Interpreter Education Programs Needs Assessment Trends Analysis

Final Report

Foreword

The National Consortium of Interpreting Education Centers (NCIEC) is authorized and funded by the Rehabilitation Services Administration (RSA), U.S. Department of Education. Through grants awarded by the Department, the National Interpreter Education Center (NIEC) and five Regional Interpreter Education Centers (RIECs) that comprise the Consortium are working collaboratively to increase the number of qualified interpreters nationwide and ensure that quality interpreter education opportunities and products are available across the country.

A primary requirement of the NCIEC grants is to conduct ongoing activities to identify needs in the field of interpreter education. This report has been prepared based on the findings and conclusions of a national initiative designed and carried out to assess the needs of interpreter education programs across the country. This Interpreter Education Program Needs Assessment Trends Analysis is submitted by the NCIEC on behalf of the NIEC and the five RIECs. The report provides an overview of the needs assessment process and discusses and compares discrete assessment findings.

Acknowledgements

Table of Contents

NCIEC Interpreter Education Program Needs Assessment
Trends Analysis Report

I. Executive Summary

The National Interpreting Education Center (NIEC) is authorized and funded by the Rehabilitation Services Administration (RSA), U.S. Department of Education. In addition to the NIEC, grants were also awarded to five Regional Interpreter Education Centers (RIECs). Together, the six Centers have established the National Consortium of Interpreter Education Centers (NCIEC). This collaborative approach to implementation of the RSA grants fosters Center-to-Center communication and coordination; better leveraging of available resources, and more effective stewardship of federal funds. Since grant award, the NCIEC has been working on a number of national initiatives, one of which has been design, development and implementation of needs assessment activities in key focus areas. The overall objectives of the needs assessment activities are to identify current and future needs of interpreter education programs, interpreter educators, interpreters and consumers of interpreter services.

In 2007, the Consortium completed an assessment to identify the needs of Interpreter Education Programs (IEPs) across the country. The IEP needs assessment was carried out through development and implementation of an electronic survey instrument, which was disseminated to 126 IEPs nationwide. The survey period concluded in September 2007, and resulted in the compilation of 91 completed survey responses, representing a response rate of 72%, which is considered to be very high by survey standards. A IEP Needs Assessment Final Report, detailing the findings of the IEP needs assessment, was published in July 2008 and is available for review or download at: http://www.nciec.org/resource/nna.html.That report establishes a baseline of information related to IEP degree and non-degree program offerings, and includes information about faculty, students, program operations and overall program delivery. A PDF file with the IEP survey questions and responses is attached as Appendix A.

Based on the findings of the IEP needs assessment, the initial IEP survey instrument was revised and updated, and then disseminated for a second time in October of 2009. There were three primary objectives planned for this second dissemination:

- Improve and streamline the original survey instrument based on information captured and lessons learned in the first effort
- Collect and compare information and findings generated through the first survey effort to information collected through the second survey nearly three years later
- Identify new or changed needs and emerging trends related to the needs of IEPs

The second IEP survey period concluded in January, 2010 and resulted in 54 completed responses. This resulted in a response rate of 42%, which is considered high by survey standards. A second PDF file with the second survey questions and responses is attached to this report as Appendix B.

While the survey instruments used in both IEP needs assessment efforts are very similar, they are not identical. For example, the first survey focused equally on non-degree certificate/in-service programs, AA/AS degree granting programs, BA/BS degree granting programs and MA/MS degree granting programs. The second survey, a refinement of the first, focused primarily on AA/AS degree granting programs and BA/BS degree granting programs, although

some information about non-degree certificate programs and MA/MS degree granting programs was collected. In addition, the second survey sought to collect more detailed information about student enrollment and student outcomes than did the first survey. Because this report, the IEP Trends Analysis Report, is specifically designed to compare like information collected in the two efforts, there are data elements unique to each survey that are not included in this report. However, as mentioned above, both sets of survey data, in their entirety, can be reviewed in the PDF files attached as Appendix A and B.

Completion of this report does not mark the end of the IEP needs assessment process. Findings and results will continue to be utilized by NCIEC to develop interpreter education priorities, to identify, establish and implement effective practices, and to institute appropriate and relevant evaluation processes. In addition, the Consortium will conduct follow-up needs assessment activities to continue to identify new and changing IEP needs, and to determine the extent to which what has been learned through this process can be used to influence interpreter education practices and improve outcomes in the field.

II.   Comparison of IEP Survey 1 and Survey 2

In the first IEP needs assessment, 126 surveys were disseminated to directors of IEPs nationwide and 91 respondents completed surveys. In the second dissemination of the survey instrument, 54 completed surveys were collected. The following sections of this report compare the two sets of information collected through the survey dissemination efforts, and identify areas where information is either the same, or appears to differ, thereby indicating a potential change in the field or an emerging trend. Because the two surveys resulted in different size response sets (91 respondents in the first survey, 54 in the second), the trends analysis process focused primarily on comparing the percentage of respondents in each survey pool that responded a particular way to a survey question, versus comparing the number of respondents. However, in some cases, both percentage of respondents and actual numbers of respondents are reported.

Another factor to bear in mind when reviewing the comparison data is the different timeframes during which the two surveys were administered. Specifically, Survey 1 was administered in the summer of 2006 and Survey 2 in the fall of 2009.

A.   Basic Information about Respondents

This section of findings compares basic information about the two sets of IEP survey respondents. It provides a detailed breakdown of respondents by various characteristics, such as whether the respondent institution is public or private, the type of degree and/or coursework that is offered, the year the program was established, and other information related to overall program delivery.

Public versus Private Institution

In both surveys, respondents were asked to identify whether their institution is public or private.

Public Versus Private Institution Table 1		
Qualification	Survey 1	Survey 2
Public institution	88%	85%
Private institution	12%	15%

Finding: There is a fairly comparable distribution between the two survey data sets with regard to whether the respondent's institution is public or private.

Type of Degree or Coursework Offered

In the initial section of both survey instruments, respondents were asked to classify their program by the type of degree and/or coursework their institution offered. A significant number of respondents in both surveys reported they offered more than one type of degree and/or coursework. This is evident on Table 2 below. Here is an example. It might appear that there are 141 respondents in Survey 1 - if the number of respondents in each of the four categories were considered to be discrete respondents. However, there were only 91 total Survey 1 respondents.   Therefore, the breakout of respondents by type of program offering clearly

demonstrates the extent to which Survey 1 respondents offer more than one type of program and/or coursework. In other words, 91 Survey 1 respondents report offering 141 programs among them – some respondents offer only one type of program, and other respondents offer two or more types of program. The same holds true for Survey 2 respondents.

Table 2 groups the two sets of survey respondents into four primary categories of degree and/or coursework offerings. For each set of survey data, the number of respondents is presented followed by the percentage of respondents.

Breakdown of Degree/Coursework Offerings Table 2				
Type of Degree or Coursework Offered	Survey 1		Survey 2	
Non-degree certificate/in-service program offerings	39	43%	10	19%
AA/AS program offerings	71	78%	34	63%
BA/BS program offerings	27	30%	19	35%
MA/MS program offerings	4	4%	3	6%
Total survey respondents	91	NA	54	NA

Finding: It is difficult to conclude too much with regard to the differences between the two surveys in any of the four program categories listed. As clearly evidenced in the data presented on Table 2, there are a significant number of IEPs in the field that offer more than one type of program and/or coursework. There is variation within and among the two survey respondent groups (some that offer only one type of program and others that offer two or more types of programs) which reflects the variation found among IEP offerings nationwide.

That aside, it is interesting to note that there appears to be a decrease in AA/AS degree offerings and a slight increase in BA/BS degree offerings. Specifically, in Survey 1, 78% of respondents reported their institution offers an AA/AS degree, as compared to only 63% of Survey 2 respondents. Further, in Survey 2, 35% of respondents reported their program offers a BA/BS degree, up slightly from 30% of Survey 1 respondents. There also appears to be a very slight increase in the percentage of respondents offering a MA/MS degree program.

While the primary focus of this report is on IEPs that offer an AA/AS degree program and/or a BA/BS degree program, it is interesting to note the data reported in the Non-degree certificate/in service program category. In Survey 1, 43% of respondents reported they offered a Non-degree certificate/in service program. In Survey 2, only 19% of respondents reported they offered that type of program – a 24% decrease from Survey 1. Typically, Non-degree certification/in-service program coursework is made available by providing student access to discrete components of a program's degree level classes. Therefore, it is surprising to discover that so many respondents in both survey sets, in particular, Survey 2, do not make Non-degree certification/in-service coursework available as part of their program offerings. This type of course offering is especially important to that segment of the interpreter practitioner population that already holds a degree, but is seeking to hone or acquire a particular skill. One factor contributing to this decrease may well be the implementation of the RID mandate that candidates for certification must hold degrees.

Although it is important to understand the overall breakdown of type of program offered by respondents in both survey sets, the trends analysis will focus on just those respondents that

reported they offer either a AA/AS program, a BA/BS program, or both.   Table 3 provides a breakdown of respondents by the two types of program.

Breakdown of Degree/Coursework Offerings Table 3				
Type of Degree or Coursework Offered	Survey 1		Survey 2	
AA/AS program offerings	71	78%	34	63%
BA/BS program offerings	27	30%	19	35%

Finding: It is not possible to learn from the survey data how many of the respondents listed above actually provide both types of offerings. However, the totals on Table 3 will be used in the remainder of this report as a baseline for reporting on and comparing information reported by respondents that offer a AA/AS degree program (Survey 1 – 71 respondents, Survey 2 – 34 respondents) and respondents that offer a BA/BS degree program (Survey 1 – 27 respondents, Survey 2 – 19 respondents).

Program Establishment

Survey respondents were asked to report on when their program was established. Responses from both survey groups are presented on Table 4.

Timeframe IEP Respondent Program Established Table 4								
	Survey 1				Survey 2			
Program Establishment	AA/AS		BA/BS		AA/AS		BA/BS	
1960-1969	0	0%	1	4%	0	0%	0	0%
1969-1979	17	24%	3	11%	13	38%	0	0%
1980-1989	22	31%	3	11%	7	21%	3	16%
1990-1999	21	30%	14	52%	8	24%	8	42%
Since 2000	9	13%	4	15%	3	9%	8	42%
Unsure	2	3%	2	7%	3	9%	0	0%
Total Responses	**71**	**100%**	**27**	**100%**	**34**	**100%**	**19**	**100%**

Finding: What is interesting to note on this table is the increase in BA/BS programs having been established 'since 2000'. In Survey 1, 15% of respondents reported their BA/BS program was established 'since 2000'.   In the second survey, that percentage rose to 42% - a 27% increase over Survey 1. However, Survey 2 respondents had nearly three additional years to consider in the 'since 2000' provided timeframe.

Table 4 also provides a good example of why it is often important to assess the actual number of respondents that selected a response category, versus just comparing percentage of responses.   With regard to BA/BS programs established 'since 2000", the number of respondents doubled from four in Survey 1 to eight in Survey 2.   Consider that the set of 91 Survey 1 respondents is 41% greater in size than the set of 54 Survey 2 respondents. It would be expected that when assessing actual numbers of respondents, Survey 2 respondent numbers would typically be lower than Survey 1 respondent numbers because of the smaller size of the Survey 2 sample. Instead, the actual number of respondents reporting they have established a BA/BS program 'since 2000' doubled in Survey 2. This appears to be a positive

indication of a trend toward an increase in the number of BA/BS programs being established in recent years.

The data on Table 4 also indicates a downward trend in the establishment of AA/AS degree granting programs. Respondents in both survey sets progressively report having established fewer AA/AS degree programs from 1980 forward.

B.   Faculty Information

Both surveys collected a range of information from respondents regarding the faculty their institution employs. This information was collected in the form of hard numbers of faculty. As expected, due to the size difference between the two survey samples, Survey 1 respondents consistently reported higher numbers of faculty than Survey 2 respondents. In order to better assess and compare the reported hard numbers of faculty, it was necessary to develop a formula that takes into account the size difference in the two survey samples: 91 respondents in Survey 1 versus 54 respondents in Survey 2.

Comparison Strategy - Because the relative distribution of program types in Survey 2 is comparable to those found in Survey 1, results of Survey 2 can be appropriately compared with results of survey 1. Because of the difference in response rate, however, it is necessary to remember that the number of respondents in Survey 2 is equal to 59% of the respondents in Survey 1. 59% will be used as the benchmark against which to calibrate the change between Survey 1 and Survey 2.

Using the comparison strategy to analyze the hard numbers of faculty reported by the two survey groups, it would be expected that the faculty numbers reported by the Survey 2 respondents would be in the range of approximately 59% of the faculty numbers reported by Survey 1 respondents – give or take slight deviations attributable to differences in individual respondent program size.   Utilizing the comparison strategy on the faculty data reported by the two survey respondent sets, the 221 interpreting faculty reported by Survey 2 respondents is equal to 60% of the 367 interpreting faculty reported by Survey 1 respondents. The '% change' between the faculty data reported by Survey 1 respondents and the faculty data reported by Survey 2 respondents is minimal (1% higher response rate in Survey 2). This example seems to support use of the strategy throughout the remainder of this report as an approximate means for making comparisons between the two different size sample pools.

