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## Legal and Health Care Intrepreting

Cycles included in report:  
Cycle #3 8/1/14 to 7/31/15

Program Name: Legal and Health Care Interpreting  
Program Cycle: #3 8/1/14 to 7/31/15

## 1 Program Summary HCI and LI Programs

The Health Care Interpreting Program began at JCCC in 2005. It is one of the only programs offered in the Kansas City area and its content is based upon Bridging the Gap, a course taught in Kansas City by the Jewish Vocational Services. Bridging the Gap is taught in English for interpreters of all languages on a specific number of Saturdays. The HCI program is a Spanish-English 3 semester program designed for individuals who are fluent in both Spanish and English. Students in the HCI program take 4 interpreting courses, 2 Health Care courses-HC 130 and HC 101- and complete the program with a practicum. Additionally students shadow interpreters at Truman Medical Center during their second semester.

The Legal Interpreting Program began at JCCC in 2013. It is modeled after the successful HCI program. Students take 4 interpreting classes, 2 non-interpreting classes-ADMJ 121 and LAW 121- and have a 2 hour practicum. This year the LI students participated in Service Learning, interpreting for Accounting students who were preparing tax returns. Although the interpreting services were not greatly used, we anticipate that next year their services will be better advertised.

HandbookProgramReviewFall2014 [PDF 2,136 KB 9/9/14]

Revised Legal Interpreting Health Care Interpreting 9-8-2014 [PDF 687 KB 9/9/14]

### 1.1 Degree Offerings HCI and LI Degrees

The Health Care Interpreting and Legal Interpreting Programs are 20 credit hour certification programs.

### 1.2 Certificate Offerings HCI and LI Degrees

The Health Care and Legal Interpreting Programs are 20 credit hour certificate programs. Students graduate with a certificate at the end of three semesters. They may take longer to complete the program as they may begin taking classes that are non-interpreting courses before being admitted into the program or may choose to extend the length of their program.

Both the HCI and LI programs require students to take 4 interpreting classes, 2 non-interpreting classes and students complete the program with a 2 hour practicum.

Legal Interpreting students added Service Learning to the last semester of their program. Health Care Interpreting students will formally add service learning to one of their courses. Many HCI students do volunteer interpreting on their own.

## 2 Program Resources HCI and LI programs

The HCI program began in 2005. The LI program began in January 2013 because of a demand for qualified interpreters in the courtroom. It is modeled after the successful HCI program here at JCCC. The success rate for student completion for the HCI program is nearly 100%. Any data showing lower success rates for the HCI program is due to a student leaving the program due to personal issues, not because of a student not being successful. The data shows that there was 100% completion in all 4 interpreting classes-HCI 110, 120 130, and 140 in 2011-2012, 2012-2013 and 2013-2014. However, the HCI 180 practicum course shows 100% completion in 2011-2012, 2013-2014, but shows a 66.7% completion rate in 2012-2013.

The Legal Interpreting program has limited data due to it being such a new program. In 2012-2013 the completion rate rate for the program was 100%. In 2013-2014 the program had a smaller number of students who began the program and the success rate for the first semester dropped to 87.5% due to a student who withdrew from the program for personal reasons. The success rate for 2013-2014 since this student withdrew has been 100%.

## 3 Reflection on Institutional Data Data comments

Both the HCI and LI programs are selective admission programs that are limited to a small number of students-often no more than 12. The HCI program is small because there is only one off-campus site for the students' practicum-Truman Medical Center (TMC). The LI program is small as well because of

the philosophy that the quality of the program versus the quantity of students is important. It is essential that the classes remain small so that the instructors may provide one on one instruction and constant feedback on progress in interpreting skills.

The HCI program is taught by only adjunct professor, Brooke Groneman, Assistant Director for Outreach at the University of Kansas Cancer Center/Midwest Cancer Alliance. The LI program is taught by two adjunct professors Marcela Renna, a Federally Certified and Missouri State Certified Court Interpreter and Mary Ella Steck, a Missouri State Certified Court Interpreter. (Anita Tebbe will no longer teach LI 170 because this course has been deactivated.) ADMJ 121 will be the other non-interpreting course that LI students take for the program along with LAW 121.

The completion rate for the selective admissions HCI program has always been high. The LI program is too new a program to make much comment about the completion rate as the first group of students graduated in May 2014. The success rate for the LI program was 100%.

The backgrounds and work experiences of the LI and HCI instructors allow JCCC to offer programs that are unique to the Kansas City area.

