



WILLIAM WOODS
UNIVERSITY

ASLEI Program Review 2022

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Program Review 2021-2022

ASL - English Interpreting

Program Profile

History

Start with the history of the program at WWU. Discuss relevant trends and issues with the program and its connection to the institution. If a program has one or more concentrations, each concentration should be discussed separately. (300 words or less)

The ASL Interpreting program began in 1991 as a two-year associate degree and transitioned to a bachelor's degree in 1993 after the university received federal funding to support expanding interpreter education. The program has maintained consistent enrollment over the years and is influential in graduating interpreters qualified to provide interpreting services. The degree at William Woods is one of 54 programs in the US and Canada. Interpreting is at a critical point in its history as the profession is retiring twice as many interpreters than are entering the field. The initial group of professional interpreters are retiring from the profession, leaving the field for interpreters who were trained in the educational system, not through the informal channels of the Deaf community. The shift in educating future interpreters has not been easy, but WWU has been fortunate to have the support of the local Deaf community.

The university began a formalized ASL lab in the mid 1990's, using the expertise of the local Deaf community as language experts, and has continued to do so. Currently, the program employs anywhere between 8-10 local Deaf community members to work as mentors in the ASL lab providing language modeling and support for our ASL and interpreting students. By the university continuing to recognize the contribution of the local Deaf community and respect them as language experts, the program has been able to maintain a respectful and supportive relationship with the community. The school for the Deaf is also close by and students spend time there as well.

The university has supported the Interpreting program in many ways and one of the most significant is in the offshoot of the interpreting program into the online degree completion program (2012). This program is designed for interpreters with an associate degree in ASL/Interpreting to complete their degree to the bachelor's level to allow for them to sit for their national interpreter certification evaluation. This online program is a branch of the Interpreting program and while sharing objectives and courses, is not under the same faculty management and structures.

The on-ground program has had 75% turnover in faculty over the past few years, so adjustments to processes and curriculum are expected and welcomed. It is exciting to see new ideas and activities emerge from this changeover in personnel. The program is in a time of reflection, to take stock and see what we have and make solid decisions on where we want to go now that we have completed our staffing changes.

Program Mission

Provide the mission of the program and describe how the program aligns to the university mission. Discuss the philosophy or purpose of your program, how the program relates to the mission, vision and goals of the University.

The multi-faceted mission of the Department of American Sign Language English Interpreting to:

- Train graduates to skillfully interpret between two languages and two cultures, in a variety of settings with diverse individuals.
- Prepare graduates who are competent, ethical and maintain the highest standards of professionalism.
- Prepare graduates to be passionate, life-long learners who understand education is the key to personal growth.

Student Demographics

Student Demographic Reflection

Include any additional demographic information used by the program here. Also provide a longitudinal review of program demographic data. What are the trends in the enrollment as well as retention/graduation data. What strategies has the program used in the past 5 years to maintain/improve these numbers?

Program: ASL English Interpreting & Interpreting							
		17/18	18/19	19/20	20/21	21/22	22/23
Declared Major	Incoming Freshmen	8	15	7	3	6	8
	Transfers	7	8	1	4	2	4
	Total	41	51	47	43	36	34 -17%
	Undergraduate	956	937	874	882	775	791 -17%
Graduated Majors		9	5	7	6	14	
Retention Rate: IPEDS definition ¹							
University		74.0%	75.90%	77.70%	71.30%	85.50%	
Program		100	71.4%	100%	50%	100%	
Graduation Rate: IPEDS definition ²							
		11/12	12/13	13/14	14/15	15/16	16/17
University		59%	57.50%	55.40%	49.80%	50.00%	43.80%
Program			53.80%	55.6%	20%	50%	45.5%
Graduation Rate: Transfer Students ³							
University			54.10%	70.40%	62.30%	54.60%	44.40%
Program			75%	85.70%	75.00%	100.00%	62.50%
¹ = % of full-time, first-time students that return to the institution in the subsequent fall semester							
² = % of the full-time, first-time cohort that graduate within 6 years							
³ = % of transfer students new to the institution in the fall semester that graduate with a bachelors level degree							

Concentrations

Create a chart that provides the student enrollment in program concentrations. Make a column for each year and a row for each concentration for the identified academic years.

ASL-English Interpreting Program does not contain concentrations.

Reflection on Program Enrollment Data

Clearly describe the approach of the program to maintain or improve student retention and graduation rates. Does the program have an active plan on retention of current students? If so, specify the details of the plan.

The Interpreting program has been very strong for the university. While the overall university enrollment has dropped 17% in the past 5 years, the enrollment for the program has also only dropped 17%. The program has not lost interest overall but maintained its steady niche. The program needs to dig into the retention numbers and look at individual situations as to why students change majors. Many of the incoming freshmen have not declared a major at the point where the university locks in freshmen major, but the program can continue to talk to and work with students to determine their level of success with the program.

Interpreting is a major that students are able to claim their first year on campus before they understand the cognitive and detailed work involved in being an interpreter. Program retention varies between 71.4%-100% due to the small cohorts of students declared majors. This is not a full picture of enrollment trends. It would be helpful to have tracking data to determine when students traditionally transition out of the program and if so, do they stay at WWU or do they shift to another program on campus. This is on the data wish list for the program.

The graduation rate of native students is just hovers at or just over the university rate. The graduation rate of the program is to be a full 5 points higher than the university graduation rate. The program is working on this goal through intentional advising and increased focus on student success and connections with students. The program does much better with the graduation rate of transfer students averaging a 20% improvement over the university rate. This is not a surprising strength of the program. When students transfer for interpreting, they are very specific in their questions and what they are looking for out of a program, so we admit students that have a stronger understanding of what they need for a successful interpreting experience. We believe that the school should look to foster more transfer agreements with schools that offer ASL as a supplement, but not a full program. Program faculty have provided outlines of Articulation Agreements with other AAS programs to assist with transfer technicalities, as well as lists of schools that teach ASL at the High School level.

Additional Program Resources

If your program has any additional syllabi, handbooks, or policies that would be beneficial to an external reviewer and the academic council, please upload here.

Final_Walmart_ASL_Refresh_Program_s_Budget.xlsx

ITP_FUL_Courses_Taught_2017_2022.pdf

Advising

Please describe the advising load, including the average number of advisees for each faculty member within the program. What strategies do program faculty use to achieve successful degree completion and graduation success? How is advising managed by the program faculty?

Advising is another route focused for retention and degree completion. Program faculty have worked on and continue to discuss proposed degree plans. With the turnover in faculty, we are doing more collaborative work to ensure that newer faculty are aware of the details hidden in advising students. The current roster, as assigned by the Academic Advising Director is:

Dr. Carrie McCray-19 Advisees

Jessica Brown-18 Advisees

John Brand, III-12 advisees.

Program faculty use the following strategies to achieve successful degree completion and graduation success:

- Faculty, with their advisees, use a sample 4-year plan template for the ASL/ITP majors. Template is created and distributed by the University's Director of Academic Advising.
- Due to a stringent rotation based on pre-requisites for each class, students go through the program in a cohort model system.
- Course rotation templates are created and distributed by the University's Director of Academic Advising.
- Faculty are offered yearly training sessions by the University's Advising Office.
- Templates, sample degree plans, degree requirement checklists, general education requirement checklists, and other supplemental materials are made available to faculty by the University's Advising Center. These documents are available on the "Share" Drive.
- Program faculty meet monthly, agenda topics include discussing any advising issues questions.
- During Advisees, last semester, program faculty, with their advisees, complete a graduation audit to check eligibility for graduation.

Internship & Placement

Student Internship Demographics

Use the attached chart or fill in your own data on the students completing an internship during the 5-year timeframe.

See Appendix

Internship Data Upload

If you did not use the above text box for the internship data, please upload your data here.

Interpreting_Internships_2014_2022.xlsx

Internship Placements

What placements outside of the university are used for internship/practicum/student teaching/clinical experience?

Student Internship data is collected each semester as students are enrolled in the internship course. Internship is a required course in the program curriculum, so each student must complete 300 hours of internship. Part of the course is to submit a signed copy of the agreement with the student and the site supervisor for internship. It is clear in the data provided that there is missing data on the last cycle of Internship. The data was not uploaded in the course portal but emailed or handed in hard copy to the faculty and with faculty turnover, the information is no longer available. The program works to place students in internships that will be beneficial to them in their future professional endeavors long term. We work with students to place them in locations where they want to begin developing their professional contacts and networks. Most interpreting students complete their internship the summer after their graduation. The time needed to complete an interpreting internship is best organized in the summer when students are not scheduling around coursework or other obligations. The variety of placements is one of the strengths of the program. We have alumni all over the country and can pull on this resource to find student's successful placements in locations outside of the mid-Missouri region.

Graduate Placement Data

Employment in Field

What types of positions are considered relevant to the "Field" of study with this program? Please define what it means for students to be employed 'within the field' of the professional discipline

The goal of the WWU ASL/ITP program is students who graduate with a Bachelor of Science in ASL/English Interpretation enter full-time employment as a professional sign language interpreter post-graduation.

The program prepares students to take the Missouri Board of Evaluators (BEI) Test of English Proficiency (TEP). During students' senior year, while enrolled in ITP 450-Senior Capstone, students take the TEP, which is administered by the Missouri Commission for the Deaf and Hard of Hearing. The second portion of the BEI is the Performance Evaluation. Students are encouraged to take the Performance Evaluation as early as their Spring semester of their senior year or the summer post-graduation after their internship is completed. Additionally, while enrolled in ITP 450-Senior Capstone, students prepare to take the written portion of the National Interpreter Certification. Students are encouraged to take the written portion of the NIC during the spring of senior their senior year or shortly after graduation.

Upon earning the appropriate certification as required by the state in which students are practicing interpreters, it is the Program's goal students enter full-time employment as a professional interpreter. Professional sign language interpreters work in a variety of settings, including education, social services, religion, government, business, performing arts, mental health, medical, and legal fields. Students may be employed as: staff interpreters for any number of institutions such as: K-12 Education, Post-Secondary Education, Private and Public Hospitals/Clinics, Federal/State/Local-Court, Government agencies, and In-patient Mental Health Institutions, etc.

It is common for novice interpreters to enter the field as generalist practitioners or a K-12 Educational Interpreters. Prior to becoming qualified to interpret in specialized settings, such as Medical, Mental, and Legal, novice interpreters should work 3-5 years as a generalist, continue targeted professional development, and engage in mentorship in each specialized setting.

Graduates of interpreting programs regularly experience the "graduation to certification gap." Post-graduation, prior to obtaining appropriate certifications, students will pursue employment in professions involving the use of American Sign Language and providing service to members of the deaf community. These students are considered "employed with in the field." Apart from certifications reasons, graduates may also choose to pursue a career outside of interpreting but working with members of the deaf community. Students who "migrate" from the field of interpreting to another related field are also considered "employed within the field." The following is a list of possible examples: involvement in deaf education (teachers of the deaf, counselors, psychologists), advocacy work (local, state, and national levels), and vocational rehabilitation (case management), etc.

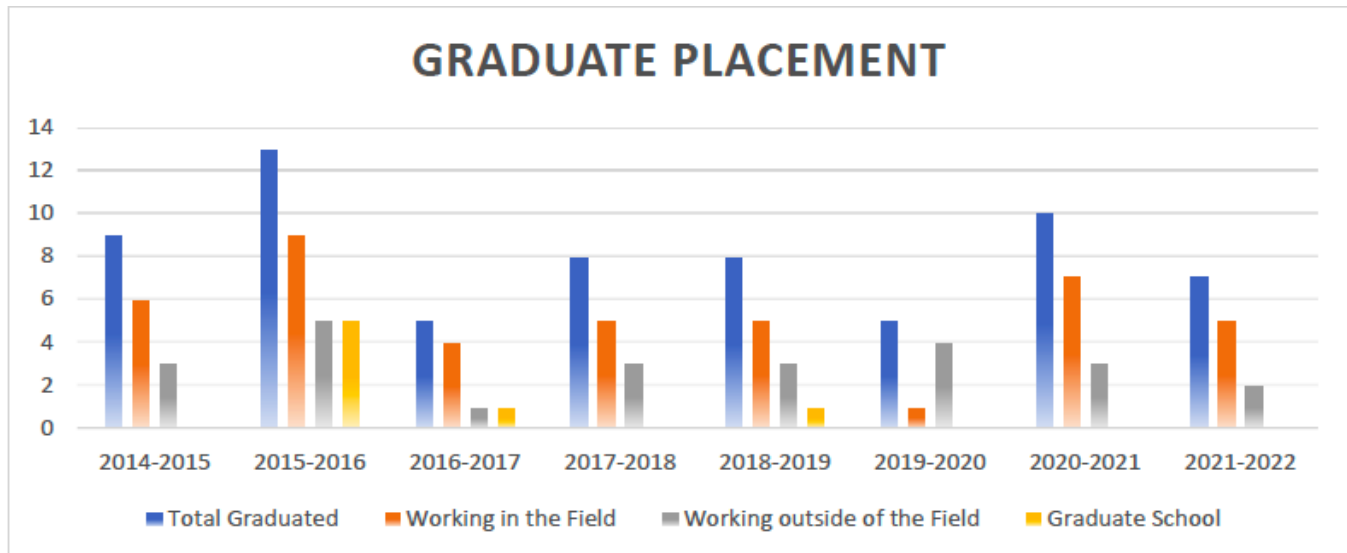
Graduate Placement Data

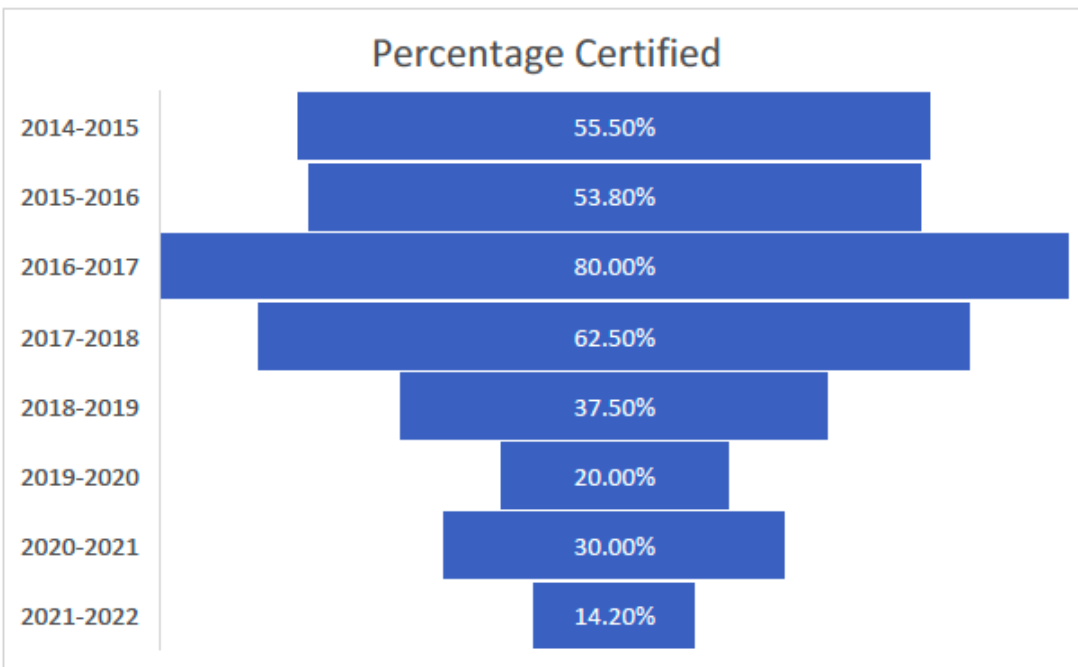
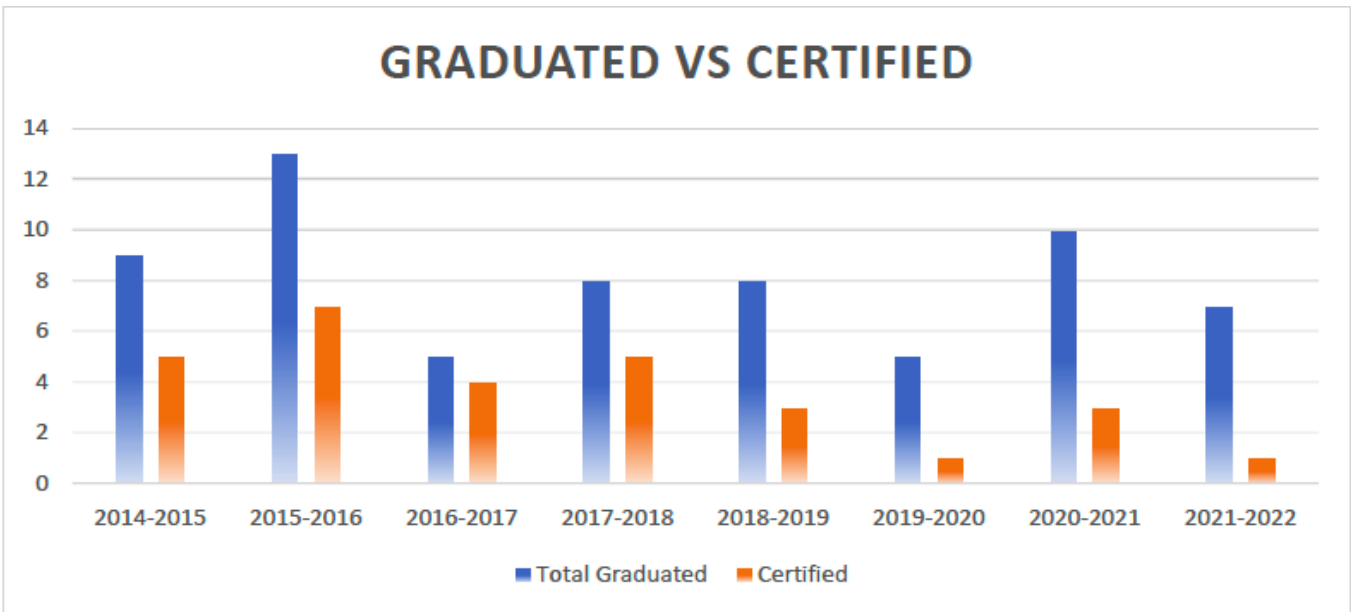
Please upload your data in the chart provided, either as an attachment or in the text box as a screenshot.

The program contacted graduates from the past 5 years to participate in an alumna survey on Google Forms. The full data collected is also uploaded to the report, with summary data in the Graduate and Employment chart.

Graduate placement Chart.

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
TOTAL GRADUATED	9	13	5	8	8	5	10	7
WORKING IN THE FIELD	6	9	4	5	5	1	7	5
WORKING OUTSIDE OF THE FIELD	3	5	1	3	3	4	3	2
GRADUATE SCHOOL	0	5	1	0	1	0	0	0
CERTIFIED	5	7	4	5	3	1	3	1





Graduate Placement Data

Please upload your demographic data on program graduates.

Graduate_placement_Chart.pdf

Alumni_Survey2017_2022.docx

Program Curriculum

Curriculum: Rotation

Review enrollment trends by course. Are there particular courses that are not meeting enrollment goals?

The rotation in interpreting-based courses is straightforward and direct. There is not a lot of flexibility in how we can organize the courses as we are limited due to the scaffolding of language. Interpreting application courses are set to a cap of 12 and theory/seminar-based courses cap at 20 students. There are times when the cap for an application course

is bumped a few as there is not enough demand for two full sections. The courses are meeting enrollment trends in what is needed to continue the program at a pace with the number of faculty provided. If the program were to increase in 10-15 students and needed additional sections of courses, the program would be in the need for an additional faculty within a short time as the overloads would be unsustainable.

Curriculum: Delivery Mode

Does online enrollment impact campus enrollment? Is there a notable difference in enrolment between online and campus classes, where one is regularly more full than the other?

There are several courses that are taught in both an on ground and online format. The online courses were created for the degree completion program. A small number of on ground students take the online courses due to the student population being so different in the online cohort. The on-ground student is a traditional aged student with minimal to no experience in the field of interpreting. The online degree completion student is likely a working professional with 5-10 years of experience working as an interpreter. This dynamic in the student population keeps the on-campus students from flooding into the online options. The on-ground courses continue to fill appropriately and are 5-10 students away from needed additional sections of interpreting-based courses on ground. We are currently running at max capacity of the current load with the interpreting courses maxing at 12-14 and most of the interpreting coursework registering consistently 11-14 students. Twelve students in an interpreting course is industry standard.

The program can anticipate the enrollment of interpreting specific courses through the enrollment of the prerequisite courses (Foundations of Interpreting, Comparative Translation, Theory of Interpreting). The course caps for those courses are set much higher to make sure that we are not limiting student interest into the program.

Due to personnel issues the program has had to move on ground courses to online so that the rotation is kept. The lack of available adjuncts makes it difficult to fill classes when a faculty leaves the position. When possible, the program faculty overload to cover needed classes if there is a vacancy. We have created online sections with only the on ground students in them when we needed to move a class online. The students then are still in class with people they know and the expectation is held constant for the learner.

Curriculum: Revision

Explain any curricular revisions made since the 1st Program Review. What prompted the changes to curriculum? Were the changes prompted by student learning and assessment data or personnel changes? Did the curriculum changes produce the desired outcomes?

The Interpreting and ASL faculty decided to remove ASL 220 Ethics and Decision Making (2019-2020 catalog) as a program specific course. It was determined that the GE Ethics courses were more than appropriate to teach students the background and foundation of ethics and that the program would ensure that specific professional ethical discussions would happen in 300-400 level courses within the program. This course was a project of Dr. Garrett and connected to her line of study, but with her leaving the university, the remaining faculty did not consider philosophy a content specialty.

The interpreting faculty added a course "ITP 241 Fundamentals of Interpreting" to the course rotation due to the need of students to strengthen their cognitive thinking, memory, and consecutive interpreting skills. This course has been taught twice by the time of this review but was deemed successful and helpful by students who took the pilot course in the spring 2020 semester.

The program has not made any substantive curricular changes. Changes to the academic content have been related to the development of additional resources and supports for students. The program has implemented the use of GoReact in many of the interpreting courses to set up stronger teamwork situations with students and their videos. This is also used for assignment submission in many classes and provides for feedback to happen real time in the video where the positive or miscue occurred in the work. This allows for stronger feedback to the student.

There has been so much turnover in faculty that there has not been an opportunity to do a thorough review of the alignment of curriculum. Professor McCray and Hoskins reviewed the curriculum in 2018 and determined not to make any changes yet so that Professor Hoskins could become more familiar with the curriculum before we determined any changes. Professor Hoskins then left the university in 2020. The program was then in search of a faculty until the fall of

2022 hiring Dr. Brittany Frederick. Dr. McCray, Assistant Professor Jessica Brown and Assistant Professor John Brand picked up extra courses and shuffled classes to meet the course needs of students.

Curriculum: Shared Curriculum

List program courses that are required by other academic programs or that are cross-listed with other academic programs. How do these courses impact the program (ie: increased class size/need for faculty overloads to teach additional sections, ect? How often is the shared course offered? Has the rotation changed for shared classes?

The interpreting program shares a few courses with the ASL minor and with courses that are in the Deaf Human Services minor/online program. These courses are: ASL Literature, ASL Linguistics, Deaf Culture, Career Seminar, and Ethics and Decision-making (until 2019). These courses are housed within the ASL area and so they are not impacted by the rotation or needs of the interpreting faculty. The interpreting program also pulls on courses from Psychology, Social Work, and English for additional elective content. This enrollment boosts the numbers enrolled in those courses and does not have an impact to the interpreting program load or course work. It is not to the point where other programs must add a section to accommodate the students. For the Social Science added elective, the options are numerous, so the students are spread over a variety of courses.

The English elective is more specific as there is only 1 course for the students to consider for this credit. Currently students take the spring ENG 301 Grammar and Syntax or they take it online. Prior to 2019, students could also take ENG 222 Introduction to Rhetoric but this course has been discontinued by the university. The need for the English course is great, due to certification requirements of passing a Test of English Proficiency.

Curriculum Enrollment

Attach the Curriculum enrollment for all program courses.

Course_Enrollment_17_22_ASLEI.xlsx

Course Enrollment Over Time

ASL English Interp Major		Required Courses: 57.00									
Course	Title	1718		1819		1920		2021		2122	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
		Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment
ASL101	Career Seminar in ASL	27/30		40/60		25/30		17/20		19/30	
ASL120	Deaf Culture		22/31		30/30		21/30		27/28		24/30
ASL345	American Sign Language VI		21/21		13/20		14/20		20/20		11/20
ASL425	ASL Linguistics & Soding	11/30		17/30			10/30	14/18	12/24		
ASL430	ASL Literature		11/20		11/25		9/25		12/28		9/25
ENG222	Intro to Rhetoric	25/25	24/25		16/25		24/25				
ENG301	Grammar and Syntax		6/20				8/20		22/25		4/20
ENG411	Rhetrd Analysis & Crtcm										
IITP211	Theory of Interpreting	21/30		13/30		22/30		12/14		7/30	
IITP217	Comparative Translation		16/30		12/30		16/30		13/18		6/30
IITP241	Fundamentals of Intrprtng						7/20		11/18		6/20
IITP301	Interpreting I	13/20		15/24		11/12		14/23		5/12	
IITP310	Interpreting Adv Setng I	3/20		8/20		8/20		12/14		10/20	
IITP351	Interpreting II		9/15		11/15		11/15		13/14		5/15
IITP375	Interpreting III	3/12		9/12		9/12		12/12		13/12	
IITP380	Interpreting IV		2/20		8/12		8/16		11/12		11/20
IITP410	Interpreting Adv Settn II		2/20		8/12		8/16				
IITP450	Senior Capstone	2/20		9/20		8/20		15/14			
IITP451	Field Practicum I		3/10	1/1	4/10		3/10		14/20		4/10
IITP451	Field Practicum II		1/10		1/10		1/10	2/2			2/10
PSY221	Educational Psychology	9/25	24/25	13/25	13/25	17/25	13/25	25/25	10/10	16/25	18/25
PSY226	Child & Adolesc Psych	23/25		24/25		21/25		23/25		18/25	
SCA353	Race/Ethnicity										
SWK273	Crime Vctmztn in America		9/27						14/14		
SWK316	Human Behavior I	6/30	1/1	16/25		9/20		14/18		10/25	
SWK317	Human Behavior II		10/25		17/25		8/25		19/28		9/25
SWK338	Social Welfare Policy		6/20				13/25		2/2		12/25
SWK374	Mental Health Svcs/Polcs			14/25				15/15			

Program Checklist

Attach the Program checklist from the most recent Academic Catalog

ASLEI_Checklist_2017_2018_.docx - Appendix

ASL – English Interpreting – 57 Credits		2021-2022  Checklist
student name:	student ID:	
advisor:		

*Students must complete the appropriate ASL I-V pre-requisite courses with a grade of C or higher or demonstrate equivalent experience or instructor waiver of pre-req before they can register for designated courses.

**Students must earn a final grade of C or higher to continue in their sequence of major courses.

***Students are required to have 122 distinct credits for graduation**

42 Upper-Level hours are also required.

Required Courses: 54.00 credits.

Course	Course Title	Credit	Semester Completed	Grade Earned	Substitutions
ASL 101	Career Seminar in ASL Studies	3.00			
**ASL 120	Deaf Culture	3.00			
ASL 345	American Sign Language IV	3.00			
* ** ASL 425	Linguistics of American Sign Language	3.00			
* ASL 430	ASL Literature	3.00			
*ITP 211	Theory of Interpretation	3.00			
*ITP 217	Comparative Translation	3.00			
ITP 241	Fundamentals of Interpreting	3.00			
**ITP 301	Interpreting I	3.00			
** ITP 310	Interpreting in Advanced Settings I	3.00			

ITP 351	Interpreting II	3.00			
ITP 375	Interpreting III	3.00			
ITP 380	Interpreting IV	3.00			
** ITP 410	Interpreting in Advanced Settings II	3.00			
** ITP 450	Senior Capstone	3.00			
** ITP 451	Field Practicum I	3.00			
** ITP 452	Field Practicum II	3.00			

Course	Required Social Service Elective (3 credits)	Credit	Semester Completed	Grade Earned	Substitutions
PSY 226	Child & Adolescent Development	3.00			
PSY 221	Educational Psychology	3.00			
SCA 353	Race & Ethnicity	3.00			
SWK 274	Mental Health Services & Policies	3.00			
SWK 273	Crime Victimization in America	3.00			
SWK 338	Social Welfare	3.00			
SWK 316	Human Behavior in the Environment I	3.00			
SWK 217	Human Behavior in the Environment II	3.00			

Course	Required English Elective	Credit	Semester Completed	Grade Earned	Substitutions
ENG 301	Grammar and Syntax	3.00			

Course Description

Upload program course descriptions from the most current Academic Catalog.

Bachelor's Degree in Interpretation Studies in ASL

Requirement:

ASL120-Deaf Culture – 3 credits

Compares, contrasts and analyzes deaf culture and American culture from a variety of perspectives. Examines cultural interactions between deaf and hearing people and provides opportunity for exploring potential cultural conflicts between deaf and hearing people.

ASL345-American Sign Language VI -3 credits

Upper level ASL course with a focus on diglossia, variation in sign language use, and viewing the Deaf community as part of a linguistic and cultural minority. Topics that will be covered include perspectives on Deaf hood and Deaf/deaf communities, attitudes toward Deaf people and signed languages, technology and communication, history of the Deaf community, contributions of Deaf people to society, communication issues and the politics of language use, choices, and power. Students will expand on vocabulary through working on areas of advanced subject matters, application of non-manual markers, use of classifiers, and proper pronominalization.

ASL 336 - Topics in Deafness – 3 credits

This course is focused on current topics impacting the Deaf community as part of a linguistic and cultural minority. Topics that could be covered include, but not limited to: perspectives on Deafhood and Deaf/deaf communities, attitudes toward Deaf people and signed languages, technology and communication, history of the Deaf community, multiple factors of a d/Deaf identity, contributions of Deaf people to society, communication issues and the politics of language use, choices, and power. Seminar style course taught in ASL; Interpreter not provided. May be repeated for credit Prerequisite: ASL245

ASL425-Linguistics of American Sign Language – 3 credits

Students take an analytical approach to language and the field of linguistics as it applies to American Sign Language. ASL phonology, morphology, syntax, semantics, bilingualism, and language use and usage will be examined and discussed. Language samples will be viewed and analyzed for evidence of different language structures and forms. Students will also read and critique research articles pertaining to ASL and other signed languages.

ASL-430 ASL Literature – 3 credits

This course analyzes and compares the various genres of American Sign Language literature. ASL poetry, narrative, humor, as well as written work by deaf individuals and other language devices will be examined and discussed. Students will create and evaluate original work illustrating the similarities and uniqueness of ASL. Students will become familiar with well-known contributors: Clayton Villi, Patrick Gray bill, Ella Mae Lentz, etc. Research articles pertaining to ASL or Deaf Literature will be critiqued and discussed as well.

ITP211-Theory of Interpretation – 3 credits

This course covers the fundamentals of ASL English interpretation and introduces the sociolinguistic factors that influence communication, strategies for analyzing discourse, and the theory and process of mediating between two languages and cultures. The textbook and lectures will cover theories of communication and models of the interpretation processes, the role, boundaries, and responsibilities of the interpreter and other pertinent issues critical to the field. The primary focus of this course is to develop specific skills necessary for the art of interpreting along with ways to analyze the interpreted work.

ITP217-Comparative Translation – 3 credits

Students will compare and contrast the structure and semantics of ASL and English. Focus will be on preparing accurate translations from ASL to English and from English to ASL while considering semantic use of words/signs, culturally laden terminology, in-group meaning, and differences between high and low context cultures. Students are introduced to the linguistic and processing principles of translation and interpretation.