Number of Interpreting and ASL Faculty Employed Table 5			
Number of Faculty	Survey 1	Survey 2	% Change*
Interpreting faculty	367	221	+1%
ASL faculty	444	260	0%

*Based on extrapolation using the comparison strategy described above

Finding: In comments that accompanied both sets of survey responses, a number of respondents reported some faculty members serve in both an Interpreting and ASL faculty role. However, numbers of faculty that fulfill both roles was not reported, and those individuals are captured and counted as both Interpreting and ASL faculty. That said, utilizing the strategy described above, there appears to be very little difference between the numbers of Interpreting and ASL faculty reported by Survey 1, and the numbers of those same faculty reported by Survey 2 respondents.

The surveys asked respondents to report whether faculty members are full-time or part-time. Responses are presented on Table 6.

Full-time and Part-time Faculty Employed Table 6			
Number of Faculty	Survey 1	Survey 2	% Change*
Full-time Interpreting faculty	140	88	+4%
Part-time Interpreting faculty	227	131	-1%
All Interpreting faculty	367	(221) 219	+1%
Full-time ASL faculty	117	71	+2%
Part-time ASL faculty	327	192	0%
All ASL faculty	444	(260) 263	0%

*Based on extrapolation using the comparison strategy described above

Finding: There is a slight discrepancy in the Survey 2 data. Asked in one survey question to report total number of Interpreting faculty, Survey 2 respondents reported 221 Interpreting faculty members. But when asked in another question to break out the same Interpreting faculty by full-time (88 faculty) versus part-time (131 faculty), the Interpreting faculty totaled 219. The same happened in the category of ASL faculty. Asked to report total numbers of ASL faculty, Survey 2 respondents reported 260 faculty members. When asked to break out ASL faculty by full-time (71) versus part-time (192 faculty), ASL faculty totaled 263. That discrepancy aside, there is little difference in the number of Interpreting and ASL faculty reported by the two survey respondent sets.

There is another issue to consider. At a later point in the surveys, respondents were asked whether full-time and part-time students are in the classroom together. A number of respondents in both surveys reported they are. It is not clear how the distribution of full-time and part-time Interpreting and ASL faculty applies to those programs in which full-time and part-time students are in the classroom together. However, the full-time interpreting and ASL faculty numbers reported on Table 6 provide baseline totals for making comparisons in the following faculty-related tables.

Faculty Tenure and Retirement

Survey 1 asked respondents to report the number of faculty members with tenure, faculty plans to retire over the next five years, and the number of faculty they expect to need in the next five years. Survey 2 broke out each of these questions by type of faculty member: Interpreting faculty versus ASL faculty. Those numbers are totaled on Table 7 to support comparison to faculty totals reported in Survey 1. It is important to remember that the percentage change is calculated using the comparison strategy described above.

Faculty Tenure, Faculty Retirement and Faculty Needed Table 7			
Faculty Information	Survey 1	Survey 2	% Change*
Total Interpreting faculty (IF)	367	(221) 219	+1%
Total ASL faculty (ASL)	444	(260) 263	0
Faculty with tenure	98	41 (IF) + 27 (ASL) = 68	+10%
Faculty expected to retire over next 5 years	60	20 (IF)+ 23 (ASL) = 43	+13%
Additional faculty needed in next 5 years	149	87 (IF)+ 88 (ASL) = 175	+99%

*Based on extrapolation using the comparison strategy described above

Finding: As already discussed under Tables 5 and 6, there is minimal difference in the numbers of Interpreting and ASL faculty reported by the two survey groups, or in the breakdown of faculty by full-time versus part-time. It is interesting then to see differences in survey responses in the categories of 'faculty with tenure' and 'faculty expected to retire' on Table 7. With regard to 'faculty with tenure', utilizing the comparison strategy established above, data on Table 7 seems to indicate a positive trend with regard to faculty that have tenure. Specifically, Survey 2 respondents reported 68 faculty members with tenure, which is equivalent to 69% of the 98 faculty members with tenure reported by Survey 1 respondents. Remembering that the size of the Survey 2 respondent pool is equivalent to 59% of the Survey 1 respondent pool, the reported tenure data seems to indicate a 10% increase in the number of respondents that reported their faculty members have tenure.

There is also a notable difference in the retirement data reported by the two survey groups. The number of faculty 'expected to retire over the next five years', reported by Survey 2 respondents was 13% higher than the number reported by Survey 1 respondents nearly three years earlier. This may be an indication of possible aging out of a significant portion of the interpreter educator population.

With regard to Survey 1 data alone, it is significant that respondents reported they will need 149 'additional faculty in the next five years', a number more than double the 60 faculty members they reported as 'expected to retire' in that same time period. This data is a good indication of the existing shortage of interpreter educators in that the number of faculty reported as needed far exceeds replacing those faculty expected to retire.

The data reported by Survey 2 respondents with regard to 'additional faculty needed in next five years' appears to be inaccurate. Utilizing the comparison strategy, the 'additional faculty needed' as reported in Survey 2 represents a 99% increase over the number reported by Survey 1. Specifically, Survey 2 respondents reported they would need 87 additional interpreting faculty and 88 additional ASL faculty, or 175 additional faculty members if the numbers are combined. However, if just one of the Survey 2 faculty data sets was used, for example, the 88 needed ASL faculty, there is no percentage change when compared to the 149 additional faculty reported by Survey 1 respondents.

Faculty Qualification and Credential Information

Both sets of survey respondents were asked to identify the minimum academic qualifications and professional credentials their institution requires of its faculty. Minimum academic requirements are presented on Table 8 for both full-time and part-time Interpreting and ASL faculty members.

Minimum Academic Qualification Requirements for Faculty Table 8						
Type of Faculty	**Full-time Interpreting Faculty**			**Full-time ASL Faculty**		
Minimum credentials	**Survey 1**	**Survey 2**	**% Change**	**Survey 1**	**Survey 2**	**% Change**
AA/AS degree	Not asked	6%	NA	Not asked	6%	NA
BA/BS degree	27%	22%	-5%	22%	28%	+5%
MA/MS degree	57%	52%	-5%	57%	57%	0
PhD degree	6%	11%	+5%	2%	4%	+2%
Type of Faculty	**Part-time Interpreting Faculty**			**Part-time ASL Faculty**		
Minimum credentials	**Survey 1**	**Survey 2**	**% Change**	**Survey 1**	**Survey 2**	**% Change**
AA/AS degree	Not asked	15%	NA	Not asked	18%	NA
BA/BS degree	52%	41%	-11%	48%	37%	-11%
MA/MS degree	35%	39%	+4%	29%	43%	+14
PhD degree	0%	2%	+2%	0%	2%	+2
Note: Numbers reported are percentage of respondents, not percentage of faculty members						

Finding: In both Survey 1 and Survey 2, more than 50% of respondents reported their institution requires a MA/MS degree of its full-time Interpreting and ASL faculty. However, it is interesting that with regard to full-time Interpreting faculty, there seems to be a slight decrease (by 5%) in the percentage of Survey 2 respondents that reported they require a BA/BS degree, and in the percentage of Survey 2 respondents that reported they require a MA/MS degree (a 5% decrease from Survey 1, though still over 50%). However, there was a slight increase (by 5%) in the percentage of Survey 2 respondents that reported their institution requires a PhD degree of its full-time interpreting faculty.

Looking just at the full-time ASL faculty data, there are 5% more respondents in Survey 2 reporting their institution requires a BA/BS degree than in Survey 1, and 2% more Survey 2 respondents reporting their institution requires a PhD degree of its full-time ASL faculty than in Survey 1.

The most change with regard to minimum academic requirements is found in the part-time faculty data. Looking first at the part-time Interpreting faculty data, there are 11% fewer respondents in Survey 2 reporting their institution requires a BA/BS degree than in Survey 1. However, there is a slight increase in the percentage of Survey 2 respondents selecting the MA/MS degree option (4% over Survey 1) and those selecting a PhD degree (2% more than in Survey 1) as a minimum academic requirement.

With regard to part-time ASL faculty, while 11% fewer Survey 2 respondents reported their institution requires a BA/BS degree at a minimum, there was a 14% increase in the number of Survey 2 respondents that reported their institution requires a MA/MS degree. In addition, 2% more Survey 2 respondents reported their institution requires a PhD degree then did Survey 1 respondents. These increases may be an indication that education requirements are becoming more rigorous.

The surveys also asked respondents to provide information regarding their institution's minimum professional qualification requirements for Interpreting and ASL faculty. That information is reported on Table 9.

Minimum Professional Qualification Requirements for Faculty Table 9						
Type of Faculty	**Full-time Interpreting Faculty**			**Full-time ASL Faculty**		
Minimum credentials	**Survey 1**	**Survey 2**	**% Change**	**Survey 1**	**Survey 2**	**% Change**
None	8%	9%	+1%	28%	35%	+7%
State level	18%	13%	-5%	3%	6%	+3%
RID, NAD, ASLTA	65%	74%	+9%	33%	52%	+19%
Type of Faculty	**Part-time Interpreting Faculty**			**Part-time ASL Faculty**		
Minimum credentials	**Survey 1**	**Survey 2**	**% Change**	**Survey 1**	**Survey 2**	**% Change**
None	9%	9%	0	43%	43%	0
State level	23%	17%	-6%	4%	7%	+3%
RID, NAD, ASLTA	59%	70%	+11%	32%	40%	+8%
Note: Numbers reported are percentage of respondents, not percentage of faculty members						

Finding: It is concerning that 28% of Survey 1 respondents and 35% of Survey 2 respondents reported their institution does not require its full-time ASL faculty to have any minimum professional credentials. In addition, only 3% of Survey 1 respondents and 6% of Survey 2 respondents reported a requirement for full-time ASL faculty to have state level qualifications. The percentages are even higher in both sets of data as they pertain to requirements for part-time faculty.

There does appear to be an increase in the percentage of respondents reporting their institution requires full-time Interpreting faculty to have RID or NAD credentials, up from 65% in Survey 1 to 74% of respondents in Survey 2. With regard to full-time ASL faculty, there was an even greater increase. In Survey 1, 33% of respondents reported their institution required ASLTA credentials; the percentage increased to 52% of respondents in Survey 2. This data seems to suggest a positive trend in the field that recognizes the value and importance of faculty membership in those national organizations.

Each survey included additional faculty-related questions that were unique to that survey, and therefore, not comparable in this Trends Analysis report. As a reminder, the full results of each survey are attached as Appendix A and B.

C.   Articulation Agreements

The majority of respondents in both surveys reported their institution offered an AA/AS degree program: 78% of respondents in Survey 1, and 63% of Survey 2 respondents (Table 2). There were significantly fewer respondents reporting their IEP offers a BA/BS degree: 30% of respondents in Survey, and 35% of respondents in Survey 2. In 2013, RID will implement a requirement that interpreters earn a BA/BS degree before they can apply for national certification. This pending requirement is perceived as a potential impetus that may drive working interpreters and interpreter students to pursue a BA/BS degree, and encourage IEPs that cannot offer a BA/BS degree to establish articulation agreements with institutions that can.

AA/AS Degree Program Articulation Agreements

The next two tables pull data from both surveys to assess and compare the extent to which program respondents have established articulation agreements, or plan to establish them in the future.

AA/AS Respondent Articulation Agreements Table 10		
Articulation Agreements	**AA/AS Program Respondents**	
	Survey 1	**Survey 2**
Formal articulation agreement in place	42%	44%
No articulation agreement in place	52%	53%
No response	6%	3%
Total respondents	**71**	**34**

Finding: Responses from the two survey groups were very similar. It is concerning that 52% of Survey respondents reported they did not have an articulation agreement in place, and even more concerning that nearly three years later, at the time of the second survey, 53% of Survey 2 respondents reported their institution did not have such an agreement.

Both surveys also captured information related to AA/AS program respondent plans to establish articulation agreements in the future. Information presented on Table 11 was collected from only those AA/AS respondents that reported on Table 10 they did not have an articulation agreement in place (38 of Survey 1 respondents, and 18 of Survey 2 respondents).

AA/AS Respondent Plans to Establish Articulation Agreements Table 11			
AA/AS Program Respondents	**Survey 1**	**Survey 2**	**% Change**
Maintain status quo; students take care of RID degree requirement	12%	17%	+5%
Seek articulation agreements with four-year institutions	64%	44%	-20%
Phase out the current interpreting AA/AS degree program completely	0%	0%	0%
Convert from an interpreting program to an ASL/Deaf Studies program	5%	0%	-5%
Other, Please Specify	19%	39%	+20%
Total respondents without articulation agreements	**38**	**18**	**NA**

Finding: It is concerning to note the decrease from 64% of Survey 1 respondents that reported they planned to 'seek articulation agreements with four-year institutions', to only 44% of Survey 2 respondents that reported such a plan. This is particularly significant considering the data on Table 10 which indicated there was only a minimal increase in the percentage of Survey 2 respondents that reported they had an established articulation agreement in place. It is also interesting that no respondent in either survey group reported their institution had a plan to 'phase out the current AA/AS degree program completely.' It would appear that both Survey 1 and Survey 2 respondents with AA/AS degree granting programs plan to stay in the business, but potentially have placed less priority on establishing articulation agreements as time has progressed.

There was also a change in the 'maintain status quo/students take care of RID requirement. In Survey 1, 12% of respondents made this selection; this percentage rose to 17% in Survey 2. This is an understandable trend considering AA/AS degree students will need to complete a

BA/BS degree before they can apply for RID certification, moving them beyond the responsibility of the AA/AS degree program.

