the recommendation to Inactivate Discipline/Program and/or degree and certificate offerings</td>
</tr>
</tbody>
</table>

6- Signature of Lead Vice President of Instruction for the Discipline/Program or Assistant Vice Chancellor

<table>
<thead>
<tr>
<th>Name: Dee Janssen Lammers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title: Vice President of Instruction</td>
</tr>
</tbody>
</table>

| Campus: West |
| Date: May 14, 2015 |
SECTION 5 - LEAD PRESIDENT - ADMINISTRATIVE APPROVAL

This section is for the Lead President / Administrator to complete and provide feedback

1- I have read the discipline / program's Draft Action Plan  Yes / No / NA
2- I have read Section 1, Section 2, Section 3 and Section 4 of this document  Yes / No / NA
3- Discipline / Program strengths and successes (Comments)
   Our IPT and SLG faculty have conducted a very impressive review. I concur with the five listed action items. I especially encourage their commitment to recruitment and retention.

4- Discipline / Program Draft Action Plan areas of concern or recommendation for improvement, if any
   Like the faculty, I am concerned about program enrollments and, therefore, support their intention to explore 2+2 partnerships with other colleges and universities.

5- Recommended next steps: [mark all that apply]
   With revisions, Action Plan is Approved
   X No revisions required, Action Plan is Approved
   Further review recommended / out of cycle focus study requested
   Approve the recommendation to Inactivate Discipline / Program and/or degree and certificate offerings

6- Signature of Lead President / Administrator
   Name: Lou Albert
   Title: President
   Campus: West
   Date: 6/17/15

SECTION 6 - PROVOST APPROVAL

This section is for the Provost

1- Recommended next steps: [mark all that apply]
   With revisions, Discipline/ Program is Approved
   No revisions required, Discipline/ Program is Approved
   Further review recommended / out of cycle focus study requested
   Approve the recommendation to Inactivate Discipline / Program and/or degree and certificate offerings

2- Signature of Provost
   Name: Provost and Executive Vice Chancellor
   Date: District Office

Developed by Program Services Office: 2/2015