ITP 241 Fundamentals of Interpreting – 3 credits

This course focuses on the foundation skills required for effective interpretation. The focus of this course is to develop the cognitive skills for successful interpreting. Students will be introduced to and practice interlingual translation and interpretation text analysis techniques through summarization, paraphrasing and restructuring a message while retaining its meaning. Discussions will address theoretical aspects of translating and interpreting techniques as well as specific issues related to interpreting skills. Prerequisite: ITP 211

ITP301-Interpreting I – 3 credits

This course introduces students to the process and practice of interpreting between ASL and English. Class discussion and activities focus on creating a culturally and linguistically dynamic interpretation while broadening students' understanding of interpreting demands. Source material will often be interactive, applying consecutive interpreting skills.

ITP310-Interpreting in Advanced Settings I – 3 credits

An upper-level course covering various advanced settings of interpreting. This course covers interpreting in medical, mental health, and educational settings. ASL and English vocabulary in specialized areas not covered in previous courses is developed. Students will be interpreting linguistically dense texts and learning how to manage the various settings and personnel involved in these types of interpreting. Teaming with a Certified Deaf Interpreter (CDI) will also be covered.

ITP351-Interpreting II – 3 credits

This course provides students additional exposure to interpreting between ASL and English texts. Class discussion and activities will focus on creating a culturally and linguistically dynamic interpretation while broadening students' understanding of interpreting demands. Source material will be interactive, narrative and expository for analysis and practice. Additional emphasis on unrehearsed interpretations and student's cognitive processing skills in the interpreting process is discussed.

ITP375-Interpreting III– 3 credits

This course enhances students' skills in creating culturally and linguistically dynamic interpretations. Students participate in diagnostic analysis and feedback of both self and peer produced interpretations. Class discussions include identifying demands and controls for various interpreting settings.

ITP380-Interpreting IV – 3 credits

This course synthesizes knowledge and skill learned previously in interpreting courses. Students continue to develop skills for linguistic mediation. Simulated interpreting events are provided for practice throughout the semester. There is an emphasis in the practice of preparing for interpreting assignments. Students participate in diagnostic analysis and feedback of both self and peer produced interpretations. Class discussions include current issues in the field of interpreting.

ITP410-Interpreting in Advanced Settings II – 3 credits

An upper-level course covering various advanced settings of interpreting. This course covers interpreting legal information, VRS/VRI work, religious settings, and interpreting for deaf blind individuals. ASL and English vocabulary in specialized areas, including explicit language, not covered in previous courses is developed. Students will be interpreting linguistically dense texts and learning how to manage the various settings and personnel involved in these types of situations.

ITP450-Senior Capstone – 3 credits

This course is the capstone to the major and prepares students to enter the ASL English interpreting profession as a general practitioner. Students will investigate current issues facing the field, prepare for written certification exam(s), career development, and ethical decision making. This course is conducted in seminar format where students will apply demand-control schema, time-management, business practices, code of professional conduct and ethical decision-making, certification and quality assurance, accountability, and life-long learning and professional development. Emphasis given to creating a portfolio and resume for internship and future employment.

ITP451-Field Practicum I – 3 credits

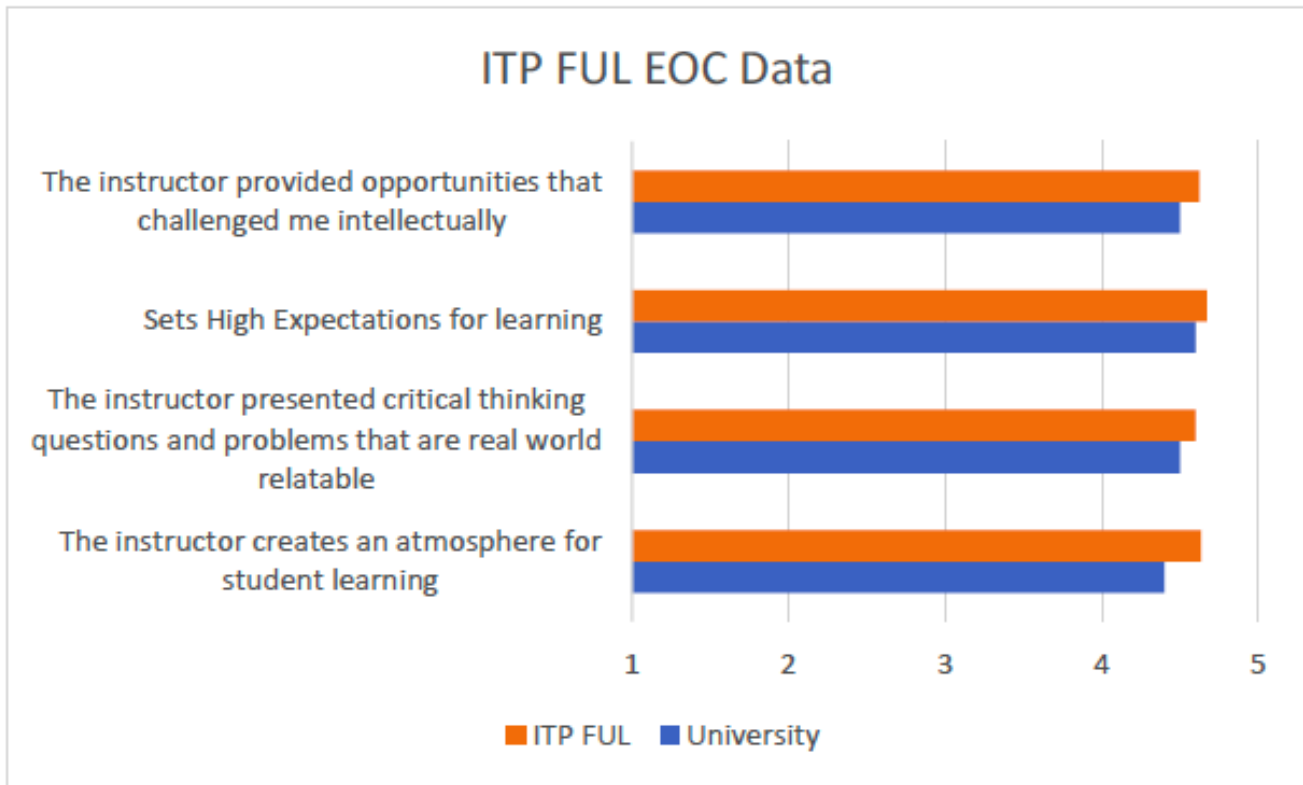
This course requires a minimum of 150 clock hours in an approved work situation. Students will submit a log of work activities with dates and times illustrating internship activities and outcomes with brief explanatory texts. Students will complete an essay evaluating the role of the on-site supervisor, the quality of the work environment, and the importance of internship experiences.

ITP452-Field Practicum II – 3 credits

This course requires a minimum of 150 clock hours in an approved work situation. Students will submit a log of work activities with dates and times illustrating internship activities and outcomes with brief explanatory texts. Students will complete an essay evaluating the role of the on-site supervisor, the quality of the work environment, and the importance of internship experiences.

Summary of Teaching Effectiveness

This data is compiled by the Office of Institutional Research and is comprised of End of Course evaluation responses of students. The data consists of the responses from "creates an atmosphere for student learning", "sets high expectations for learning, and "instructor challenges me intellectually".



N=741

Program Response Rate: 53%

University Response Rate: 47%

Faculty Response to Teaching Effectiveness

How does this information impact faculty perceptions of classroom management and academic rigor? Will any changes be made resulting from this data? Are there other data available from Student Performance Review or alternative measures pertaining to academic success that can be used to discuss teaching effectiveness?

The interpreting faculty are happy with the results of the teaching effectiveness information that was provided from the EOC surveys. It is validating to see that students see and understand the nature of the work and that it is intellectually challenging. It is a fine line challenging students and keeping them motivated and engaged. The faculty work hard to create an open and welcoming environment as well as setting high expectations for success and learning. It is especially

reassuring as this data includes a time of transition for the program with several changes of faculty and several semesters where the program was short faculty positions and overloads were used heavily.

Faculty & Resources

Physical Facilities

Physical Space/Resources

Describe the physical facilities that are unique to your program, including specialized buildings, classroom space, labs, and built in equipment and how they impact student learning. (If none, put N/A)

1. The Interpreter Training Program is located on the lower level of the Burton Building. There are two (3) classrooms utilized, two (3) faculty offices, a main front reception area, a work area for work study students, an Apple based computer lab and a mentoring lab.
2. Two classrooms are equipped with whiteboards on the wall. One classroom uses a Mac computer with projector, one has a PC Symposium with projector, and one has a zero client with mac adaptors to allow for faculty to bring their one computer.
3. The lab has 16 student stations that are Apple desktop computers, upgraded in 2014. Because students are working with a visual language and a lot of video software to analyze their work, this is essential. Students are responsible for bringing their own headphones with a microphone to eliminate any possible contamination of headphones. There are two headphones without microphone for students to hear the same source material and work in pairs and team practice interpreting. These are not used often, but they are provided by the university. The teaching station at the front of the lab has a large screen TV/Monitor at the front of the room providing clear access to videos for the entire class to view. A large Mac desktop is at the front of the lab for instructor use. Instructors may remotely access each computer in the lab in real-time to view student interpreting.
4. The ASL Bottega is a small comfortable room for native language specialists to work with students in small groups that was added in 2012. In the Bottega there are 2 stations, each equipped with a large screen monitor, computer, kidney table and chairs for mentors to work with students in small group settings using videos, PowerPoint lessons, and other materials for language acquisition and development. Lab mentors can work with groups of 5 students at a time.
5. Every faculty member in the program is provided a MacBook Pro due to the video-based nature of our work and to be compatible with our lab and language/resource programs and portals. In addition, we have part-time access to an administrative assistant.

Upgrades to Physical Space/Resources

Changes/Upgrades that have been completed within the past 5 years, specifically for your program or are required because of your program along with any impacts to student learning.

Minimal changes or upgrades have been implemented to the physical spaces used by the Interpreting program faculty.

The university UIT manages the projectors and Wyse clients in Burton 006 classroom and unsure of any changes made to that equipment. The Burton 002 classroom uses an iMac all in one desktop as the instructor station and that computer was upgraded with the ASL lab in 2014. The computer works fine and has no issues at the time of this report.

Faculty member Brown assisted in obtaining some Grant money through Casey's general store and Walmart to purchase supplies and items needed but not covered by program budgets in the 2019 budget cycle. The spreadsheet of purchases is attached to the report.

Recommendations to Improve Resources

Describe any desired changes/upgrades to facilities/resources and how the proposed changes would impact student learning.

The classroom in 002 could use stronger dehumidifier to assist with the humidity in the room. If there was a way to include the dehumidifier to the AC/Heating system as current one creates a lot of noise; faculty turn it off so that they can hear in the classroom and then it does not get turned on again. The portable one in the room, does eliminate a LOT of water out

of the air, and it makes a huge difference in the breathing quality of the space, but it is very loud and disruptive to the learning environment. Along the same lines, the back wall (green) needs to be replaced along the bottom of the sheetrock. The mold is visible under the paint and it is the front wall that students look at daily, it is a room that is often shown on tours because we like to show the signing classes.

Faculty were able to secure 2 new tables for use in Burton 002, and it would be nice to replace the rest of the tables in the same way. They are a bit smaller, but they are on casters, and they allow for a better flow to the room when it is set up as a traditional U shape for visual language learning. The chairs in the classroom were purchased from Sam's club a long time ago and while they have served their purpose, they need to be replaced. Many of them have a leg or two that has folded under, and they are a fabric chair. After years of use and never being cleaned, they are dirty.

New chairs would also benefit the ASL lab. The chairs used in that space are traditional office chairs and they are beginning to break down on the back as well as in the ability to raise and lower. They are also too large for the space and make it difficult to move through the stations. A smaller design would fit the room better. I would like to look at using the ergonomic stools as a possible replacement, as they are vinyl on the seat so you can wipe them down, they do not have a back so students must sit up, and they will fit under the lab tables.

Technology Resources

List current technology specific for the program. What technology is used on a regular basis? Are there any technology needs for the program, issues with technology that impact the classroom? Is there technology that would benefit the teaching in the classroom that the program would like to investigate?

One of the main technology expenses for the program is the use of Mac computers for program faculty. The faculty all agree that this is a necessary expense due to the dependence on video and video editing in our programs. Listed below is an accounting of the computer expenses for program faculty. It should be noted that the computers have been recycled to the library for student use when they are no longer usable by the program.

2014 - 17 iMacs \$21,233 (UIT budget)

2015: Garrett \$2,299 (Retired)

McCray \$2,160 (Replaced from Assessment budget - Computer retired to Spanish Faculty)

2017: Ward \$2,138 (John is using)

Hoskins \$2,508 (Jessica is using)

Right now, there not any technology needs that are program specific. It is challenging to teach a video-based program on an infrastructure lacking in high-speed connectivity. The struggle to connect in class and use the technology in rooms is not unique to the ASL program, but a campus problem. When we (ASL/ITP faculty) think we have solution worked out with a classroom and UIT, then a change is made and then the solution is gone.

A detailed inventory of each room is needed, but more than that we need overall technology and high speed internet abilities in all classrooms. The faculty understand that we do not have designated classrooms, but we do need to look at universal accommodations that will work across campus to meet faculty needs.

Library Resources:

Insert the narrative from library staff pertaining to changes and recommendations to program specific library holdings.

Interpreter Training/American Sign Language as a discipline taught at the undergraduate level requires both up-to-date materials and materials with an historical perspective. A continued effort is made to acquire materials in both electronic and printed formats, and the Library's holdings in Interpreter Training/American Sign Language are fairly strong. The WWU program is fairly unique in the state and the library has not been able to rely to any great extent on resource sharing with other libraries to meet the resource needs of this program. In addition, the discipline is not supported by commercially available databases nor is it a large enough discipline for aggregators to provide a discipline-specific e-book collection. The WWU library continually looks for new resources to support this program and acquires most everything that is deemed suitable. The websites of Gallaudet University Press and Registry for the Interpreters of the Deaf, among others, are checked regularly for new publications. While the library staff does not receive very many recommendations or requests from the ASL/ITP faculty, we do communicate with them about program changes and new resources. In addition to print materials, the WWU Library acquires DVDs, particularly in support of American Sign Language.

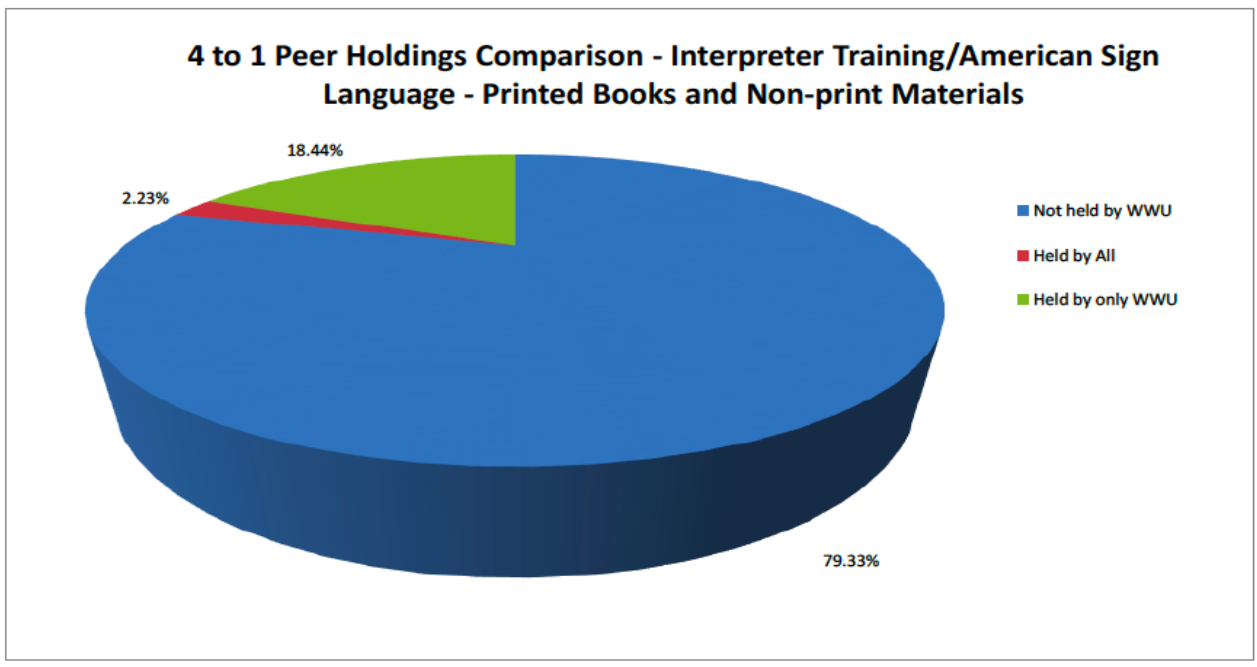
All books, journal articles and non-print materials are available through *Woods OneSearch*. The Library subscribes to a comprehensive database, *Academic Search Complete*, which is available to all students, both traditional and online.

The library staff acquires any resources that are not available in existing print and digital collections through interlibrary loan.

As in all other disciplines, WWU faculty and students have access to the resources available in MOBIUS member libraries, which includes the superb collections at the large research institutions in the state of Missouri, i.e., the four campuses of the University of Missouri, Washington University, Missouri State University and St. Louis University. Beginning in 2014, access to the resources of the academic, public and special libraries in Colorado and Wyoming became possible through Prospector, a resources sharing partner of MOBIUS. Prospector provides access to an additional 30 million books, journals, DVDs, CDs, videos and other materials, and includes the collections of the libraries at the campuses of the University of Colorado, Colorado State University, University of Denver, and the University of Wyoming. Resources selected from both MOBIUS and Prospector are delivered by courier, thereby reducing the delivery time.

III. Comparison with Peer Institutions (4 to 1 comparison)

Libraries Used for Comparison: [Stephens College](#), [Columbia College](#), [Westminster College](#), [Central Methodist University](#)



Library Resources:

Faculty response to the adequacy of library resources provided to the program?

The library holdings for the program are more than adequate. Students and faculty alike are able to find the materials needed and often find new materials that were unfamiliar to the program. The library does an excellent job of seeking out new content in the field of ASL and providing that information to our students.

Library Report

Attach the complete library report that is provided from the director of the Library that details the available resources to students in the program of study.

ITP_AS_Library_Report_2020_10.pdf - Appendix

Faculty and Staff Resources

Faculty

1-list all full time faculty in the program with highest degree, degree granting institution, years of full-time teaching experience WWU, and contractual course load. 2-List adjuncts who have taught within the last 3 years with the same qualifying information and which courses they have taught.

See the teaching chart attached

Faculty	Highest Education	Rank/Status	When Hired
Jessica Brown	Gallaudet University – Master of Arts Sign Language Education	Assistant Professor	8/15 2019-
John Brand III	Gallaudet University – Master of Arts Sign Language Education	Assistant Professor	1/1/2020-
Brittany Frederick	PHD, Organizational Leadership – Chicago School of Professional Psychology	Assistant Professor	8/15/ 2022-5/1/2023
Carrie McCray	PHD, Educational Leadership and Policy Analysis, University of Missouri	Professor	8/15/2005 -
Andrew Byrne	York University ABD Language, Culture, and Teaching.	Adjunct Faculty OLC	Summer 2015-
Becky Davis	Master of Science, McDaniel College	Instructor	08/15/2011 - 2019
Shauna Ward	Master of Arts, University of Phoenix	Instructor	08/15/2011 - 2018
Rebecca Thomas	Master of Education, University of Minnesota-Crookston	Adjunct Faculty OLC	08/19/2019-
Keri Wilson	Master of Science, Lamar University- Beaumont	Adjunct Faculty OLC	10/14/2019-
Mizzy Gietz	Doctor of Education, Lamar University – Beaumont	Adjunct Faculty OLC	07/15/2015-
Amy Miller	Master of Science, Capella University	Adjunct Faculty OLC	08/25/2014-
Catherine Copeland	Master of Science, Capella University	Adjunct Faculty OLC	06/20/2014-
Hilary Maag	Doctor of Philosophy, The Chicago School of Professional Psychology	Program Manager Interpreting Program OLC, Adjunct Faculty OLC	06/29/2015-

Faculty Demographic Spreadsheet

Attach the spreadsheet from HR listing all current (within 5 years) adjunct faculty including: Academic Credentials, Employment, Region, Courses approved to teach.

Faculty	Courses Taught
Jessica Brown	ASL 105 ASL I; ASL 120 Deaf Culture; ASL 145 ASL II; ASL 240 Fingerspelling and Numbers; ASL 245 ASL IV; ASL 316 Non-manual Markers; ASL 321 Sociological Perspectives of Deaf Education; ASL 345 ASL VI; ASL 425 Linguistics of ASL; ITP 211 Theory of Interpreting; ITP 241 Fundamentals of Interpreting; ITP 310 Interpreting in Advanced Settings; ITP 351 Interpreting II; ITP 300 Specialized Interpreting; ITP 375 Interpreting III; WWU-101 Connections
John Brand III	ASL 101 Career Seminar; ASL 104 ASL I; ASL 120 Deaf Culture; ASL 145 ASL II; ASL 205 ASL III; ASL 240 Fingerspelling and Numbers; ASL 245 ASL IV; ASL 305 ASL V; ASL 430 ASL Literature
Brittany Frederick	ITP 211 Theory of Interpreting; ITP 217 Comparative Translation; ITP 241 Fundamentals of Interpreting; ITP 301 Interpreting I; ITP 351 Interpreting II; ITP 375 Interpreting III; ITP 380 Interpreting IV; ITP 450 Senior Capstone
Carrie McCray	ASL 101 Career Seminar; ITP 211 Theory of Interpreting; ITP 217 Comparative Translation; ITP 241 Fundamentals of Interpreting; ITP 301 Interpreting I; ITP 351 Interpreting II; ITP 375 Interpreting III; ITP 380 Interpreting IV; ITP 450 Senior Capstone; ITP 410 Interpreting in Advanced Settings I; ITP 451 Field Practicum I; ITP 452 Field Practicum II
Andrew Byrne	ASL 425 ASL Linguistics
Rebecca Thomas	ASL 101 Career Seminar; ASL 120 Deaf Culture; ASL 321 Sociological Perspectives of Deaf Education; ASL 430 ASL Literature
Keri Wilson	ASL 316 Non-manual markers
Mizzy Gietz	
Amy Miller	ITP 310 Interpreting in Advanced Settings I; ITP 410 Interpreting in Advanced Settings II:
Catherine Copeland	ITP 211 Theory of Interpreting
Hilary Maag	ITP 251 Ethics in Interpreting; ITP 302 Interpreting Application and Analysis; ITP 450 Senior Capstone;

How many staff are designated to support the program?

8

Staff

Do you feel the program is adequately staffed in order to meet the goals of the program?

Yes (selected)

No

Staff

Are issues with staffing impacting student learning?

Yes

No (selected)

Faculty Percentage of Courses Taught by Full-time vs. Part-time

Please include a chart of the number of classes taught within the program that are taught by full time and part time faculty. Please include the last 5 academic years' data.

Very few program courses are covered by adjunct faculty.

Faculty Reflection on Teaching Load Distribution

Please discuss the distribution of courses between full time and part time faculty. What impact if any does this have on students and/or the curriculum?

Very few classes are taught by adjunct faculty. This is due to the educational requirements in Higher Education. The field of interpreting uses certification as a qualifier and so there are many interpreters locally that are qualified to teach interpreting courses, but they lack graduate education qualifications. For this reason, full time faculty tend to teach overloads when needed in the curriculum. When it is not possible, courses are shifted and an upper level course will move online, to free up faculty to cover a course that is only offered on ground. This is both good and bad for students in that they are getting faculty that understand the ins and outs of the curriculum and so it is scaffolded in a way that the courses work together with cohesion. But due to the repetition in faculty, they miss the benefit of alternative opinions on content and interpretation. Interpreting has a lot of individuality to what is produced and so there is value in students seeing and hearing multiple perspectives on an interpretation. The consistency of full time faculty teaching keeps the curriculum in alignment and objectives taught as expected.

Recommendation on Personnel

What recommendations to personnel (Faculty/Staff) do the program faculty recommend? What is the rationale for the recommendation?

There are no recommendations at this time for additional personnel. The program works well with 2 hearing and 2 deaf faculty to cover the interpreting and ASL content. This balance provides a strong linguistic base for students as we are able to work together well and highlight each others skills. The program shares an administrative assistant with the Humanities department and at this time this works appropriately. The program does not have a lot of purchase orders or administrative duties. The program also employs 7-10 Deaf staff for the ASL lab. Assistant Professor Brown oversees the curriculum and training of the ASL lab and has been successful in staffing the lab mentors to meet the needs of the students. The ASL lab is critical in the development of ASL skills for our students and instrumental in current students increased fluency in ASL (see SLPI data).

Financial Analysis of the Program

Financial Analysis by Program

Discuss trends in the program budget and actual expenditures over the past 5 years or since the last program review. Include a listing of any current course fees (include the course, the fee, and how the fee is used).

As of the last prioritization report, the cost per major for interpreting was \$3139.56

According to the formula, it costs the university \$3,140 to teach an Interpreting/ASL student. For the university, this is one of the least expensive majors offered. The program is the 4th lowest cost out of all the programs that are housed within the university. The ASL and ITP programs are intertwined to a point that the budgets cannot be separated. The number of courses and resources that overlap the two programs is extensive, so the programs share the cost per major.

Introductory ASL courses provides a service to the university in the General education program with Deaf Culture, ASL I and II counting as a General Education credit. It is important to look at the context around each program when looking at the financials in order to determine what is the most appropriate measure for a program's value.

The charts below show the budget of the program and how it has decreased dramatically over the past 8 years. The university pulled money from each academic budget to create the Professional Development Budget and that represents part of the decrease. In the chart attached, the changes in spending are easily noted. Dues and memberships was one of the first areas to note a decrease in spending as the university changed policy in paying for this service for faculty. Duplicating is another area of decrease as this has been a push across the university to reduce our paper consumption. Technology is another area of decrease and this is also due to the university reallocating technology funds to University Institutional Technology to make any and all technology purchases.

Financial Contributions

Discuss any significant donations that the program received over the past 5 years or since the last program review.

The program faculty are not aware of any significant donations for the Interpreting Program.

Financial Needs

Discuss any program goals or strategies that could be enhanced with increased budget or resources, including how the increased funding would be used and how the increased funding directly supports college goals and strategic directions.

The program would benefit from additional funding to establish stronger test preparation for students before they take their certification exams. Students benefit from guest speakers and lecturers and with additional budgeted funds, it would be possible to bring in presenters and specialists on test preparation to work with students as they prepare for their certification exams. Students are at a disadvantage in taking their certification exams right after or during their senior year, as the exams are designed for the interpreter that has been working a year or two. There is a gap in real world knowledge and application for many students and they benefit greatly from using the language and being around Deaf individuals right after graduation. Additional training focused on how to prepare and how to take the exams, would really help students pass rates go up. A large number of our students that don't pass the exam the first time, miss it by less than 5 points. This strategy in theory would help them produce a stronger interpretation the first time.

Improving the infrastructure and technology in the ASL lab space would benefit the program in several ways. It would also benefit the program if we became a testing center for CASLI to administer the National Exam, but at this time the technology in the ASL part of the lab is not quality enough to support the needed bandwidth for the video testing. This improvement would also provide for better and more efficient lab sessions for students. The ASL lab has two computer stations and two large flat screen TV's mounted on the wall for projection.

Non Instructional Expenses

Expenses that are included in the budget but not part of the instructional aspect of the program, not all programs have this.

NA

Assessment Planning

University Objectives

Use the Attached copy of the University Student Learning Outcomes and discuss the alignment of your program to these objectives. How do the courses in your program support and contribute to expanding students' knowledge.

Major Field Competence: Students will demonstrate excellence in an academic or professional discipline and engage in the process of academic discovery.

The Interpreting programs shows Major Field Competence through the continued excellence in teaching of ASL-English Interpreting content. The program strives to produce students with strong language and ethical skills to be models of the interpreting program that we provide. Through continued curriculum alignment and tightening up of assessment, the program is improving outcomes across the board.

Institutional_Learning_Outcomes.docx

Program Outcomes

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.

Additional Standards/Outcomes

Identifier	Description
ITP.1	Theory and Knowledge Competencies that will embody the academic foundation and world knowledge that is essential to effective interpretation.
ITP.2	Human Relations Competencies of interpersonal communicative skills that foster effective collaboration with colleagues, consumers and employers.
ITP.3	Language Skills Competencies for the effective use of American Sign Language and English.
ITP.4	Interpreting Skills Competencies for the effective ASL-English interpretation of a range of subject matter in a variety of settings.
ITP.5	Professionalism Competencies demonstrating application of professional standards and practices.

Program Assessment Matrix

Please insert a chart that shows the matrix for your program assessment plan/report.

		ASL101 Career Seminar	ASL120 Deaf Culture	ASL220 Ethics	ASL345 ASL VI	ASL425 Linguistics	ASL430 ASL LIT	ITP211 Theory	Comparative Translation	ITP 241 Fund of interpreting	ITP301 Itp I	ITP351 Itp II	ITP375 ITP III	ITP380 Itp IV	ITP310 Adv I	ITP410 Adv II	ITP450 Senior Capstone	ITP451/452 Internship	Performance Review
	Domain 1: Theory and Knowledge: Students will demonstrate competency in both theory and knowledge that embodies the academic foundation and world knowledge essential to effective interpretation.																		
1.1	Demonstrate a basic foundation of world knowledge and cultural literacy for both the mainstream culture and Deaf culture.	I	I				R	R A	R								MA	MA	
1.2	Apply linguistic, cross-cultural and interpretation theories.							I	I	I	R	R	R	R	R	RA	R	MA	
1.3	Discuss ethical decision-making processes for professionals based on philosophical reasoning and values.			IA				R A							R	RA	MA	MA	
1.4	Demonstrate knowledge of current literature in the Interpreting profession.							I		I	R	R	R				MA	MA	
		ASL101 Career Seminar	ASL120 Deaf Culture	ASL220 Ethics	ASL345 ASL VI	ASL425 Linguistics	ASL430 ASL LIT	ITP211 Theory	Comparative Translation	ITP 241 Fund of interpreting	ITP301 Itp I	ITP351 Itp II	ITP375 ITP III	ITP380 Itp IV	ITP310 Adv I	ITP410 Adv II	ITP450 Senior Capstone	ITP451/452 Internship	Performance Review

Domain 2: Human Relations Competencies: Students will demonstrate interpersonal competencies toward fostering effective communication and productive collaboration with colleagues, consumers, and employers.																				
2.1	Demonstrate collegiality and respect for colleagues			I						I			R	R	R	M	R	RM	MA	
2.2	Demonstrate professional ethical behavior									I			R	R	R	M			MA	
2.3	Demonstrate respect for ASL, English and contact varieties of ASL by using cultural norms appropriate to each language while conversing and interpreting.									I			R	R	R	R	R	R	MA	
DOMAIN 3: Language Skills Competencies: Students will effectively communicate in both American Sign Language and English.																				
3.1	Demonstrate proficiency and flexibility in English									R								MA	MA	A
3.2	Demonstrate proficiency in ASL.				R	R	R			R								MA	MA	A
		ASL 101 Career Seminar	ASL 120 Deaf Culture	ASL 220 Ethics	ASL 345 ASL VI	ASL 425 Linguistics	ASL 430 ASL LIT	ITP 211 Theory	Comparative Translation	ITP 241 Fund of interpreting	ITP 301 Itp I	ITP 351 Itp II	ITP 375 ITP III	ITP 380 Itp IV	ITP 310 Adv I	ITP 410 Adv II	ITP 450 Senior Capstone	ITP 451/452 Internship	Performance Review	
Domain 4: Interpreting Skills Competencies: Students will demonstrate the ability to effectively interpret between ASL and English in entry-to-work-level settings and subject matter.																				
4.1	Integrate academic and world knowledge during interpretations using appropriate cultural adjustments, while managing internal and external factors and processes, in a manner that results in accurate and reliable interpretations in both ASL and English.									I	I		RA	R	R	R	R	R	MA	A
4.2	Analyze the effectiveness of interpreting performance generated by self and peers by applying contemporary theories of performance assessment and peer review.									I			RA	RA	M	M	M	M	MA	A
4.3	Demonstrate the ability to effectively team interpret.														I	R	R	R	MA	A
4.4	Demonstrate language matching skills based on interactions with consumers.															R	I	R	MA	A
4.5	Effectively negotiates meaning, applies strategies for clarification, in ASL and English while interpreting.															R	I	R	MA	A
		ASL 101 Career Seminar	ASL 120 Deaf Culture	ASL 220 Ethics	ASL 345 ASL VI	ASL 425 Linguistics	ASL 430 ASL LIT	ITP 211 Theory	Comparative Translation	ITP 241 Fund of interpreting	ITP 301 Itp I	ITP 351 Itp II	ITP 375 ITP III	ITP 380 Itp IV	ITP 310 Adv I	ITP 410 Adv II	ITP 450 Senior Capstone	ITP 451/452 Internship	Performance Review	
Domain 5: Professionalism Competencies: Students will effectively interact with peers and colleagues and apply professional standards and practices.																				
5.1	Demonstrates professional planning, self-awareness, and integrity									I									MA	
5.2	Demonstrate knowledge of state and national interpreter certification and/or licensure and the implications of these systems on the employment of interpreters.									IA					R			R	MA	
5.3	Identify the scope and authority of state and federal laws impacting D/deaf people and interpreters.	I	I							R					R	R			MA	

Assessment Data

Annual Assessment Report 2021-2022

ITP_Annual_Assessment_2021_2022.docx

Annual Assessment Report 2020-2021

asl_interpreting_annual_assessment_2020_2021.pdf

Annual Assessment Report 2019-2020

asl_english_interpreting_annual_assessment_2019_2020.pdf

Annual Assessment Report 2018-2019

asl_interpreting_annual_assessment_2018_2019.pdf

Annual Assessment Report 2017-2018

ASL_English_Interpreting_Annual_Assessment_2017_2018.docx

Snapshot on Assessment (5-year)

Please refer back to the program Annual Assessment report and create a graph showing a 5-year trend on assessment data for your program objectives. This should show a quick view of how programs are meeting or not meeting set benchmarks from student assessment. Each objective should have its own graph in order to keep it organized and easy to track. Each graph should have a short narrative explaining what is happening with the data and what implications that has on the program and student learning.