While the 39% of respondents in Survey 2 that selected the "Other" category seems like a high percentage, because of the small sample size of Survey 2 respondents without articulation agreement, that 39% of respondents is actually only seven respondents. Comments in the 'Other' category included: 1) we expect our Agreement to be complete in 2010; 2) when we feel the need for an Agreement is evident, we will pursue it; 3) our state will require an AA degree not BA degree; 4) we plan to expand our program to an BA/BS degree program; 5) we already converted our program to an ASL program; 6) we are not sure what our institution will allow us to do yet, and, 7) we will pursue both an articulation with an IEP and add an ASL/Deaf Studies program.

BA/BS Degree Program Articulation Agreements

Survey 1 and Survey 2 respondents that offer a BA/BS degree program were also asked if they had established articulation agreements in place with two-year institutions, or plans to establish such agreements in the future.   Responses are provided on Table 12.

BS/BA Respondent Articulation Agreements Table 12			
	Survey 1	Survey 2	% Change
Formal articulation agreement in place	30%	26%	-4%
No articulation agreement in place	70%	68%	-2%
Total program respondents	**27**	**19**	**NA**

Finding: There was a small decrease in the percentage of respondents that reported they had an articulation agreement in place: from 30% of respondents in Survey 1, to 26% of respondents in Survey 2. In addition, percentages stayed high with regard to respondents without articulation agreements in place: 70% of Survey 1 respondents, and 68% of Survey 2 respondents.

This data, coupled with the data reported on AA/AS degree programs (Table 11), seems to further indicate a lack of progress or momentum toward the establishment of articulation agreements – on the part of both AA/AS degree programs and BA/BS degree programs.

D.   Full-time Versus Part-time Program Delivery

Respondents in both surveys were asked to designate whether their AA/AS degree program and/or BA/BS degree program is offered on a full-time basis, a part-time basis, or both a full- and part-time basis. As a reminder, respondents may be counted in more than one degree granting category as many reported their institution offered more than one type of degree or coursework.

Full-time Versus Part-time Program Delivery Table 13												
Type of Program	Full-time Only				Part-time Only				Both Full- and Part-time			
Survey Respondents	Survey 1		Survey 2		Survey 1		Survey 2		Survey 1		Survey 2	
AA/AS degree programs	11	15%	5	15%	3	4%	3	9%	57	80%	24	71%
BA/BS degree programs	6	22%	2	11%	0	0%	2	11%	21	78%	15	79%
Note: In Survey 2, two respondents did not provide full-time versus part-time delivery information												

Finding: The majority of IEP respondents in both surveys offer their program(s) on both a full-time and part-time basis. Specifically, with regard to AA/AS programs offered by survey respondents, 80% of Survey 1 respondents and 71% of Survey 2 respondents offer their AA/AS program on both a full- and part-time basis. Regarding BA/BS program offerings, 78% of Survey 1 respondents reported they offer their BA/BS degree program on both a full-time and part-time basis, and 79% of Survey 2 respondents reported they offer their BA/BS degree program on both a full- and part-time basis.

Full-time Respondent Programs

The table below captures information related to just those Survey 1 and Survey 2 respondents who identified their program as full-time. Again, 'full-time' includes those respondents that offer their program on a full-time only basis, or offer their programs on both a full-time and part-time basis. Percentages provided on the table below are based just on those respondents that reported they offer their AA/AS and/or BA/BS program on a full-time basis (total full-time column), and not the total number of Survey 1 and Survey 2 respondents.

Full-time Program Delivery Table 14												
Type of Program	Full-time Only				Both Full- and Part-time				Total Full-time			
Survey Respondents	Survey 1		Survey 2		Survey 1		Survey 2		Survey 1		Survey 2	
AA/AS degree programs	11	16%	5	17%	57	84%	24	83%	68	100%	29	100%
BA/BS degree programs	6	22%	2	12%	21	78%	15	88%	27	100%	17	100%

Finding: The most notable area of change is in the full-time BA/BS degree category. There was a decrease from 22% of Survey 1 respondents that reported they offer a full-time BA/BS program only to 12% of Survey 2 respondents. Further, there was an increase in the percentage of Survey 2 respondents reporting they offer both a full-time and part-time BA/BS degree program – up to 88% from 78% of Survey 1 respondents.

Part-time Respondent Programs

The table below captures information related to just those Survey 1 and Survey 2 respondents who identified their program as part-time. Part-time includes those respondents that offer their program on a part-time only basis, or offer their programs on both a full-time and part-time basis. Percentages on the table below are based just on those respondents that reported they offer their AA/AS and/or BA/BS program on a part-time basis (total part-time column), and not the total number of Survey 1 and Survey 2 respondents.

Part-time Program Delivery Table 15												
Type of Program	Part-time Only				Both Full- and Part-time				Total Part-time			
Survey Respondents	Survey 1		Survey 2		Survey 1		Survey 2		Survey 1		Survey 2	
AA/AS degree programs	3	5%	3	11%	57	95%	24	89%	60	100%	27	100%
BA/BS degree programs	0	0%	2	12%	21	100%	15	88%	21	100%	17	100%

Finding: There is no marked difference in the program delivery means reported by the two survey respondent groups.

Another question in the surveys asked those respondents that reported they offer 'both full- and part-time academic programs' to indicate whether they are offered through the same college or unit within their institution.

Where Program is Offered Respondents Offering Both Full- and Part-time Programs Table 16				
Type of Program	AA/AS Programs		BA/BS Programs	
Survey Respondents	Survey 1	Survey 2	Survey 1	Survey 2
Both offered through same college/unit within institution	100%	100%	86%	100%
Full- and part time options offered through different units	0%	0%	10%	0%
Note: In Survey 1, a few respondents did not report this information, therefore the percentage does not equal 100%				

Finding: In Survey 1, 10% of IEP respondents that reported that they offer their BA/BS degree program on 'both a full-time and part-time basis', further reported that those programs are offered in a different college or unit within their institution. In Survey 2, 100% of respondents reporting they offered a AA/AS degree program and BA/BS degree program on 'both a full-time and part-time basis', further reported both the full- and part-time programs are offered through the same college/unit within their institution.

Students in Full-time and Part-time Classes

Both surveys asked respondents to report whether their full-time students and part-time students are in the classroom together. Responses from both survey sets are presented below.

Are Full- and Part-time Students in Classes Together Table 17			
Type of Response	Survey 1	Survey 2	% Change
Yes they are	88%	94%	+6%
No they are not	11%	6%	-5%

Finding: Based on the data reported by the two survey groups, there is a slight increase in the percentage of respondents in Survey 2 that reported full-time and part-time students are in the same classroom: 94% of Survey 2 respondents as compared to 88% of Survey 1 respondents. The data collected regarding full-time and part-time students who are not in the same classroom is consistent with this. In Survey 1 11% of respondents reported full-time and part-time students

are in the same class together, and in Survey 2, 6% of respondents reported that their full-time and part-time students are not in the same class together.

The surveys also asked both sets of respondents whether non-degree students and degree students are in the same classroom together. Responses are presented on Table 18 below.

Are Non-degree and Degree Students in Classes Together Table 18			
Type of Response	Survey 1	Survey 2	% Change
Yes they are	58%	72%	+14%
No they are not	19%	26%	+7%
No response	23%	2%	NA

Finding: The data is difficult to compare because 23% of Survey 1 respondents did not provide a response to the question. However, in comparing those Survey 1 and Survey 2 responses that were collected, there appears to be a slight trend toward more non-degree and degree students being in the same classroom.

E.   Student Information

Survey 1 and Survey 2 both collected student-related information. Some of the information was collected in the same way, but there were unique questions asked in each survey as well. This section of the Trends Analysis compares a range of information about students, including enrollment information, graduation information, and student outcome information.

Student Enrollment

Both surveys asked respondents to provide student enrollment information for their AA/AS and/or BA/BS degree programs. The collected information related to: 1) student enrollment average in five years previous to the time the surveys were administered, and 2) student enrollment in the current calendar year. For Survey 1, the 'current year', or year in which the survey was completed, was 2006, and the 'previous five years' was from 2000 through 2005. For Survey 2, the 'current year' was 2009, and the 'previous five years' was from 2003 through 2008.

Each survey collected student enrollment information in a different way, making comparison between the two sets of collected enrollment data problematic.   In addition, a significant number of respondents in both surveys did not provide any enrollment data, so the information that was reported is incomplete and does not provide an accurate picture of student enrollment for either survey group, or support comparison across the two sample sets. That said, student enrollment information is critical to understanding what is happening in interpreter education programs nationwide, and the extent to which new interpreters will be entering the field in the future. Although comparisons between Survey 1 and Survey 2 data cannot be made, some level of analysis can be done on each individual set of survey data.

Survey 1 - Student Enrollment Information

Survey 1 respondents were asked to report 'average annual entering IEP student enrollment for the past five years', and 'current total IEP student enrollment' in their AA/AS degree and/or BA/BS degree programs. Responses were reported in the form of hard numbers. In order to understand more clearly the enrollment numbers that were reported – or more specifically, the extent to which enrollment data was not provided, the percentage of respondents that did not report enrollment data is included on the table below. This additional data is provided to assist in understanding the extent to which data is missing, or not reported.

Survey 1 – Average Enrollment Over Five Years Versus Current Enrollment Table 19		
Type of Program	Average Enrollment Prior 5 Years	Current Enrollment
Full-time AA/AS program	1730	1855
No response	22%	27%
Part-time AA/AS program	1072	2252
No response	35%	43%
Full-time BA/BS program	485	1136
No response	18%	18%
Part-time BA/BS program	79	69
No response	42%	52%
Note: "No response" indicates portion of respondent pool that did not provide enrollment data		

Finding: As is evidenced on Table 19, a significant number of Survey 1 respondents did not provide enrollment information in either the 'average enrollment in previous five years' or 'total current year enrollment' categories. Therefore, enrollment totals reported in both of those categories are lower than they should be and do not provide an accurate picture of total student enrollment. It is concerning that such a high percentage of respondents in each program offering category were unable or unwilling to report enrollment information. This begs the question as to whether the survey instrument reached the appropriate professional in the recipient IEP, or whether IEPs are adequately tracking student enrollment information. That aside, it is evident in reviewing the enrollment numbers that were provided, that student enrollment was consistently reported higher in the current (2006) year than the average enrollment numbers reported for the previous five years in all categories except the part-time BA/BS program category.

Survey 2 – Student Enrollment Information

In Survey 2, respondents were provided a numeric range from 0 through 36+, and asked to select the appropriate option to report on average annual entering student enrollment for the past five years in their AA/AS degree program and/or their BA/BS degree program. This question was further broken out for full-time AA/AS and BA/BS degree students by: 'entering freshman' and 'entering transfer student' enrollment'. Once again, in order to understand more clearly the extent to which enrollment data was not provided, the percentage of respondents that did not report enrollment data is included on Table 20.

Survey 2 - Average Entering Student Enrollment Previous Five Years Table 20			
Type of Program	**Entering Freshman**	**Entering Transfer Students**	**Total Entering Students**
Full-time AA/AS program	470	164	634
No response	17%	28%	Cannot be calculated
Part-time AA/AS program	Not collected	Not collected	252
No response	NA	NA	56%
Full-time BA/BS program	154	123	277
No response	29%	12%	Cannot be calculated
Part-time BA/BS program	Not collected	Not collected	68
No response	NA	NA	60%
Note: "No response" indicates portion of respondent pool that did not provide enrollment data			

Finding: It is impossible to determine much with regard to the part-time AA/AS degree programs and part-time BA/BS degree programs because of the high percentage of respondents that did not report enrollment information in those two categories. More enrollment data was reported in the full-time program categories, although there is still a notable percentage of respondents that did not report, making further analysis is those categories difficult as well.

Survey 2 also collected information regarding current year student enrollment. Respondents were again provided a numeric range from 0 through 36+, and asked to select the appropriate option to report on current year student enrollment in their AA/AS degree program and/or their BA/BS degree program. This question was further broken out for full-time AA/AS degree and BA/BS degree students by: 1) 'current total freshman student enrollment', and 2) 'current total transfer student enrollment'. In Survey 2, the focus was on current entering freshman and transfer student enrollment, versus 'total current enrollment', which was the focus in Survey 1. Therefore, even if the current total freshman enrollment numbers and the current total entering transfer student enrollment numbers collected in Survey 2 were combined, they would not include students that were already enrolled in the program, and therefore would not comprise a 'total current enrollment' number like that collected in Survey 1.

Once again, in order to understand more clearly the extent to which enrollment data was not reported, the percentage of respondents that did not provide enrollment information is included on Table 21.

Survey 2 – Current Entering Student Enrollment Table 21			
Type of Program	**Entering Freshman**	**Entering Transfer Students**	**Total Entering Students**
Full-time AA/AS program	538	200	738
No response	21%	34%	Cannot be calculated
Part-time AA/AS program	Not collected	Not collected	273
No response	NA	NA	55%
Full-time BA/BS program	142	157	299
No response	35%	18%	Cannot be calculated
Part-time BA/BS program	Not collected	Not collected	79
No response	NA	NA	60%
Note: "No response" indicates portion of respondent pool that did not provide enrollment data			

Finding: In Survey 2 there were again a significant number of respondents that did not provide current year enrollment' estimates, thereby contributing to the low numbers of students reported on the table above. It should also be noted that in Survey 1 respondents provided actual counts of students. In Survey 2, respondents were provided a range of numbers to select from, the last of which was 36+ students. In each enrollment category and type of program degree, there were respondents that selected the 36+ range; sometimes several within a category. In calculating enrollment totals, the number 36 was factored, although in fact the number of students enrolled by respondents that picked the 36+ range may have been significantly higher.