#### **4 Student Success** Student Success

Students know how to speak both Spanish and English at a high level of fluency when admitted into the program. The LI and HCI programs teach students about the three modes of interpreting, code of ethics, cultural competencies, vocabulary and terminology specific to each program in the four interpreting courses. The programs help them find jobs by getting them in touch with staffing agencies or tell them about job openings. LI and HCI students have found employment upon completing the programs. One student featured in a JCCC news story told me that she has opened a business. Other students have told their friends about the Health Care and Legal Interpreting programs.

##### **4.1 Define Student Success**

Students are required to translate and interpret at a minimum of 85% accuracy before they receive their certification. There is a high course completion rate and a low attrition rate for both the Health Care Interpreting and Legal Interpreting Programs.

Data shows that in 2010-2011 and 2012-2013 the percentage of graduates working in a related field was 100%. In 2011-2012 the success rate for 67% due to a student withdrawing from the program for personal reasons.

There is no data to show how many students have found employment upon graduating from the Legal Interpreting program, but many students have communicated that they have found work.

##### **4.2 Achieve/Promote Student Success**

Students are recruited for jobs during the program and upon graduation due to the reputation of the program. Many HCI students have found employment at Truman Medical Center and Children's Mercy. The LI program is much newer, but several students found employment with interpreting agencies in the Kansas City area.

The supervisor of the HCI and LI programs has been contacted by outside agencies hoping to recruit graduates from both programs. The HCI program has a high level of success for job placement because it has existed for a longer period of time. Some LI graduates this year found employment before graduation as interpreters in the community.

Additionally, candidates for the Legal Interpreting program this year have been contacting the supervisor of the LI program because of word of mouth recommendations from Legal Interpreting graduates. These graduates have told others to apply for the program because they felt that they received excellent preparation for the field of Legal Interpreting.

##### **4.3 Successful Transfer**

NA

The data shows that one student transferred but this is due to personal issues, not due to the student transferring to another program. The HCI and LI programs are stand alone certificate programs.

## 5 Assessment of Student Learning Outcomes Assessment

Both the Health Care Interpreting and Legal Interpreting programs use the student learning outcome number 3-Communicate effectively through the clear and accurate use of language. The instructors of both programs use rubrics to evaluate how well students interpret. The program requires students to have fluency in both English and Spanish. The LI and HCI programs teach the students how to use their languages skills to interpret in the three modes of interpreting effectively.

Students in the Legal Interpreting program must use technology efficiently and responsibly -SLO 8. Students must turn in recordings of themselves interpreting from English to Spanish, Spanish to English. These recordings are uploaded into an email for instructors to listen to and then grade with a rubric.

Assessment&#38;CurriculumChart [XLS 41 KB 9/9/14]

### 5.1 Reflection on table provided on assessment.

The teachers use rubrics to constantly evaluate the translating and interpreting skills of the students in the LI and HCI programs. Students are given feedback and practice in the small classes. For this reason, the graduation rate for students is high in the selective admission programs.

Since the goal of a standards-based language program is to develop students' ability to communicate, there must be opportunities for frequent and meaningful student-to-teacher and student-to-student interaction, monitored practice, and individual feedback during instructional time.

ACTFL-the American Council on the Teaching of Foreign Languages has stated that "... while ACTFL recognizes the fiscal realities faced by schools and institutions of higher education, ACTFL supports the recommended class size of no more than 15 students, made by both the National Education Association (NEA) and the Association of Departments of Foreign Languages (ADFL). Since the most important consideration in determining class size should be pedagogical efficacy, ACTFL's position applies to both traditional and online classroom settings. Where larger class sizes exist, teachers must be provided with additional support in order to maintain sound pedagogical practices."

Approved by the ACTFL Board May 22, 2010

Date: Saturday, May 22, 2010

<http://www.actfl.org/news/position-statements/maximum-class-size-0#sthash.HPhLzsdv.dpuf>

Although ACTFL's statement is directed at all foreign language class sizes, this statement from ACTFL underlines the need to keep the HCI and LI program's class size small. HCI's class size is due to the number of students who may place at Truman Medical Center for their practicum. However, the LI program has a small class size as well due to the need for constant practice and feedback from the instructors.

Copy of ProgramQuestionFileView [XLS 42 KB 10/14/14]

### 5.2 Significant Assessment Findings

Teachers listen to the students' feedback about what is a valuable activity and what is not. Students in the HCI program for example wrote a term paper. After listening to the students, the term paper was no longer a class project, but 10 hours of shadowing at Truman Medical Center and information about volunteering in the community was added to the curriculum.