Appendix

Snapshot on Assessment

If the program already has a document with the charts created, then that document can be uploaded here for the purposes of this report.

Interpreting_Shapshot_on_assessment_data.xlsx

Analysis on Assessment

What is the assessment process for the program overall? What general activities are used to collect assessment information? Are all faculty involved in the assessment process?

The program is making strides to streamline the assessment, but there are still a lot of loose ends on the assessment of the program. The faculty need to review the Domains and review the assessment map that has been used for the past few years. The program is successful when using key assessments for the program and keeping the assessment strategy streamlined to one or two course based assessments, and the activities from Student Performance Review.

The assessment is moving in the right way as we work to eliminate busy work, and focus on the assessments that will tell us how students are doing in the program. The course based assessments do use Watermark Student Learning and Licensure and that helps as it collects the data in an easy to use format. Other assessments are manual processes in excel to maintain the data. The program has worked hard to centralize the information and keep it available to all faculty. All faculty assist in the administration of the activities on Student Performance Review. The English Test, the Deaf Culture Test, and the Interpreting exam are proctored evaluations with faculty on hand. The SLPI is an all hands on deck

assessment as the students set up individual times with the outside evaluator, but the sessions are proctored in the Burton Building. Faculty take turns proctoring these sessions.

Assessment activities in courses consist of specific exam questions, a portfolio, examples of ethical situation problem solving, demand control, and the mentor final evaluation. These activities are primarily overseen by the interpreting faculty as they are not assignments in ASL courses, but Interpreting ones.

External Review

External Review for Program Evaluation

Your role as an outside reviewer is to verify the information provided by the on-campus program review team. Your evaluation helps identify the program's strengths and recommend ways to address areas of concern. The following guide is intended to facilitate your work as a reviewer. The questions provide a quality rating of Exemplary, Adequate, Needs Improvement, Not Evidenced. Please provide a justification for your rating in the section below the question. Use as much space as necessary for your response.

At the conclusion of the evaluation, please provide a summary that addresses overall aspects of the program.

1.1 History of the program is succinct, but detailed. (-300 words)

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3

The information provided by the program review team is accurate and comprehensive.

I am familiar with the information provided about William Woods University's interpreting program, having delivered training here in the 1990s and worked closely with prior program coordinators at the national level. The program has good name recognition, primarily due to its longevity, former leadership involved in national organizations (i.e., Dr. Carolyn Ball becoming President of the Conference of Interpreter Trainers and positively representing WWU), and participation with the Office of Special Education Rehabilitative Services federal grant projects. WWU was one of the first programs to transition from an associate- to bachelor-level program as we shifted away from technical program status to 'practice profession' status. This trending away from associate programs led to the shift in terminology from 'Interpreter Training Program' to 'Interpreter Education Program' for the purpose of differentiating technical 'training' to full, academic preparation. In 2012, the Registry of Interpreters for the Deaf, Inc. (national certifying body of the profession) regulated that a bachelor's degree (in any field) was a prerequisite for taking the certification exam, thus elevating the academic expectations of qualified interpreters. WWU has a history of being responsive to the profession's growth trajectory and established an online 'degree completion' option for students who held associate degrees (or were otherwise eligible).

Comments: WWU has consistently committed to growth and quality programming and carefully considers how its curricular and delivery decisions can be sustainable and favorable to stakeholders (especially the Deaf community). The strength of the program lies in part with its historical contribution to interpreter preparation, but unfortunately, the website omits this long history, which is a lost opportunity to marketing. The website provides conflicting information and there is some confusion and inconsistency about the degree type and name (*ASL program, BA, BS, Interpretation Studies in ASL, Interpretation Studies in ASL-English*).

Recommendations:

- Improve the program's online representation by:
 - Emphasizing historic presence of the program
 - Clarifying the degree name (select either BS or BA)
 - Removing reference to dual major if it is no longer an option.
 - Updating content (NIEC no longer exists; interpreting is not an ASL program)
 - Adding mission statement (see below), philosophy, core values, and exit competencies that are realistic for entry-level interpreters.

NOTE: This external review primarily focuses on the onsite 'Interpreter Education Program', inclusive of its foundations in ASL Studies, and is based upon document review, online resources, observations, and interviews with administrators,

faculty, staff, and students. The online degree-completion option operates as a separate program and requires a separate review; however, I include commentary about the online program when it impacts the onsite program and the administration's desire for this program to become CCIE accredited.

1.2 Program's purpose/mission is clear, including relationship to the university's mission statement.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.

2

As it is written in this report, the Mission Statement does not match the one provided in the Annual Assessment 2021-2022 (*The American Sign Language and Interpreting Program at WWU prepares graduates to work as culturally responsible professionals providing excellent service to the Deaf Community*). This report's multi-faceted mission statement is a good start and can be improved by emphasizing that the program maintains a sociolinguistic view of deaf communities (required for accreditation).

Comments: On the program website, the mission, philosophy, vision, core values, and exit competency statements are obscure. However, university administrators confirm that the program aligns with the institution's mission to provide a student-centered learning environment. This is evident in the onsite program.

Based on student reports, the online program does not appear to align with the mission to be student centered. Students report inconsistencies between the syllabus and course requirements imposed by faculty, grading delays, abrasive feedback (or inadequate feedback), and lack of synchronous sessions and collaborative learning opportunities.

Recommendations:

- Improve messaging to prospective and current students with an Interpreting Program Student Handbook.
- Align the student handbook and the website with clear description of the program's mission, dispositions of ethical interpreters, and methods for helping students achieve their professional goals (exit criteria).
- Emphasize core values that include (a) keeping the Deaf community central to curricular and delivery decisions, (b) thinking critically, (c) respecting diversity, and (d) treating all people ethically and equitably.
- Specify what students will be able to do upon program exit, emphasizing the limitations associated with ethical placements based on skill and qualification.
- Highlight the benchmarks that will propel students to graduation (SLPI, RID Knowledge test, etc.)

1.3 Clearly describes the approach to maintain or improve student retention and graduation rates.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.

3

The program accurately targets the need for official articulation agreements that facilitate the transition of students from associate programs to bachelor programs. The program also recognizes the need to track students who leave the program and gather data on the causes of attrition.

Comments: Attrition rates are not concerning for the onsite program (consistently around 85%). The student demographic is traditional, and, as stated in the report, it is understandable that incoming Freshmen who declare a major may be underinformed about the interpreting profession and visual language learning is not a good fit for them. Retention has rebounded since COVID-19. I did not observe approaches that are used to improve student retention and graduation rates; however, my meetings with students revealed a strong cohort model and a sense of belonging in the program.

On the contrary, the average online retention rate (62%) is reflective of a program that is less student-centered, relational, and supportive than the onsite program. The online students report inconsistencies between syllabi and course expectations, lack of instructor engagement, inadequate performance feedback, and a general disconnect from the program. There are some facilitators who make themselves available for one-on-one conferencing, and while this is appreciated, it is not the norm. The program is heavily weighted in self- and peer-assessment, and online students primarily rely on each other to improve skills and stay motivated to continue in the program.

1.4 Program has clearly defined strategies for retention and graduation rates of students.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.

0

The report does not indicate strategies for retention and graduation rates of students.

Comments: The program would benefit from a strategic plan based on mission, vision, philosophy, core values, and exit criteria. The plan should include a SWOT analysis and action plans to improve student experience, increase enrollment, improve record-keeping, update the curriculum, provide faculty training in distance delivery, explore delivery modes (e.g., hybrid delivery for occasional synchronicity), and integrate the online and onsite programs.

1.5 Program advising loads are appropriately delegated throughout the program.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.

3

The onsite program appropriately delegates the advising load among two full-time ASL faculty members and a university administrator who functions as an interim program director while a faculty search is open.

Comments: Faculty turnover has led to some inconsistent advising for students in recent years. The online program has experienced turnover among university academic advisors who are less familiar with the program. Reportedly, they currently have one academic advisor who does an excellent job.

1.6 Program has clearly articulated advising processes followed by all faculty within the program.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced. Then please justify your rating in the below section.

3

The report outlines the advising supports provided to faculty.

Comments: Students report occasional discrepancies in advising practices that result in prolonged programs of study and staggered graduation rates. ASL placement decisions are sometimes inconsistent between raters, and students express doubt that they were advised and placed appropriately upon transfer.

Recommendation:

- Standardize ASL Placement Tests, check for inter-rater reliability (perhaps through random assessments by additional faculty) and calibrate rubrics to remove subjectivity from ASL assessments.
- Codify the process for awarding credit for professional experience and establish a ceiling for number of credits that may be waived/purchased (recommend no more than 6 credit hours). Use the same criteria for all incoming students and limit this decision to full-time administration/interpreting faculty.

1.7 Comprehensive accounting of graduates in internship placements.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3

The program is doing everything possible to place students in a variety of settings within Missouri and beyond.

Comments: Internships are primarily managed by Dr. McCray. Having one person who monitors internship placements is commendable and ideal, as identifying an appropriate placement that fits a student's skill level and subsequently monitoring that placement are very time-consuming tasks. Should the program decide to prepare for accreditation, the issues with missing paperwork and record keeping would need remediation (this might already have occurred since the time of their report two years ago).

Of all the CCIE standards, the requirement for Interpreting Field Experience is probably the most laborious for program faculty to manage. WWU has a good start in this area (already requiring the requisite 300 hours) and appears only limited by the time required to maintain complete records. Coordinating internship requires a comprehensive system for documenting hours and differentiating the various components of Field Experience to satisfy the requirement (e.g., hands-on interpreting v. preparation hours, mentor evaluations). Accreditation standards require programs to clearly document authentic interpreting services (100 hours) with qualified onsite supervisors and describe the student's activities associated with authentic interpreting (observation, preparation, etc.). There needs to be a system for selecting a field experience site and evaluating these sites. Official agreements and documentation of each person's role (student, site supervisor, program) are part of the evidence requirements for accreditation.

Recommendation: As soon as feasible, the program should focus on tightly structuring the Field Experience courses around the national standards and documenting student progress through the Field Experience.

1.8 Provides detailed description of possible employment positions for graduated students.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3

The report explains the meaning of 'work in field' within a system where graduates must achieve appropriate credentials to work as interpreters, and there is always a graduation-to-certification gap for alumni. The professional expectation is that alumni will work in mentored settings until the appropriate credentials can be obtained and the graduate can legally work.

1.9 Post-Graduation data is complete and provides a picture of where students go after graduation.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2

The report includes survey results over a five-year period (n = 36) and indicates that the majority of alumni are not working as interpreters (although 61% are using American Sign Language within some capacity in their jobs). A vast majority (88%, n = 25) take Missouri's certification test after graduation and 42% report receiving certification. There are no data about the level of certification achieved (basic, advanced, master) or how long past graduation the credential was received.

Comments: Interpreting programs, in general, struggle to track alumni to assess their experience and earned interpreting credentials after graduation. The problem lies in maintaining a database with current contact information, as many graduates do not provide updated information. Social media pages allow programs to spotlight the achievements of alumni and try to collect changes of address, but data collection can be burdensome (outside of efforts of the university's Alumni Association). Typically, alumni surveys under-represent what graduates are doing, but the WWU program does try to maintain contact with its alumni.

Recommendation: Expand the alumni survey to include questions about year the certification tests were taken, and the year attained.

2.1 Course Rotation is followed in the way courses are offered with minimal tutorial/independent study courses.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3

Comment: WWU courses (onsite) are scaffolded appropriately, and the sequence model appears appropriate for best practices. I am unaware of the program's use of independent study courses.

2.2 Reflection on course offerings and enrollment of courses, rotation, and demand is complete.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2

Course enrollments fluctuate but appear to have rebounded since COVID-19 restrictions. The report indicates that some courses are specific to a faculty member, and when that faculty member leaves, courses may be removed from the curriculum. The report is transparent about the difficulties it experiences, trying to maintain a high-quality program within faculty constraints.

Comments: The program understands that curriculum design is ideally driven by the 'community of interest' (stakeholders) rather than internal limitations. Rapid faculty turnover in WWU's program has adversely impacted the curriculum, making it necessary to remove courses that are beneficial to students and required for accreditation (e.g., Ethics). These decisions put program administration in a quandary. Plans to revise the curriculum for systematic updating were put on hold in 2021-2022 so new faculty could acclimate to the curriculum, only to see the new hire leave after one academic year. Attempts to revisit the curriculum are currently on hold.

The Curriculum Matrix provided in this report is from 2017, and I am unclear about how this assessment cycle can be useful for evaluating course offerings. For reference in constructing a course map, updated categories for curriculum design in interpreter education are as follows:

- Introduction
- Reinforcement
- Practice
- Application

2.3 Course offerings appear appropriate for the needs of the program.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3

The program realistically reports on fluctuation of course offerings beyond its control.

Comments: A cursory review of syllabi and the program of study (onsite) indicates that the curriculum and meets the needs of the program but is not as robust as faculty would like it to be. There are gaps in the curriculum that relate to faculty losses experienced in recent years (not evident in the current report). For example, a strong experiential learning component is missing because partnerships that support the Deaf and DeafBlind community take time and consistency to develop and maintain. Forging official partnerships with community members, the School for the Deaf, Black Deaf community, etc. is labor intensive but this is imperative if students are to acquire a sense of responsibility toward the communities from which they will earn a living as interpreters.

Since the time of this report, the program has been down a full-time faculty member for at least one year. Unfortunately, experiential learning (not to be confused with community service) tends to 'take a back seat' when program staff must assume heavy course loads and extra duties to keep the program in operation. The irony of the situation is that the best interpreter preparation is experience outside of the classroom, and if graduates expect to enter the workforce, their strong community ties yield the trust, improved language mastery, and the increased likelihood for obtaining an interpreting credential.

Comments about program growth: Modification to existing courses to include Deaf students would open the program to an entirely new group of students...prospective Deaf interpreters. With a CDI on staff (who aspires to train Deaf interpreters) and the proximity to the MO School for the Deaf, recruiting Deaf students would enhance the experience of all students. Changing the language of instruction to ASL (Deaf or hearing faculty) enhances language acquisition, accustoms students to extended periods of visual attention, teaches students to function according to Deaf community norms, and creates an environment of respect for Deaf inclusion. This one change leads to the program becoming 100% accessible by design, not by modification and special assignments.

Comments about online courses: Courses are offered in accelerated sessions (8 weeks), and although the course names and objectives are the same as the onsite program, the content is not the same. I did not have access to online courses in the Learning Management System, so a thorough review of the online program is not possible. However, some onsite students who were permitted to take an 'equivalent' online course report experiences that are not comparable to their peers in the onsite course. These discrepancies are blamed, in part, on student demographics and unique needs of the online students. However, if the courses are identically named and numbered, the prerequisites and content should be identical and interchangeable.

Comments about student expectations in online program: Students who enter the online program are still missing a bachelor's degree 12 years after the national requirement was implemented. There tends to be a major gap in their educational background, and they may expect that their life experience entitles them to course waivers. Even with substantial work experience behind them, their expectations that the courses will be more challenging than if they were entering a traditional program are not reasonable or feasible for the WWU program to satisfy. Expectations for advanced programming come at the graduate level, so standardizing courses across the online and onsite programs would drastically improve credibility of the coursework overall and allow students options for substituting online versions and onsite versions of the same course.

Some online students might prefer accelerated or 'parts-of-term' (POT) courses, but this is not common practice in interpreter education where skills-based courses require extensive application opportunities for the skills to be mastered. Assessment of this delivery practice with current students and alumni might yield helpful information about how effective it is for interpreting students and shed light on its relationship to the high attrition rate in the online program. At this time, the online program does not undergo assessment.

Comments on POT courses in interpreter education: Any discussion of extending or implementing POT delivery in the onsite or online skills-based courses should weigh the impact on students' abilities to assimilate the new skills sufficiently to progress to more advanced courses. In courses that do not require sequencing, POT courses are more likely to be appropriate. In courses that are skill-based, POT courses are not appropriate (including accelerated ASL classes).

2.4 Discussion on curriculum changes based on assessment are clearly explained and complete.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3

The program attempts to use assessment results to inform curricular changes.

Comment: In addition to assessment data, stakeholder feedback should be applied to program improvement.

2.5 Discussion on curriculum changes based on assessment are detailed and complete.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

This question is answered in 2.4.

2.6 Teaching effectiveness summary within the program is detailed and faculty respond to successes and deficiencies within the evaluation.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2

The report adequately summarizes the program's contentment with teaching effectiveness results.

Comments: Interviews with students (in person and email conversations) indicate satisfaction with the full-time program faculty (there are no full-time faculty in the online program). The primary 'dissatisfied' comments about 'teaching effectiveness' related to the students' limited understanding of Black sign variation and Black ASL (BASL) as rich versions of mainstream ASL. At their stage of language acquisition, these ASL learners do not have the mental flexibility to recognize how languages changes within sub-groups (north v. south, Latino influences, Black vernacular, generational Deaf populations, etc.), nor do they realize how onset of becoming deaf or how a person acquired language directly impacts their language models in the program. As they progress through the program, I expect students will begin to value the diversity and exposure provided by this program.

2.7 Course descriptions are detailed and specific. They reflect the levels of rigor identified by Curriculum Committee in their descriptions (100-400 level)

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2

Comments: The course descriptions are sometimes vague ('develop vocabulary not covered in previous courses'). Syllabi tend to refer students to 'course websites' for information. I did not have access to external websites or Brightspace (password protected) to review information that is typically included in a syllabus. Lack of clarity or specificity within the course syllabus causes students to express varying degrees of frustration about course expectations. Course development and syllabus construction, according to learner-center practices, should ease the disorientation that students expressed. Beyond more specificity in course descriptions, students recommended that syllabi should include:

- Explanation of evaluation practices (how they will receive feedback in ASL, not typed English)
- procedural information (what and when things happen)
- Readings and resources
- Course calendar
- Tools for study and learning
- Instructor information

3.1 Summarizes all physical equipment needs and supplies noting any deficiencies and the impact on student learning.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3

The program thoroughly reports specific equipment needs.

Comments: From an external perspective, physical/technology equipment appears to be adequate. The language lab is equipped with an adequate number of Mac computers, which are the standard for ASL-English interpreting programs nationwide.

3.2 Summarizes the physical space available to the program.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3

The space summary is exemplary.

Comments: I observed two classroom spaces near the language lab. If there is additional classroom space, I did not see it. Classrooms, language lab, and student common areas are conducive to visual language learning and skill development. I did not notice deficiencies.

3.3 Summarizes the technology equipment needs and supplies noting any deficiencies and the impact on student learning.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3

The report provides an excellent summary of the technology needed for interpreter education courses.

Comments: Students in the online program reported not being aware of technology requirements (bandwidth, hardware, etc.) prior to entry. The syllabi do specify minimum system requirements, but students reported not realizing their equipment would be incompatible with GoReact.

3.4 Provides summary analysis of library holdings, noting specifically how deficiencies, if any, affect student learning.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3

The report is comprehensive regarding library holdings.

Comments: In conversations with faculty and students, the library holdings appear to be adequate. Some students bemoan the fact that they have to wait to obtain certain journal articles or other materials through ILL, but this dissatisfaction is due, in part, to procrastination. I do not notice information in the WWU student handbook or website about OER within the program (although there is an open WWU library position seeking expertise in this area), but books such as this and institutional e-book subscriptions are applicable to interpreter education and help keep student costs down. In general, hardbound books specific to interpreting skill acquisition, theory, and research in interpreting and translation studies are expensive for individual purchase (e.g., John Benjamins, Gallaudet University Press), but the WWU library provides hard copies of many of these seminal works to students. Whereas undergraduate research is not incorporated into the interpreting program, the library resources are adequate.

3.5 Faculty qualifications and specific competencies are fully and accurately described.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3

The report is comprehensive regarding faculty qualifications. At the time of the report, the qualifications of faculty provided a well-rounded experience for students.

Comments: Faculty are highly qualified with appropriate academic degrees (master's and above) and advanced interpreting credentials. The ASL faculty includes a Certified Deaf Interpreter (CDI) and a multi-generation Deaf instructor with vast language diversity, including Black ASL. A Deaf instructor also teaches foundational interpreting courses, which is very progressive in our field. Due to maintaining high standards for faculty and Lab Assistant/Mentor hires, WWU students are exposed to a diverse continuum of American Sign Language across races, regions, age, gender, and ethnicity. I consider this language diversity and the quality of its faculty to be the greatest strength of the onsite program, and I recommend these be highlighted on the website. Not many programs can boast about a CDI on their faculty, but WWU can.

I cannot speak confidently about the faculty qualifications or language diversity of the online program, as I had limited opportunity to interact with 'facilitators. However, in my conversation with one faculty member, I learned that adjunct faculty in the online program desire training in best practices for engaging and teaching online students.

3.6 Provides a sound rationale for current staffing and/or future recommendations related to student learning.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3

At the time of this report, the interpreting program was fully staffed. Since this report, the program underwent a faculty loss that is placing a hardship on remaining faculty and students.

Comments: Despite the qualifications of its faculty, the program is seriously understaffed (only one hearing interpreter, no full-time leadership). Outside of ASL courses, students report problems with having one hearing interpreter for advanced interpreting coursework (who has a heavy teaching and administration load) while a national search continues for a full-time faculty member. However qualified this one faculty member is, this lack of exposure to various interpreting models at the upper levels is an impediment to student success. Quality, sustainability, and growth are currently threatened by the lack of faculty and full-time leadership.

NOTE: There is a nationwide shortage of qualified faculty in interpreter education. Many institutions are concurrently searching for the same position that WWU needs (faculty with master or terminal degrees and advanced interpreting credentials).

Comments about language lab: The language lab is staffed with diverse native or near-native ASL users across ages and ethnicity. Students report that lab assignments are unstructured and could be improved with communication between ASL faculty and lab mentors about the skills students need to work on. Some students described their lab experience as 'too casual' and 'too flexible'. My understanding of this conversation is that students want more structure and preparedness on the part of lab assistants, who don't always know what the students have learned in class.

3.7 Provides rationale and recommendations to improve resources that would address such deficiencies and link to student learning.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3

The program clearly understands the issues that impact student learning.

Comments: The only resources I see that could address program deficiencies are faculty and attention to problems with the online program. The lack of faculty has impacted the program on several fronts, including assessment (e.g., unavailable data due to shifting students to online courses where assessment is not conducted) and reduced expectations for cultural and linguistic immersion in the Deaf community. I am confident that the inability to fill a faculty vacancy is

directly linked to the current shortage in the profession and not to any fault of the program or WWU. However, a viable candidate might hesitate to join a program that is not yet accredited (unless they are trained to build programs according to the national CCIE standards). My experience is that prospective faculty want to be part of progressive programs already accredited because they are assured of program quality and not burdened by the prospect of a self-study review (it's hard work frequently shouldered by faculty).

Hiring qualified adjuncts and moving knowledge-based courses online could provide temporary relief in the onsite program, but a full-time program director who can also carry a reduced course load is the most immediate program need. Neither the online nor the onsite program has a full-time program director, which places undue burdens on Dr. McCray to keep the onsite program fully operational and Dr. Maag to provide adequate student online learning orientation (SOLO), online course development and currency revisions in accordance with Quality Matters, learning community-building, field experience management, course scheduling, and faculty training for teaching online interpreting courses.

My sense is that the program is at a threshold it cannot cross (accreditation) without resolution of the infrastructure issues facing it. For accreditation purposes, filling the open position with a qualified person would be paramount. This means the person needs a minimum of a master's degree, experience in interpreter education, advanced interpreter certification, involvement with interpreting organizations, and active interpreting experience. Faculty qualifications should match the courses they are assigned to teach. For example, a faculty member who teaches linguistics must have a linguistics background.

Comments about accreditation: Marketing the faculty position with the goal of seeking accreditation may enhance the applicant pool. WWU has a very strong foundation to begin working toward accreditation. As arduous as the self-study process can be (requires one year with a designated coordinator), the curriculum and quality of present faculty are in your favor.

3.8 Provides sound rationale on the financial aspects of the program. Reflects on the cost per major and fiscal needs of the program.

Please rate the statement with 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3

The report is comprehensive regarding cost per major and fiscal needs.

4.1 Includes university learning outcomes and assessment measures, which are clearly articulated.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2

Report includes an attachment with the university learning outcomes below; however, I can only see that the program fits its learning competencies into one major category: Major Field Competence.

Major Field Competence: Students will demonstrate excellence in an academic or professional discipline and engage in the process of academic discovery.

Ethics: Students will exhibit values and behaviors that address self-respect and respect for others that will enable success and participation in the larger society.

Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.

Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

4.2 Includes program learning outcomes and assessment, which are clearly explained.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2

The report includes five program learning outcomes (Theory & Knowledge, Human Relations, Language Skills, Interpreting Skills, and Professionalism).

Comments: The program's learning outcomes use a curriculum matrix that indicates where in the curriculum the skills and knowledge are introduced, reinforced, and mastered. It is unclear how thoroughly these outcomes are assessed, but it appears that individual course assignments and external skill evaluations, such as the SLPI, serve as assessment data points. If the program is consistently seeing the assessments met at the minimum competency expected, what is the program doing to apply those results to curriculum revision or make the measurements binding? For example, if there is a pattern of consistent scores above a Level 2 on the SCPI, why would this not become a binding entrance screening for admission to advanced interpreting coursework? If students are not consistently hitting the expected mark on assessment measures, what curricular changes are implemented to ensure students do meet the mark (or should the program lower its expectations)?

Recommendation: The program learning outcomes may be revised to adhere to current CCIE standards (2019) with corresponding course maps that indicate Introduction, Reinforcement, Practice, and Application. Templates for this upgrade are available on the CCIE website. Benchmarks that are binding for program progression (cannot continue in the program without passing at a specified level), such as the SLPI for ASL competency and English Language Proficiency evaluations, would improve achievement of higher order objectives and meet the CCIE accreditation requirement to screen for these skills prior to advancement.

4.3 Standards for performance and gaps in student learning are clearly identified with action plans for improvement if needed.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2

Comments: Student learning gaps may resolve with the appropriate faculty hire, but until that time, these actions might help close those gaps:

- Increased involvement with the local Deaf community outside of campus resources
- ASL benchmarks for starting advanced courses (required SLPI level after or near the end of ASL IV)
- Transition to ASL as language of instruction toward the end of Sophomore year.
- Maintain full-term course delivery for skill-based courses (15-week terms)
- Maintain class size <12 for advanced courses.
- Ensure that students who take an online course version receive an equivalent experience to the onsite course version.

4.4 The student learning objectives are appropriate for the specific discipline.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

3

The program realizes that some data collection points are not appropriate for assessing particular objectives. For example, there was an instance where the means of collecting data failed (external reviewer follow-through) and the program was left without a way to measure the objective. Some assignments were deemed inappropriate for measuring certain objectives.

Comments: The assessment process requires revisiting the measures that will be used to determine if the program is adequately accomplishing its objectives. In my review of syllabi, I had difficulty differentiating program objectives from student learning objectives (syllabi only provide program learning objectives).

4.5 Includes a longitudinal view of assessment for each program learning outcome.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

1

A worksheet of longitudinal data is provided (*Interpreting snapshot on assessment*), but without a narrative to accompany the charts, it is difficult to benefit from the data.

Comments: Inconsistency in assessment reporting across academic years does not allow for a reliable longitudinal view of assessment for each learning outcome. The online program has no valuable assessment data and does not appear to require accountability for its outcomes.

4.6 Discussion on the assessment process over the 5-year span.

Please rate the statement with: 3-Exemplary, 2-Adequate, 1-Needs Improvement, or 0-Not Evidenced and then justify your rating in the below section.

2

The program acknowledges that the assessment process needs updating.

Comments: The program has built-in, assessments/benchmarks with external evaluations (e.g., SLPI), but as consistent as the student performance may be on these evaluations, they are not binding for program progress. In other words, when a student does not meet a certain skill threshold, as long as they obtain a C in coursework, they can continue in the program. It is unclear how the program is using assessment results from these external evaluations to assist future students in achieving the recommended threshold. The report indicates the program is trying to eliminate 'busy work', a term often used by students when they don't understand the relevance of the task they are required to perform. Clarifying learning objectives in each course (apart from the program objectives) and associating each assignment with a learning objective will help students understand the 'why' behind their activities and assignments.

External Reviewer Summary Statements

- **What do you see as strengths for the programs?**

The caliber of the WWU faculty is by far its greatest strength. The fact that the program is situated in a private institution seems to alleviate threats of closure that programs in state institutions face when enrollment numbers fall and graduating classes are too small. The administration expresses desire to keep the program afloat until it can rebound from some of the problems it faces due to loss of faculty and turnover. Commitment by the administration to maintain the program is definitely a strength.

- **Does the program have components that distinguish it from other programs?**

The onsite program resembles other traditional programs with its face-to-face delivery, program of study that includes internship, and course content. The program has commendable language lab requirements with a well-staffed lab to enhance natural language acquisition with a variety ASL users who bring their rich cultural diversity to the student experience. The fact that WWU has a full-time CDI on fits faculty who teaches interpreting, not just ASL courses, is practically unheard of and distinguishes WWU from other programs.