Overall, the quality of the enrollment information reported in both surveys is disappointing. The target recipient for completing both survey instruments was the IEP program director, who it would be expected would have easy access to enrollment estimates. It may be that the surveys were not completed by the program director, thereby contributing to the high number of 'no responses' in both surveys. It also may be the case that IEPs do not adequately track this information.

Student Graduation

Both surveys also sought to collect information related to full-time and part-time student graduation. Like the enrollment information, graduation information was collected in tow primary categories: 1) 'average student graduation for the previous five years' and for the 'student graduation for the current year'. As a reminder, in Survey 1, the 'current year', or year in which the survey was completed, was 2006, and the 'average for the previous five years' was from 2000 through 2005. For Survey 2, the 'current year' was 2009, and the 'average for the previous five years' was from 2003 through 2008.

Table 22 below provides information collected regarding full-time student graduation from Survey 1 and Survey 2 respondent AA/AS degree programs and BA/BS degree programs.

Full-time Student Graduation Information Table 22				
Respondent	**Survey 1**		**Survey 2**	
Type of Program	**Average Over 5 Years**	**Current Year**	**Average Over 5 Years**	**Current Year**
AA/AS program	635	491	217	246
No response	23%	8%	14%	10%
BA/BS program	352	227	165	186
No response	25%	22%	54%	18%
Note: "No response" indicates portion of respondent pool that did not provide graduation data				

Finding: There were a number of respondents in both survey groups that did not report graduation numbers, particularly in Survey 2 with regard to 'average graduation over the previous five years' from the BA/BS program in which 54% of Survey 2 respondents did not provide graduation estimates. Therefore, the numbers reported on Table 23 should be viewed as only a partial view of total student graduation outcomes.

In addition, in Survey 1, the graduation numbers reported by respondents as 'average for the previous five years' seem to be disproportionately higher than the numbers reported for the 'current year' . A more in-depth analysis of individual responses determined that a number of

respondents may have provided graduation sums for the previous five years versus graduation averages. This assumption is based on the difference between numbers they reported in the 'average' category as compared to numbers they reported in the 'current' category. As an example, one respondent entered 50 in the average category and five in the current category; another respondent entered 45 in the average category and seven in the current category. Because a number of respondents may have made this same error, the data reported in the 'average over five years' column is likely significantly higher than it should be. However, this report is based on use of the data as it was reported, and no adjustment of respondent data was made.   At the same time, recognizing these potential problems with the data makes further analysis of the data problematic.

Survey respondents were also asked to report on part-time student graduation. In Survey 1, respondents provided hard numbers to indicate part-time student graduation. In Survey 2, respondents were again provided a range from 0-36+ to select from for reporting on both 'average over five years' and 'current' student graduation outcomes. Although the information was collected differently, data reported by respondents is compared below.

Part-time Student Graduation Information Table 23				
Respondent	Survey 1		Survey 2	
Type of Program	Average Over 5 Years	Current Year	Average Over 5 Years	Current Year
AA/AS program	138	119	150	108
No response	68%	71%	52%	52%
BA/BS program	24	22	35*	23*
No response	66%	76%	66%	72%
Note: "No response" indicates portion of respondent pool that did not provide graduation data				

Finding: With regard to part-time student graduation data, the vast majority of respondents in both survey groups did not provide graduation numbers – to such an extent that analysis of the data that was provided is problematic, if not impossible. It is telling on some level that full-time student graduation information appears to be easier to estimate than the part-time student data.

Student Achievement of State Credentials

This section of findings reports information related to student achievement of state and national credentials following graduation. Table 24 reports on programs in states which have state level credentialing and the average time it takes survey respondent's AA/AS degree students to achieve state-level credentials.

AA/AS Student Achievement of State Credentials Table 24			
Average time	Survey 1	Survey 2	% Change
6-12 months	32%	36%	+4%
12-18 months	11%	15%	+4%
18-24 months	4%	9%	+5%
More than 24 months	0%	0%	0%
Do not currently track	7%	12%	+5%
No state level credentials offered	23%	27%	+5%
No response	21%	3%	NA
Total AA/AS program respondents	**71**	**34**	**NA**

Finding: It should be pointed out that 21% of the 71 Survey 1 respondents did not provide information in this area, which does skew the percentages assigned to the other categories. However, with regard to those responses that were collected, the most frequently selected option in both surveys was '6-12 months'. In addition, it is worth noting that 23% of Survey 1 respondents and 27% of Survey 2 respondents reported there are no state level credentials offered in their state.

The table below reports on the average time it takes survey respondent's BA/BS degree students to achieve state-level credentials.

BA/BS Student Achievement of State Credentials Table 25			
Average time	Survey 1	Survey 2	% Change
6-12 months	22%	41%	+19%
12-18 months	4%	12%	+8%
18-24 months	7%	0%	-7%
More than 24 months	7%	0%	-7%
Do not currently track	11%	12%	+1%
No state level credentials offered	33%	35%	+2%
No response	15%	0%	NA
Total BA/BS program respondents	**27**	**19**	**NA**

Finding: It should be pointed out that 15% of Survey 1 respondents did not provide data on the table above. All Survey 2 respondents did. That difference should be considered in assessing the remaining data field. In that regard, there appears to be a positive trend with regard to BA/BS student achievement of state credentials, going up from 22% in Survey 1 to 41% in Survey 2. Overall, Survey 2 data appears to represent a positive trend toward BA/BS student achievement of state credentials. In aggregate, 53% of Survey 2 respondents reported their BA/BS graduates achieve state credentials within 18 months, as compared to 26% of combined respondents in Survey 1. With regard to state level credentials, 33% of Survey 1 respondents reported they are not offered, as did 35% of Survey 2 respondents.

Student Achievement of National Credentials

Both surveys also queried respondents as to time lapsed before AA/AS graduates achieve national credentials (RID or NAD). That information is provided below.

AA/AS Student Achievement of National Credentials (RID or NAD) Table 26			
Average time	Survey 1	Survey 2	% Change
6-12 months	3%	0%	-3%
12-18 months	4%	6%	+2%
18-24 months	11%	21%	+10%
More than 24 months	24%	39%	+15%
Do not currently track	32%	30%	-2%
No response	**25%**	3%	NA
Total AA/AS program respondents	**71**	**34**	**NA**

Finding: It should be pointed out that 25% of Survey respondents did not report information in this area, which does skew the percentages in the other reported categories. However, for those responses that were captured, there is not a significant difference in the Survey 1 and Survey 2 data in the 6-12 or 12-18 month timeframes. However, with regard to the 18-24 month timeframe, 21% of Survey 2 respondents selected this option, as compared to only 11% of Survey 1 respondents, and in the 'More than 24 months' category, 39% of Survey 2 respondents selected this option as compared to only 24% of Survey 1 respondents, representing perhaps a trend in the field.   It is also concerning that 32% of Survey 1 respondents and 30% of Survey 2 respondents 'Do not currently track' AA/AS student achievement of national credentials.

Respondents also reported on timeframes for BA/BS graduate achievement of national credentials (RID or NAD). That information is provided below.

BA/BS Student Achievement of National Credentials (RID or NAD) Table 27			
Average time	Survey 1	Survey 2	% Change
6-12 months	4%	22%	+18%
12-18 months	30%	28%	-2%
18-24 months	15%	17%	+2%
More than 24 months	15%	6%	-9%
Do not currently track	30%	28%	-2%
No response	7%	0%	NA
Total BA/BS program respondents	**27**	**19**	**NA**

Finding: There are a few significant differences between the two sets of respondent data. There appears to be a positive indication that BA/BS graduates are achieving national credentials in a more timely way. Only 4% of Survey 1 respondents reported their BA/BS graduates achieved national credentials within '6-12 months'; 22% of Survey 2 respondents selected this category. Another difference is in the data collected in the 'More than 24 months' timeframe. In Survey 1, 15% of respondents reported it takes more than 24 months for their BA/BS graduates to achieve national certification; in Survey 2, that percentage fell to 6%, likely

in direct correlation to the '6-12 month' data reported by the same survey group. This seems to indicate that BA/BS program graduates are achieving national certification more quickly in more recent years.

It is, however, concerning that such a relatively high percentage of Survey 1 and Survey 2 respondents do not track their BA/BS graduate achievement of national credentials.

This marks the end of the comparison of Survey 1 and Survey 2 data. As a final reminder, the survey responses, in their entirety, are attached to this report as Appendix A (Survey 1) and Appendix B (Survey 2).

APPENDIX A

RESULTS

NCIEC IEP Survey 1

IEP Survey
Results Overview

Date: 3/30/2010 6:04 AM PST
Responses: Completes
Filter: No filter applied

This survey consists of 10 pages, and takes about 15 minutes to complete if you have all of the relevant information in-hand.

If at any time you need to leave, simply submit the information you've filled in so far, and when you're ready to come back to your survey click on the link you received via email. When you return to your survey you'll be taken to the next page, so make sure to fill in all you can on the page before you click submit!

While you're taking this survey, you'll be able to use the back button on your browser to go back to previous pages, but if you leave and come back to your survey you'll only be able to move forward.

Thank you for your attention to detail in taking this survey.

Section I: Program and Contact Information

12. Title of the person responsible for this program:

Coordinator		41	44%
Director		15	16%
Chair		21	23%
Other, Please Specify		21	23%

13. Responsible person reports to:

Department or area Chair		39	42%
Dean or Associate Dean		50	54%
Other, Please Specify		8	9%

14. Does the person responsible for the program have control over the program budget?

Yes		50	54%
No		42	46%
Total		92	100%
16 Responses			

15. Highest degree held by the responsible person:

AA/AS		2	2%
BA/BS		16	17%
MA/MS		51	55%
PhD/EdD		17	18%
Other, Please Specify		6	7%
	Total	92	100%

16. Is your institution:

Public		82	88%
Private		11	12%
	Total	93	100%

Please continue on to Section II by clicking Submit...

Section II: Program Information

17. Is your Interpreter Education Program offered for:

Undergraduate academic credit		77	84%
Continuing Education credit or in-service certification		1	1%
Both undergraduate and continuing education		16	17%
Graduate credit		4	4%

18. Which best describes your Interpreter Education Program:

Non-degree certificate/in-service program only		1	1%
AA/AS degree granting program only		33	36%
AA/AS degree granting plus non-degree certificate/in-service program		36	39%

BA/BS degree granting program only		16	17%
BA/BS degree granting plus non-degree certificate/in-service program		5	5%
AA/AS and BA/BS degree granting programs only		6	7%
AA/AS and BA/BS degree granting programs plus non-degree certificate/in-service program		2	2%
Graduate programs		3	3%

19. Is your Interpreter Education Program:

Full-time only		14	16%
Part-time only		3	3%
both full-time and part-time		72	81%

20. Does your Interpreter Education Program offer graduate coursework?

Yes		4	4%
No		87	96%
	Total	91	100%

21. If yes, which best describes your offerings:

MA/MS degree-granting program		2	40%
MA/MS non-degree certificate/in-service program		1	20%
both degree-granting and certificate/in-service programs		1	20%
Other, Please Specify		1	20%

22. You would describe these offerings as:

full-time only		2	18%
part-time only		2	18%
both full-time and part-time		7	64%

27. If you have both full-time and part-time academic programs

Both are offered through the same college or unit within the institution.		69	96%
The full and part-time options are offered through different units in the institution.		2	3%
Other, Please Specify		1	1%

29. Is your full-time Interpreter Education Program:

On a quarter calander		5	6%
On a semester calendar		84	94%
Total		89	100%

Please continue on to Section III by clicking Submit...

Section III: Full-time Programs

Please answer questions 30 - 32 if your full-time program is on a quarter calendar.

30. How many courses do your students typically take in a quarter?

6		1	12%
5		1	12%
4		5	62%
3		1	12%
Total		8	100%

32. How many courses do your full time faculty teach each quarter?

2		0	0%
3		2	29%
4		1	14%
5		1	14%
Other, Please Specify		3	43%
	Total	7	100%

<a name="semester">Please answer questions 33 - 35 if your full-time program is on a semester calendar.

33. How many courses do your students typically take per semester?

6		7	9%
5		30	38%
4		29	37%
3		12	15%
	Total	78	100%

35. How many courses do your full-time faculty teach each semester?

2		1	1%
3		7	9%
4		25	32%
5		27	35%
Other, Please Specify		17	22%
	Total	77	100%

Answer questions 36 - 38 if your program is full-time.

36. Does your full-time program also contain an ASL Program?

Yes		68	81%
No		16	19%

		Total	84	100%

37. If yes, it is offered in the same unit as your Interpreting Program?

Yes		66	94%
No		4	6%
	Total	70	100%

39. Are you administratively responsible for the ASL Program?

Yes		58	77%
No		17	23%
	Total	75	100%
	21 Responses		

Please continue on to Section IV by clicking Submit...