Any student who did not complete the HCI or LI program left due to personal reasons, such as a move, no interest in interpreting or a job. Students have not left because they did not feel successful in the program.

### 5.3 Ongoing Assessment Plans

Instructors are constantly creating new rubrics some of which that will be used next semester for self-evaluation and peer evaluation. Included are examples of rubrics from the HCI and LI programs. The instructors must constantly evaluate the SLO 3.

HCI rubric [PDF 64 KB 11/25/14]

LI rubric [PDF 456 KB 11/25/14]

## **6 Curriculum Reflection Curriculum**

The HCI program changed course requirements within the past few years. During the second semester of the program, students now shadow interpreters at Truman Medical Center for 10 clinical hours. The change took place because the students felt that writing a term paper was less beneficial than having them collaborate and observe professional interpreters at work in TMC.

The supervisor and instructors of the LI program hope to create a partnership with UMKC so that students participate in mock trials with UMKC law students. This partnership will allow students to do more than just observe interpreters at work in legal settings.

The course LI 170 was replaced by ADMJ 121 because LI 170 was only offered to LI students in the fall causing for small class sizes. ADMJ 121 is offered all three semesters, allowing for flexibility in enrollment and for students to work with non-interpreting students. This collaboration will help students to learn to work with others as well.

### **6.1 Honors Contract(s)**

NA

### **6.2 New Course Offerings**

The LI and HCI supervisor is considering creating a course entitled "Spanish for Heritage Speakers" modeled after the course offered by Kansas State University. The majority of the students who enroll in the HCI and LI programs speak both Spanish and English, but may never have taken a formal Spanish writing or grammar course. Their Spanish speaking and writing skills are good, but these students may need extra practice. This new course's content would provide in Spanish what an English grammar/composition class would. It is uncertain when this class could be offered.

This class for Heritage speakers would be offered to other students on campus as well. Students taking this class might be those who have studied abroad, have taken all other levels of Spanish or are other Heritage speakers not enrolled in the HCI or LI programs.

## **7 Faculty Success**

### **7.1 Departmental Accomplishments**

Each spring JCCC hosts the MICATA conference. Students from both the Health Care Interpreting and Legal Interpreting programs attend the annual symposium to network and learn more about legal and medical interpreting. Marcela Renna, one of the LI instructors, serves as an officer in MICATA.

In November 2014, MICATA planned to offer a workshop at JCCC, but it was canceled due to the forecasted weather. MICATA will reschedule this workshop at a future date.

The LI program graduated its first group of students in May 2014. Judge Arnold-Burger and other members of the legal community attended a reception at JCCC to recognize these students. The judge would like to help further promote the LI program to judges in the KC area.

JCCC plans to host training sessions for members of the community interested in sitting for the Missouri State Court Interpreter exams. This will allow people to receive training in the Johnson County area instead of traveling to sites that are closer to Jefferson City. Marcela Renna would teach these classes with another certified court interpreter.

### **7.2 Faculty Accomplishments**

Brooke Groneman, the HCI adjunct professor, is the Assistant Director for Outreach at the University of Kansas Cancer Center/Midwest Cancer Alliance has valuable work experience. Brooke lived overseas in Paraguay. She has many publications and has worked extensively in the community. The HCI courses are taught at a KU campus allowing for remote conferencing/lecturing. This site also allows for guest speakers who work at the University of Kansas Medical Center to speak to HCI students. Brooke Groneman helped write the HCI program along with Gaby Flores. Gaby Flores no longer teaches HCI courses and currently works at Children's Mercy.

Marcela Renna, LI adjunct professor, is a Federally and Missouri Certified Court interpreter. She has interpreted and translated in United States District Courts in Kansas, Missouri, Iowa, Nebraska, and Arkansas. She is the vice-president of MICATA, and like Brooke Groneman and Mary Ella Steck, has attended a number of professional conferences. She is originally from Argentina and has taught English courses. Marcela Renna worked with the LI supervisor and Anita Tebbe to help write the Legal Interpreting program.

Mary Ella Steck, LI adjunct professor, is a Missouri Certified Court interpreter. She has worked in Germany and is also a German-Spanish interpreter.

Christina Wolff, the supervisor of the HCI and LI programs presented at the KSWLA conference in the fall of 2013. Her presentation about the HCI and LI programs was voted best in Kansas. She also gave a presentation during the fall Olathe School District's program about the programs. She is also the JCCC sponsor for the MICATA conferences held annually at JCCC each March. Members of the community contact her in order to find interpreting services.