• **What areas need to be addressed and are the steps outlined in the program review adequately to address any areas of concern?**

The program's immediate needs can be addressed with an appropriate hire for additional faculty. As it stands, the program is trying to maintain two separate bachelor's degree programs and ASL Studies minors with only two full-time teaching faculty. When the program can return to being innovative and creative about program sustainability and growth, the full scope of the faculty's linguistic and cultural capital will be a refreshing change for a program that has been stretched so thin. Until such time, the program is naturally focused on maintenance rather than growth. As the program is able, I recommend the following actions to improve student outcomes:

- Establish an Advisory Council of stakeholders (Deaf community, employers, students, alumni, faculty, external advisors).
- Utilize the Advisory Council to develop a 5-year strategic plan.
- Involve students in service learning to support the local Deaf community.
- Evaluate efficacy of POT (accelerated) courses in the onsite and online programs.
- Revive partnerships with the Missouri School for the Deaf to support Student Life Activities (e.g., Junior National Association of the Deaf, Music in Motion, Shared Reading Project).
- Revise language policy to 'ASL only' in advanced interpreting courses (everything above the sophomore level). Doing this would make the program attractive to prospective Deaf interpreters.
- Conduct a digital presence audit to improve online messaging about the program.
- Market to high schools with ASL programs and community colleges.
- Temporarily convert a few knowledge-based classes to online and hire remote adjuncts until position is filled (current faculty load is unsustainable).
- Standardize ASL Placement tests (process, rubrics, inter-rater reliability).
- Integrate the online and onsite programs so they do not operate independently. Align online coursework with onsite coursework so students have choice (and assurance the content will be the same). Online courses could be restricted and require program director permission to maintain enrollment balance between two delivery modes. Consider an onsite component for online courses.
- Open discussion with feeder programs, such as St. Louis Community College, about official articulation agreements.

• **Should the program be expanded, maintained at its current size, reduced, or eliminated?**

Comments about the onsite program: This program has worked hard to build relationships with students and create a positive learning environment. The faculty are well-respected. I am impressed with the faculty's qualifications and the structure of the language lab. Temporarily, maintenance is the goal until the faculty position can be filled with a highly qualified interpreter who has appropriate academic credentials. The class size is currently optimal (<12 is recommended max for skills courses). If the program grows, second sections would be required and there are insufficient faculty resources to provide this. The onsite program has roots in the profession's best practices and bears hope for accreditation, but curriculum currency (in a rapidly changing field), adjustments according to the needs of the local Deaf and DeafBlind community, and program expansion cannot be achieved while the program 'treads water' with its faculty resources. If the program becomes CCIE accredited, and the program provides multiple delivery modes in a streamlined BS degree program, growth is likely to be a natural consequence.

Comments about the online program: While an online option for working interpreters is attractive to remote learners, there is a system-wide push to increase online offerings into a complete degree program to increase enrollment. There are factors for “practice professions” (like nursing and interpreting) that should be considered in this discussion. Practice professional programs must create a balance between theory, ethics, skill, and field experience that rests upon a firm foundation of engaged learning strategies. Presently, the infrastructure and quality of WWUs online option is insufficient to recommend expansion to a fully online BS degree.

Maintaining the program in its current state is at risk for continued high attrition rates, which results in poor publicity (especially in online forums). The online program attracts a substantive number of people who want to complete a BS degree as quickly, cheaply, conveniently, and effortlessly as possible. 'Fast and easy' does not produce qualified interpreters. Interpreters with more experience want advanced programming, such as one might find in a graduate degree, to challenge them, while articulating students from AA/AAS programs have no interpreting experience and require basic skills training. The student demographic runs the gamut, and it is unreasonable for incoming students to expect a program to meet everyone's individual needs. Clear messaging online (*this is an entry-level degree program*) and admission screening (ensuring transfers have the requisite language skills) could even the playing field and create cohorts that fit each other and the curriculum for entry-level interpreter preparation (more experienced interpreters can complete their degrees in other areas since the national requirement does not specify the BS degree must be in interpreting). Exploration of hybrid interpreter education may be beneficial, but again, without the faculty resources, ideas for expansion can wait.

The coordinator for the online program is a highly qualified faculty member, but she is under-employed (part-time) for the expectations of running a program that operates in a silo and is not compatible with the onsite program. The high attrition rates indicate potholes in program infrastructure through no fault of the person assigned to manage the program. My perspective on this program's sustainability or expansion is based on these findings:

- There is no full-time program leadership (currently managed by an adjunct who receives a coordination stipend).
- While it might make sense that the online program operates independently, the management model is inefficient and ultimately results in high attrition. Streamlining program management and consolidating onsite and online degree programs into one degree and one program with variety of delivery modes makes better sense and situates the program appropriately to seek accreditation. In its current configuration, the two programs create an accreditation dilemma that could result in CCIE not authorizing a self-study review.
- Adjuncts are used as ‘facilitators’ rather than instructors with the academic freedom to create content, be flexible while still adhering to course objectives, expand on topics, or select appropriate stimulus materials. Facilitators do not have the necessary permissions to make changes to their courses in Brightspace (I understand this is an effort to maintain course integrity, but it limits the ability to interject the instructor's professional persona into the coursework). Students do not sufficiently experience their instructors in lectures or class activities, which results in disengagement and dissatisfaction with the program.
- Online courses are not subjected to review for quality and continuous improvement (e.g., no internal assessment or external assessment via Quality Matters).
- There is a lack of course congruence with onsite courses.
- No online teacher training is available to new faculty.
- There is no admission screening to ensure commonality in a cohort (vast differences in the student demographic results in student dissatisfaction).
- There is minimal student orientation to online learning.
- Course expectations are often unclear when there is semi-adherence to course syllabus.
- Course objectives are not stated in measurable form or clearly related to assignments with rubrics. Syllabi are sometimes not updated, and performance stimuli are inappropriately fast or dense.
- There are no synchronous attendance requirements for building learning communities.
- GoReact is under-utilized, in part due to lack of faculty training, and there is limited feedback or follow-up on assignments. Performance feedback is usually written rather than provided in ASL. Students are not expected to respond to feedback and correct their errors. Feedback is too often evaluative rather than descriptive (non-evaluative).
- There is no advisory committee or accountability to the Deaf community for curricular or delivery decisions.
- There are no requirements for students to be involved in their local Deaf or DeafBlind communities.

Without the opportunity to join an online course or review the quality of materials, content, and delivery in Brightspace, I cannot confidently report on this program beyond what I recognized from interviews and read online. I was only able to meet with one faculty member in the online program and no alumni from either program. Perhaps a separate program review for the online option is necessary to understand how this program fits the university's mission.

As a former CCIE Commissioner and Vice President, I do not anticipate that WWU will be able to achieve accreditation without integrating the onsite and online programs (unless the intent is to seek two separate accreditations, which we did not discuss). Integration would require an overhaul of the online program and implementation of a binding admission screening for all students beginning Junior coursework, despite the delivery mode. Such an overhaul will probably warrant a moratorium on new admissions until the program is streamlined and prepared to launch a fully integrated curriculum. Course length (8 weeks v. 15 weeks) could vary as long as students have equivalent experiences in either delivery mode. Discrepancies between the two delivery modes makes them incompatible for students to take classes in their delivery mode of choice.

• **Any additional thoughts, comments, or recommendations pertaining to the program?**

Conducting this external review has been an honor for me. I hold WWU in such high esteem, and I am hopeful the program can use my recommendations to continue pursuing excellence in producing the best possible interpreters for the Deaf and DeafBlind community. I am encouraged by the solid administrative infrastructure, from Dr. McCray and Dr. Maag, through Provost Sapp and Dean Bolados, to President Moreland. Thank you for allowing me to be part of your program review process.

Sherry Shaw

Conclusions and Recommendations

Program Response to External Review:

The program would like to note their appreciation for the detail and focus of the external reviewers' comments. The responses provided will be to any item noted in the reviewer's report that received a 2 or lower score. The reviewer spent time with on ground faculty as well as students, the lab and administrators on campus. There was not time set up for the reviewer to talk to program alumni as that is not part of the traditional review. It is a norm for the accreditation component of interpreting program review, but our program is not accredited. The reviewer provided a detailed map for how we could move forward towards accreditation with the recommendation that we should move that way in the near future.

1.2 Program's purpose/mission is clear, including relationship to the university's mission statement.

The reviewer noted that the mission is inconsistent. The mission statement on the Annual reports is not on the website and there is a gap in the link between the program and the university. Several facets of the program website were mentioned in the report, and this is one part that the program faculty will endeavor to highlight on a revised program page. The mission and objectives should be part of the program page as an information source for prospective students. The existing website is only part of the fix for this alignment, and the reviewer noted the addition of a program handbook would benefit students moving forward. Work within the program materials should be clear in alignment between the program and university mission. This will be fixed on the next Annual Assessment moving forward.

1.4 Program has clearly defined strategies for retention and graduation rates of students.

The reviewer noted that this was a missing component of the retention component of the Program Review, and this is accurate to the narrative in the report. The program lays out a discussion of the retention and graduation rates but not a plan to improve or any strategies to retain/graduate majors. As evidenced later in the report, the assessment of the program needs a realignment. With changes to the assessment of the program, we will be implementing a program student satisfaction survey that will be administered during Student Performance Review. This survey will speak to issues/complications/successes in classrooms, labs and assigned work. This will not solve all problems, but it will provide an avenue for faculty to hear from students annually about issues pertaining to program satisfaction. As a way of increasing retention, the faculty will look at a more structured tutoring program for students to help get them caught up in

their courses. This will take some curriculum revision and development of lesson plans to focus on specific weaknesses of students. The program faculty already supervise students as advisers and have a strong connection with the students, this is one of the most impactful issues that influence program retention. As a program we need to evaluate program retention once students have started Interpreting I – as they are not yet in the interpreting program until they take the SLPI and complete the prerequisite courses.

1.9 Post-Graduation data is complete and provides a picture of where students go after graduation.

The program was actually pretty excited about the data collected for this report as they were able to obtain data from all but one graduating student. The number of students working in the field is lower than we would like, but we know that COVID played a role in this due to the disruption of internships, and the inability to take certification testing until the spring 2022 in many places. The reviewer noted that on the survey we needed to ask more detailed questions that would allow us to know how many years after graduation a student passed their certification exam. That can easily be added to the survey that was sent out. Program faculty use an excel spreadsheet to keep up with students along with their own social media and cellphones. Faculty need to look at avenues that are more efficient when talking about contacting and keeping up with students. Access databases might be more efficient.

2.2 Reflection on course offerings and enrollment of courses, rotation, and demand is complete.

The discussion on the criteria is notably related to the lack of faculty and the limitations of what the program can logistically cover. The removal of ASL 220 was discussed with the reviewer. That course was written by Dr. Garrett and while coded an ASL course, was truly a philosophy course. The program decided that it was in the best interest to use the GE philosophy courses and specifically the Ethics in Social Science course to meet the GE requirement for Ethics. Now that the GE requirements have changed, we will need to revisit the need for an ethics course in the curriculum. It is not clear in the program documents, but we have embedded ethics through the interpreting courses and in the Senior Capstone course. We need to rework the descriptions and curriculum to ensure that is a stronger emphasis in the program materials. Also, the program needs to look at adding in the Demand Control Schema work back into the Theory of Interpreting course to set the foundation for ethical decision making.

2.6 Teaching effectiveness summary within the program is detailed and faculty respond to successes and deficiencies within the evaluation.

The program thought that this was well documented in the report but will review how we can be more responsive to students. The comments in the report are related to student satisfaction with limited content in specialty areas of ASL and interpreting. Students had concerns that they did not have access to special dialects of ASL (Black ASL -BASL) this is a more specific mode of study that is more appropriate at the graduate level of linguistics. The program has worked to introduce higher levels of culture to the curriculum through ASL 336 Issues of Deafness course. There are places that we can address these noted issues. But the faculty do not feel that the issues noted relate to the teaching effectiveness summary.

2.7 Course descriptions are detailed and specific. They reflect the levels of rigor identified by Curriculum Committee in their descriptions (100-400 level)

As noted, the descriptions are vague and outdated. It has been a goal of the program to revise curriculum for the past 5 years, but due to Covid and personnel issues, there has not been enough consistency in the program personnel to take on this challenge. Faculty will look at the course descriptions and look at how we can update them to more accurately articulate the skills learned in the courses. This will be a Fall 2024 objective to make it into the next catalog cycle.

4.1 Includes university learning outcomes and assessment measures, which are clearly articulated.

At the time of the report, the university had not approved Institutional Objectives and so the old objectives were still listed but they did not align to the new mission of the university. The current Annual Assessment has the new

Institutional Objectives, and the program has aligned to the new objectives. This discrepancy has been fixed moving forward, but it was not reflected in the report as it was reflective up to 2022.

4.2 Includes program learning outcomes and assessment, which are clearly explained.

It has been an issue for the current faculty for several years to review and update the program objectives to make them more applicable. They are reflective of the interpreting profession 10-15 years ago and would benefit from a rewrite. This is something that Dr. Maag and Dr. McCray are looking to do during the summer of 2024. This cannot be done in a vacuum as the programs are linked by curriculum. The course map also needs to be updated and then aligned through the various syllabi with both online and on ground programs. There is no mechanism that catches changes in syllabi that happen on either the on ground or online, so changes are not carried through both sides of the curriculum. The program also needs to work on a handbook and articulate clear guidelines on assessment. The program implemented the SLPI assessment during ASL IV with the intent of making it part of an entrance exam. Faculty needed the language curriculum to settle in and to see where students traditionally scored and triangulate that with their success in interpreting coursework. We now have a solid set of data to set that benchmark for an entrance score. The program will be moving forward with an entrance process and policy. Program faculty also need to look at the cultural component and English language component and formalize those processes. Right now, they are very ad hoc in the construction of the evaluations.

The assessment of upper-level students is part of SPR, but the reviewer noted that this is an assessment with no strings. The faculty need to articulate more clearly how the assessment is not to gatekeep students from the major, but to assist in our modification of curriculum to make sure to fill in any gaps in the students learning of the content. Many interpreting programs have enacted assessments that determine a student's ability to progress through the program and while that encourages certification numbers at the end of the program, it blocks students from completing. This is a pedagogy issue within the field and while many programs see their focus as interpreting only programs, we also consider that not all majors will interpret, but we have a wider net for working with deaf individuals as successful program completion.

4.3 Standards for performance and gaps in student learning are clearly identified with action plans for improvement if needed.

This is related to the response with 4.2 in that the program needs to focus on the assessment processes and the entrance exam. Also needed is a stronger explanation of how data from SPR is utilized. The reviewer noted several recommendations on how gaps can be closed and so discussion moving forward between program faculty will be focused on these strategies. The program feels that we have a lot of involvement with the local Deaf community, so this needs to be articulated in a way that the connection is obvious. The benchmarks in ASL language through the SLPI assessment need to be set in policy and upheld as part of the program standard. Professor Brown and Dr. McCray had already discussed what additional courses would move into an ASL format only for instruction and so that will be implemented in the Fall 2024 with additional courses taught in ASL and not English.

4.5 Includes a longitudinal view of assessment for each program learning outcome.

Dr. McCray provided a summary of the data displayed for the snapshot of assessment but will review the data narrative to make it more inclusive and detailed. It clearly was not enough of an explanation to make the data usable by the external reviewer. Also, with consistency in faculty and without the distraction of covid, the goal is to have more streamlined and comprehensive assessment structure. The turnover of faculty and the disruption is clear in the randomness of the collected data. Using data from SPR and key assignments will be key in moving forward.

4.6 Discussion on the assessment process over the 5-year span.

This is related to the longitudinal nature of the assessment and since the span included in the report was impacted with personnel and covid related disruptions it is no surprise that the data was lacking in many places. The program will be focused on using key assessments from courses that data will be collected from regardless of the faculty, and activities on SPR to hopefully create more consistency with the data. The implementation of the changes recommended in this report are impacted by the addition of another full time faculty and the identification of a program lead to ensure follow-through.

Program Identified Strengths

Program faculty naturally see one of the main strengths as the diversity in the teaching staff in the ASL arena. The ASL faculty (including lab mentors) provide a solid linguistic foundation for the program and expose students to a wide variety of language styles. The fact that we have a Certified Deaf Interpreter as an ASL and sometimes Interpreting faculty is also a bonus for the program. There are very few programs that can make that claim. Our students are leave here with more experience working with a Certified Deaf Interpreter than many working interpreters in the field.

The program also has a strong relationship with the local Deaf Community. The Missouri Associate for the Deaf and Missouri DeafBlind community use our facilities for state meetings as do several other Deaf community groups.

Another strength is that the campus program has been on the forefront of Interpreter education since we transitioned to a bachelor's degree in the 1990's. The in-person component to our program offers legitimacy to the program perception. Several interpreting AA programs around us are transitioning to Deaf Studies programs (FVCC and JCCC) and others are closing (John A Logan)- this is due to the difficulty in finding full time faculty, but also the rising standards of specialty accreditation and certification where a two-year degree does not meet the mark of preparing students.

Program Identified Challenges

Program challenges are as numerous as the strengths, but right now the challenge is finding another full time faculty to teach in the on ground program. Several applicants have been very strong and would have been a good fit academically, but they did not want to move and were only interested in a distance program. The nature of the student that we teach, a 2-D format for a 3-D language is not in their best interest. Finding the right hire is also critical due to the nature of the field we teach. Students are in a very vulnerable position when they are interpreting in front of their classmates, and finding someone that can create a safe environment where they feel comfortable putting themselves out there is critical to their success.

We have not updated the curriculum due to faculty turnover and the desire of the current faculty to include the new hire in the process. The curriculum needs a thorough review and alignment to bring it up to date and ensure that curriculum creep has not filtered out skills and assignments that should be built back into the coursework.

Another challenge for the program is enrollment. Cohort enrollment fluctuates from 6-17 historically, but currently the numbers are lower than expected. Typically, the freshmen enrollment is high and then we lose them when they hit ASL II or Theory of Interpreting– this is when they realize that ASL is a different language and not Iconic English – OR – that Interpreting is not putting on some music and signing a fun song like they see on YouTube, but something that is a detailed analytic process into the nuances of language. As a program, many students self-select out of the major when they realize it is harder than they expected. This group of students is also the last group that was on campus during COVID and they had to deal with their ASL classes being moved online – when the university had to shift over night to online operations- it was very challenging for the ASL and ITP students.

Action Plan:

The program is at a point where the faculty agree that we cannot continue to wait on another hire before we update and align our curriculum. We have talked throughout the year and have decided on some strategic changes that are needed for the program. Many of our changes were also noted by the external reviewer, so that helps us to know that we are on the right path.

The program is behind the times in not having an entrance exam/qualifying component to the program. This pushes students harder in their ASL curriculum as they will need to pass a proficiency in ASL before they can move forward with interpreting skills-based courses. The plans of the faculty are as follows:

- Create a Student Handbook (with online) that outlines the expectations and lay out of the program, as well as the qualifications needed to enter into skills-based courses. This will include a formal application to the program to

ensure that students have enough vocabulary before they move forward into interpreting courses. It is very challenging to interpret successfully when still struggling with the most general of vocabulary components.

- Review course objectives and realign the curriculum. The objectives of the program have not been revisited in 10 years and are due a discussion to determine if they are still appropriate or how we would like to update and revise them. This will then prompt a revision of course alignment and the curriculum. We also need to review the current courses and determine the content within to ensure that we are mapping out course objectives effectively. Part of this process is also determining which on ground courses can shift to an ASL only mode of instruction. Identifying where second language reinforcement will benefit them, and when they still need first language structure is important. Curriculum creep is real and with the turnover and changes it is time to ensure that the courses are covering the required components.
- Updated recordkeeping- currently the program keeps track of our alumni and student accomplishments on a faculty google drive. This should be housed within the university and in a more structured fashion. The program will look at centralizing this information so that it is not specific to one faculty.
- The program will develop a Student Satisfaction Survey for the program that will be administered annually with Student Performance Review and used to ensure that student issues are being heard – this will also help us to clear up any misunderstandings that students might have and show transparency in our decision-making when it comes to their part in the program.
- The program needs to look implementing an Advisory Council – if we are going to go up for specialty accreditation this is a must have in our program. This council would consist of members of the Deaf community, alumni, students, and employers so that we get a feel for what we are doing and need to do to prepare students more effectively.

Academic Council Review

3=Exemplary

2=Adequate

1=Needs Improvement 0= Not Evidenced

Program Profile		
1.1	History of the program is succinct, but detailed. (-300 words)	3
Comments: the history is explained highly effectively but might have a little more historical data than needed relative to current challenges.		
1.2	Program's purpose/mission is clear, including relationship to the university's mission statement.	2
Comments: Report does not spell out alignment of the program's mission with university mission but leaves the alignment to the reader to <u>make an assumption</u> .		
1.3	Clearly describes the approach to maintain or improve student retention and graduation rates.	2
Comments: Explanation is provided; however, beyond additional transfer agreements, I'm not entirely sure how it relates to maintaining or improving students' retention. Describes rate without digging into why or how to improve (not really needed)		
1.4	Program has clearly defined strategies for retention and graduation rates of students.	2
Comments: Placement and graduation rates are present but strategies for retention could be further developed.		
1.5	Program advising loads are appropriately delegated throughout the program	2
Comments: Advising loads should decrease with additional faculty hire but should be more evenly spaced out among current faculty.		
1.6	Program has clearly articulated advising processes followed by all advisers within the program.	3
Comments:		
1.7	Comprehensive accounting of graduates in internship placements	2
Comments: Internships are required and tracked by the program.		
1.8	Provides detailed description of possible employment positions for graduated students.	3
Comments:		
1.9	Post-graduation data is complete and provides a picture of where students go after graduation.	2
Comments:		
Curriculum		

2.1	Course rotation is followed in the way courses are offered with minimal tutorial/independent study courses.	2
Comments:		
2.2	Reflection on course offerings and enrollment of courses, rotation, and demand.	2
Comments:		
2.3	Course offerings appear appropriate for the needs of the program.	2
Comments: Rated based on the evidence provided but admittedly, I might not be aware of all the needs of the program.		
2.4	Discussion on curriculum changes based on assessment are clearly explained and complete	2
Comments: Not enough stability in the program faculty for this to have occurred		
2.5	Course descriptions are detailed and specific. They reflect the levels of rigor identified by Curriculum Committee in their descriptions.	2
Comments: Specific but lacking language on grade-level rigor.		
2.6	Teaching effectiveness summary within the program is detailed and faculty respond to successes and deficiencies within the evaluation.	3
Comments:		
Physical, Human, and Financial Resources		
3.1	Summarizes all physical equipment needs and supplies noting any deficiencies and the impact on student learning.	3
Comments: Dated technology without a clear plan for upgrading		
3.2	Summarizes the physical space available to the program	3
Comments: The Burton Building needs considerable renovation to ensure the safety of students		
3.3	Summarizes the Technology equipment needs and supplies noting any deficiencies and the impact on student learning.	3
Comments: Need a plan for keeping technology for faculty and students up to date		
3.4	Provides summary analysis of library holdings, noting specifically how deficiencies, if any, affect student learning	3
Comments:		
3.5	Faculty qualifications and specific competencies are fully and accurately described	2
Comments:		

3.6	Provides a sound rationale for current staffing and/or future recommendations related to student learning.	2
Comments: The program needs stability in staffing, this information is out of date, but also comments about overloads makes me think the program needs more faculty.		
3.7	Provides rationale and recommendations to improve resources that would address such deficiencies and link student learning.	2
Comments:		
3.8	Provides sound rationale on the financial aspects of the program. Reflects on the cost per major and fiscal needs of the program.	2
Comments: It's possible the cost per major is as low as it is because program is understaffed.		
Assessment		
4.1	Includes University learning outcomes and assessment measures, which are clearly explained.	2
Comments:		
4.2	Includes Program learning outcomes and assessment, which are clearly explained.	2
Comments: outcomes could be described more effectively		
4.3	Standards for performance and gaps in student learning are clearly identified with action plans for improvement if needed.	2
Comments: Minimal reflection the data, a lot on the process of data collection. Are the identified outcomes measurable? (Ex. what is the connection between class size and student learning)		
4.4	The student learning objectives are appropriate for the specific discipline.	2
Comments: This section needs explanation		
4.5	Includes a longitudinal view of assessment for each program learning outcome	2
Comments:		
4.6	Discussion on the assessment process over the 5-year span.	2
Comments: Review notes assessment process needs updating.		
External Review		
5.1	Program response to all criteria marked as a 2 or lower on the External Review report is complete with specific strategies for improvement.	2
Comments:		

5.2	Response to the external review is complete and detailed	2
Comments:		
Conclusion		
6.1	Strengths of the program are discussed	2
Comments:		
6.2	Challenges of the program are discussed.	2
Comments:		
6.3	Action plan for the program is visionary, showing evidence that the program is aiming for a higher level of student learning.	2
Comments:		

Noted strengths of the program:

- This is one of our niche programs that helps WWU stand out against other institutions, Additionally it is a very strong program. We as an institution need to lean into that, highlighting the program in marketing and admissions materials.
- The diversity of the faculty is one of the highlights of the program, and the emphasis of language users in the ASL lab. The program has a strong relationship with the local Deaf Community including the School for the Deaf and community Deaf Organizations.
- It is a niche market and one that the university has traditionally marketed well.
- The program has done a nice job of keeping in touch with program graduates to provide comprehensive post-graduation data.

Noted challenges of the program:

- The marketing needs of the program are greater due to the nationwide population that it pulls from.
- With a lack of full-time faculty, it has been a challenge to assess and keep up with pedagogy trends in the profession – the program needs a curricular review and an assessment alignment.
- Due to national shortages of ASL Interpreters, it has been very difficult to fill the full-time faculty position.
- Space in the Burton building is limited and restricted due to building issues.

Recommendations moving forward:

The online and on ground programs need to work together on the action plans to move the programs forward as a cohesive program. The recommendations from Academic Council would reflect that advice –

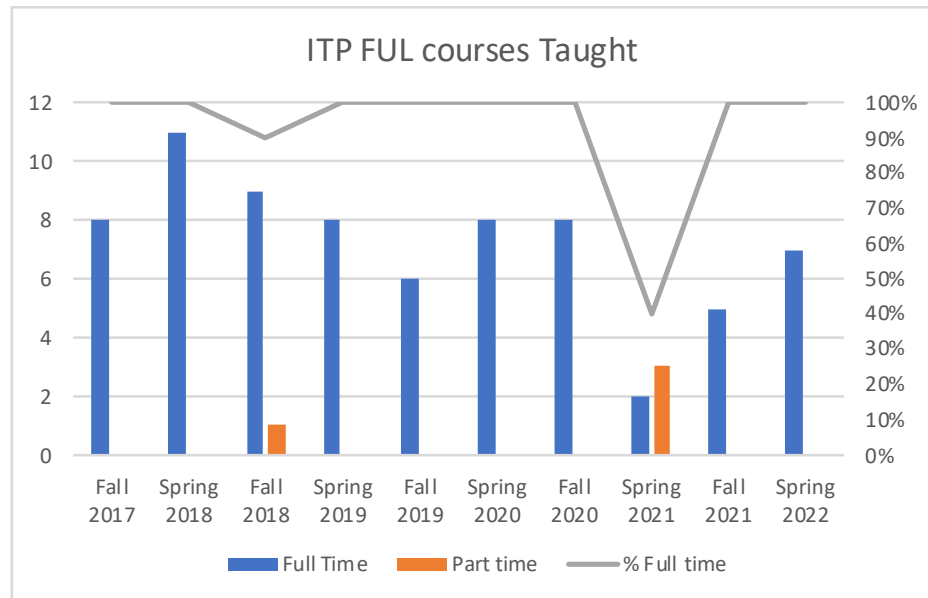
The program needs to implement the 12 action items listed in the ITPS response to the program review:

1. Hire Full-Time Program Leadership: Initiate the recruitment process to hire a full-time program director with expertise in interpreter education and online program management. The director will provide consistent leadership, oversee program operations, and spearhead initiatives for program improvement.

2. **Integrate Onsite and Online Degree Programs:** Develop a plan to consolidate onsite and online degree programs into one unified program with various delivery modes. This integration will ensure coherence and alignment with accreditation standards, enhancing the program's accreditation prospects.
3. **Enhance Faculty Training:** Implement comprehensive online teacher training programs to equip faculty with the necessary skills and tools for effective online instruction. Training modules will cover pedagogical best practices, online course design, and the use of instructional technologies.
4. **Establish Course Quality Review Processes:** Establish internal assessment mechanisms to review course quality and ensure continuous improvement. This includes conducting regular reviews of course materials, assignments, and assessments to align with program objectives and accreditation standards.
5. **Strengthen Community Engagement:** Develop partnerships with the Deaf and DeafBlind communities to ensure program accountability and relevance. Establish advisory committees comprising community representatives to provide input on curriculum development and program delivery decisions.
6. **Implement Admission Screening Processes:** Introduce admission screening processes to ensure cohort commonality and readiness for advanced interpreting courses. Screening criteria will assess language proficiency and readiness for online learning, promoting cohort cohesion and student success.
7. **Enhance Student Orientation:** Develop comprehensive orientation programs for online students to familiarize them with program expectations, resources, and support services. Orientation sessions will address online learning strategies, technology requirements, and academic policies.
8. **Revise Feedback Practices:** Review and revise feedback practices to ensure they are clear, constructive, and conducive to student learning. Emphasize the use of ASL for feedback on ASL products and provide opportunities for students to respond to and act on feedback.
9. **Utilize GoReact Effectively:** Provide faculty with training and support to maximize the use of GoReact for performance assessment and feedback. Encourage regular use of the platform and establish protocols for timely and meaningful feedback on student assignments.
10. **Facilitate Synchronous Learning Communities:** Implement synchronous components in online courses to foster student engagement and community building. Require synchronous attendance for selected activities to facilitate real-time interaction and collaboration among students and instructors.
11. **Develop Measurable Course Objectives:** Review and revise course objectives to ensure they are stated in measurable terms and clearly related to assignments with rubrics. Update syllabi and course materials to align with revised objectives and ensure consistency across courses.
12. **Continuous Monitoring and Improvement:** Establish a system for continuous monitoring and improvement of program operations and student outcomes. Conduct regular assessments of program effectiveness, solicit feedback from stakeholders, and adjust as needed to enhance program quality and relevance.

Appendix: Supplemental Documentation

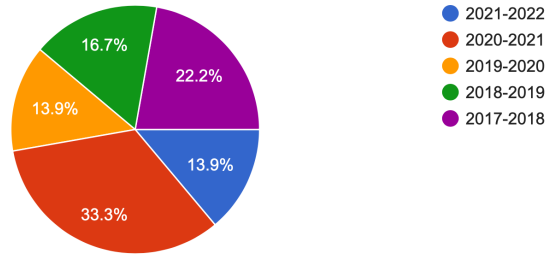
Courses per section	Full Time	Part time	% Full time
Fall 2017	8	0	100%
Spring 2018	11	0	100%
Fall 2018	9	1	90%
Spring 2019	8	0	100%
Fall 2019	6	0	100%
Spring 2020	8	0	100%
Fall 2020	8	0	100%
Spring 2021	2	3	40%
Fall 2021	5	0	100%
Spring 2022	7	0	100%



Alumni Survey: 2017-2022

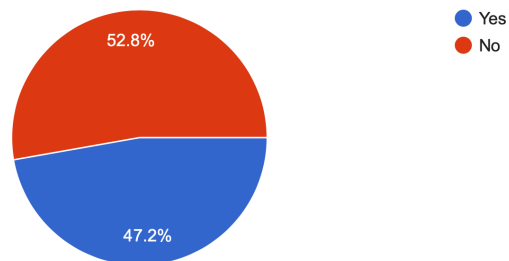
What year did you graduate from WWU?