Section IV: Part-time Programs

40. Is your part-time Interpreter Education Program:

on a quarter calendar		3	5%
on a semester calendar		58	95%
	Total	61	100%

Please answer questions 41 - 43 if your part-time program is on a quarter calendar:

41. How many courses do your students typically take per quarter?

6		0	0%
5		0	0%
4		0	0%
3		2	18%
2		9	82%
	Total	11	100%

43. How many courses do your part-time faculty teach each quarter?

2		4	67%
3		1	17%
4		0	0%
5		0	0%
Other, Please Specify		1	17%
	Total	6	100%

Please answer questions 44 - 46 if your part-time program is on a semester calendar.

44. How many courses do your students typically take per semester?

6		1	2%
5		0	0%
4		4	7%
3		22	39%
2		29	52%
	Total	56	100%

46. How many courses do your part-time faculty teach each semester?

2		22	45%
3		3	6%
4		2	4%
5		2	4%
Other, Please Specify		20	41%
	Total	49	100%

47. Does your part-time program also contain an ASL Program?

Yes		47	81%
No		11	19%
	Total	58	100%

48. If yes, it is offered in the same unit as your Interpreting Program?

Yes		43	96%
No		2	4%
	Total	45	100%

50. Are you administratively responsible for the ASL Program?

Yes		41	84%
No		8	16%
	Total	49	100%
9 Responses			

Please continue on to Section V by clicking Submit...

Section V: Student & Faculty Information

What is your average annual entering IEP student enrollment for the past five years in the following programs?

What is your current total IEP student enrollment in the following programs?

What is the current number of faculty that your program employs:

Please continue on to Section VI by clicking Submit...

Section VI: Academic Qualifications & Professional Credentials

64. What are your institutional current minimum academic qualifications for your full time interpreting faculty?

BA/BS		24	27%
MA/MS		50	56%
PhD		5	6%
Other, Please Specify		11	12%

		Total	90	100%

66. What are your institutional current minimum academic qualifications for your part time interpreting faculty?

BA/BS		39	46%
MA/MS		26	31%
PhD		0	0%
Other, Please Specify		20	24%
	Total	85	100%

68. What are your institutional current minimum academic qualifications for your full time ASL faculty?

BA/BS		19	25%
MA/MS		50	65%
PhD		2	3%
Other, Please Specify		6	8%
	Total	77	100%

70. What are your institutional current minimum academic qualifications for your part time ASL faculty?

BA/BS		36	47%
MA/MS		22	29%
PhD		0	0%
Other, Please Specify		18	24%
	Total	76	100%

72. What are your institutional current minimum professional credentials for your full-time interpreting faculty?

None		7	8%
State level		16	18%
RID or NAD		57	65%
Other, Please Specify		8	9%
	Total	88	100%

74. What are your institutional current minimum professional credentials for your part-time interpreting faculty?

None		7	9%
State level		17	22%
RID or NAD		44	57%
Other, Please Specify		9	12%
	Total	77	100%

76. What are your institutional current minimum professional credentials for your full-time ASL faculty?

None		25	33%
State level		3	4%
ASLTA, RID or NAD		29	38%
Other, Please Specify		19	25%
	Total	76	100%

78. What are your institutional current minimum professional credentials for your part-time ASL faculty?

None		32	42%
State level		3	4%
ASLTA, RID or NAD		24	32%
Other, Please Specify		17	22%
	Total	76	100%

Please continue on to Section VII by clicking Submit...

Section VII: Class Size and Enrollment

82. Are non-degree and degree students in classes together?

Yes		53	76%
No		17	24%
	Total	70	100%

83. Are full-time and part-time students in classes together?

Yes		63	89%
No		8	11%
	Total	71	100%

90. Does your program have stated minimum progression requirements?

Yes		59	71%
No		24	29%
	Total	83	100%

91. Are requirements unique to the program?

Yes		48	66%
No		25	34%
	Total	73	100%
	46 Responses		

Please continue on to Section VIII by clicking Submit...

Section VIII: AA/AS Program Information

This section is for AA/AS programs only. If yours is a BA/BS program, please skip to the next page (Section IX).

92. Do you currently have a formal articulation agreement with a four-year degree-granting institution?

Yes		31	45%
No		38	55%
	Total	69	100%
	40 Responses		

93. What best describes your articulation agreement? (please answer for the first institution with which you have an agreement)

simultaneous enrollment		1	3%
complete AA/AS program and then			

program and then matriculate to the four year institution		32	97%
	Total	33	100%

95. What best describes your articulation agreement? (please answer for the second institution with which you have an agreement)

simultaneous enrollment		2	13%
complete AA/AS program and then matriculate to the four year institution		13	87%
	Total	15	100%

97. Are you planning to seek a formal articulation agreement with a four-year degree-granting institution?

Yes		42	82%
No		9	18%
	Total	51	100%
41 Responses			

98. If yes, when do you anticipate beginning this process?

one year		25	71%
two years		8	23%
three years		1	3%
four years		0	0%
five years		1	3%
six years		0	0%
	Total	35	100%

99. If yes, when do you anticipate completing this process?

one year		10	29%
two years		9	26%
three years		10	29%
four years		4	11%
five years		2	6%

six years		0	0%
	Total	35	100%

100. If yours is an AA/AS degree program and you do not have current agreements, do you anticipate:

Maintaining the status quo; students take care of RID degree requirement themselves		5	12%
Seeking articulation agreements with four-year institutions		27	64%
Phasing out the current interpreting AA/AS degree program completely		0	0%
Converting from an interpreting program to an ASL/Deaf Studies program		2	5%
Other, Please Specify		8	19%
	Total	42	100%

102. Does your program need assistance identifying resources for transition to a bachelor's program?

Yes		32	57%
No		24	43%
	Total	56	100%
15 Responses			

Please continue on to Section IX by clicking Submit...

Section IX: BA/BS Degree Program Information

103. Do you currently have a formal articulation agreement with any two-year degree-granting institutions?

Yes		8	22%
No		29	78%
	Total	37	100%
13 Responses			

104. What best describes your articulation agreement? (please answer for the first institution with which you have an agreement)

simultaneous enrollment		0	0%
complete AA/AS program and then matriculate to the four year institution		8	100%
	Total	8	100%

105. What best describes your articulation agreement? (please answer for the second institution with which you have an agreement)

simultaneous enrollment		1	50%
complete AA/AS program and then matriculate to the four year institution		1	50%
	Total	2	100%

106. Do you currently have a placement assessment procedure for accepting students from two-year institutions?

Yes		24	60%
No		16	40%
	Total	40	100%
26 Responses			

107. Do you currently have an exit assessment procedure for students graduating from your program?

Yes		28	60%
No		19	40%
	Total	47	100%
28 Responses			

108. What is the average time after graduation for your non-degree certificate/in-service program students to secure initial State level professional credentials?

6-12 months		7	26%
12-18 months		8	30%

18-24 months		0	0%
more than 24 months		0	0%
do not currently track		4	15%
no state level credentials offered		8	30%
	Total	27	100%

109. What is the average time after graduation for your AA/AS degree program students to secure initial State level professional credentials?

6-12 months		23	41%
12-18 months		8	14%
18-24 months		3	5%
more than 24 months		1	2%
do not currently track		5	9%
no state level credentials offered		16	29%
	Total	56	100%

110. What is the average time after graduation for your BA/BS degree program students to secure initial State level professional credentials?

6-12 months		6	26%
12-18 months		1	4%
18-24 months		2	9%
more than 24 months		2	9%
do not currently track		3	13%
no state level credentials offered		9	39%
	Total	23	100%

111. What is the average time after graduation for your MA/MS degree program students to secure initial State level professional credentials?

6-12 months		1	20%
12-18 months		0	0%

18-24 months		0	0%
more than 24 months		0	0%
do not currently track		2	40%
no state level credentials offered		2	40%
	Total	5	100%

112. What is the average time after graduation for your non-degree certificate/in-service program students to secure initial National level professional credentials (RID or NAD)?

6-12 months		2	7%
12-18 months		1	4%
18-24 months		3	11%
more than 24 months		8	30%
do not currently track		13	48%
	Total	27	100%

113. What is the average time after graduation for your AA/AS degree program students to secure initial National level professional credentials (RID or NAD)?

6-12 months		2	4%
12-18 months		3	6%
18-24 months		8	15%
more than 24 months		17	32%
do not currently track		23	43%
	Total	53	100%

114. What is the average time after graduation for your BA/BS degree program students to secure initial National level professional credentials (RID or NAD)?

6-12 months		1	4%
12-18 months		8	32%
18-24 months		4	16%
more than 24 months		4	16%
do not currently		8	32%

track		8	32%
	Total	25	100%

115. What is the average time after graduation for your MA/MS degree program students to secure initial National level professional credentials (RID or NAD)?

6-12 months		1	20%
12-18 months		0	0%
18-24 months		0	0%
more than 24 months		0	0%
do not currently track		4	80%
	Total	5	100%

Please continue on to Section X by clicking Submit...
(there are only 2 more questions!)

Section X: The Final Two Questions

Thank you so much for taking the time to complete this survey. Your responses will help us to create a National database of information.

APPENDIX B

RESULTS

NCIEC IEP Survey 2

NNA - 2nd IEP Survey FINAL
Results Overview

zoomerang

Date: 3/30/2010 6:02 AM PST
Responses: Completes
Filter: No filter applied

If at any time you need to leave, simply submit the information you've filled in so far, and when you're ready to come back to your survey click on the link you received via email. When you return to your survey you'll be taken to the next page, so make sure to fill in all you can on the page before you click submit! While you're taking this survey, you'll be able to use the back button on your browser to go back to previous pages, but if you leave and come back to your survey you'll only be able to move forward. Thank you for your attention to detail in taking this survey.

Section I: Program and Contact Information

8. What are your institutional current minimum academic qualifications for the person responsible?

AA/AS		4	7%
BA/BS		6	11%
MA/MS/M.Ed		31	57%
PhD/Ed.D		13	24%
	Total	54	100%

9. What are the minimum professional credentials for this person?

None		9	17%
National RID Certification		40	74%
State/Local Certification		5	9%
	Total	54	100%

Please continue on by clicking Submit...

Section II: Basic Program Information

14. Is your institution:

Public		46	85%
Private		8	15%
	Total	54	100%

15. Which describes your Interpreter Education Program:select all that apply

AA/AS		31	57%
BA/BS		21	39%
MA/MS		3	6%
Other, please specify		14	26%

16. Of the programs you selected in #15, which best describes your instructional delivery?

AA/AS predominantly (75%+) face-to-face		27	50%
AA/AS predominantly (75%+) distance		0	0%
AA/AS predominantly (75%+) blended		2	4%
BA/BS predominantly (75%+) face-to-face		15	28%
BA/BS predominantly (75%+) distance		1	2%
BA/BS predominantly (75%+) blended		0	0%
MA/MS predominantly (75%+) face-to-face		1	2%
MA/MS predominantly (75%+) distance		1	2%
MA/MS predominantly (75%+) blended		0	0%
Other, please specify		7	13%
Total		54	100%

17. Are non-degree and degree students in classes together?

Yes		39	74%
No		14	26%

	Total	53	100%

18. Are full-time and part-time students in classes together?

Yes		51	94%
No		3	6%
	Total	54	100%

19. Does your full-time program also contain an ASL Program?

Yes		42	78%
No		12	22%
	Total	54	100%

20. If yes, it is offered in the same unit as your Interpreting Program?

Yes		38	83%
No		8	17%
	Total	46	100%

22. Are you administratively responsible for the ASL Program?

Yes		39	76%
No		12	24%
	Total	51	100%
13 Responses			

23. Do you believe that your program is unique?

Yes		43	81%
No		10	19%
	Total	53	100%
43 Responses			

24. Do you believe that you have institutional support for your IEP?

Yes		42	79%

No		11	21%
	Total	53	100%
47 Responses			
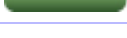
Please continue on by clicking Submit...