### **7.3 Innovative Research, Teaching or Community Service**

Christina Wolff is working with Mary Smith at JCCC so that both the HCI and LI programs incorporate service learning into their curriculums. HCI students hope to work in the JCCC Simulation Center with students in the nursing program and perhaps other health care service learning programs.

The LI students work with Adam Spoolstra's accounting students who prepare tax returns for members of the community. The LI students work as interpreters for the Spanish speaking community.

## **8 Goal Setting and Action Plan**

In the 2014-2015 academic year, both the HCI and LI programs will work with other departments in order to enrich Service Learning opportunities.

The LI department is trying to collaborate with the UMKC Law Department in order to allow students to participate in their mock trials on the UMKC campus. This partnership would promote a "near" real-life court experience as a court interpreter for the LI students and an opportunity for future lawyers to practice working with interpreters in the courtroom. Students will participate in mock trials during their third semester of the program during their practicum.

HCI students will participate in a number of service learning programs that already exist on campus and volunteer interpreting at health fairs in the community. The HCI instructor will formally include this in her syllabus.

### **8.1 Long-term Goals Building Collaborative Relationships**

In 3-5 years, the LI and HCI instructors may collaborate with Garden City Community College to either help the faculty develop its own program or to offer the HCI and LI programs via a satellite program.

In 2012 the supervisor began working with Phyllis Farrar and her staff of the KSDE and the Kansas Hispanic & Latino American Affairs Commission task force with the following purpose:

- To identify the process for state credentialing of qualified interpreters/translators
- To find or train qualified individuals to provide quality interpretation/translators
- Learn how to implement the identified process and fund

Discussion will continue about the handbook and whether or not Kansas will ask interpreters to sit for a

national exam or will Kansas create a state exam.

### **8.1.1 Actions/Resources Required**

JCCC's HCI and LI programs need to partner with Ed Tech to see if a satellite program with Garden City Community College is possible.

The supervisor will continue to talk to those associated with the KSDE task force.

### **8.1.2 Updates on Long-Term Goals**

Student Persistence. (Students complete the program on time. Rejected candidates often will return if not accepted the first time into the program and ask to be reconsidered for the program).

Graduation Rates. (Success rate in the HCI program has been very high. When a student does not complete the program it is because the student leaves the program due to personal issues).

Student Satisfaction. (Student surveys and student contact with the HCI instructor and HCI supervisor show that they are happy with the HCI program).

It is not possible to discuss how well the LI program is doing as the first group of students graduated in May 2013.

## **8.2 Short-Term Goals**

Student Persistence.

Graduation Rates.

Student Satisfaction.

### **8.2.1 Actions/Resources Required**

o Student satisfaction with instructional effectiveness has continued to increase for the HCI program. The supervisor will listen to feedback about the LI program. (Students comments and feedback are considered allowing the instructors to make changes to both the HCI and LI programs each semester).

o Student satisfaction regarding the colleges concern for the individual has been high for the HCI program. Students keep in contact with the HCI instructor and tell her about job placement. LI is too new a program for much feedback.

o Academic advising and counseling. The LI/HCI supervisor collaborates with the testing center staff, Gloria Rosso and the counseling staff to make sure that students are helped in the beginning of the process and as well as helping prepare them for the job market. The supervisor works with staff members such as the Global Studies department to make sure that students are well prepared before beginning the HCI and LI programs. The supervisor maintains constant contact with the JCCC staff and communicates with HCI and LI candidates and students.

### **8.2.2 Updates on Short-Term Goals**

Student satisfaction with the HCI program shows that the small, selective admission program allows for continued success. Students feel that from the beginning to the end of the process they have been given a lot of one on one attention.

## **9 Accreditation Standards**

NA

### **9.1 Specialized Accreditation**

## **10 Resource Request/Adjustment**

Information for credit teaching is included. At this time there are no other items in the budget for LI or HCI.

BudgetChart [XLS 2,000 KB 9/9/14]

### **10.1 Long-range Adjustment to Resources**

Any changes in the budget may include special equipment purchases for the programs or special conference/training for the instructors. As of now, the LI/HCI supervisor has no proposal to include. The supervisor is in constant contact with the instructors and discussion include how to achieve student success and how to improve the programs each year. Our goal is to make sure that the students who graduate with certificates from our program receive the best training and preparation from JCCC. The LI staff has asked for financial support in order to attend a conference in the summer of 2014.

### **10.2 Educational Technology Support**

The supervisor has contacted the library to see about ordering a video stream for use in LI and ADMJ courses.

The supervisor is investigating to see the cost of electronic microphone devices to use in the LI program.

End of report