36 responses



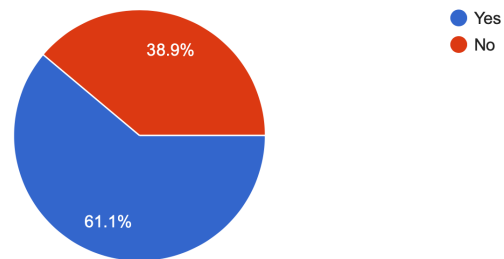
Are you working as an interpreter?

36 responses



Does your job require the use of sign language?

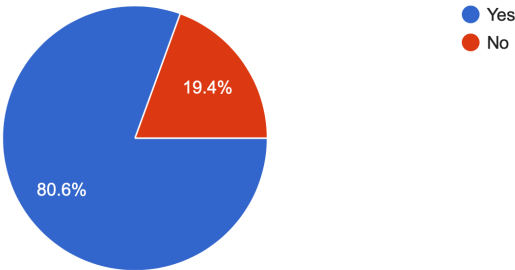
36 responses



Number of Alumni	Employment:
7	VR, SSP, Paraprofessional, RA School for the Deaf
16	Educational, community, or remote interpreting
12	Business – non interpreting based
1	Schedule coordinator for an interpreting agency

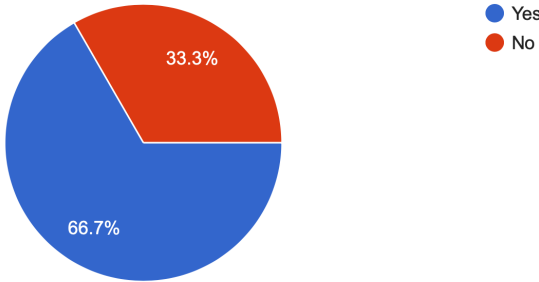
Does the state you live in require Interpreter Certification?

36 responses



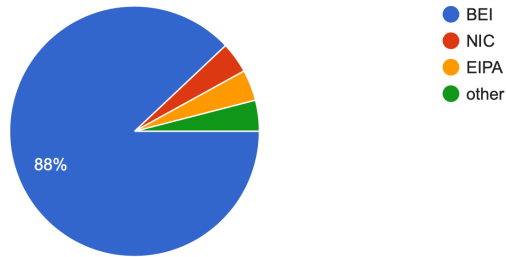
Have you ever taken a performance test to become a certified interpreter?

36 responses

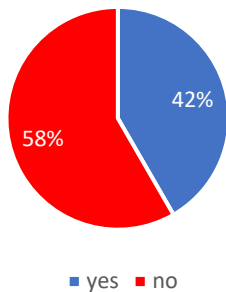


If yes, which test(s) did you take?

25 responses

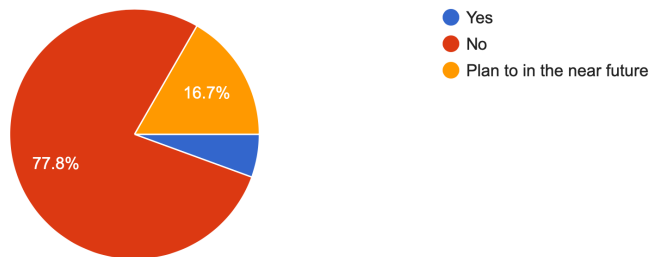


Are you Currently Certified?



Did you attend graduate school after leaving the Woods?

36 responses



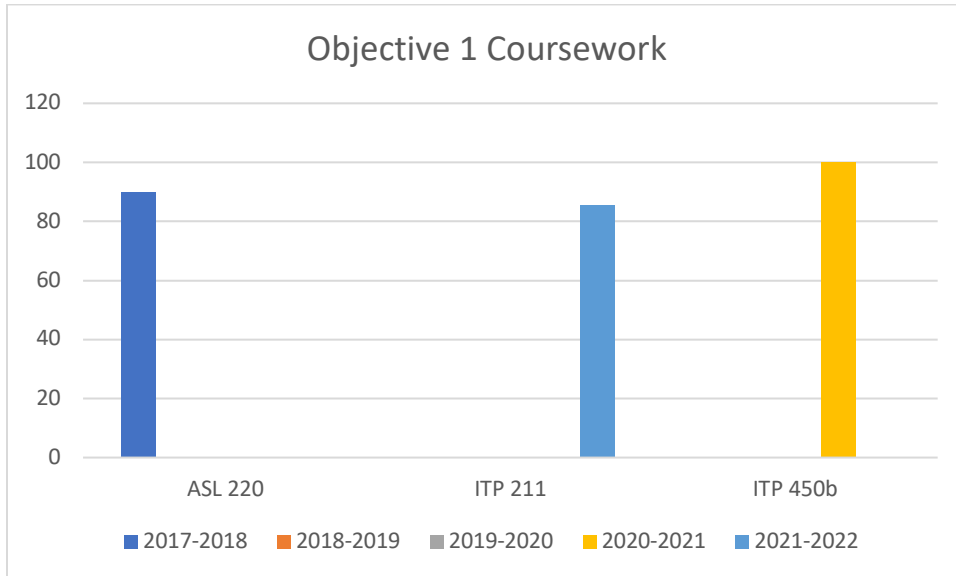
Do you have any achievements that you would like to share (i.e., awards, honors, experiences, etc.) We like to highlight alumni who are involved in different aspects of the profession. If you have anything interesting you think we would want to know, please share below. We love hearing what you are up to!!

- I have interpreted for the Beach Boys, Evanescence, and BowWow. I have also worked and traveled with a high school wrestling team.

- I'm working in medical, secondary education, legal, community and mental health settings! I'm scheduled to test for my BEI-Advanced this summer and thrilled to have opportunities to work with DeafBlind, Deaf+, and many Deaf senior citizens in southern Indiana. From well-baby checkups to funeral services, interpreting has humbled, inspired and impacted me beyond my wildest expectations. So grateful for my time at WWU as a steppingstone into this incredible profession.
- I am currently a student in the Evening Conservatory at the Stella Adler Studio of Acting. I will be working towards retaking my BEI or taking the NIC Knowledge test in the next year.
- I interpreted on a movie set and movie premiere for the first time and got to experience what it was like to be an interpreter in the entertainment industry. I also work at a school as a full-time job.
- I have been working for the state for over a year now. Though I'm not involved with interpreting, our office often partners with Jefferson City to serve our Deaf/HoH clients, so I do get my hands up. I am working on getting a LEAD event set up so VocRehab can visit and spread the word about our services.
- I've interpreted at music festivals for top artists.
- I work with 7 deaf people at my job and use ASL daily and support them in multiple facets of the job.
- I passed my BEI basics after 2 years of studying hard and mentoring with different people both Deaf and hearing. I recently signed a contract to work with LanguageLine
- I worked as a Barista for nine months at the Playhouse before getting the promotion to Assistant Manager, in another nine months I received my promotion to General Manager. I also have been working with various community members and volunteers with The Playhouse to achieve connections within the community of Fulton! As well as showcasing many wonderful events such as Boster Castle Studios showing two of their works in our theater, one that was nominated for a few awards, and supporting our local children's theater! It's been a humbling and beautiful experience so far; I cannot wait to see how we grow together! Oh, and I got married!
- I just celebrated my two-year anniversary with Z Purple Communications specializing in Video Relay Services. Additionally, I have also done freelance and volunteer work in the community. I recently moved to a new state and am looking forward to exploring community work here in Kentucky.

Interpreting Program – Snap shot on Assessment Coursework Data

The overview for assessment on Objective one very sloppy. The disruption of faculty has managed to eliminate the majority of course based assessment. This class has had 4 different faculty in the 5 years it was assessed as well as the disruption of Covid-19.



The assignments shown here are:

- ASL 220 – Benchmark on the case study was 70% of students will score a Proficient on the rubric.
- ITP 211 The assignment was added in 2017, but the benchmark was that 80% of students would score an 80% or higher on the final exam.
- ITP 450b A portfolio completed also from Seniors, with a benchmark of an A from 85% of the students in the course.

Moving forward this assessment will be integral in ITP 211 as a course based assessment. This objective will be revisited in ITP 452 as an outside assessment from the Field Practicum Mentors as part of the Final assessment of students. ITP 452 is combined into one assessment chart as it covers all objectives.

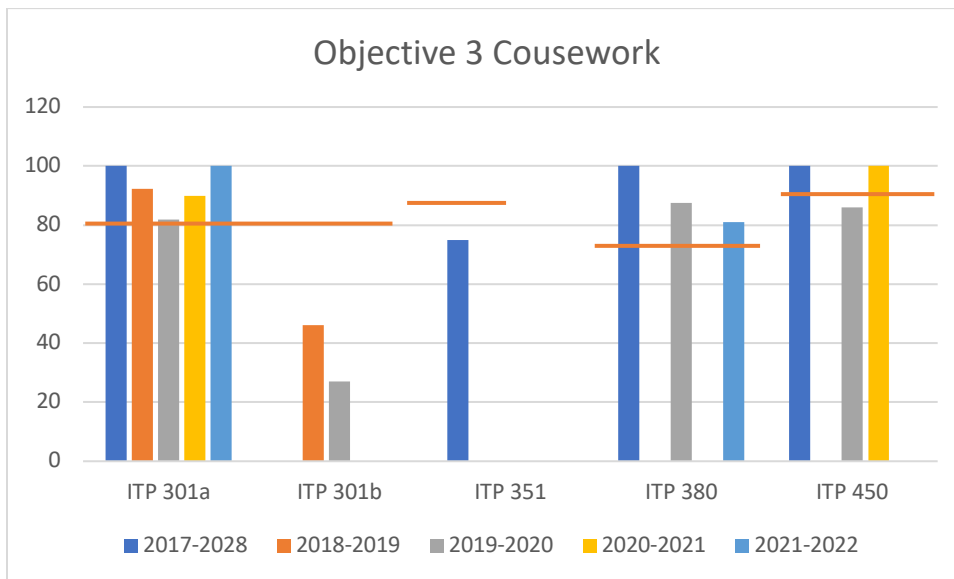
Domain 2: This objective is currently only assessed through the external evaluations of the Internship field Practicum. All Field Practicum Data is provided at the end of the Snapshot as it covers all 5 domains.

*The program needs to review the work on Objective two and identify a course based assessment mid-way through the program to identify a baseline of student comprehension.

There is no data to report on Objective 2 until the Field Experience Data is presented at the end.

Domain 3: this data is scattered through some course work, and then through the Student Performance Day External Review. Moving forward, this data will only be collected from SPR external evaluators data. This is a cold assessment that all Interpreting 1-4 students take that is evaluated by the online faculty.

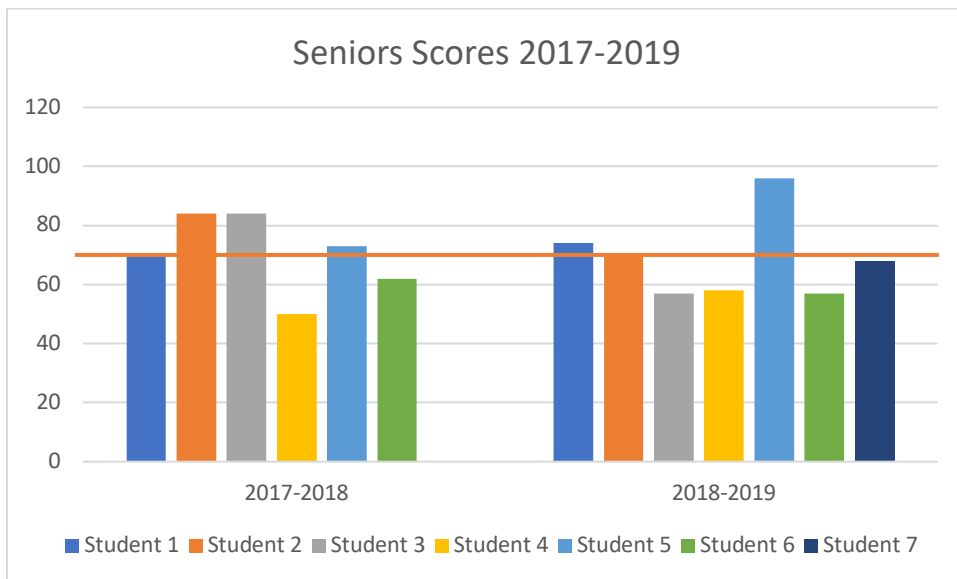
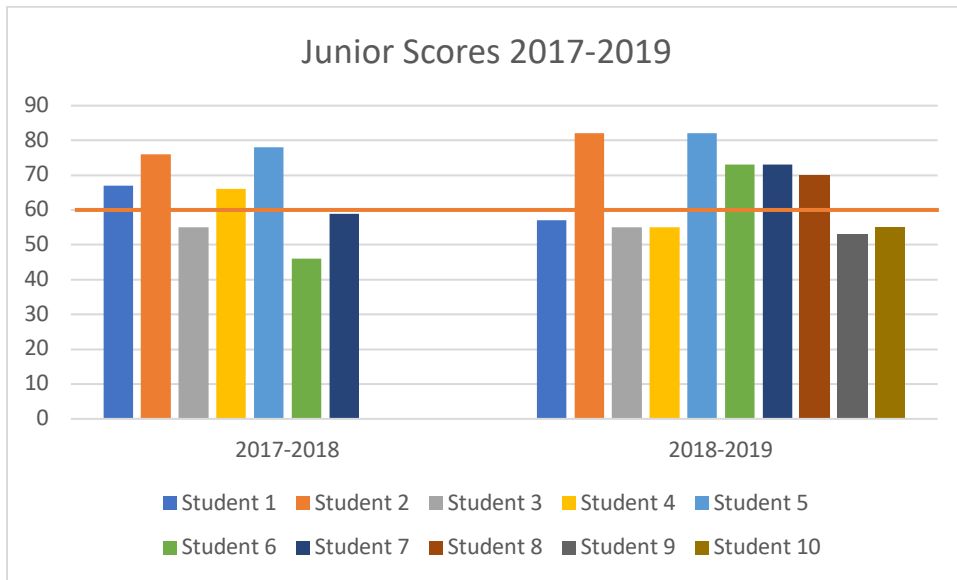
Objective 3 Course work data:



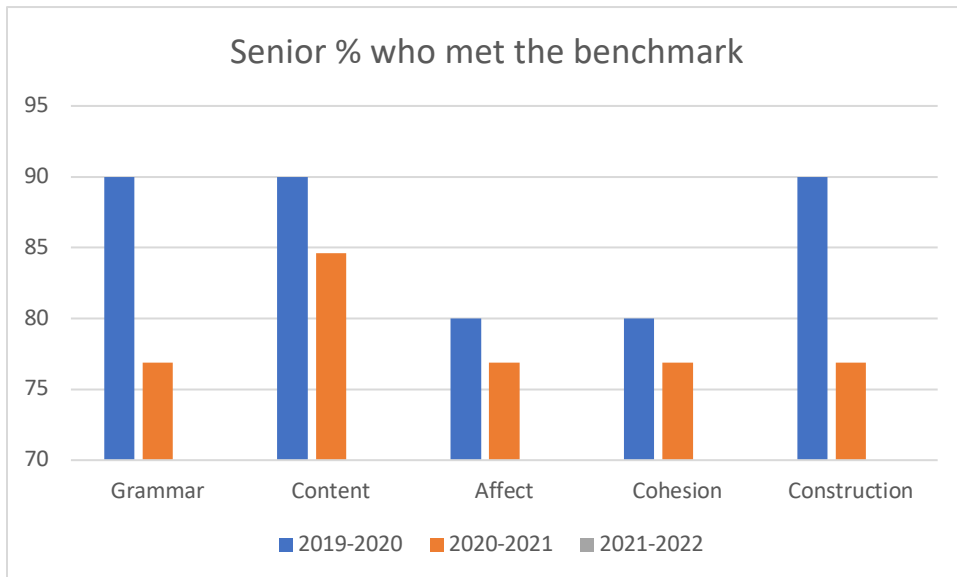
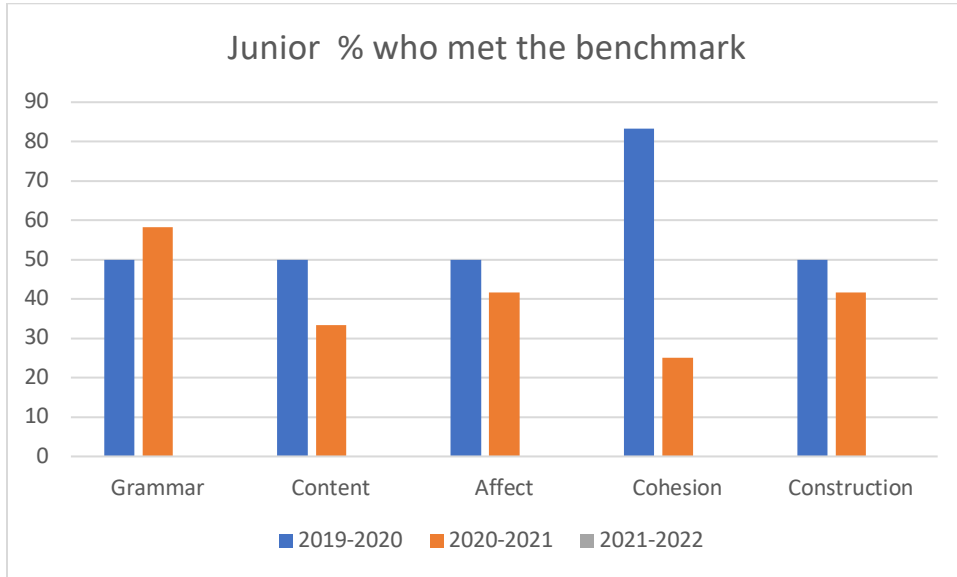
- ITP 301b 80% will meet the benchmark of Proficient or higher (ASL Skills)
- ITP 301a 80% will meet the benchmark of Proficient or higher (English Skills)
- ITP 351 85% will meet the benchmark of proficient or higher
- ITP 380 75% will meet the benchmark of proficient or higher
- ITP 450 90% will score a 90% or higher on the portfolio

The Student Performance Review Assessment touches on both Objective 3 and 4 in the program as it deals with both Language and Interpreting. The assessment is a cold video (interactive) that is uploaded into GoReact. The video is then evaluated by online faculty who do not know who the students are.

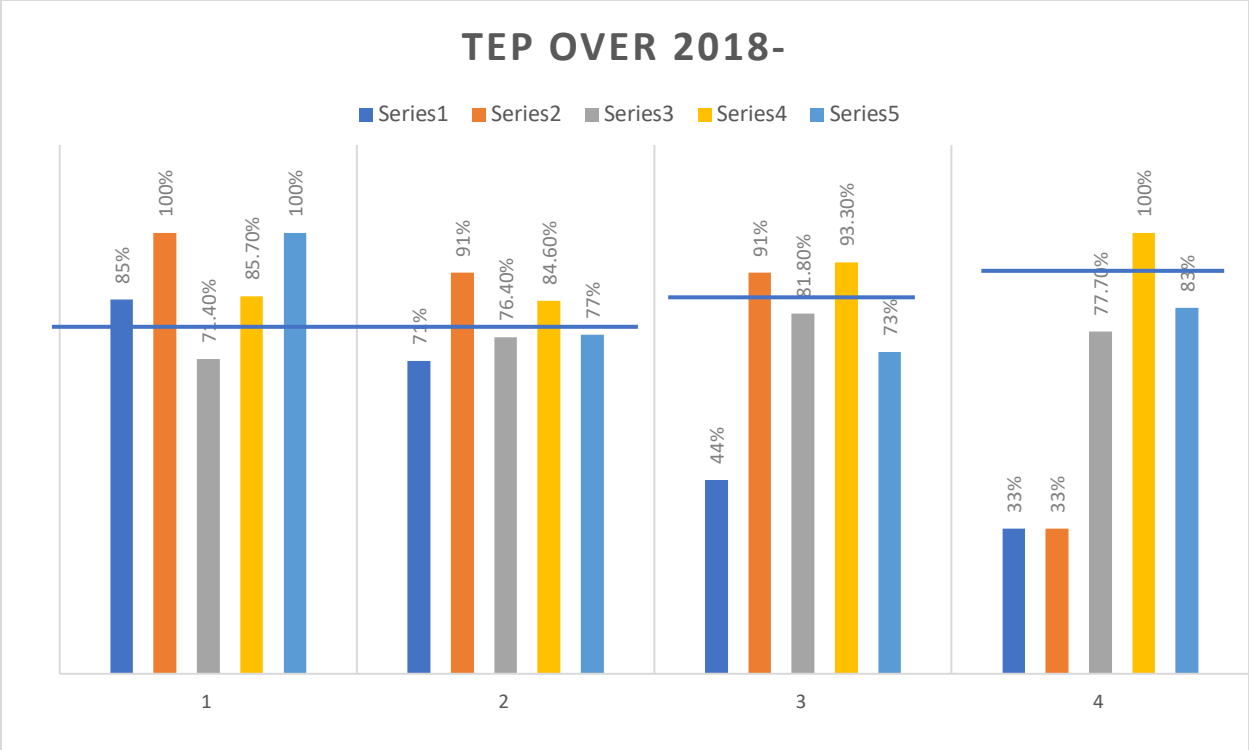
2017-2019 the assessment used a points based rubric that was not aligned to the Program objectives, but spoke to different sections of language and interpreting skills. The benchmark of a 60% or higher for Juniors and the benchmark of a 70% or higher for Seniors



The evaluation then updated the rubric to match Objectives 3 and 4. The updated benchmark is to score a Proficient or higher on the program rubric. The following data are the percentages of students who met the benchmark.

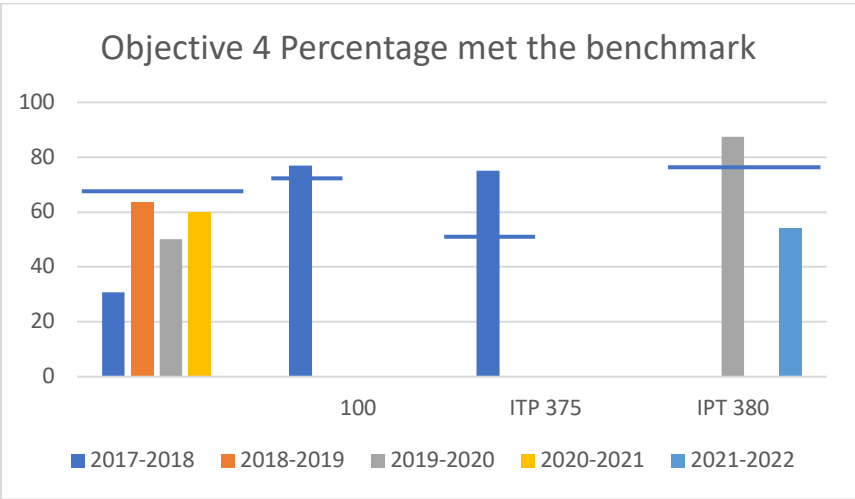


*The assessment was collected in 2022 but the independent interpreters that were hired did not complete the assessment. The program will go back to using online adjunct faculty for the collection of assessment data.



Benchmark is a sliding scale on the TEP. Benchmark: 80% of Freshmen and Sophomores, 85% of Juniors and 90% of Seniors will pass the TEP practice exam. The English scores of the program students is not at a satisfactory level and more work need to be done to look at the scores. The program can look at the normed evaluations provided by the Missouri Commission for the Deaf and Hard of Hearing and use those results from our graduating seniors as a way to evaluate the English skills without duplicating an evaluation.

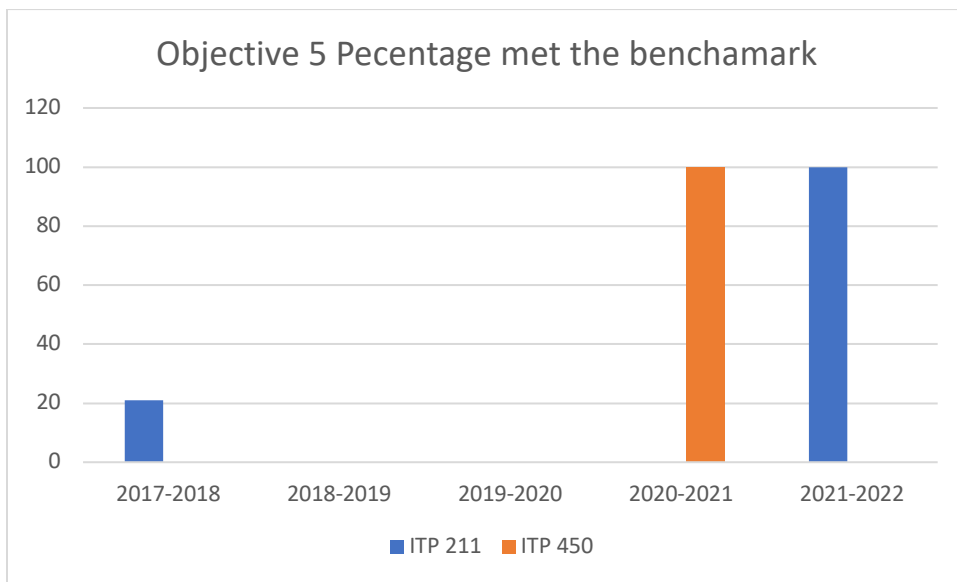
Objective 4: Classwork Data



- ITP 301 80% of students will obtain a developing or higher on the assignment
- ITP 351 85% of the group will obtain developing or higher on the assignment
- ITP 375 60% of students will score proficient or higher on the assessment
- ITP 380 75% of students will score proficient or higher on the assessment
- ITP 450 90% of students will score a proficient or higher on the portfolio

Course based assignments for Domain 4 are not consistent and being phased out for the Student Performance Review assessment. This will provide for a more consistent evaluation and picture of student growth over time.

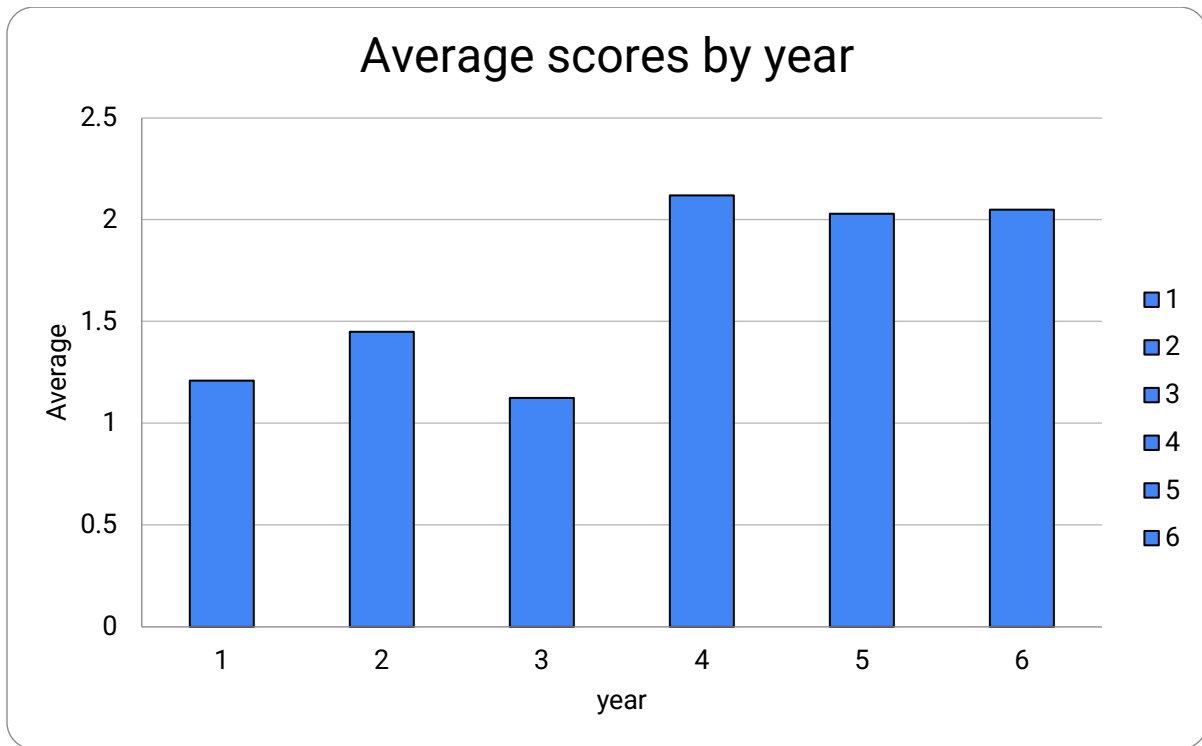
Assessment for Objective 5 is also scattered and inconsistent.



ITP 211: 80% of students will receive an 85 or higher on the Demand Control Schema
 ITP 450: 90% of students will score a proficient or higher on the portfolio.

Additional Information: All future assessment is based off of the SLPI for introductory Language evaluation.

SLPI DATA:



year	Average
2018	1.21
2019	1.45
2020	1.125
2021	2.12
2022	2.03
2023	2.05

The percentage of Students who met the minimum 2 score on the SLPI

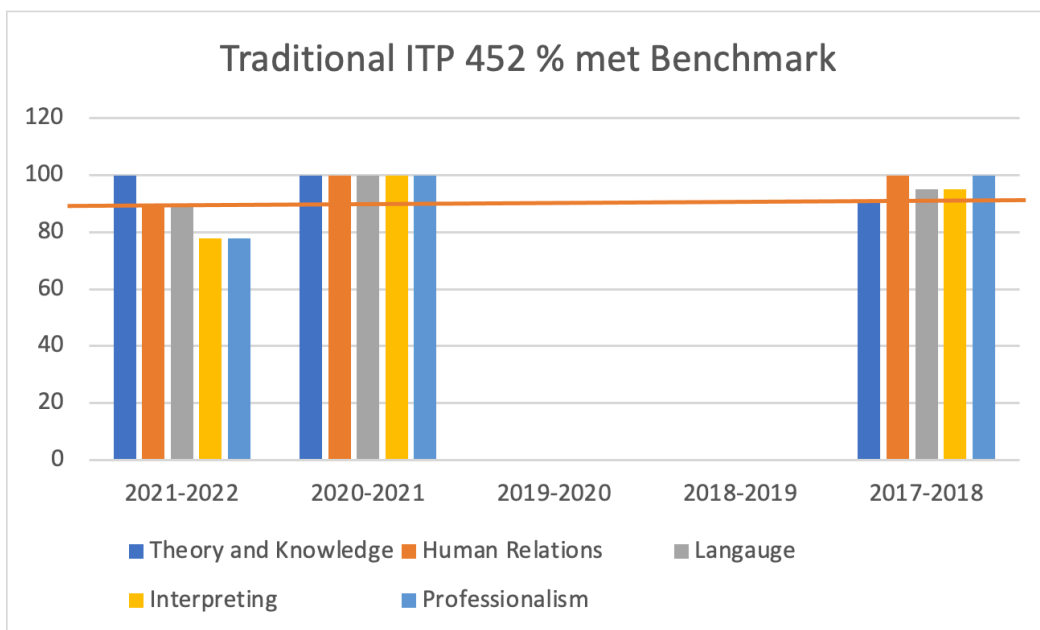
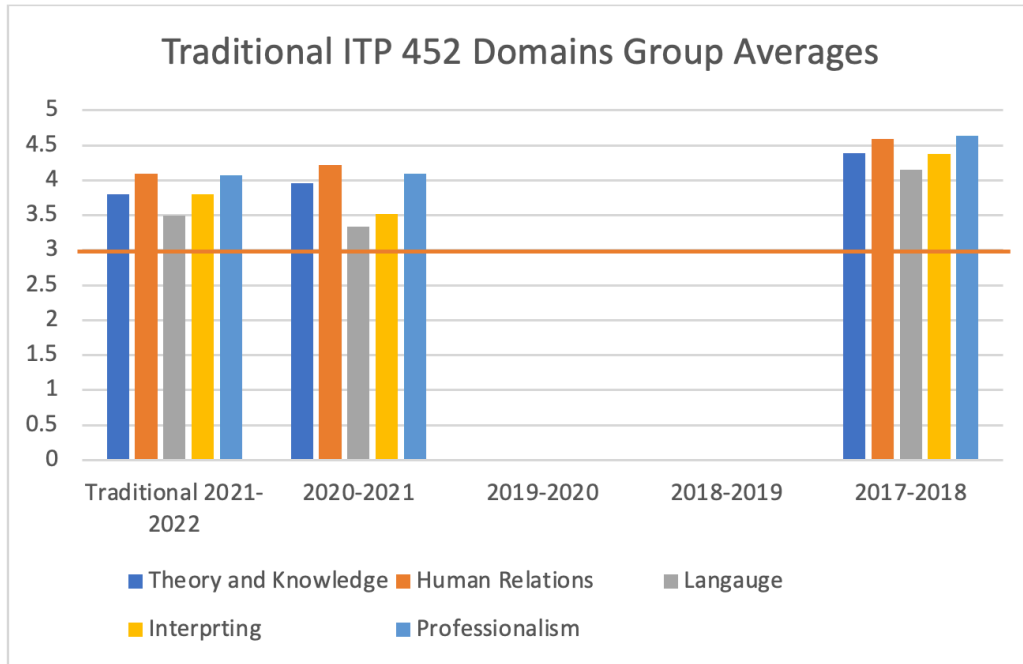
2018	21%
2019	16%
2020	12.50%
2021	62.50%
2022	62.50%

This evaluation is taken when students are in ASL 4 and preparing to take Interpreting I. The program needed a solid cycle of data and consistency in faculty in order to truly assess the skills of students. The program goal is for all students to score a 2 on the SLPI assessment. Moving forward, the program would like to have students score a 2+ on the SLPI.