Section III: Faculty Information

25. What is the current total number of Interpreting faculty that your program employs?

0		2	4%
1		7	13%
2		11	20%
3		9	17%
4		3	6%
5		6	11%
6		7	13%
7		4	7%
8		1	2%
9		1	2%
10		0	0%
11		1	2%
12		1	2%
13		1	2%
14		0	0%
15		0	0%
16		0	0%
17		0	0%
18		0	0%
19		0	0%
20		0	0%
20+		0	0%
	Total	54	100%

26. What is the current total number of ASL faculty that your program employs?

0		2	4%
1		2	4%
2		6	12%
3		6	12%
4		8	16%
5		8	16%
6		7	14%
7		0	0%
8		4	8%
9		1	2%
10		5	10%
11		1	2%
12		1	2%
13		0	0%
14		0	0%
15		0	0%
16		0	0%
17		0	0%
18		0	0%
19		0	0%
20		0	0%
20+		0	0%
	Total	51	100%

27. How many of your interpreting faculty are full-time?

0		7	13%
1		23	43%
2		15	28%
3		5	9%
4		2	4%
5		0	0%
6		2	4%
7		0	0%

8		0	0%
9		0	0%
10		0	0%
11		0	0%
12		0	0%
13		0	0%
14		0	0%
15		0	0%
16		0	0%
17		0	0%
18		0	0%
19		0	0%
20		0	0%
20+		0	0%
	Total	54	100%

28. How many of your ASL faculty are full-time?

0		13	25%
1		15	29%
2		18	35%
3		4	8%
4		2	4%
5		0	0%
6		0	0%
7		0	0%
8		0	0%
9		0	0%
10		0	0%
11		0	0%
12		0	0%
13		0	0%
14		0	0%
15		0	0%
16		0	0%
17		0	0%

18		0	0%
19		0	0%
20		0	0%
20+		0	0%
	Total	52	100%

29. How many of your interpreting faculty are part-time?

0		12	23%
1		14	27%
2		6	12%
3		5	10%
4		6	12%
5		2	4%
6		3	6%
7		1	2%
8		0	0%
9		1	2%
10		1	2%
11		0	0%
12		1	2%
13		0	0%
14		0	0%
15		0	0%
16		0	0%
17		0	0%
18		0	0%
19		0	0%
20		0	0%
20+		0	0%
	Total	52	100%

30. How many of your ASL faculty are part-time?

0		6	12%
1		7	14%

2		7	14%
3		5	10%
4		9	18%
5		4	8%
6		3	6%
7		4	8%
8		4	8%
9		1	2%
10		0	0%
11		0	0%
12		0	0%
13		1	2%
14		0	0%
15		0	0%
16		0	0%
17		0	0%
18		0	0%
19		0	0%
20		0	0%
20+		0	0%
Total		51	100%

31. Of your Interpreting faculty, how many are tenured?

0		23	46%
1		19	38%
2		4	8%
3		3	6%
4		0	0%
5		1	2%
6		0	0%
7		0	0%
8		0	0%
9		0	0%
10		0	0%

11		0	0%
12		0	0%
13		0	0%
14		0	0%
15		0	0%
16		0	0%
17		0	0%
18		0	0%
19		0	0%
20		0	0%
20+		0	0%
	Total	50	100%

32. Of your ASL faculty, how many are tenured?

0		30	61%
1		12	24%
2		6	12%
3		1	2%
4		0	0%
5		0	0%
6		0	0%
7		0	0%
8		0	0%
9		0	0%
10		0	0%
11		0	0%
12		0	0%
13		0	0%
14		0	0%
15		0	0%
16		0	0%
17		0	0%
18		0	0%
19		0	0%
20		0	0%

20+		0	0%
	Total	49	100%

33. How many of your current Interpreting faculty do you expect to retire in the next five years?

0		34	63%
1		14	26%
2		6	11%
3		0	0%
4		0	0%
5		0	0%
6		0	0%
7		0	0%
8		0	0%
9		0	0%
10		0	0%
11		0	0%
12		0	0%
13		0	0%
14		0	0%
15		0	0%
16		0	0%
17		0	0%
18		0	0%
19		0	0%
20		0	0%
20+		0	0%
	Total	54	100%

34. How many of your current ASL faculty do you expect to retire in the next five years?

0		29	58%
1		17	34%
2		3	6%
3		0	0%
4		0	0%

5		0	0%
6		0	0%
7		0	0%
8		0	0%
9		0	0%
10		0	0%
11		0	0%
12		0	0%
13		0	0%
14		0	0%
15		0	0%
16		0	0%
17		0	0%
18		0	0%
19		0	0%
20		1	2%
20+		0	0%
	Total	50	100%

35. How many new Interpreting faculty do you expect to need in the next five years?

0		7	13%
1		25	46%
2		16	30%
3		4	7%
4		1	2%
5		0	0%
6		0	0%
7		0	0%
8		0	0%
9		0	0%
10		0	0%
11		0	0%
12		0	0%
13		0	0%
14		1	2%

15		0	0%
16		0	0%
17		0	0%
18		0	0%
19		0	0%
20		0	0%
20+		0	0%
	Total	54	100%

36. How many new ASL faculty do you expect to need in the next five years?

0		9	18%
1		14	28%
2		15	30%
3		7	14%
4		2	4%
5		3	6%
6		0	0%
7		0	0%
8		0	0%
9		0	0%
10		0	0%
11		0	0%
12		0	0%
13		0	0%
14		0	0%
15		0	0%
16		0	0%
17		0	0%
18		0	0%
19		0	0%
20		0	0%
20+		0	0%
	Total	50	100%

37. What are your institutional current minimum academic qualifications for your full time interpreting faculty?

AA/AS		3	6%
BA/BS		12	24%
MA/MS/M.Ed		28	57%
PhD/Ed.D		6	12%
	Total	49	100%

38. What are your institutional current minimum academic qualifications for your part time interpreting faculty?

AA/AS		8	15%
BA/BS		22	42%
MA/MS/M.Ed		21	40%
PhD/Ed.D		1	2%
	Total	52	100%

39. What percent of your courses in your degree-granting programs are taught by full-time interpreting faculty?

0 - 10%		10	19%
11-20%		1	2%
21-30%		4	8%
31-40%		2	4%
41-50%		6	11%
51-60%		3	6%
61-70%		1	2%
71-80%		8	15%
81-90%		8	15%
91-100%		10	19%
	Total	53	100%

40. What percent of your courses in your non-degree granting programs are taught by full-time interpreting faculty?

0 - 10%		19	48%
11-20%		3	8%
21-30%		5	12%
31-40%		4	10%

41-50%		0	0%
51-60%		3	8%
61-70%		0	0%
71-80%		1	2%
81-90%		0	0%
91-100%		5	12%
	Total	40	100%

41. What are your institutional current minimum academic qualifications for your full time ASL faculty?

AA/AS		3	6%
BA/BS		15	29%
MA/MS/M.Ed		31	61%
PhD/Ed.D		2	4%
	Total	51	100%

42. What are your institutional current minimum academic qualifications for your part time ASL faculty?

AA/AS		9	18%
BA/BS		18	37%
MA/MS/M.Ed		21	43%
PhD/Ed.D		1	2%
	Total	49	100%

43. What percent of your courses in your degree-granting programs are taught by full-time ASL faculty?

0 - 10%		13	27%
11-20%		2	4%
21-30%		4	8%
31-40%		4	8%
41-50%		6	12%
51-60%		1	2%
61-70%		1	2%
71-80%		3	6%
81-90%		5	10%
91-100%		9	19%

	Total	48	100%

44. What percent of your courses in your degree-granting programs are taught by part-time ASL faculty?

0 - 10%		13	27%
11-20%		8	17%
21-30%		5	10%
31-40%		1	2%
41-50%		1	2%
51-60%		7	15%
61-70%		3	6%
71-80%		4	8%
81-90%		0	0%
91-100%		6	12%
	Total	48	100%

45. What are your institutional current minimum professional interpreting credentials for your full time interpreting faculty?

None		5	10%
State level		7	13%
RID, NAD or NIC		40	77%
	Total	52	100%

46. What percent of your courses in your non-degree granting programs are taught by full-time interpreting faculty?

0 - 10%		20	50%
11-20%		4	10%
21-30%		2	5%
31-40%		2	5%
41-50%		0	0%
51-60%		1	2%
61-70%		1	2%
71-80%		0	0%
81-90%		3	8%
91-100%		7	18%

		Total	40	100%

47. What are your institutional current minimum professional interpreting credentials for your part time interpreting faculty?

None		5	10%
State level		9	17%
RID, NAD or NIC		38	73%
	Total	52	100%

48. What are your institutional current minimum professional teaching and/or interpreting credentials for your full time ASL faculty?

None		19	38%
State level		3	6%
RID or NAD		8	16%
ASLTA		20	40%
	Total	50	100%

49. What are your institutional current minimum professional teaching and/or interpreting credentials for your part time ASL faculty?

None		23	47%
State level		4	8%
RID or NAD		5	10%
ASLTA		17	35%
	Total	49	100%

Please continue on by clicking Submit...

Section IV: AA/AS Degree Granting Programs

50. Does your program offer an AA/AS degree?

Yes		34	63%
No		20	37%
	Total	54	100%

Section IV: AA/AS Degree Granting Programs

51. What year was your AA/AS degree-granting program established?

1970		0	0%
1971		0	0%
1972		0	0%
1973		0	0%
1974		0	0%
1975		2	6%
1976		2	6%
1977		1	3%
1978		4	13%
1979		4	13%
1980		1	3%
1981		1	3%
1982		1	3%
1983		1	3%
1984		0	0%
1985		0	0%
1986		1	3%
1987		0	0%
1988		1	3%
1989		1	3%
1990		2	6%
1991		0	0%
1992		0	0%
1993		1	3%
1994		0	0%
1995		0	0%
1996		1	3%
1997		1	3%
1998		1	3%
1999		2	6%
2000		0	0%

2001		1	3%
2002		0	0%
2003		0	0%
2004		0	0%
2005		1	3%
2006		1	3%
2007		0	0%
2008		0	0%
2009		0	0%
Total		31	100%

52. Does your AA/AS degree-granting program currently have stated entry requirements to the ASL portion of your program?

Yes		11	32%
No		22	65%
N/A		1	3%
Total		34	100%

54. Does your AA/AS degree-granting program currently have stated entry requirements to the interpreting portion of your program?

Yes		23	68%
No		11	32%
Total		34	100%

56. Does your AA/AS degree-granting program currently have stated exit requirements to the ASL portion of your program?

Yes		9	26%
No		21	62%
N/A		4	12%
Total		34	100%

58. Does your AA/AS degree-granting program currently have stated exit requirements to the interpreting portion of your program?

Yes		18	53%
No		16	47%

		Total	34	100%

60. Do you currently have a formal articulation agreement with a four-year degree-granting institution?

Yes		15	45%
No		18	55%
	Total	33	100%

18 Responses

61. What best describes your articulation agreement? (please answer for the first institution with which you have an agreement)If you do not have an articulation agreement, please click here to skip to your next question…

Institution-wide articulation agreement for general education creditsAA/AS IEP credit transfer for bachelor completion		7	41%
AA/AS IEP credit transfer to BA IEP program		3	18%
Coordinated AA/AS IEP credit transfer to BA IEP program		4	24%
Dual or simultaneous enrollment at both two year and four year institution		0	0%
Community College Baccalaureate		0	0%
University Centered Program (University located on Community College campus)		0	0%
Other, please specify		3	18%
	Total	17	100%

62. How long have you had the articulation agreement?

less than 1 year		2	13%
2 years		2	13%
3 years		1	7%
4 years		5	33%

5 years		0	0%
6 years		0	0%
7 years		0	0%
8 years		0	0%
9 years		1	7%
10 years		1	7%
10+ years		3	20%
	Total	15	100%

64. What best describes your articulation agreement? (please answer for the second institution with which you have an agreement)

Institution-wide articulation agreement for general education credits		4	44%
AA/AS IEP credit transfer for bachelor completion		3	33%
AA/AS IEP credit transfer to BA IEP program		0	0%
Coordinated AA/AS IEP credit transfer to BA IEP program		0	0%
Dual or simultaneous enrollment at both two year and four year institution		0	0%
Community College Baccalaureate		0	0%
University Centered Program (University located on Community College campus)		1	11%
Other, please specify		1	11%
	Total	9	100%

66. If you currently do not have a formal articulation agreement, are you planning to seek one with a four-year degree-granting program?

Yes		13	59%
No		9	41%

		Total	22	100%

15 Responses

67. If yes, when do you anticipate beginning this process?

one year		9	82%
two years		2	18%
three years		0	0%
four years		0	0%
five years		0	0%
six years		0	0%
	Total	11	100%

68. If yes, when do you anticipate completing this process?

one year		3	21%
two years		8	57%
three years		2	14%
four years		0	0%
five years		0	0%
six years		1	7%
	Total	14	100%

69. If yours is an AA/AS degree program and you do not have current agreements, do you anticipate:

Maintaining the status quo; students take care of RID degree requirement themselves		3	17%
Seeking articulation agreements with four-year institutions		8	44%
Phasing out the current interpreting AA/AS degree program completely		0	0%
Converting from an interpreting program to an ASL/Deaf Studies program		0	0%
Other, Please		7	39%

Specify		7	39%
	Total	18	100%

70. Does your program need assistance identifying resources for transition or articulation to a bachelor's program?

Yes		8	29%
No		20	71%
	Total	28	100%

5 Responses

71. How do you track your graduates?Please select all that apply.

Annual alumni surveys		14	41%
Personal contact		28	82%
Other, please specify		9	26%

72. What is the average time after graduation for your AA/AS degree-granting program students to secure initial State level professional credentials?

6-12 months		12	36%
12-18 months		5	15%
18-24 months		3	9%
more than 24 months		0	0%
do not currently track		4	12%
no state level credentials offered		9	27%
	Total	33	100%

73. What is the average time after graduation for your AA/AS degree-granting program students to secure initial National level professional credentials (RID or NAD)?

6-12 months		0	0%
12-18 months		2	6%
18-24 months		7	21%
more than 24 months		13	39%
do not currently track		10	30%

No state level credentials offered		1	3%
	Total	33	100%

74. Is your AA/AS degree-granting program:

Full time only		5	16%
Part time only		3	9%
Both full and part time		24	75%
	Total	32	100%

75. If you have both full time and part time academic programs,

both are offered through the same college or unit within the institution.		26	100%
the full and part time options are offered through different units in the institution.		0	0%
	Total	26	100%

76. How do you recruit students for your program?Please select all that apply.

My program regularly visits area high schools		19	56%
My program advertises in area newspapers		9	26%
My program relies on my institution's enrollment/recruiting office		22	65%
My program relies on word of mouth		31	91%
Other, please specify		9	26%

77. At what stage is your program in the CCIE accreditation process?

Have not yet applied		24	75%

Have applied		3	9%
Have submitted self-study review		2	6%
Awaiting site visit		1	3%
Provisionally accredited		0	0%
Accredited		2	6%
Did not receive accreditation		0	0%
	Total	32	100%

78. If you have not yet applied, do you plan to?

Yes		13	52%
No		12	48%
	Total	25	100%

79. If yes, when?

1 year		1	7%
2 years		5	36%
3 years		1	7%
4 years		3	21%
5 years		2	14%
More than 5 years		2	14%
	Total	14	100%

Please continue on by clicking Submit...