ITP 452 Field Practicum

This course is the capstone course of the program and where students get hands on experience in live interpreting settings. The final evaluation is submitted by supervising interpreters. This evaluation is used as the final assessment for the program. The evaluation touches on each of the 5 core objectives of the program.

The benchmark for the final evaluation is that 90% of students will achieve an average of a 3 or higher for each objective area.



As a cohort we are pleased with the way students are perceived by their supervising interpreters when completing their Field Practicum. For many of these students, this is a critical connection for them to make as it can lead to either employment or a positive recommendation to another agency or school district.

Again, the Benchmark was 90% of students to reach this score and in 21-22 that was not the case. Data for 2021-2022 did not meet the benchmark where 2 of the 9 students averaged 2.3-2.9 in the missed content areas. When dealing with data of less than 10, small changes are exponentially impactful to the data.

*Assessment moving forward for the Interpreting program will focus on ITP 211 Theory of Interpreting, ITP 450 Senior Capstone Portfolio, and Student Performance Review SLPI scores, TEP scores and External Evaluator scores. The mentor evaluation scores from the ITP 451/452 Field Practicum will be used as is an external measure on what the professionals in the field experience when working with our current students.

William Woods University - Dulany Library
COLLECTION ANALYSIS
October 2020

In Support of the Following Academic Program: Interpreter Training/American Sign Language

I. **MOBIUS Holdings** (Subject Search):

American Sign Language – 849 catalog entries
Interpreters for the deaf -258 catalog entries
Deaf – 4,125 catalog entries
Deaf education – 1,342 catalog entries

II. **William Woods University Holdings:**

Ebooks

American Sign Language – 48 catalog entries
Interpreters for the deaf -27 catalog entries
Deaf – 334 catalog entries
Deaf education – 30 catalog entries

Journals (Print and full-text)

Deaf (9)
Deaf education (3)
Deaf studies (1)
Language and linguistics (37)

Streaming Video

American Sign Language – 31 catalog entries
Interpreters for the deaf -0 catalog entries
Deaf – 3 catalog entries
Deaf education – 0 catalog entries

Books, Visual Materials

By Publication Date

Subject	Totals	1960-1969	1970-1979	1980-1989	1990-1999	2000-2009	2010-2014	2015-2019	2020	Other
Philology, Linguistics	30	5	1	4	7	9	1	3	0	0
Sign Language, Gesture	3	0	0	0	0	2	1	0	0	0
Sociolinguistics	6	0	3	0	1	1	0	1	0	0
Study & Teaching	23	1	1	1	10	8	0	1	0	1
Translating & Interpreting	13	0	1	0	4	1	2	4	1	0

Subject	Totals	1800-1849	1850-1899	1900-1909	1910-1919	1920-1929	1930-1939	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2009	2010-2014	2015-2019	2020	Other
Disability Studies	529	2	6	3	1	1	2	4	22	13	50	60	120	155	44	37	2	7

Subject	Totals	1960-1969	1970-1979	1980-1989	1990-1999	2000-2009	2010-2014	2015-2019	2020	Other
Ed. of the Exceptional, Gifted & Handicapped	282	6	15	26	94	73	30	36	0	2
Education of Linguistic Minorities, Bilingual Ed.	25	0	0	1	14	5	1	4	0	0
Special Aspects of Education	70	1	2	6	26	24	5	6	0	0

By Material Type

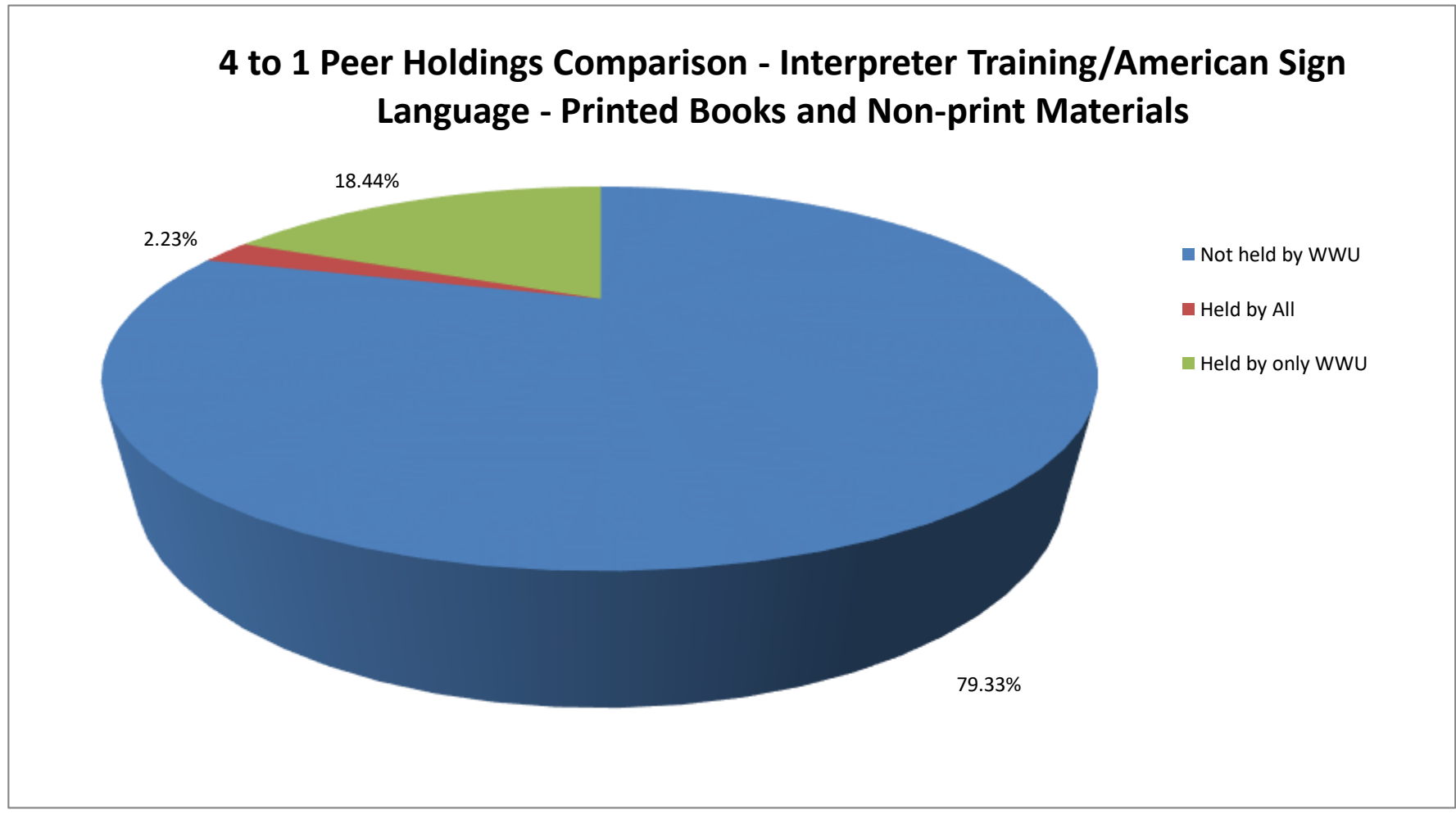
Subject	Totals	Books	Journals/Magazines	Videos
Philology, Linguistics	30	16	13	1
Sign Language, Gesture	3	3	0	0
Sociolinguistics	6	5	1	0
Study & Teaching	23	12	9	0
Translating & Interpreting	13	10	3	0

Subject	Totals	Books	Journals/Magazines	Newspapers	Videos
Disability Studies	529	448	25	1	55

Subject	Totals	Books	Images	Journals/Magazines	Videos
Ed. of the Exceptional, Gifted & Handicapped	282	228	1	40	12
Education of Linguistic Minorities, Bilingual Ed.	25	21	0	3	1
Special Aspects of Education	70	49	0	16	5

III. Comparison with Peer Institutions (4 to 1 comparison)

Libraries Used for Comparison: Stephens College, Columbia College, Westminster College, Central Methodist University



IV. Analysis

Interpreter Training/American Sign Language as a discipline taught at the undergraduate level requires both up-to-date materials and materials with an historical perspective. A continued effort is made to acquire materials in both electronic and printed formats, and the Library's holdings in Interpreter Training/American Sign Language are fairly strong. The WWU program is fairly unique in the state and the library has not been able to rely to any great extent on resource sharing with other libraries to meet the resource needs of this program. In addition, the discipline is not supported by commercially available databases nor is it a large enough discipline for aggregators to provide a discipline-specific e-book collection. The WWU library continually looks for new resources to support this program and acquires most everything that is deemed suitable. The websites of Gallaudet University Press and Registry for the Interpreters of the Deaf, among others, are checked regularly for new publications. While the library staff does not receive very many recommendations or requests from the ASL/ITP faculty, we do communicate with them about program changes and new resources. In addition to print materials, the WWU Library acquires DVDs, particularly in support of American Sign Language.

All books, journal articles and non-print materials are available through *Woods OneSearch*. The Library subscribes to a comprehensive database, *Academic Search Complete*, which is available to all students, both traditional and online.

The library staff acquires any resources that are not available in existing print and digital collections through interlibrary loan.

As in all other disciplines, WWU faculty and students have access to the resources available in MOBIUS member libraries, which includes the superb collections at the large research institutions in the state of Missouri, i.e., the four campuses of the University of Missouri, Washington University, Missouri State University and St. Louis University. Beginning in 2014, access to the resources of the academic, public and special libraries in Colorado and Wyoming became possible through Prospector, a resources sharing partner of MOBIUS. Prospector provides access to an additional 30 million books, journals, DVDs, CDs, videos and other materials, and includes the collections of the libraries at the campuses of the University of Colorado, Colorado State University, University of Denver, and the University of Wyoming. Resources selected from both MOBIUS and Prospector are delivered by courier, thereby reducing the delivery time.

ASL/ITP Budget History

Operational Budget History			
FY	Budget	Actual	% spent
2021-2022	3,000	1,643	54.75%
2020-2021	4,000	2,051	51.28%
2019-2020	5,900	4,619	78.28%
2018-2019	6,000	5,547	92.45%
2017-2018	10,000	5,888	58.88%
2016-2017	11,000	8,240	74.90%
2015-2016	14,000	5,927	42.33%
2014-2015	14,000	11,097	78.57%

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Postage	\$42.05	\$14.16	\$14.33	\$27.80	\$32.81	\$4.35	\$1.30	\$103.70
Dues & Memberships	\$783.30	\$0	\$20.00	\$20	\$0	\$42	\$5.25	\$135.34
Duplicating	\$807.86	\$781.96	\$508.27	\$864.22	\$1,157.14	\$506.94	\$144.42	\$16.69
Supplies	\$6,447.59	\$2,317.34	\$2,717.99	\$834.02	\$2,852.50	\$1,494.48	\$1,973.14	\$771.07
Sponsorships	\$500	\$500	\$500	\$800	\$500	\$511	\$0.00	\$1,010.75
Technology	\$579	\$4,958.00	\$2,138	\$3,066.96	\$0	\$147	\$0.00	\$0.00
Hospitality	\$849.34	\$189.33	\$565.78	\$224.82	\$361	\$608.91	\$0.00	\$0.00
Honariariam/Workshop/fees	\$1,087.86	\$0	\$1,775.64	\$50	\$643.17	\$1,304.57	\$0.00	\$0.00
Deposits		(\$2,834)					(\$73.00)	-395
	\$11,097.00	\$5,927.00	\$8,240.01	\$5,887.82	\$5,546.62	\$4,619.00	\$2,051.11	\$1,642.55

Finalized William Woods University's American Sign Language Refresh Program's Budget

Item	Quantity	Price per Item	Shipping and Tax	Special Notes/Store	Total
60" x 24" Flip Top Nesting Table by Office Source	2	\$279	\$0	Officefurniture2go.com	\$558
24 pack small magnetic white board erasers	2	\$10	\$1	Amazon.com	\$21
Basic Signing Vocabulary Cards Set A	2	\$10.95		Discontinued	
Basic Signing Vocabulary Cards Set B	2	\$10.95		Discontinued	
Basic Signing Vocabulary Cards Set C	2	\$10.95		Discontinued	
SIGN-O ASL Bingo Game CD-ROM	1	\$24.95	\$0.00	Harris Communications	\$24.95
How to Rob a Bank Board Game	1	\$10.49	\$0.81	Target	\$11.30
Trebisky Quiz Answer Game Buzzer (System 2nd Gen)	1	\$99.50	\$0.00	Amazon.com	\$99.50
Set of 10 Write & Wipe U.S.A. Dry Erase Tabletop Map	1	\$38		Lakeshore Products	\$38
Splash! Reading Games - Complete Set	1	\$49.99	\$9.60	Lakeshore Products	\$59.59
Scholastic Race Across the USA game	2	\$19.99	\$17.04	Classroom Connection	\$57.02
HedBanz Game	2	\$13.85		Fulton Walmart	\$27.70
Classic Guess Who Board Game	1	\$9.97		Fulton Walmart	\$9.97
Scotch Thermal Lamination Pouches 200 count	1	\$19.99		Fulton Walmart	\$19.99
Astrobrights Colored Cardstock, 11x8.5x2.27, 50 sheets	3	\$3.97	\$4.59	Fulton Walmart	\$16.50
Grand Total					\$943.53

ASL – English Interpreting – 57 Credits		2017-2018  Checklist
student name:	student ID:	
advisor:		

*Students must complete the appropriate ASL I-V pre-requisite courses with a grade of C or higher or demonstrate equivalent experience or instructor waiver of pre-req before they can register for designated courses.

**Students must earn a final grade of C or higher to continue in their sequence of major courses.

*****Students are required to have 122 distinct credits for graduation****

42 Upper-Level hours are also required

Required Courses: 54.00 credits

Course	Course Title	Credit	Semester Completed	Grade Earned	Substitutions
ASL 101	Career Seminar in ASL Studies				
**ASL 120	Deaf Culture	3.00			
ASL 220	Ethics and Decision making - E	3.00			
ASL 345	American Sign Language IV	3.00			
* ** ASL 425	Linguistics of American Sign Language	3.00			
* ASL 430	ASL Literature	3.00			
*ITP 211	Theory of Interpretation	3.00			
*ITP 217	Comparative Translation	3.00			
**ITP 301	Interpreting I	3.00			
** ITP 310	Interpreting in Advanced Settings I	3.00			
ITP 351	Interpreting II	3.00			
ITP 375	Interpreting III	3.00			
ITP 380	Interpreting IV	3.00			
** ITP 410	Interpreting in Advanced Settings II	3.00			
** ITP 450	Senior Capstone	3.00			
** ITP 451	Field Practicum I	3.00			
** ITP 452	Field Practicum II	3.00			

Course	Required Social Service Elective (3 credits)	Credit	Semester Completed	Grade Earned	Substitutions
PSY 226	Child & Adolescent Development	3.00			
PSY 221	Educational Psychology	3.00			
SCA 353	Race & Ethnicity	3.00			
SWK 274	Mental Health Services & Policies	3.00			
SWK 273	Crime Victimization in America	3.00			
SWK 338	Social Welfare Policy	3.00			
SWK 316	Human Behavior in the Environment I	3.00			
SWK 217	Human Behavior in the Environment II	3.00			

Course	Required English Elective (3)	Credit	Semester Completed	Grade Earned	Substitutions
ENG 301	Grammar and Syntax	3.00			
ENG 222	Introduction to Rhetoric -L	3.00			
ENG 411	Rhetorical Analysis and Criticism	3.00			



WILLIAM WOODS
UNIVERSITY

ASL English Interpreting Annual Assessment 2017-2018

ANNUAL ASSESSMENT 17-18

ASL - ENGLISH INTERPRETING

PROGRAM PROFILE

PROGRAM ASSESSMENT

CURRICULUM MAP

ASSESSMENT FINDINGS

PROGRAM ACTIVITIES

Annual Assessment 17-18

ASL - English Interpreting

Program Profile

Program Mission Statement

Please insert your program mission statement here

The American Sign Language and Interpreting Program at WWU prepares graduates to work as culturally responsible professionals providing excellent service to the Deaf Community.

Program Data

Delivery Method

- Traditional On Campus (selected)
- Online
- Hybrid

	Minors	Majors
2017-2018		37
2016-2017		47

Concentrations 2016-17

If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.

There are no concentrations in the Interpreting Major.

Concentrations 2017-18

If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.

There are no concentrations in the Interpreting Major.

Student Demographics

Program goals for student retention, persistence and degree completion are? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be

improved? What is the optimal enrollment for the program?

The ASL-English Interpreting program is one that students come into the university claiming as their intended major before they even take any classes within the degree. Students don't actually take interpreting courses until they test into the program in the spring of their sophomore year while they are enrolled in ASL 4. This impacts retention in the program as students declare the major in the registrars office but they are not officially in until a year later. Another issue with retention is that students declare the major without taking any interpreting courses and many students are misled with what the job of interpreter entails. It is common for many students to take Theory of Interpreting the fall of their sophomore year and realize that interpreting is not what they thought it was.

The program is concerned with retention and persistence but also aware of the need for students to pass a National or State certification at the completion of the program. The program considers keeping a student in an ASL related field as a successful completer of the program. The official goal of the program is to keep retention of the program a minimum of 1% higher than the university overall retention rate.

Retention of declared majors is significantly higher than that of the university as a whole. In interpreting, the retention numbers for the cohort 2012-2013 is 81.3%, with the university retention being at 67.9%. This is 13 points higher than the university. The program needs to look at persistence after that first year, as the cohort then drops to 50%. This is due to many students getting into that Theory class or even into Interpreting I and deciding that this is not the program for them. What is not known on this number is the number of students who did not graduate with the major, but graduated with an ASL Studies major. That is still considered a successful graduate. Unfortunately, those are not numbers that we have at this time. The transfer graduation rate is 100% for the program. This is primarily due to the lack of options of transfer status for interpreting programs, but also because when students transfer once, they know what they are looking for and are generally more selective in their second institution. Also, interpreting is a niche program, and if they transfer here for Interpreting, they are likely to stay.

Is the Program Externally Accredited

Yes

No (selected)

External Accreditation

Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation? If no, why?

Accreditation is offered by the Commission on Collegiate Interpreter Education (CCIE). The program faculty along with the Academic Dean and the Dean of the College of Graduate and Outreach made a deliberate decision to prioritize the implementation of the online degree completion program in Interpreting, thus postponing accreditation applications and processes as data showing a few years of successful management of the program is required by CCIE in order to earn accreditation. The conversation has not been revisited at this time.

In 2015, the university decided to eliminate the Program Director position. As a result, we do not qualify for accreditation and our timeline to apply is currently on hold. There is some question as to the need for the program to apply for accreditation as there are changes happening in the accrediting body. They CCIE recently decided to eliminate their accreditation of 2-year programs, terminating their accreditation. These program spent thousands on their accrediting process and then it was deemed unnecessary. The program has determined that it is necessary to let the accrediting body settle in and determine their process moving forward while the program continues to refine coursework and collect data before moving forward with accreditation.

Program Assessment

Standard/Outcome

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

Additional Standards/Outcomes

Identifier	Description
ITP.1	Theory and Knowledge Competencies that will embody the academic foundation and world knowledge that is essential to effective interpretation.
ITP.2	Human Relations Competencies of interpersonal communicative skills that foster effective collaboration with colleagues, consumers and employers.
ITP.3	Language Skills Competencies for the effective use of American Sign Language and English.
ITP.4	Interpreting Skills Competencies for the effective ASL-English interpretation of a range of subject matter in a variety of settings.
ITP.5	Professionalism Competencies demonstrating application of professional standards and practices.

General Education Alignment to Program

How do the General Education criteria align with the Program Objectives? What courses within your program build upon skills learned in general education courses (please list the program course and the general education criteria). The General Education clusters are: Critical Analysis, Creative Expression, Quantitative Inquiry, and Society & the Individual. See attached for more detailed breakdown.

Because sign language interpreters work in every imaginable setting, general education is critical to their success. Information learned in these classes is reinforced through the wide variety of texts that students interpret throughout their program of education here.

Critical Analysis: (Critical Thinking, Ethics, Meaning)

ASL220 Ethics and Decision Making (GE), ITP 310 Interpreting in Advanced Settings I, ITP410 Interpreting in Advanced Settings II, and ITP451/452 Field Practicum courses use the skills in an applied manner that are laid down in the general education courses. These classes do extensive ethical decision making projects and case studies for students to practice as Interpreting is a profession that requires quick thinking in some pretty sticky situations. This is the last academic year that ASL220 will be a required course and offered through the program. Students will be able to take any of the offered ethics courses in the future.

Society and the Individual: (Social Science, Diversity, Historical Perspective)

ITP301 Interpreting I, ITP351 Interpreting II, ITP375 Interpreting III, and ITP380 Interpreting IV are Interpreting skills classes that use a variety of source text material that covers these areas: application for SSI, TED talks on social issues, This day in History podcasts and additional books for reading, on History, Culture Facts, and Sociological topics.

*additional required elective for social science dealing with social issues, history and diversity of individuals.

Creative Expression: (Communication, Fine Arts)

IITP301 Interpreting I, ITP351 Interpreting II, ITP375 Interpreting III, and ITP380 Interpreting IV are Interpreting skills classes that use a variety of source text material that covers these areas: TED talks on Art in schools, how to write a short story, interpersonal communication, gendered communication.

The entire major is about how to communicate effectively so there are additional English classes as an option for students to take to strengthen their communication skills.

Quantitative Inquiry: (Natural Science, Mathematics)

ITP301 Interpreting I, ITP351 Interpreting II, ITP375 Interpreting III, and ITP380 Interpreting IV are Interpreting skills classes that use a variety of source text material that covers these areas: TED talks on biology, technology, Math Parallel lessons, Technical signing source material on body functions as well as mathematical formulas.

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

Curriculum Map

A - Assessed
R - Reinforced
I - Introduced
M - Master

ITP Curriculum Map

	ASL 101	ASL 120	ASL 220	ASL 330	ASL 345	ASL 425	ITP 211	ITP 217	ITP 301	ITP 351	ITP 375
ITP.1 Theory and Knowledge Competencies that will embody the academic foundation and world knowledge that is essential to effective interpretation.	I	I	I, A	R				R	R	R	R
ITP.2 Human Relations Competencies of interpersonal communicative skills that foster effective collaboration with colleagues, consumers and employers.			I				I		R	R	R
ITP.3 Language Skills Competencies for the effective use of American Sign Language and English.				R	R	R		R	R, A	R, A	
ITP.4 Interpreting Skills Competencies for the effective ASL-English interpretation of a range of subject matter in a variety of settings.							I	I	R, A	R, A	R, A
ITP.5 Professionalism Competencies demonstrating application of professional standards and practices.	I	I					I, A	R			

	ITP 380	ITP 310	ITP 410	ITP 450	ITP 451	ITP 452
ITP.1 Theory and Knowledge Competencies that will embody the academic foundation and world knowledge that is essential to effective interpretation.	R	R	R	M	M	M, A
ITP.2 Human Relations Competencies of interpersonal communicative skills that foster effective collaboration with colleagues, consumers and employers.	M	R	R	R	M	M, A
ITP.3 Language Skills Competencies for the effective use of American Sign Language and English.	A, R			M, A	M	M, A
ITP.4 Interpreting Skills Competencies for the effective ASL-English interpretation of a range of subject matter in a variety of settings.	R, A	R	R		M	A, M
ITP.5 Professionalism Competencies demonstrating application of professional standards and practices.	R	R	R	R	M	A, M

Assessment Findings

Assessment Findings for the Assessment Measure level for ITP Curriculum Map

ITP.1 Theory and Knowledge Competencies that will embody the academic foundation and world knowledge that is essential to effective interpretation.				
Assessment Measures				
ASL 220				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 70% of students will score proficient on the Case study at identifying the ethical decision making process. been met yet? Not met	The data from ASL220 was pulled from Via and separated from all ASL 220 courses, and the on ground ASL 220 course. The on ground course had 90% of students scoring at proficient or Exemplary in the first two components of the rubric "Identify interested parties and their claims, and locate cultural an/or historical bases of conflict". The on ground class did not do well on the "apply varied models and theories to approach moral dilemmas" as that was not an emphasized component to the assignment. the third component to the rubric, only 18.19% of the class met proficient or exemplary in this area.	Via__Ethics_and_Decision_Making_17_18_all_Rubric_Report_05_02_2018_103129.pdf	- Revise Assignment for Assessment: The requirements for the assignment need to be articulated more clearly in order to make sure that students answer the questions needed.

ITP 452				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion Students will have their final evaluation completed by their off-site mentor and 90% of students will obtain a score of 3 or higher on the questions pertaining to this objective. been met yet? Met	All 9 of the students who completed Field Practicum from the on ground program met this Domain. The lowest average in this area of questioning was a 3 with the majority of students scoring a 4 on this Domain.	Field_Practicum_ITP_452_OLC_and_ON_ground_DATA.xlsx Internship_Data_2017_2_18.docx	

ITP.2 Human Relations Competencies of interpersonal communicative skills that foster effective collaboration with colleagues, consumers and employers.				
Assessment Measures				
ITP 452				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion Students will have their final evaluation completed by their off site mentor and 90% of students will obtain a score of 3 or higher on the questions pertaining to this objective. been met yet? Met	All 9 of the students who completed Field Practicum from the on ground program met this Domain. The lowest average in this area of questioning was a 3.42 with the majority of students scoring in the 4's on this Domain. The data is included on Domain 1 Evidence.		

Standard/Outcome

ITP.3 Language Skills Competencies for the effective use of American Sign Language and English.

Assessment Measures

ITP 301				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Students will interpret a cold interpretation with the expectation that 80% of the group will obtain a Proficient or higher on the assignment. been met yet? Met	In the assignment for all areas of the rubric 100% of the students scored a Proficient or higher on the rubric.	ITP_301.pdf	- Refine Assessment Tool: The assessment rubric needs to be modified to reflect the program objectives and not the assignment components.

ITP 351				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Students will interpret a cold interpretation with the expectation that 85% of the group will obtain a Proficient or higher on the assignment. been met yet? Not met	The students did not meet the expectation of 85% receiving a "Proficient" on the assignment. Areas of grammar, content, Constructed Action Dialogue, language match, and use of space obtained 50% of the students scoring proficient, with Affect achieving 75%, and Articulation at 62.5%. Intent was only at 37% proficient.	ITP_351.pdf	- Refine Assessment Tool: The assessment tool needs to reflect the program objectives and not the assignment criteria.

ITP 380				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Students will interpret a cold interpretation with the expectation that 75% of the group will obtain a Proficient or higher on the assignment. been met yet? Met	2/2 Students scored 135/150 on the assignment for a 90%. Live Interpreting-Cold Interpretation in Cyber Security Class-ENG to ASL.	AIS_Data_ITP_380_S2018.xlsx	

ITP 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 95% of students will earn a score of 90% or higher on their interpreting portfolio. been met yet? Met	2/2 of students scored 100% on their interpreting portfolio.		

ITP 452				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion Students will have their final evaluation completed by their off site mentor and 90% of students will obtain a score of 3 or higher on the questions pertaining to this objective. been met yet? Met	All 9 of the students who completed Field Practicum from the on ground program met this Domain. The lowest average in this area of questioning was a 3.22. This domain has some skew in the data as the survey changed after the summer of 17, and so half o the students in the dataset, did not have data on 7 of the 9 questions. The data is included on Domain 1 Evidence.		

Standard/Outcome

ITP.4 Interpreting Skills Competencies for the effective ASL-English interpretation of a range of subject matter in a variety of settings.

Assessment Measures

ITP 301				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Students will interpret a cold interpretation with the expectation that 80% of the group will obtain a Developing or higher on the assignment. been met yet? Not met	the cold interpretation was not an evaluation of the students ASL-English skills		- Revise Assignment for Assessment:

ITP 351				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Class Assignment	Has the criterion Students will interpret a cold interpretation with the expectation that 85% of the group will obtain a Developing or higher on the assignment. been met yet? Met	The group did meet the benchmark of 85% obtaining a score of developing or higher. On the attached rubric, the terminology is listed as "apprentice" but it is comparable to the "developing" term.	ITP_351.pdf	
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ITP 375				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Video	Has the criterion Students will interpret a cold interpretation with the expectation that 60% of the group will obtain a Proficient or higher on the assignment. been met yet? Met	75%(3/4) students obtained a Proficient or higher on the assignment.	AIS_ITP_375_F18.xlsx	

ITP 380				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Video	Has the criterion Students will interpret a cold interpretation with the expectation that 75% of the group will obtain a Proficient or higher on the assignment. been met yet? Not met	0/2(0%) of students obtained a proficient or higher on the assignment.	AIS_ITP_380_F18_artifact_b.xlsx	- Curriculum Revision: Although the assessment measure was listed as "direct-video," this was actually "direct-interpreting live in person." Consistently throughout this assignment and the semester, students did not exhibit the ability to stop and ask hearing or deaf consumer for clarification in order to preserve the accuracy of the interpretation. Opportunities for this type of practice need to be added to curriculum.

ITP 452				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion Students will have their final evaluation completed by their off site mentor and 90% of students will obtain a score of 3 or higher on the questions pertaining to this objective. been met yet?	All 9 of the students who completed Field Practicum from the on ground program met this Domain. The lowest average in this area of questioning was a 3.5 with the majority of students scoring in the upper 3's on this Domain. The data is included on Domain 1 Evidence.		

	Met			
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Standard/Outcome ITP.5 Professionalism Competencies demonstrating application of professional standards and practices.				
ITP 211				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion 90% of students will accurately convey the Code of Professional Conduct on the midterm exam. been met yet? Not met	4/19 for a total of 21% of students accurately conveyed the CPC on the midterm.	ITP_211_AIS_Data.xlsx	- Revise Assignment for Assessment: Beginning Fall 2018 the assessment will be conducted on the Final Exam, not the mid-term exam.
ITP 452				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion Students will have their final evaluation completed by their off site mentor and 90% of students will obtain a score of 3 or higher on the questions pertaining to this objective. been met yet? Met	All 9 of the students who completed Field Practicum from the on ground program met this Domain. The lowest average in this area of questioning was a 3.42 with the majority of students scoring 4's and 5's on this Domain. The data is included on Domain 1 Evidence.		

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program is using course work and or assessment day activities for program assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

It is this author's opinion that the ability to assess the ITP program for the 17/18 academic year improved from the previous academic year. The ITP program gained a new, incoming full-time faculty member. The overall assessment process was less disjointed than the previous year.

Dr. Carrie McCray and Margie Hoskins met prior to the beginning of the academic year to discuss curriculum alignment between ITP 1, 2, 3, and 4, specifically. Faculty selected, analyzed, and documented the source videos being used between all 4 classes to ensure content was not overlapping and content of the source videos were appropriate for the skill required in each course.

Additionally, Dr. McCray and Margie Hoskins met throughout the year to discuss the assessment report and findings.

Collection and analysis of program data primarily occurred through the use of linked assignments within Ownet and Via for Dr. McCray while Instructor Hoskins uploaded spreadsheets as artifacts in order to collect and analyze program data.

The assessment process revealed the following information:

ASL 220, ITP 301, and ITP 211 each have at least one assignment that needs to be revised for assessment. Further details found in the "summary" section on the chart.

ITP 301 and ITP 351 both need to have an assessment tool refined. Further details found in the "summary" section on the chart.

This year, the ITP program implemented an incredibly new and exciting program assessment process by changing the assessment method used for Student Performance Days. In the past, interpreting students were evaluated by internally, to determine their preparedness to move forward in the Interpreting program. This year, the ITP department used a nationally recognized assessment tool called the ASLPI (American Sign Language Proficiency Interview). Each student completed the assessment interview with an evaluator from Gallaudet University and was then given a rating based on their language abilities. This rating was then provided to the student and faculty and was used to help students determine their skill level and readiness for the program.

Improvement Narrative List

Assessment Findings for the Assessment Measure level

Standard/Outcome	ITP.1 Theory and Knowledge Competencies that will embody the academic foundation and world knowledge that is essential to effective interpretation.					
Legend	A					
Course/Event	ASL 220					
Assessment Measure	Direct - Class Assignment					
Assessment Findings	Not met					
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td>Revise Assignment for Assessment</td> <td>The requirements for the assignment need to be articulated more clearly in order to make sure that students answer the questions needed.</td> </tr> </tbody> </table>		Improvement Type	Summary	Revise Assignment for Assessment	The requirements for the assignment need to be articulated more clearly in order to make sure that students answer the questions needed.
	Improvement Type	Summary				
	Revise Assignment for Assessment	The requirements for the assignment need to be articulated more clearly in order to make sure that students answer the questions needed.				

Standard/Outcome	ITP.5 Professionalism Competencies demonstrating application of professional standards and practices.
Legend	A
Course/Event	ITP 211
Assessment	Direct - Quiz/Exam

Measure					
Assessment Findings	Not met				
Improvement Narrative					
	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td>Revise Assignment for Assessment</td> <td>Beginning Fall 2018 the assessment will be conducted on the Final Exam, not the mid-term exam.</td> </tr> </tbody> </table>	Improvement Type	Summary	Revise Assignment for Assessment	Beginning Fall 2018 the assessment will be conducted on the Final Exam, not the mid-term exam.
	Improvement Type	Summary			
Revise Assignment for Assessment	Beginning Fall 2018 the assessment will be conducted on the Final Exam, not the mid-term exam.				

Standard/Outcome	ITP.3 Language Skills Competencies for the effective use of American Sign Language and English.				
Legend	A				
Course/Event	ITP 301				
Assessment Measure	Direct - Class Assignment				
Assessment Findings	Met				
Improvement Narrative					
	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td>Refine Assessment Tool</td> <td>The assessment rubric needs to be modified to reflect the program objectives and not the assignment components.</td> </tr> </tbody> </table>	Improvement Type	Summary	Refine Assessment Tool	The assessment rubric needs to be modified to reflect the program objectives and not the assignment components.
	Improvement Type	Summary			
Refine Assessment Tool	The assessment rubric needs to be modified to reflect the program objectives and not the assignment components.				

Standard/Outcome	ITP.4 Interpreting Skills Competencies for the effective ASL-English interpretation of a range of subject matter in a variety of settings.				
Legend	A				
Course/Event	ITP 301				
Assessment Measure	Direct - Class Assignment				
Assessment Findings	Not met				
Improvement Narrative					
	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td>Revise Assignment for Assessment</td> <td></td> </tr> </tbody> </table>	Improvement Type	Summary	Revise Assignment for Assessment	
	Improvement Type	Summary			
Revise Assignment for Assessment					

Standard/Outcome	ITP.3 Language Skills Competencies for the effective use of American Sign Language and English.
Legend	A
Course/Event	ITP 351

Assessment Measure	Direct - Class Assignment	
Assessment Findings	Not met	
Improvement Narrative		
	Improvement Type	Summary
	Refine Assessment Tool	The assessment tool needs to reflect the program objectives and not the assignment criteria.

Standard/Outcome	ITP.4 Interpreting Skills Competencies for the effective ASL-English interpretation of a range of subject matter in a variety of settings.	
Legend	A	
Course/Event	ITP 380	
Assessment Measure	Direct - Video	
Assessment Findings	Not met	
Improvement Narrative		
	Improvement Type	Summary
	Curriculum Revision	Although the assessment measure was listed as "direct-video," this was actually "direct-interpreting live in person." Consistently throughout this assignment and the semester, students did not exhibit the ability to stop and ask hearing or deaf consumer for clarification in order to preserve the accuracy of the interpretation. Opportunities for this type of practice need to be added to curriculum.

Program Activities

Student Performance Review

Describe the department assessment day activities if not already described previously. Please articulate the nature of the assessments are conducted, explain the process for assessment that happens on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

In prior years (2016/2017) and beyond, students in the interpreting program participated in an English language assessment evaluation. This test is a measure of their English skills and is important as the new state certification evaluation requires students pass an English exam before they can even take the performance evaluation. This year (2017/2018), students were given the practice Test of English Proficiency (TEP) provided by the Board for Evaluators of Interpreters (BEI).

The BEI requires applicants pass the TEP with 69% accuracy. Based on the measure, the ITP program set the following standards to be considered as passing:

Freshman-54% Sophomore-59% Juniors- 64% Seniors-69%

Benchmarks:

Freshman-80% Pass with 54% or higher-**MET**

Sophomore-80% Pass with 59% or higher-**Did Not Meet**

Junior-85% Pass with 64% or higher-**Did Not Meet**

Seniors-90% Pass with 69% or higher-**Did Not Meet**

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

TEP_results_18_19.xlsx

Performance_Days_2018_Suggestions.xlsx

Senior Showcase

Describe program Senior Showcase activities if not detailed previously in the report? What benefit does the program gain from the activities? What if any assessment of students happens during this event? What changes if any will occur due to what is learned by faculty on Senior Showcase?

Interpreting seniors did not participate in senior showcase this year.

Assessment Rubrics

Upload rubrics used for Senior Showcase or Student Performance Reviews for student assessment.

Service Learning

Does the Program include projects/ course content that uses the philosophy of service learning?

Yes

No (selected)

Service Learning Component

If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

LEAD Events

Highlight lead events sponsored by program faculty that are connected to program or general education objectives for the past academic year. Include a total number of lead events program faculty sponsored.

Margie Hoskins hosted a total of 5 Lead Events. These events are connected to program objective "ITP.1 Theory and Knowledge Competencies that will embody the academic foundation and world knowledge that is essential to effective interpretation."

10-20-17 LEAD event-RESPECT Institute Speaker Series-Speaker 1

11-15-17 LEAD event-RESPECT Institute Speaker Series-Speaker 2

02-28-18 LEAD event-RESPECT Institute Speaker Series-Speaker 3

03-28-18 LEAD event-RESPECT Institute Speaker Series-Speaker 4

04-11-18 LEAD event-RESPECT Institute Speaker Series-Speaker 5

Student Accomplishments

Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishments that a student achieved outside of course work or the normal expectations of student success.

Olivia Cline and Rebecca Lackey passed the written portion (TEP) of the BEI, April 2018.

Olivia Cline completed her internship with Beyond Interpreting in Kansas City, MO. Beyond Interpreting sees great potential in Olivia as a future interpreter, therefore, they created an office position as administrative assistant in order to keep Olivia employed until she receives certification and can work as an interpreter.

Faculty Accomplishments

Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature.

Annual Assessment Rubric

10.000 pts 66.67%

	3.000 Assessment Reflects Best Practices	2.000 Assessment Meets the Expectations of the University	1.000 Assessment Needs Development	0.000 Assessment is Inadequate	N/A
Learning Objectives weight: 1.000	✓ • Detailed, measurable program learning objectives • Objectives are shared with students and faculty	✓ • Measurable program learning objectives. • Learning objectives are available to students.	✓ • Program learning objectives are identified and are generally measurable	✓ • Program learning objectives are not clear or measurable	✓ N/A
Comment:					
Assessment Measures weight: 1.000	✓ • Multiple measures are used to assess a student-learning objectives. • Rubrics or guides are used for the measures. • All measurements are clearly described. • External evaluation of student learning included.	✓ • Assessment measures relate to program learning objectives. • Various measures are used to assess student learning. • Measures chosen provide useful information about student learning.	✓ • Assessment focuses on class content only. • Minimal description of how the assessment relates to the objective. • Minimal assessment measures established.	✓ • Assessment measures not connected to objectives. • Assessment measures are not clear. • No assessment measures are established.	✓ N/A
Comment:					
Assessment Results weight: 1.000	✓ • All objectives are assessed annually, or a rotation schedule is provided. • Data are collected and analyzed to show learning over time. • Standards for performance and gaps in student learning are clearly identified.	✓ • Most objectives assessed annually. • Data collected and analyzed showing an annual snapshot of student learning. • Data are used to highlight gaps in student learning. • Some data from non-course based content.	✓ • Data collected for at least one program objective. • Data collection is incomplete. • Gaps in student learning not identified. • Lacking external data to support course data.	✓ • Learning objectives are not routinely assessed. • Routine data is not collected. • No discussion on gaps in student learning. • No use of external data to support student learning. • Assessment data not yet collected.	✓ N/A
Comment:	Data is provided from a variety of courses detailing several different kinds assignments and evaluations.				
Faculty Analysis and Conclusions weight: 1.000	✓ • Data is shared that incorporates multiple faculty from the program. • Discussions on data results incorporate multiple faculty. • Opportunities for adjunct faculty to participate. • Includes input from external sources when possible.	✓ • Multiple program faculty receive assessment results. • Assessment results are discussed • Specific conclusions about student learning are made based on the available assessment results.	✓ • Minimal faculty input about results is sought • Data not used to determine success or not to the objective. • Minimal conclusions made.	✓ • Faculty input is not sought. • Conclusions about student learning are not identified. • N/A Program recently started or too few graduates to suggest any changes.	✓ N/A
Comment:	Gains in the improvement narrative show that the program has worked on the assessment and realigning to the new faculty involved. The majority of improvement needs happen in Domain 3 and 4 which are the central point of interpreting.				
Actions to Improve Learning and Assessment weight: 1.000	✓ • All assessment methods, timetable for assessing, and evaluating the effectiveness modifications are included. • Changes to assessment are inclusive of multiple faculty. • Description of changes is detailed and linked to assessment results.	✓ • More than one change to assessment is proposed, timetable for assessment, and evaluating the change is provided. • Changes to assessment measures is highlighted. • Changes are realistic, with a good probability of improving learning or assessment.	✓ • At least one change to improve learning or assessment is identified. • The proposed action(s) relates to faculty conclusions about areas for improvement. • Adjustments to the assessment are proposed but not clearly connected to data	✓ • Lacking actions to improve student learning. • Actions discussed lack supportive data. • Lacking discussion of the effectiveness of the assessment plan	✓ N/A
Comment:					



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PROGRAM PROFILE 3

PROGRAM ASSESSMENT 5

CURRICULUM MAP 6

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ASSESSMENT RUBRIC 13

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ASL - English Interpreting

Program Profile

Program Mission Statement

Please insert your program mission statement here

The American Sign Language and Interpreting Program at WWU prepares graduates to work as culturally responsible professionals providing excellent service to the Deaf Community.

Program Data

Delivery Method

Traditional On Campus (selected)
Online
Hybrid

Students Majors 2017-18

41

Student Majors 2018-19

51

Concentrations 2017-18

If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.

There are no concentrations in the Interpreting Major.

Concentrations 2018-19

If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.

There are no concentrations in the Interpreting Major.

Student Demographics

What are the program goals for student retention, persistence and degree completion? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be improved? What is the optimal enrollment for the program?

The ASL-English Interpreting program is one that students come into the university claiming as their intended major before they even take any classes within the degree. Students don't actually take interpreting courses until they test into the program in the spring of their sophomore year while they are enrolled in ASL 4. This impacts retention in the program as students declare the major in the registrars office but they are not officially in until a year later. Another issue with

retention is that students declare the major without taking any interpreting courses and many students are misled with what the job of interpreter entails. It is common for many students to take Theory of Interpreting the fall of their sophomore year and realize that interpreting is not what they thought it was.

The program is concerned with retention and persistence but also aware of the need for students to pass a National or State certification at the completion of the program. The program considers keeping a student in an ASL related field as a successful completer of the program. The official goal of the program is to keep retention of the program a minimum of 1% higher than the university overall retention rate.

Retention of declared majors is significantly higher than that of the university as a whole. In interpreting, the retention numbers for the cohort 2012-2013 is 81.3%, with the university retention being at 67.9%. This is 13 points higher than the university. The program needs to look at persistence after that first year, as the cohort then drops to 50%. This is due to many students realizing after enrolling in ITP Interpreting Theory or even into Interpreting I and deciding that this is not the program for them. What is not known on this number is the number of students who did not graduate with the major, but graduated with an ASL Studies major. That is still considered a successful graduate. Unfortunately, those are not numbers that we have at this time. The transfer graduation rate is 100% for the program. This is primarily due to the lack of options of transfer status for interpreting programs, but also because when students transfer once, they know what they are looking for and are generally more selective in their second institution. Also, interpreting is a niche program, and if they transfer here for Interpreting, they are likely to stay.

Is the Program Externally Accredited

Yes
No (selected)

External Accreditation

Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation? If no, why?

Accreditation is offered by the Commission on Collegiate Interpreter Education (CCIE). The program faculty along with the Academic Dean and the Dean of the College of Graduate and Outreach made a deliberate decision to prioritize the implementation of the online degree completion program in Interpreting, thus postponing accreditation applications and processes as data showing a few years of successful management of the program is required by CCIE in order to earn accreditation. The conversation has not been revisited at this time.

In 2015, the university decided to eliminate the Program Director position. As a result, we do not qualify for accreditation and our timeline to apply is currently on hold. There is some question as to the need for the program to apply for accreditation as there are changes happening in the accrediting body. They CCIE recently decided to eliminate their accreditation of 2-year programs, terminating their accreditation. These program spent thousands on their accrediting process and then it was deemed unnecessary. The program has determined that it is necessary to let the accrediting body settle in and determine their process moving forward while the program continues to refine coursework and collect data before moving forward with accreditation.

Marketing Materials

Please reflect on the current marketing materials used for the program. Detail what documents you are reviewing and attach a screenshot of any webpages or materials that you cannot include as a document. What changes, if any should be made to the material? Are there recommendations for how or where to market the program?

Current Marketing Material:

1. www.williamwoods.edu 2. In search menu type "interpreting" 3. the material on the website as of 08-15-18 has been copied and pasted into a word document labeled "AIS_Marketing_Material_for_ITP_program.docx" below.

AIS_Marketing_Material_for_ITP_program.docx

Program Assessment

Standard/Outcome

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

Additional Standards/Outcomes

Identifier	Description
ITP.1	Theory and Knowledge Competencies that will embody the academic foundation and world knowledge that is essential to effective interpretation.
ITP.2	Human Relations Competencies of interpersonal communicative skills that foster effective collaboration with colleagues, consumers and employers.
ITP.3	Language Skills Competencies for the effective use of American Sign Language and English.
ITP.4	Interpreting Skills Competencies for the effective ASL-English interpretation of a range of subject matter in a variety of settings.
ITP.5	Professionalism Competencies demonstrating application of professional standards and practices.

General Education Alignment to Program

How do the General Education criteria align with the Program Objectives? What courses within your program build upon skills learned in general education courses (please list the program course and the general education criteria).

Because sign language interpreters work in every imaginable setting, general education is critical to their success. Information learned in these classes is reinforced through the wide variety of texts that students interpret throughout their program of education here.

Critical Analysis: (Critical Thinking, Ethics, Meaning)

The program no longer offers ASL220 as a general education course. The program decided that the students could take any ethics designated course and it would meet the needs of the program curriculum. Many program classes do extensive ethical decision making projects and case studies for students to practice as Interpreting is a profession that requires quick thinking in some pretty sticky situations, i.e. TP 310 , ITP410, and ITP451/452.

Society and the Individual: (Social Science, Diversity, Historical Perspective)

ITP301 Interpreting I, ITP351 Interpreting II, ITP375 Interpreting III, and ITP380 Interpreting IV are Interpreting skills classes that use a variety of source text material that covers these areas: application for SSI, TED talks on social issues, This day in History podcasts and additional books for reading, on History, Culture Facts, and Sociological topics.

Creative Expression: (Communication, Fine Arts)

The entire major is about how to communicate effectively so there are additional English classes as an option for students to take to strengthen their communication skills as well as the public speaking component.

Quantitative Inquiry: (Natural Science, Mathematics)

ITP301 Interpreting I, ITP351 Interpreting II, ITP375 Interpreting III, and ITP380 Interpreting IV are Interpreting skills classes that use a variety of source text material that covers these areas: TED talks on biology, technology, Math Parallel lessons, Technical signing source material on body functions as well as mathematical formulas.

Curriculum Map

A - Assessed
 R - Reinforced
 I - Introduced
 M - Master

ITP Curriculum Map

	ASL 101	ASL 120	ASL 345	ASL 425	ITP 211	ITP 217	ITP 301	ITP 351	ITP 375	ITP 380	ITP 310	ITP 410	ITP 450	ITP 451/ 452	SPR
ITP.1 Theory and Knowledge Competencies that will embody the academic foundation and world knowledge that is essential to effective interpretation.	I	I			A, R	R	R	R	R	R	R	R	M	M	
ITP.2 Human Relations Competencies of interpersonal communicative skills that foster effective collaboration with colleagues, consumers and employers.					I		R	R	R	M	R	R	R	M	
ITP.3 Language Skills Competencies for the effective use of American Sign Language and English.			R	R		R	R, A	R		A, R			M, A	M	A
ITP.4 Interpreting Skills Competencies for the effective ASL-English interpretation of a range of subject matter in a variety of settings.					I	I	R, A	R	R, A	R, A	R	R		M	A
ITP.5 Professionalism Competencies demonstrating application of professional standards and practices.	I	I			I, A	R				R	R	R	R	M	

Changes to Curriculum

Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the change should have on student learning?

This year the program decided to remove ASL220 Ethics and Decision Making as a required course. The students in the program are able to take any ethics course that is designated as an Ethics General Education to meet the requirements of the program. There was nothing in the ASL220 course that separated it from the PHL and HUM ethics courses. The program is going to realign the courses over the summer of 2019 so there could be substantial content changes within the courses of the program for the next academic year. This is due to an additional course added to the program focused on Foundational Interpreting skills.

Assessment Findings

Assessment Findings for the Assessment Measure level for ITP Curriculum Map

ITP.1 Theory and Knowledge Competencies that will embody the academic foundation and world knowledge that is essential to effective interpretation.				
Assessment Measures				
ITP 452				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion Students will have their final evaluation completed by their off-site mentor and 90% of students will obtain a score of 3 or higher on the questions pertaining to this objective. been met yet? met	2 of 2 students met the requirement of a minimum 3 scores.		

ITP.2 Human Relations Competencies of interpersonal communicative skills that foster effective collaboration with colleagues, consumers and employers.				
Assessment Measures				
ITP 452				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion Students will have their final evaluation completed by their off site mentor and 90% of students will obtain a score of 3 or higher on the questions pertaining to this			

	objective. been met yet?			
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ITP.3 Language Skills Competencies for the effective use of American Sign Language and English.

Assessment Measures

ITP 301				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Students will interpret a lab video that is an interactive interpretation with the expectation that 80% of the group will obtain a Proficient or higher on the assignment. been met yet? Not met	There are two components in the objective. Proficiency in English was met with 92.3% of the students scoring Proficient or above, but the ASL proficiency part of the standard only met 46.15% of the students scoring Proficient or above. The remaining 53.85% of students were Emerging.	Domain_3_Interpreting.pdf	- Curriculum Revision: Need to work on more ASL Fluency skills in the classes building up to Interpreting I.

ITP 380				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Students will interpret a cold interpretation with the expectation that 75% of the group will obtain a Proficient or higher on the assignment. been met yet?			

ITP 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 95% of students will earn a score of 90% or higher on their interpreting portfolio. been met yet?			

ITP 452				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion Students will have their final evaluation completed by their off site mentor and 90% of students will obtain a score of 3 or higher on the questions pertaining to this objective. been met yet?			

SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Video	Has the criterion goREact video with different expectations for different grades. been met yet?			
Direct - External Testing	Has the criterion English exam different expectations for different grades been met yet?			

ITP.4 Interpreting Skills Competencies for the effective ASL-English interpretation of a range of subject matter in a variety of settings.

Assessment Measures

ITP 301				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Students will interpret a cold interpretation from ASL - English with the expectation that 80% of the group will obtain a Developing or higher on the assignment. been met yet? Met	Four areas of the Domain were assessed in this assignment. Team interpreting was not assessed. Of the Four components, students all scored Developing or above. Scores of Proficient or above ranged between 30.77% (Language matching)- 84.62% (Analyzing the effectiveness of their work).	Domain_4_Interpreting_I.pdf	
Direct - Class Assignment	Has the criterion Students will interpret a cold interpretation from English - ASL with the expectation that 80% of the group will obtain a Developing or higher on the assignment. been met yet?			

ITP 375				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Video	Has the criterion Students will interpret a cold interpretation with the expectation that 60% of the group will obtain a Proficient or higher on the assignment. been met yet?			
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ITP 380				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Video	Has the criterion Students will interpret a cold interpretation with the expectation that 75% of the group will obtain a Proficient or higher on the assignment. been met yet?			

ITP 452				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion Students will have their final evaluation completed by their off site mentor and 90% of students will obtain a score of 3 or higher on the questions pertaining to this objective. been met yet?			

SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Video	No data has been entered.			

ITP.5 Professionalism Competencies demonstrating application of professional standards and practices.

Assessment Measures

ITP 211				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion 90% of students will accurately convey the Code of Professional Conduct on the midterm exam. been met yet?			

ITP 452				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Indirect - External Evaluation	Has the criterion Students will have their final evaluation completed by their off site mentor and 90% of students will obtain a score of 3 or higher on the questions pertaining to this objective. been met yet?			
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Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program is using course work and or assessment day activities for program assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

Improvement Narrative List

Assessment Findings for the Assessment Measure level

Standard/Outcome	ITP.3 Language Skills Competencies for the effective use of American Sign Language and English.	
Legend	A	
Course/Event	ITP 301	
Assessment Measure	Direct - Class Assignment	
Assessment Findings	Not met	
Improvement Narrative	Improvement Type	Summary
	Curriculum Revision	Need to work on more ASL Fluency skills in the classes building up to Interpreting I.

Program Activities

Student Performance Review

Describe the department assessment day activities if not already described previously. Please articulate the nature of the assessments are conducted, explain the process for assessment that happens on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

Senior Showcase

Describe program Senior Showcase activities if not detailed previously in the report? What benefit does the program gain from the activities? What if any assessment of students happens during this event? What changes if any will occur due to what is learned by faculty on Senior Showcase?

Assessment Rubrics

Upload rubrics used for Senior Showcase or Student Performance Reviews for student assessment.

Service Learning

Does the Program include projects/ course content that uses the philosophy of service learning?

Yes

No (selected)

Service Learning Component

If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

LEAD Events

Highlight lead events sponsored by program faculty that are connected to program or general education objectives for the past academic year. Include a total number of lead events program faculty sponsored.

Student Accomplishments

Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishments that a student achieved outside of course work or the normal expectations of student success.

Alumni Accomplishments

Please highlight special examples of any successes of recent graduated alumni (acceptance or graduation graduate school, employment or professional milestones. Include recent graduates.

Rebecca Cain '18 was promoted to Internship coordinator for her agency in Colorado "Access 2 Sign Language"

Randall Stacey '17 graduated from Gallaudet University with a masters in ASL Interpreting

Faculty Accomplishments

Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature.

Dr. McCray nominated to serve an additional term as the Chair for the State Committee of Interpreters

Assessment Rubric

Annual Assessment Rubric 2018

23.000 pts 54.76%

	3.000 Exceeds	2.000 Meets	1.000 Falls Below Expectations	N/A
<p>Mission Statement Clearly Articulated weight: 1.000</p>	<p>✓ The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.</p>	<p>✓ The mission statement for the program clearly articulated and aligned with the University mission.</p>	<p>✓ The mission statement is minimal at best.</p>	<p>✓ N/A</p>
<p>Comment:</p>				
<p>Reflection on Retention weight: 1.000</p>	<p>✓ The program provides a detailed description on the retention numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.</p>	<p>✓ The program provides a basic reflection on the retention data provided.</p>	<p>✓ The program does not reflect on retention data in a detailed way.</p>	<p>✓ N/A</p>
<p>Comment:</p>	<p>Missing demographic data on majors and minors, though the reflection on this was robust and clear. The narrative about external accreditation and its place in the program was also specific and well-articulated. The marketing materials were present, but no reflection on them.</p>			
<p>Defines External Accreditation Standards weight: 1.000</p>	<p>✓ The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation.</p>	<p>✓ The program provides a basic explanation of the accreditation organizations in the field.</p>	<p>✓ The program fails to provide any accreditation information.</p>	<p>✓ N/A</p>
<p>Comment:</p>				
<p>General Education alignment clearly explained weight: 1.000</p>	<p>✓ The program provides a detailed explanation of the General Education criteria and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.</p>	<p>✓ The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.</p>	<p>✓ The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.</p>	<p>✓ N/A</p>
<p>Comment:</p>	<p>GE alignment is OK, but last two elements (creative expression and quant inquiry) lack the specifics of the other two elements.</p>			
<p>Curriculum Map alignment weight: 1.000</p>	<p>✓ The curriculum map is detailed and complete.</p>	<p>✓ The curriculum map is complete</p>	<p>✓ The curriculum map is not complete</p>	<p>✓ N/A</p>
<p>Comment:</p>				
<p>Assessment of Objectives weight: 1.000</p>	<p>✓ Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.</p>	<p>✓ Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.</p>	<p>✓ The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.</p>	<p>✓ N/A</p>
<p>Comment:</p>	<p>The work on ASL 211 is not completed. The other courses have identified assessment assignments. Many of the assessment components were not completed. There was no assessment data inserted from Student Performance Review, or from the Internship classes. ITP 211, 375, 380, 450, 452, student performance review were not completed in their assessment.</p>			
<p>Data Driven Decision-making is explained weight: 1.000</p>	<p>✓ Curricular and assessment changes are articulated and validated through data based decisions. Faculty discuss the data that lead to curricular decisions being made.</p>	<p>✓ Curricular and assessment decisions are made based on data provided in assessment, but detailed alignment is not provided as justification for the change.</p>	<p>✓ Changes are proposed and brought forth with little explanation on the data included in the decision, if data was included in the decision.</p>	<p>✓ N/A</p>
<p>Comment:</p>	<p>The assessment analysis is not completed so it is not clear as to how the program makes decisions.</p>			

Documentation provided on assessment findings weight: 1.000	✓ The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	✓ The program uploads all rubric and support information to support the claims in assessment findings.	✗ The program did not upload the data to support assessment claims in the assessment findings.	✓ N/A
Comment:	Data and assessment analysis was only completed on ITP 301.			
Analysis of Assessment is complete weight: 1.000	✓ The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	✓ The program completed the assessment findings for each component and provided a summary for each assessment measure.	✗ The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	✓ N/A
Comment:				
Improvement narratives are selected with intentionality weight: 1.000	✓ The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	✓ The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	✗ The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	✓ N/A
Comment:				
Student Performance Review weight: 1.000	✓ The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	✓ The program provided the schedule and a brief description of Student Performance Review with data of the results.	✗ The program did not provide complete explanation on Student Performance Review nor did they provide data results.	✓ N/A
Comment:	The program did not include any information on this part of the assessment report.			
Senior Showcase weight: 1.000	✓ The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	✓ The program described the Senior showcase activities and provided some evidence of what was presented.	✗ Little to no content of Senior showcase was provided.	✓ N/A
Comment:	The program did not upload the schedule or put in any information about this part of the activities that happen for assessment.			
Co Curricular activities weight: 1.000	The program detailed the activities of LEAD and other co-curricular programming that was provided throughout the year. They provided numerous events for students.	✓ The program provided a listing of LEAD events and activities provided.	✗ The program provided little to no description of the Co-curricular activities provided throughout the year.	N/A
Comment:	No LEAD events were included			
Faculty, alumni, and Student accomplishments weight: 1.000	✓ The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	✓ The program provided a listing of information on Students, Alumni, and faculty accomplishments.	✓ The program provided little to no data on students, alumni, faculty accomplishments.	✓ N/A



WILLIAM WOODS
UNIVERSITY

ASL - English Interpreting Studies

Annual Assessment 2019-2020

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ASL - English Interpreting

Program Profile

Program Mission Statement

Please insert your program mission statement here

The American Sign Language and Interpreting Program at WWU prepares graduates to work as culturally responsible professionals providing excellent service to the Deaf Community.

Program Data

Delivery Method

Traditional On Campus (selected)
Online
Hybrid

	Majors	Minors
2018-19	51	N/A
2019-2020	47	N/A

Student Demographics

What are the program goals for student retention, persistence and degree completion? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be improved? What is the optimal enrollment for the program?

The ASL-English Interpreting program is one that students come into the university claiming as their intended major before they even take any classes within the degree. Students don't actually take interpreting courses until they test into the program in the spring of their sophomore year while enrolled in ASL 4. This impacts retention in the program as students declare the major in the registrars office but they are not officially in until a year later. Another issue with retention is that students declare the major without taking any interpreting courses and many students misunderstand the job of interpreter. It is common for many students to take Theory of Interpreting the fall of their sophomore year and realize that interpreting is not what they thought it was.

The program is concerned with retention and persistence but also aware of the need for students to pass a National or State certification at the completion of the program. The program considers keeping a student in an ASL related field as a successful completer of the program. The official goal of the program is to keep retention of the program a minimum of 1% higher than the university overall retention rate.

Retention of declared majors is significantly higher than that of the university as a whole. In interpreting, the retention numbers for the cohort 2012-2013 is 81.3%, with the university retention being at 67.9%. This is 13 points higher than the university. The program needs to look at persistence after that first year, as the cohort then drops to 50%. This is due to many students realizing after enrolling in ITP Interpreting Theory or even into Interpreting I and deciding that this is not the program for them. What is not known on this number is the number of students who did not graduate with the major, but graduated with an ASL Studies major. That is still considered a successful graduate. Unfortunately, those are not numbers that we have at this time. The transfer graduation rate is 100% for the program. This is primarily due to the lack of options of transfer status for interpreting programs, but also because when students transfer once, they know what they are

looking for and are generally more selective in their second institution. Also, interpreting is a niche program, and if they transfer here for Interpreting, they are likely to stay. This needs to be updated to the current data set

Is the Program Externally Accredited

Yes
No (selected)

External Accreditation

Name the Accrediting Agency or entity including the last review/approval? Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation? If no, why?