Section IV continued: AA/AS Degree Granting Programs

Full Time AA/AS Degree Programs Please respond to the following questions only if you offer full time AA/AS Degree programs. If you only offer part time, please click here to skip to the bottom of the page, and then click Submit to continue on.

81. What is your average annual entering full-time freshman enrollment for the past five years in your AA/AS degree program?

1		0	0%

2		0	0%
3		0	0%
4		0	0%
5		0	0%
6		0	0%
7		0	0%
8		1	4%
9		0	0%
10		2	8%
11		0	0%
12		3	12%
13		0	0%
14		0	0%
15		5	21%
16		1	4%
17		1	4%
18		0	0%
19		0	0%
20		3	12%
21-25		3	12%
26-30		1	4%
31-35		1	4%
36+		3	12%
	Total	24	100%

82. What is your average annual entering full-time transfer student enrollment for the past five years in your AA/AS degree program?

1		3	14%
2		3	14%
3		0	0%
4		0	0%
5		7	33%
6		1	5%
7		0	0%
8		1	5%

9		0	0%
10		2	10%
11		0	0%
12		0	0%
13		0	0%
14		0	0%
15		2	10%
16		0	0%
17		0	0%
18		0	0%
19		0	0%
20		1	5%
21-25		0	0%
26-30		0	0%
31-35		0	0%
36+		1	5%
	Total	21	100%

83. What is your current total full-time freshman enrollment in your AA/AS degree program?

1		0	0%
2		0	0%
3		0	0%
4		0	0%
5		0	0%
6		0	0%
7		0	0%
8		0	0%
9		0	0%
10		2	9%
11		1	4%
12		2	9%
13		1	4%
14		0	0%
15		1	4%

16		0	0%
17		0	0%
18		0	0%
19		1	4%
20		3	13%
21-25		3	13%
26-30		1	4%
31-35		3	13%
36+		5	22%
	Total	23	100%

84. What is your current total full-time transfer student enrollment in your AA/AS degree program?

1		3	16%
2		0	0%
3		1	5%
4		3	16%
5		4	21%
6		0	0%
7		0	0%
8		0	0%
9		1	5%
10		2	11%
11		0	0%
12		0	0%
13		0	0%
14		0	0%
15		1	5%
16		0	0%
17		0	0%
18		0	0%
19		0	0%
20		0	0%
21-25		2	11%
26-30		0	0%

31-35		0	0%
36+		2	11%
	Total	19	100%

85. What are your course enrollment maximums (i.e. course capacities) in your full time AA/AS degree classes?

1		0	0%
2		0	0%
3		0	0%
4		0	0%
5		0	0%
6		0	0%
7		0	0%
8		0	0%
9		0	0%
10		1	4%
11		0	0%
12		0	0%
13		1	4%
14		0	0%
15		3	13%
16		2	9%
17		0	0%
18		1	4%
19		0	0%
20		2	9%
21-25		9	39%
26-30		3	13%
31-35		1	4%
36+		0	0%
	Total	23	100%

86. What are your course enrollment maximums (i.e. course capacities) in your full time interpreting skills development classes?

1		0	0%
2		0	0%

3		0	0%
4		0	0%
5		0	0%
6		0	0%
7		0	0%
8		0	0%
9		0	0%
10		5	22%
11		0	0%
12		5	22%
13		0	0%
14		1	4%
15		4	17%
16		1	4%
17		0	0%
18		2	9%
19		0	0%
20		1	4%
21-25		3	13%
26-30		0	0%
31-35		1	4%
36+		0	0%
	Total	23	100%

87. What is the average class size in your full time AA/AS degree classes?

1		0	0%
2		0	0%
3		0	0%
4		0	0%
5		0	0%
6		0	0%
7		0	0%
8		1	4%
9		0	0%

10		3	12%
11		0	0%
12		2	8%
13		0	0%
14		2	8%
15		8	33%
16		0	0%
17		1	4%
18		2	8%
19		0	0%
20		1	4%
21-25		2	8%
26-30		2	8%
31-35		0	0%
36+		0	0%
	Total	24	100%

88. What is the average class size in your full time interpreting skills development classes?

1		0	0%
2		0	0%
3		0	0%
4		0	0%
5		0	0%
6		0	0%
7		1	5%
8		3	14%
9		1	5%
10		6	27%
11		0	0%
12		7	32%
13		0	0%
14		1	5%
15		3	14%
16		0	0%

17		0	0%
18		0	0%
19		0	0%
20		0	0%
21-25		0	0%
26-30		0	0%
31-35		0	0%
36+		0	0%
	Total	22	100%

89. What is the average number of full time graduates from your AA/AS degree program over the last five years?

1		0	0%
2		1	4%
3		0	0%
4		1	4%
5		2	8%
6		4	16%
7		3	12%
8		2	8%
9		0	0%
10		6	24%
11		1	4%
12		2	8%
13		0	0%
14		0	0%
15		3	12%
16		0	0%
17		0	0%
18		0	0%
19		0	0%
20		0	0%
21-25		0	0%
26-30		0	0%
31-35		0	0%
36+		0	0%

		Total	25	100%

90. What is the number of full time graduates from your AA/AS degree program this calendar year?

1		0	0%
2		1	4%
3		0	0%
4		0	0%
5		3	12%
6		5	19%
7		0	0%
8		3	12%
9		4	15%
10		3	12%
11		1	4%
12		1	4%
13		0	0%
14		2	8%
15		0	0%
16		0	0%
17		1	4%
18		1	4%
19		0	0%
20		0	0%
21-25		1	4%
26-30		0	0%
31-35		0	0%
36+		0	0%
	Total	26	100%

91. Is your full time AA/AS degree program

on a quarter calendar		2	7%
on a semester calendar		25	93%

		Total	27	100%

92. How many courses do your AA/AS degree seeking students typically take per term (quarter or semester)?

6		1	4%
5		11	42%
4		10	38%
3		3	12%
2		1	4%
1		0	0%
	Total	26	100%

93. How many total credits do your full-time AA/AS degree students typically take each term (quarter or semester)?

1		0	0%
2		0	0%
3		0	0%
4		0	0%
5		0	0%
6		1	4%
7		0	0%
8		0	0%
9		1	4%
10		1	4%
11		0	0%
12		3	12%
13		2	8%
14		2	8%
15		8	32%
16		6	24%
17		0	0%
18		0	0%
19		1	4%
20		0	0%
21		0	0%

21+		0	0%
	Total	25	100%

Part time AA/AS Degree Programs Please respond to the following questions only if you offer part time AA/AS Degree programs. If you only offer full time, please click here to skip to the bottom of the page, and then click Submit to continue on.

94. What is your average annual entering student enrollment for the past five years in your part-time AA/AS degree program?

1		0	0%
2		0	0%
3		0	0%
4		0	0%
5		2	17%
6		1	8%
7		0	0%
8		0	0%
9		0	0%
10		0	0%
11		0	0%
12		1	8%
13		0	0%
14		0	0%
15		1	8%
16		0	0%
17		0	0%
18		0	0%
19		0	0%
20		1	8%
21-25		0	0%
26-30		3	25%
31-35		1	8%
36+		2	17%
	Total	12	100%

95. What is your current total student enrollment in your part-time AA/AS degree program?

1		0	0%
2		0	0%
3		0	0%
4		0	0%
5		2	17%
6		0	0%
7		0	0%
8		0	0%
9		0	0%
10		1	8%
11		0	0%
12		0	0%
13		0	0%
14		0	0%
15		1	8%
16		0	0%
17		0	0%
18		1	8%
19		0	0%
20		1	8%
21-25		0	0%
26-30		2	17%
31-35		0	0%
36+		4	33%
Total		12	100%

96. What are your course enrollment maximums (i.e. course capacities) in your part time AA/AS classes?

1		0	0%
2		0	0%
3		0	0%
4		0	0%
5		0	0%
6		0	0%
7		0	0%

8		0	0%
9		0	0%
10		1	8%
11		0	0%
12		0	0%
13		0	0%
14		0	0%
15		3	25%
16		1	8%
17		0	0%
18		0	0%
19		0	0%
20		2	17%
21-25		3	25%
26-30		1	8%
31-35		1	8%
36+		0	0%
	Total	12	100%

97. What is the average class size in your part time AA/AS degree classes?

1		0	0%
2		0	0%
3		0	0%
4		0	0%
5		0	0%
6		0	0%
7		0	0%
8		0	0%
9		0	0%
10		1	8%
11		0	0%
12		3	23%
13		0	0%
14		0	0%

15		3	23%
16		0	0%
17		0	0%
18		2	15%
19		0	0%
20		2	15%
21-25		2	15%
26-30		0	0%
31-35		0	0%
36+		0	0%
	Total	13	100%

98. What is the average number of graduates from your part time AA/AS degree program over the last five years?

1		0	0%
2		1	8%
3		1	8%
4		0	0%
5		1	8%
6		2	15%
7		0	0%
8		0	0%
9		1	8%
10		3	23%
11		0	0%
12		0	0%
13		0	0%
14		0	0%
15		1	8%
16		0	0%
17		0	0%
18		1	8%
19		0	0%
20		1	8%
21-25		0	0%

26-30		0	0%
31-35		0	0%
36+		1	8%
	Total	13	100%

99. What is the number of graduates from your part time AA/AS degree program this calendar year?

1		1	8%
2		1	8%
3		2	15%
4		1	8%
5		1	8%
6		1	8%
7		0	0%
8		0	0%
9		0	0%
10		1	8%
11		0	0%
12		1	8%
13		1	8%
14		1	8%
15		0	0%
16		0	0%
17		1	8%
18		1	8%
19		0	0%
20		0	0%
21-25		0	0%
26-30		0	0%
31-35		0	0%
36+		0	0%
	Total	13	100%

100. Is your part time AA/AS degree program

on a quarter		1	7%

calendar		1	7%
on a semester calendar		13	93%
	Total	14	100%

101. How many AA/AS degree courses do your part time students typically take per term (quarter or semester)?

6		0	0%
5		1	7%
4		0	0%
3		6	43%
2		7	50%
1		0	0%
	Total	14	100%

102. How many total credits do your part-time AA/AS degree students typically take each term (quarter or semester)?

1		0	0%
2		0	0%
3		0	0%
4		0	0%
5		1	7%
6		4	29%
7		2	14%
8		0	0%
9		4	29%
10		2	14%
11		0	0%
12		1	7%
13		0	0%
14		0	0%
15		0	0%
16		0	0%
17		0	0%
18		0	0%
19		0	0%

20		0	0%
21		0	0%
21+		0	0%
	Total	14	100%

Please continue on by clicking Submit...

Section V: BA/BS Degree Granting Programs

103. Does your program offer a BA/BS degree?

Yes		19	35%
No		35	65%
	Total	54	100%

Section V: BA/BS Degree Granting Programs

104. What year was your BA/BS degree-granting program established?

1970		0	0%
1971		0	0%
1972		0	0%
1973		0	0%
1974		0	0%
1975		0	0%
1976		0	0%
1977		0	0%
1978		0	0%
1979		0	0%
1980		1	5%
1981		0	0%
1982		1	5%
1983		1	5%
1984		0	0%
1985		0	0%
1986		0	0%

Year		Count	Percent
1987		0	0%
1988		0	0%
1989		0	0%
1990		1	5%
1991		0	0%
1992		0	0%
1993		2	11%
1994		1	5%
1995		0	0%
1996		1	5%
1997		0	0%
1998		1	5%
1999		2	11%
2000		1	5%
2001		1	5%
2002		2	11%
2003		0	0%
2004		1	5%
2005		0	0%
2006		2	11%
2007		1	5%
2008		0	0%
2009		0	0%
Total		19	100%

105. Does your BA/BS degree-granting program currently have stated entry requirements to the ASL portion of your program?

		Count	Percent
Yes		6	33%
No		11	61%
N/A		1	6%
Total		18	100%

107. Does your BA/BS degree-granting program currently have stated entry requirements to the interpreting portion of your program?

Yes		15	79%
No		4	21%
	Total	19	100%

109. Does your BA/BS degree-granting program currently have stated exit requirements to the ASL portion of your program?

Yes		10	56%
No		6	33%
N/A		2	11%
	Total	18	100%

111. Does your BA/BS degree-granting program currently have stated exit requirements to the interpreting portion of your program?

Yes		17	89%
No		2	11%
	Total	19	100%

113. Do you currently have a formal articulation agreement with any two-year degree-granting institutions?

Yes		5	28%
No		13	72%
	Total	18	100%

6 Responses

114. Do you currently have a placement assessment procedure for accepting students from two-year institutions?

Yes		17	94%
No		1	6%
	Total	18	100%

17 Responses

115. How do you track your graduates?Please select all that apply.

Annual alumni surveys		12	63%
Personal contact		18	95%
Other, please specify		6	32%

116. What is the average time after graduation for your BA/BS degree-granting program students to secure initial State level professional credentials?

6-12 months		7	41%
12-18 months		2	12%
18-24 months		0	0%
more than 24 months		0	0%
do not currently track		2	12%
no state level credentials offered		6	35%
	Total	17	100%

117. What is the average time after graduation for your BA/BS degree-granting program students to secure initial National level professional credentials (RID or NAD)?

6-12 months		4	22%
12-18 months		5	28%
18-24 months		3	17%
more than 24 months		1	6%
do not currently track		5	28%
No state level credentials offered		0	0%
	Total	18	100%

118. Is your BA/BS degree-granting program:

Full time only		2	11%
Part time only		2	11%
Both full and part time		15	79%
	Total	19	100%

119. If you have both full time and part time academic programs,

both are offered through the same college or unit within		15	100%

the institution.			
the full and part time options are offered through different units in the institution.		0	0%
	Total	15	100%

120. How do you recruit students for your program?Please select all that apply.

My program regularly visits area high schools		10	53%
My program advertises in area newspapers		0	0%
My program relies on my institution's enrollment/recruiting office		13	68%
My program relies on word of mouth		16	84%
Other, please specify		10	53%

121. At what stage is your program in the CCIE accreditation process?

Have not yet applied		9	53%
Have applied		2	12%
Have submitted self-study review		0	0%
Awaiting site visit		4	24%
Provisionally accredited		0	0%
Accredited		1	6%
Did not receive accreditation		1	6%
	Total	17	100%

122. If you have not yet applied, do you plan to?

Yes		7	64%
No		4	36%
	Total	11	100%

123. If yes, when?

1 year		2	50%
2 years		2	50%
3 years		0	0%
4 years		0	0%
5 years		0	0%
More than 5 years		0	0%
	Total	4	100%

Please continue on by clicking Submit...

Section V continued: BA/BS Degree Granting Programs

Full Time BA/BS Degree Programs Please respond to the following questions only if you offer full time BA/BS Degree programs. If you only offer part time, please click here to skip to the questions for you.

125. What is your average annual entering full-time freshman enrollment for the past five years in your BA/BS degree program?

1		0	0%
2		0	0%
3		1	8%
4		0	0%
5		3	25%
6		0	0%
7		1	8%
8		0	0%
9		0	0%
10		2	17%
11		0	0%
12		0	0%
13		0	0%
14		0	0%
15		2	17%
16		0	0%

17		0	0%
18		0	0%
19		0	0%
20		1	8%
21-25		1	8%
26-30		0	0%
31-35		0	0%
36+		1	8%
	Total	12	100%

126. What is your average annual entering full-time transfer student enrollment for the past five years in your BA/BS degree program?

1		0	0%
2		0	0%
3		0	0%
4		3	20%
5		5	33%
6		3	20%
7		0	0%
8		0	0%
9		0	0%
10		2	13%
11		0	0%
12		1	7%
13		0	0%
14		0	0%
15		0	0%
16		0	0%
17		0	0%
18		0	0%
19		0	0%
20		0	0%
21-25		0	0%
26-30		0	0%
31-35		0	0%

36+		1	7%
	Total	15	100%

127. What is your current total full-time freshman enrollment in your BA/BS degree program?

1		0	0%
2		0	0%
3		1	9%
4		2	18%
5		0	0%
6		1	9%
7		0	0%
8		0	0%
9		0	0%
10		1	9%
11		0	0%
12		1	9%
13		0	0%
14		0	0%
15		2	18%
16		0	0%
17		0	0%
18		1	9%
19		1	9%
20		0	0%
21-25		0	0%
26-30		0	0%
31-35		0	0%
36+		1	9%
	Total	11	100%

128. What is your current total full-time transfer student enrollment in your BA/BS degree program?

1		0	0%
2		1	7%
3		0	0%

4		0	0%
5		2	14%
6		2	14%
7		3	21%
8		1	7%
9		0	0%
10		2	14%
11		0	0%
12		1	7%
13		0	0%
14		0	0%
15		0	0%
16		0	0%
17		0	0%
18		0	0%
19		0	0%
20		0	0%
21-25		0	0%
26-30		0	0%
31-35		0	0%
36+		2	14%
	Total	14	100%

129. What are your course enrollment maximums (i.e. course capacities) in your full time BA/BS degree classes?

1		0	0%
2		0	0%
3		0	0%
4		0	0%
5		0	0%
6		0	0%
7		0	0%
8		0	0%
9		0	0%
10		1	7%
11		0	0%

12		0	0%
13		0	0%
14		0	0%
15		3	20%
16		0	0%
17		0	0%
18		1	7%
19		0	0%
20		3	20%
21-25		4	27%
26-30		1	7%
31-35		0	0%
36+		2	13%
	Total	15	100%

130. What are your course enrollment maximums (i.e. course capacities) in your full time interpreting skills development classes?

1		0	0%
2		0	0%
3		0	0%
4		0	0%
5		0	0%
6		0	0%
7		0	0%
8		0	0%
9		0	0%
10		4	27%
11		0	0%
12		2	13%
13		0	0%
14		0	0%
15		4	27%
16		0	0%
17		0	0%
18		0	0%

19		0	0%
20		2	13%
21-25		3	20%
26-30		0	0%
31-35		0	0%
36+		0	0%
	Total	15	100%

131. What is the average class size in your full time BA/BS degree classes?

1		0	0%
2		0	0%
3		0	0%
4		0	0%
5		1	7%
6		0	0%
7		0	0%
8		1	7%
9		0	0%
10		0	0%
11		1	7%
12		2	13%
13		0	0%
14		0	0%
15		5	33%
16		0	0%
17		1	7%
18		0	0%
19		0	0%
20		1	7%
21-25		1	7%
26-30		1	7%
31-35		0	0%
36+		1	7%
	Total	15	100%

132. What is the average class size in your full time interpreting skills development classes?

1		0	0%
2		0	0%
3		0	0%
4		0	0%
5		1	7%
6		3	20%
7		0	0%
8		2	13%
9		2	13%
10		1	7%
11		0	0%
12		3	20%
13		0	0%
14		1	7%
15		2	13%
16		0	0%
17		0	0%
18		0	0%
19		0	0%
20		0	0%
21-25		0	0%
26-30		0	0%
31-35		0	0%
36+		0	0%
	Total	15	100%

133. What is the average number of full time graduates from your BA/BS degree program over the last five years?

1		0	0%
2		0	0%
3		0	0%
4		0	0%
5		5	36%

6		0	0%
7		0	0%
8		0	0%
9		1	7%
10		2	14%
11		0	0%
12		0	0%
13		1	7%
14		0	0%
15		1	7%
16		0	0%
17		0	0%
18		1	7%
19		0	0%
20		0	0%
21-25		0	0%
26-30		1	7%
31-35		0	0%
36+		2	14%
	Total	14	100%

134. What is the average number of full time graduates from your BA/BS degree program over the last five years?

1		0	0%
2		0	0%
3		0	0%
4		1	12%
5		1	12%
6		0	0%
7		0	0%
8		0	0%
9		0	0%
10		0	0%
11		0	0%
12		0	0%
13		0	0%

14		0	0%
15		1	12%
16		0	0%
17		0	0%
18		1	12%
19		0	0%
20		0	0%
21-25		1	12%
26-30		1	12%
31-35		0	0%
36+		2	25%
Total		8	100%

135. What is the number of full time graduates from your BA/BS degree program this calendar year?

1		0	0%
2		1	7%
3		0	0%
4		0	0%
5		1	7%
6		0	0%
7		1	7%
8		2	14%
9		1	7%
10		0	0%
11		0	0%
12		1	7%
13		1	7%
14		0	0%
15		1	7%
16		1	7%
17		1	7%
18		1	7%
19		0	0%
20		1	7%

21-25		0	0%
26-30		0	0%
31-35		0	0%
36+		1	7%
	Total	14	100%

136. Is your full time BA/BS degree program

on a quarter calendar		2	13%
on a semester calendar		13	87%
	Total	15	100%

137. How many courses do your BA/BS degree seeking students typically take per term (quarter or semester)?

6		0	0%
5		7	47%
4		6	40%
3		1	7%
2		1	7%
1		0	0%
	Total	15	100%

138. How many total credits do your full-time BA/BS degree students typically take each term (quarter or semester)?

1		0	0%
2		0	0%
3		0	0%
4		0	0%
5		0	0%
6		0	0%
7		0	0%
8		0	0%
9		1	7%
10		0	0%
11		0	0%

12		2	13%
13		1	7%
14		0	0%
15		7	47%
16		4	27%
17		0	0%
18		0	0%
19		0	0%
20		0	0%
21		0	0%
21+		0	0%
	Total	15	100%

Part time BA/BS Degree Programs

139. What is your average annual entering part-time student enrollment for the past five years in your BA/BS degree program?

1		0	0%
2		2	29%
3		1	14%
4		0	0%
5		1	14%
6		0	0%
7		0	0%
8		0	0%
9		0	0%
10		1	14%
11		0	0%
12		0	0%
13		0	0%
14		0	0%
15		0	0%
16		0	0%
17		0	0%
18		0	0%

19		0	0%
20		0	0%
21-25		2	29%
26-30		0	0%
31-35		0	0%
36+		0	0%
	Total	7	100%

140. What is your current total part-time student enrollment in your BA/BS degree program?

1		0	0%
2		2	29%
3		1	14%
4		1	14%
5		0	0%
6		0	0%
7		0	0%
8		0	0%
9		1	14%
10		0	0%
11		0	0%
12		0	0%
13		0	0%
14		0	0%
15		0	0%
16		0	0%
17		0	0%
18		0	0%
19		0	0%
20		0	0%
21-25		1	14%
26-30		0	0%
31-35		0	0%
36+		1	14%
	Total	7	100%

141. What are your course enrollment maximums (i.e. course capacities) in your part time BA/BS classes?

1		0	0%
2		0	0%
3		0	0%
4		0	0%
5		0	0%
6		0	0%
7		0	0%
8		0	0%
9		0	0%
10		0	0%
11		0	0%
12		0	0%
13		0	0%
14		0	0%
15		1	14%
16		0	0%
17		0	0%
18		0	0%
19		0	0%
20		2	29%
21-25		2	29%
26-30		0	0%
31-35		0	0%
36+		2	29%
	Total	7	100%

142. What is the average class size in your part time BA/BS degree classes?

1		0	0%
2		0	0%
3		0	0%
4		0	0%
5		0	0%
6		0	0%

7		0	0%
8		0	0%
9		0	0%
10		2	29%
11		0	0%
12		2	29%
13		0	0%
14		0	0%
15		0	0%
16		0	0%
17		0	0%
18		1	14%
19		0	0%
20		0	0%
21-25		1	14%
26-30		0	0%
31-35		0	0%
36+		1	14%
	Total	7	100%

143. What is the average number of part time graduates from your BA/BS degree program over the last five years?

1		0	0%
2		2	33%
3		0	0%
4		0	0%
5		1	17%
6		1	17%
7		0	0%
8		0	0%
9		0	0%
10		2	33%
11		0	0%
12		0	0%
13		0	0%

14		0	0%
15		0	0%
16		0	0%
17		0	0%
18		0	0%
19		0	0%
20		0	0%
21-25		0	0%
26-30		0	0%
31-35		0	0%
36+		0	0%
Total		6	100%

144. What is the number of part time graduates from your BA/BS degree program this calendar year?

1		1	20%
2		1	20%
3		0	0%
4		0	0%
5		1	20%
6		0	0%
7		1	20%
8		1	20%
9		0	0%
10		0	0%
11		0	0%
12		0	0%
13		0	0%
14		0	0%
15		0	0%
16		0	0%
17		0	0%
18		0	0%
19		0	0%
20		0	0%
21-25		0	0%

26-30		0	0%
31-35		0	0%
36+		0	0%
	Total	5	100%

145. Is your part time BA/BS degree program

on a quarter calendar		2	29%
on a semester calendar		5	71%
	Total	7	100%

146. How many BA/BS degree courses do your part time students typically take per term (quarter or semester)?

6		0	0%
5		0	0%
4		0	0%
3		4	50%
2		4	50%
1		0	0%
	Total	8	100%

147. How many total credits do your part-time BA/BS degree students typically take each term (quarter or semester)?

1		0	0%
2		0	0%
3		0	0%
4		0	0%
5		0	0%
6		2	25%
7		0	0%
8		2	25%
9		3	38%
10		0	0%
11		0	0%
12		0	0%

13		0	0%
14		1	12%
15		0	0%
16		0	0%
17		0	0%
18		0	0%
19		0	0%
20		0	0%
21		0	0%
21+		0	0%
	Total	8	100%

Please continue on by clicking Submit...

148. Does your program offer an MA/MS degree?

Yes		3	6%
No		51	94%
	Total	54	100%

149. This survey is aimed at gathering data about AA/AS and BA/BS degree programs. However, we would also like to gather data about your program through a separate survey specific to programs that offer MA/MS degrees. May we contact you for more information in the future?

Yes		3	100%
No		0	0%
	Total	3	100%

150. Does your program offer non-degree certificate courses?

Yes		27	50%
No		27	50%
	Total	54	100%

151. This survey is aimed at gathering data about AA/AS and BA/BS degree programs. However, we would also like to gather data about your program through a separate survey specific to programs that offer non-degree certificate programs. May we contact you for more information in the future?

Yes		27	100%

No		0	0%
	Total	27	100%

Thank you for taking your time to complete our survey! Please click Submit to send your survey to us.