Accreditation is offered by the Commission on Collegiate Interpreter Education (CCIE). The program faculty along with the Academic Dean and the Dean of the College of Graduate and Outreach made a deliberate decision to prioritize the implementation of the online degree completion program in Interpreting, thus postponing accreditation applications and processes as data showing a few years of successful management of the program is required by CCIE in order to earn accreditation. The conversation has not been revisited at this time.

In 2015, the university decided to eliminate the Program Director position. As a result, we do not qualify for accreditation and our timeline to apply is currently on hold. There is some question as to the need for the program to apply for accreditation as there are changes happening in the accrediting body. They CCIE recently decided to eliminate their accreditation of 2-year programs, terminating their accreditation. These programs spent thousands on their accrediting process and then it was deemed unnecessary. The program has determined that it is necessary to let the accrediting body settle in and determine their process moving forward while the program continues to refine coursework and collect data before moving forward with accreditation.

Marketing Materials

Please reflect on the current marketing materials used for the program. Detail what documents you are reviewing and attach a screenshot of any webpages or materials that you cannot include as a document. What changes, if any should be made to the material? Are there recommendations for how or where to market the program?

The program reviewed the marketing material in conjunction with Ashley Brown. We reviewed the home pages on the website for the on ground interpreting program with the lists of internships and student connections to the program. The page was edited and updated based off of that work. We also worked with Ashley to complete some ads for the program to be run on social media.

Marketing Material

ASL_Interpretation_Studies___Fulton__MO___William_Woods_University.pdf

Program Assessment

Standard/Outcome

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

Additional Standards/Outcomes

Identifier	Description
ITP.1	Theory and Knowledge Competencies that will embody the academic foundation and world knowledge that is essential to effective interpretation.
ITP.2	Human Relations Competencies of interpersonal communicative skills that foster effective collaboration with colleagues, consumers and employers.
ITP.3	Language Skills Competencies for the effective use of American Sign Language and English.
ITP.4	Interpreting Skills Competencies for the effective ASL-English interpretation of a range of subject matter in a variety of settings.
ITP.5	Professionalism Competencies demonstrating application of professional standards and practices.

Alignment to the University Objectives

Please discuss the program alignment to the University Objectives. We do not need an artifact for each objective, but a discussion on how the program uses the Institutional Objectives as an anchor for their program curriculum.

The program easily aligns to the University objectives due to the overlap in vision with the professional objectives. Alignment to Objective 1: Major Field Competence is integral to the work that we produce in the program. We are in a field where students must pass certification exams upon graduation to work, so there is a high expectation for performance within the profession. Objective 2: Ethics is also an easy alignment for the Interpreting field. Interpreters are held to their professional ethical standards and we start students at that level upon their first day in the program. Interpreting students are not required to take any ethics course, but they do take an general education ethics course of their preference and then they are able to use that foundation of knowledge and apply that to the ethics work that is completed in all of the upper level courses in the program. The use of case studies is very common in interpreting so that we can talk about the various situations that interpreters experience and how to think through solutions while maintaining an ethical stance.

Objective 3: Self-Liberation is also critical for the interpreter as we have to know who we are as individuals, our strengths, weaknesses, and our biases, and figure out how to overcome those. The ability to continue to grow as a human is critical to the continued success of an interpreter. Objective 4: Lifelong education is also a natural fit with the interpreting profession as we are constantly learning as we grow. Interpreters are required to earn 20 hours of professional development annually so starting out students with this idea sets them up for success later on in their profession.

General Education Alignment to Program

How do the General Education criteria align with the Program Objectives? What courses within your program build upon skills learned in general education courses (please list the program course and the general education criteria). The General Education clusters are: Critical Analysis, Creative Expression, Quantitative Inquiry, and Society & the Individual. See attached for more detailed breakdown.

Because sign language interpreters work in every imaginable setting, general education is critical to their success. Information learned in these classes is reinforced through the wide variety of texts that students interpret throughout their program of education here.

Critical Analysis: (Critical Thinking, Ethics, Meaning)

The program no longer offers ASL220 as a general education course. The program decided that the students could take any ethics designated course and it would meet the needs of the program curriculum. Many program classes do extensive ethical decision making projects and case studies for students to practice as Interpreting is a profession that requires quick thinking in some pretty sticky situations, i.e. ITP 310 Interpreting in Advanced Settings I, ITP410 Interpreting in Advanced Settings II, and ITP451/452 Field Practicum .

Society and the Individual: (Social Science, Diversity, Historical Perspective)

ITP301 Interpreting I, ITP351 Interpreting II, ITP375 Interpreting III, and ITP380 Interpreting IV are Interpreting skills classes that use a variety of source text material that covers these areas: application for SSI, TED talks on social issues, This day in History podcasts and additional books for reading, on History, Culture Facts, and Sociological topics.

Creative Expression: (Communication, Fine Arts)

The entire major is about how to communicate effectively so there are additional English classes as an option for students to take to strengthen their communication skills as well as the public speaking component.

Quantitative Inquiry: (Natural Science, Mathematics)

ITP301 Interpreting I, ITP351 Interpreting II, ITP375 Interpreting III, and ITP380 Interpreting IV are Interpreting skills classes that use a variety of source text material that covers these areas: TED talks on biology, technology, Math Parallel lessons, Technical signing source material on body functions as well as mathematical formulas.

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

NSSE Objectives Discussed Fall 2019

Program Alignment to NSSE Objectives

How did your program integrate the three NSSE objectives determined by the faculty this fall. The objectives were to 1) integrate more interdisciplinary work within the curriculum, 2) to connect learning to societal problems or issues, and 3) to examine the strengths and weaknesses of their (students) own views on a topic or issue. Please articulate which courses, and what assignments were assigned and how the work was assessed. Were the assignments successful? What could have made them more successful?

The program did not get a chance to meet up and talk about this at the end of the year. This was an objective that fell through the cracks with the curriculum.

Curriculum Map

A - Assessed
R - Reinforced
I - Introduced
M - Master

ITP Curriculum Map

	ASL 101	ASL 120	ASL 345	ASL 425	ITP 211	ITP 217	ITP 301	ITP 351	ITP 375	ITP 380
ITP.1 Theory and Knowledge Competencies that will embody the academic foundation and world knowledge that is essential to effective interpretation.	I	I			A, R	R	R	R	R	R
ITP.2 Human Relations Competencies of interpersonal communicative skills that foster effective collaboration with colleagues, consumers and employers.					I		R	R	R	M
ITP.3 Language Skills Competencies for the effective use of American Sign Language and English.			R	R		R	R, A	R		A, R
ITP.4 Interpreting Skills Competencies for the effective ASL-English interpretation of a range of subject matter in a variety of settings.					I	I	R, A	R	R, A	R, A
ITP.5 Professionalism Competencies demonstrating application of professional standards and practices.	I	I			I, A	R				R

	ITP 310	ITP 410	ITP 450	ITP 451	ITP 452	Student Performance Review
ITP.1 Theory and Knowledge Competencies that will embody the academic foundation and world knowledge that is essential to effective interpretation.	R	R	M	M	M, A	
ITP.2 Human Relations Competencies of interpersonal communicative skills that foster effective collaboration with colleagues, consumers and employers.	R	R	R	M	M, A	
ITP.3 Language Skills Competencies for the effective use of American Sign Language and English.			M, A	M	M, A	A
ITP.4 Interpreting Skills Competencies for the effective ASL-English interpretation of a range of subject matter in a variety of settings.	R	R		M	A, M	A
ITP.5 Professionalism Competencies demonstrating application of professional standards and practices.	R	R	R	M	A, M	

Changes to Curriculum

Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the change should have on student learning?

This year the faculty added ITP 251 Foundations of Interpreting course to the curriculum as a way to increase the cognitive skills of the students. The attention span and comprehension of students was a consistent weakness in interpreting courses, and this was requiring interpreting I and II to focus more time on basic skills and not interpreting. The course will be introduced in spring 2020 and we will see how effective it is for this cohort of students.

Assessment Findings

Assessment Findings for the Assessment Measure level for ITP Curriculum Map

ITP.1 Theory and Knowledge Competencies that will embody the academic foundation and world knowledge that is essential to effective interpretation.

ITP 452				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion Students will have their final evaluation completed by their offsite mentor and 90% of students will obtain a score of 3 or higher on the questions pertaining to this objective. been met yet? Not met	Data was unavailable due to Covid-19 interrupting all internship locations		

ITP.2 Human Relations Competencies of interpersonal communicative skills that foster effective collaboration with colleagues, consumers and employers.

ITP 452				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion Students will have their final evaluation completed by their offsite mentor and 90% of students will obtain a score of 3 or higher on the questions pertaining to this objective. been met yet? Not met	Data was unavailable due to Covid-19 interrupting all internship locations		

ITP.3 Language Skills Competencies for the effective use of American Sign Language and English.

ITP 301				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Students will interpret a lab video that is an interactive interpretation with the expectation that 80% of the group will obtain a Proficient or higher on the assignment. been met yet? Not met	In the course, Domain 3 has two components. Students met the domain for flexibility in English achieving 81.82% Proficient or above score on the rubric. The demonstration in ASL proficiency fell short of the mark with only 27.09% achieving Proficient and 72.73% of the group scoring in the emerging category. This group needs more work on the ASL side of the interpreting spectrum.	Via__ITP__301__ _Interpreting_I__0 1__FUL__2__Fa ll_1920_Activity_As sessments_Aggreg ated_Result_12_05 _2019_144008.pdf	- Curriculum Revision: More work on ASL skills is necessary and needs to be built into courses leading up to Interpreting I as a course

ITP 380				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Students will interpret a cold interpretation with the expectation that 75% of the group will obtain a Proficient or higher on the assignment. been met yet? Met	The benchmark was met with 87.5% of students meeting a proficient or higher on the cold interpretation. The range of scores was 79%-91%. N=8		

ITP 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 95% of students will earn a score of 90% or higher on their interpreting portfolio. been met yet? Not met	6/7 students met the benchmark of a 90 or above on the portfolio. One student did not meaning that the criterion of 95% was not met.		

ITP 452				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion Students will have their final evaluation completed by their offsite mentor and 90% of students will obtain a score of 3 or higher on the questions pertaining to this objective. been met yet? Not met	Data was unavailable due to Covid-19 interrupting all internship locations		
Student Performance Review				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Video	Has the criterion goREact video with different expectations for different grades. been met yet? Not met	Juniors: 6 out of 10 (60%) students scored Proficient, this did not meet the benchmark of a 2.0 average on the rubric. Seniors: 3 out of 6 (50%) met the benchmark of 2.5 or higher on the rubric.		
Direct - External Testing	Has the criterion English exam different expectations for different grades been met yet?			

ITP.4 Interpreting Skills Competencies for the effective ASL-English interpretation of a range of subject matter in a variety of settings.

ITP 301

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Students will interpret a cold interpretation from ASL - English with the expectation that 80% of the group will obtain a Developing or higher on the assignment. been met yet? Not met	Domain 4 has 5 levels. For integration of academic and world knowledge, the students did not hit the benchmark of 80%, but they 63.64% were Proficient or above. For the second element of their analysis, they were all 100% proficient or above. The team interpreting and language matching components are not assessed in this course. the final component of effectively negotiating meaning was not met as only 36.36% of the students scored proficient or above.	Via __ITP__301__ Interpreting_I__01__ __FUL__2__Fall_1920_Activity_Assessments_Aggregated_Result_12_05_2019_144008.pdf	

ITP 375

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Video	Has the criterion Students will interpret a cold interpretation with the expectation that 60% of the group will obtain a Proficient or higher on the assignment. been met yet?	The assessment was not completed		

ITP 380

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Students will interpret a cold interpretation with the expectation that 75% of the group will obtain a Proficient or higher on the assignment. been met yet? Met	The benchmark was met with 87.5% of students meeting a proficient or higher on the cold interpretation. The range of scores was 79%-91%. N=8		

ITP 452				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion Students will have their final evaluation completed by their offsite mentor and 90% of students will obtain a score of 3 or higher on the questions pertaining to this objective. been met yet? Not met	Data was unavailable due to Covid-19 interrupting all internship locations		

Student Performance Review				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Video	Has the criterion Has the GoReact video with different expectations for different grades. been met yet? been met yet? Not met	Juniors: 6 out of 10 (60%) students scored Proficient, this did not meet the benchmark of a 2.0 average on the rubric. Seniors: 3 out of 6 (50%) met the benchmark of 2.5 or higher on the rubric.		

ITP.5 Professionalism Competencies demonstrating application of professional standards and practices.

ITP 211				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion 90% of students will accurately convey the Code of Professional Conduct on the midterm exam. been met yet?	the assessment was not available.		

ITP 452				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion Students will have their final evaluation completed by their offsite mentor and	Data was unavailable due to Covid-19 interrupting all internship locations		

	90% of students will obtain a score of 3 or higher on the questions pertaining to this objective. been met yet? Not met			
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Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program is using course work and or assessment day activities for program assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

The program assessment needs to be reviewed and aligned in a more efficient manner. The assessment is not uniform across all objectives and with the disproportionate level of assessment on Objective 3 and 4, the other objectives are essentially left out and not reviewed as often. The program will review assessment over the summer and realign the objectives to ensure that 2 assessments are provided for each objective. We will also eliminate some of the reported assessment on objectives that are already covered in several other areas. The assessment of Student Performance Review will also be reviewed for efficiency to determine if that is still the most effective approach for the program.

Improvement Narrative List

Assessment Findings for the Assessment Measure level

Standard/Outcome	ITP.3 Language Skills Competencies for the effective use of American Sign Language and English.					
Legend	A					
Course/Event	ITP 301					
Assessment Measure	Direct - Class Assignment					
Assessment Findings	Not met					
Improvement Narrative	<table border="1"> <tr> <th data-bbox="378 1514 618 1583">Improvement Type</th> <th data-bbox="626 1514 1531 1583">Summary</th> </tr> <tr> <td data-bbox="378 1583 618 1654">Curriculum Revision</td> <td data-bbox="626 1583 1531 1654">More work on ASL skills is necessary and needs to be built into courses leading up to Interpreting I as a course</td> </tr> </table>		Improvement Type	Summary	Curriculum Revision	More work on ASL skills is necessary and needs to be built into courses leading up to Interpreting I as a course
	Improvement Type	Summary				
	Curriculum Revision	More work on ASL skills is necessary and needs to be built into courses leading up to Interpreting I as a course				

Program Activities

Student Performance Review

Describe the department assessment day activities if not already described previously. Please articulate the nature of the assessments are conducted, explain the process for assessment that happens on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

All majors in the interpreting program are to participate in numerous activities to meet the expectations of the major. Each interpreting major will sit through a Test of English Proficiency (TEP). The TEP is a mock evaluation that students will take when they move forward on their certification exams. This also lets us evaluate their growth in English as they progress in their college careers. We track the data from Fresh-Senior years. All students also take a Deaf culture quiz and Interpreting department survey. The survey is helpful to see how students view courses separate from the end of course evaluation. The Deaf culture quiz is also taken annually and tracked as they progress through the program. This shows us how students retain the information and integrate new Deaf culture content as they progress through the program. The final evaluation taken by students is divided up between those who anticipate taking Interpreting I in the fall. Our incoming Interpreting I students take the ASLPI evaluation provided by Gallaudet University. This is an evaluation that examines baseline ASL fluency. The upperlevel interpreting students do a mock interactive interpretation on GoReact and that work is evaluated by 2 of our online faculty. This provides us a neutral evaluation of student work.

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

ASL_ITP_Student_Performance_Days_Schedule.docx

Senior Showcase

Describe program Senior Showcase activities if not detailed previously in the report? What benefit does the program gain from the activities? What if any assessment of students happens during this event? What changes if any will occur due to what is learned by faculty on Senior Showcase?

Senior showcase did not happen this year due to Covid-19. The students that were in internship had their experiences disrupted and ended the term with on-campus work with the internship faculty so there was not as much to report on. Also, at the end, the students were all at home and the group used the time to debrief and reflect on the semester with decisions on how to move forward in an uncertain environment.

Assessment Rubrics

Upload rubrics used for Senior Showcase or Student Performance Reviews for student assessment.

Service Learning

Does the Program include projects/ course content that uses the philosophy of service learning?

Yes

No

Service Learning Component

If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

NA

LEAD Events

Highlight lead events sponsored by program faculty that are connected to program or general education objectives for the past academic year. Include a total number of lead events program faculty sponsored.

Tuesday, September 24, 2019

4:00:00 PM - ASL 101//ASL Awareness Week - Join the Hands Up! club as we celebrate National ASL awareness week. A member of the Deaf community will perform an ABC and 123 story, teach the alphabet and numbers before we break up into smaller groups to learn basic signs you can use in any interaction with a member of the Deaf community.

Ivy Room

Margie Hoskins - **1 point(s)**

Wednesday, September 25, 2019

6:30:00 PM - Deaftropolis//ASL Awareness Week - Join the Hands Up! club as we celebrate National ASL awareness week! We will start the event off with a Deaf cultural legend before moving into a town run by Deaf community members. Students will have a chance to test their interaction skills with members of another community and mode of communication. No ASL skills will be required. Short Discussion to follow main portion of event.

Burton Lobby

Margie Hoskins - **1 point(s)**

Thursday, September 26, 2019

7:00:00 PM - ASL movie//ASL Awareness week - Join the Hands Up! club as we celebrate National ASL awareness week! We will be watching *Wrong Game*: *Wrong Game takes place in a mansion filled with mysterious history. A group of people is called to the mansion to participate in a game where the winner receives \$1 million. When the participants gather at the mansion, they learn the hard truth that the game is no original. Losing the game is not an option. To add further drama, each participant holds highly specialized skills and collectively, they must determine whose skills or expertise is most beneficial to the game. What the participants do not know is that the mastermind of this game is among them as a participant, judging each of them silently and strategically.* Running Time: 83 min Movie is in ASL with English Subtitles Short discussion to follow

Library Auditorium

Margie Hoskins - **1 point(s)**

Saturday, September 28, 2019

7:00:00 PM - SNL: Dingo//ASL Awareness week - Join the Hands Up! Club as we round out ASL Awareness week with a fan favorite: a night of Deaf Bingo! All numbers will be called in both ASL and English and winners will receive prizes! Bring your friends and join us for our last night of ASL week!

Aldridge

Margie Hoskins - **1 point(s)**

Thursday, November 7, 2019

6:00:00 PM - Love, Simon Movie Showing - SAGA (Sexuality and Gender Advocates) is hosting a showing of Love, Simon, the first openly LGBT+ movie to hit theaters. After the movie, a short discussion about the importance of representation in the media will be held to prompt students to apply knowledge from the movie and explore their own thoughts on diversity, representation, and how to respectfully coexist with people who have differing views than you. You must stay until the end to get LEAD credit, but we'll be out by 8!

Cutlip Auditorium

Jessica Brown - **1 point(s)**

Thursday, February 13, 2020

6:30:00 PM - Tales of the City Showing - **Location Change!** Come join SAGA (Sexuality and Gender Advocates) for the showing of an episode of Tales of the City! We will spend the hour watching the episode and analyzing the portrayal of transgender characters and members of the LGBT+ community in the show.

Library Auditorium

Jessica Brown - **1 point(s)**

Wednesday, February 26, 2020

6:00:00 PM - Black History Month Movie Showing - The Hate U Give - Hands Up Club is hosting a showing of the movie The Hate U Give for Black History Month. Synopsis: Starr Carter is constantly switching between two worlds -- the poor, mostly black neighborhood where she lives and the wealthy, mostly white, prep school that she attends. The uneasy balance between these worlds is soon shattered when she witnesses the fatal shooting of her childhood best friend at the hands of a police officer. Facing pressure from all sides of the community, Starr must find her voice and decide to stand up for what's right. After the movie, new ASL teacher, John Brand III, will host a discussion and talk about the Black Deaf community.

Library Auditorium

John Brand III - **1 point(s)**

Student Accomplishments

Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishments that a student achieved outside of course work or the normal expectations of student success.

Normally this area is for certifications, but due to Covid-19 students were not able to sit for the certification exam.

Alumni Accomplishments

Please highlight special examples of any successes of recent graduated alumni (acceptance or graduation graduate school, employment or professional milestones. Include recent graduates.

We had Grace Fielder get hired on as an educational interpreter allowing her to use her skills. Other certification possibilities were put on hold due to Covid-19.

Faculty Accomplishments

Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature.

Faculty attended several workshops for interpreting, but they did not present any this academic year.

Assessment Rubric

	3.00 Exceeds	2.00 Meets	1.00 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	✓ The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	✓ The mission statement for the program clearly articulated and aligned with the University mission.	✓ The mission statement is minimal at best.	✓ N/A
Comment:	<input type="text"/>			
Reflection on Retention weight: 1.000	✓ The program provides a detailed description on the retention numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	✓ The program provides a basic reflection on the retention data provided.	✓ The program does not reflect on retention data in a detailed way.	✓ N/A
Comment:	<input type="text"/>			
Defines External Accreditation Standards weight: 1.000	✓ The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation.	✓ The program provides a basic explanation of the accreditation organizations in the field.	✓ The program fails to provide any accreditation information.	✓ N/A
Comment:	<input type="text"/>			
General Education alignment clearly explained weight: 1.000	✓ The program provides a detailed explanation of the General Education criteria and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.	✓ The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ N/A
Comment:	<input type="text"/>			
Curriculum Map alignment weight: 1.000	✓ The curriculum map is detailed and complete.	✓ The curriculum map is complete	✓ The curriculum map is not complete	✓ N/A
Comment:	<input type="text"/>			
Assessment of Objectives weight: 1.000	✓ Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	✓ Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	✓ The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	✓ N/A
Comment:	<input type="text"/>			
Data Driven Decision-making is explained weight: 1.000	✓ Curricular and assessment changes are articulated and validated through data based decisions. Faculty discuss the data that lead to curricular decisions being made.	✓ Curricular and assessment decisions are made based on data provided in assessment, but detailed alignment is not provided as justification for the change.	✓ Changes are proposed and brought forth with little explanation on the data included in the decision, if data was included in the decision.	✓ N/A
Comment:	<input type="text"/>			

Documentation provided on assessment findings weight: 1.000	✔ The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	✔ The program uploads all rubric and support information to support the claims in assessment findings.	✔ The program did not upload the data to support assessment claims in the assessment findings.	✔ N/A
Comment:				
Analysis of Assessment is complete weight: 1.000	✔ The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	✔ The program completed the assessment findings for each component and provided a summary for each assessment measure.	✔ The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	✔ N/A
Comment:				
Improvement narratives are selected with intentionality weight: 1.000	✔ The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	✔ The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	✔ The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	✔ N/A
Comment:				
Student Performance Review weight: 1.000	✔ The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	✔ The program provided the schedule and a brief description of Student Performance Review with data of the results.	✔ The program did not provide complete explanation on Student Performance Review nor did they provide data results.	✔ N/A
Comment:				
Senior Showcase weight: 1.000	✔ The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	✔ The program described the Senior showcase activities and provided some evidence of what was presented.	✔ Little to no content of Senior showcase was provided.	✔ N/A
Comment:				
Co Curricular activities weight: 1.000	✔ The program detailed the activities of LEAD and other co-curricular programing that was provided throughout the year. They provided numerous events for students.	✔ The program provided a listing of LEAD events and activities provided.	✔ The program provided little to no description of the Co-curricular activities provided throughout the year.	✔ N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	✔ The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	✔ The program provided a listing of information on Students, Alumni, and faculty accomplishments.	✔ The program provided little to no data on students, alumni, faculty accomplishments.	✔ N/A
Comment:				



WILLIAM WOODS
UNIVERSITY

ASL Interpreting Annual Assessment 2020-2021

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Annual Assessment 2020-2021

ASL - English Interpreting

Program Profile

Program Mission Statement

Please insert your program mission statement here

The American Sign Language and Interpreting Program at WWU prepares graduates to work as culturally responsible professionals providing excellent service to the Deaf Community.

Program Data

Delivery Method

Traditional On Campus (selected)

Online

Hybrid

Students Majors 2019-2020

47

Student Minors 2019-20

Student Majors 2020-2021

43

Student Minors 2020-2021

Concentrations 2019-2020

If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.

There are no concentrations in the Interpreting Major.

Concentrations 2020-2021

If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.

There are no concentrations in the Interpreting Major.

Student Demographics

What are the program goals for student retention, persistence and degree completion? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be improved?

The ASL-English Interpreting program is one that students come into the university claiming as their intended major before they even take any classes within the degree. Students don't actually take interpreting courses until they test into the program in the spring of their sophomore year while enrolled in ASL 4. This impacts retention in the program as students declare the major in the registrar's office but they are not officially in until a year later. Another issue with retention is that students declare the major without taking any interpreting courses and many students misunderstand the job of interpreter or if they are can pick up sign language easily. It is common for many students to realize in ASL class that the language is not as easy to learn as expected; it is not a visual form of English, so many students change their major after that first year before they even get to interpreting courses.

The program is concerned with retention and persistence but also aware of the need for students to pass a National or State certification at the completion of the program. The program considers keeping a student in an ASL related field as a successful completer of the program, unfortunately there is not a tracking system set up within the university system that provides this data. The official goal of the program is to keep retention of the program a minimum of 1% higher than the university overall retention rate. Faculty meet regularly with students who are struggling with the major to assist with coursework, but also with career counseling to determine if Interpreting or another deaf related field is a better fit. The program uses ASL Lab tutors as additional supports to try and assist students in learning the language and feeling positive about their learning experience.

With issues of retention, the retention of declared majors is significantly higher than that of the university as a whole. In interpreting, the retention numbers for the cohort 2018-2019-2019-2020 is at 100% meaning that all declared incoming students returned to the university. That is quite a feat considering that the cohort was 15 students. Traditionally the retention for the program ranges between 71-100%. Retention rates for the program are traditionally not the issue as students stay in the program until they graduate to the harder courses in the curriculum. The graduation rate of the program is challenging. The graduation rate for the 14/15 cohort was only 20%. This incoming cohort started at 7 total students. It is not known if the students switched to Deaf Human Services, or another program on campus. Traditionally the graduation rate for the program is 53-55% which placed it right around if not above the university graduation rate. The transfer graduation rate is traditionally higher ranging from 75-87%. This is expected in that students transferring into the University for interpreting have generally taken several interpreting courses in the past and they are aware of the course load needed to graduate. The university graduation rate averages 66% over the past 10 years, with the program averaging 79% over the same span.

Optimal Enrollment

Considering current human and physical resources, what is the optimal enrollment for the program?

55

Is the Program Externally Accredited

Yes

No (selected)

External Accreditation

Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation? If no, why?

Accreditation is offered by the Commission on Collegiate Interpreter Education (CCIE). The program faculty along with the Academic Dean made a deliberate decision in the past to prioritize the implementation of the online degree completion program in Interpreting, thus postponing accreditation applications and processes as data showing a few years of successful management of the program is required by CCIE in order to earn accreditation. The conversation has not been revisited at this time.

In 2015, the university decided to eliminate the Program Director position. As a result, we do not qualify for accreditation and our timeline to apply is currently on hold. There is some question as to the need for the program to apply for accreditation as there are changes happening in the accrediting body. This topic should be revisited as currently 16 of the 25 Bachelor level program have accreditation status and it is the belief of the faculty that this will become a recruiting issue. The program will have to complete a detailed Self-study that will encompass both online and on ground programs

as one unit with supporting data for all claims. The self-study covers three years of detailed data analysis before the program can apply for the self-study. The application and visit process of accreditation is about \$11,000 and it will take considerable time to pull all the information together.

Marketing Materials

Please reflect on the current marketing materials used for the program. Detail what documents you are reviewing and attach a screenshot of any webpages or materials that you cannot include as a document. What changes, if any should be made to the material? Are there recommendations for how or where to market the program?

https://www.williamwoods.edu/academics/undergraduate/programs_and_degrees/asl/bachelors_interpretation_studies.html is the main page for the Interpreting program. There are minimal issues with the page and they are articulated here on the upload.

Marketing Material

ASL_Interpretation_Studies___Fulton__MO___William_Woods_University.pdf

Program Assessment

Standard/Outcome

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

Additional Standards/Outcomes

Identifier	Description
ITP.1	Theory and Knowledge Competencies that will embody the academic foundation and world knowledge that is essential to effective interpretation.
ITP.2	Human Relations Competencies of interpersonal communicative skills that foster effective collaboration with colleagues, consumers and employers.
ITP.3	Language Skills Competencies for the effective use of American Sign Language and English.
ITP.4	Interpreting Skills Competencies for the effective ASL-English interpretation of a range of subject matter in a variety of settings.
ITP.5	Professionalism Competencies demonstrating application of professional standards and practices.

Alignment to the University Objectives

Please discuss the program alignment to the University Objectives. We do not need an artifact for each objective, but a

discussion on how the program uses the Institutional Objectives as an anchor for their program curriculum.

The program easily aligns to the University objectives due to the overlap in vision with the professional objectives.

Alignment to Objective 1: Major Field Competence is integral to the work that we produce in the program. We are in a field where students must pass certification exams upon graduation to work, so there is a high expectation for performance within the profession.

Objective 2: Ethics is also an easy alignment for the Interpreting field. Interpreters are held to their professional ethical standards and we start students at that level upon their first day in the program. Interpreting students are not required to take any ethics course, but they do take a general education ethics course of their preference and then they are able to use that foundation of knowledge and apply that to the ethics work that is completed in all of the upper level courses in the program. The use of case studies is very common in interpreting so that we can talk about the various situations that interpreters experience and how to think through solutions while maintaining an ethical stance.

Objective 3: Self-Liberation is also critical for the interpreter as we have to know who we are as individuals, our strengths, weaknesses, and our biases, and figure out how to overcome those. The ability to continue to grow as a human is critical to the continued success of an interpreter.

Objective 4: Lifelong education is also a natural fit with the interpreting profession as we are constantly learning as we grow. Interpreters are required to earn 20 hours of professional development annually so starting out students with this idea sets them up for success later on in their profession.

General Education Alignment to Program

How do the General Education criteria align with the Program Objectives? What courses within your program build upon skills learned in general education courses (please list the program course and the general education criteria). The General Education clusters are: Critical Analysis, Creative Expression, Quantitative Inquiry, and Society & the Individual. See attached for more detailed breakdown.

Because sign language interpreters work in every imaginable setting, general education is critical to their success. Information learned in these classes is reinforced through the wide variety of texts that students interpret throughout their program of education here.

Critical Analysis: (Critical Thinking, Ethics, Meaning)

Many program classes do extensive ethical decision making projects and case studies for students to practice as Interpreting is a profession that requires quick thinking in some pretty sticky situations, i.e. ITP 310 Interpreting in Advanced Settings I, ITP410 Interpreting in Advanced Settings II, and ITP451/452 Field Practicum.

Society and the Individual: (Social Science, Diversity, Historical Perspective)

ITP301 Interpreting I, ITP351 Interpreting II, ITP375 Interpreting III, and ITP380 Interpreting IV are Interpreting skills classes that use a variety of source text material that covers these areas: application for SSI, TED talks on social issues, this day in History podcasts and additional books for reading, on History, Culture Facts, and Sociological topics.

Creative Expression: (Communication, Fine Arts)

The entire major is focused on effective communication effectively so there are additional English classes as an option for students to take to strengthen their communication skills as well as the public speaking component.

Quantitative Inquiry: (Natural Science, Mathematics)

ITP301 Interpreting I, ITP351 Interpreting II, ITP375 Interpreting III, and ITP380 Interpreting IV are Interpreting skills classes that use a variety of source text material that covers these areas: TED talks on biology, technology, Math Parallel lessons, and Technical signing source material on body functions as well as mathematical formulas.

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

NSSE Objectives Discussed Fall 2019

Program Alignment to NSSE Objectives

How did your program integrate the three NSSE objectives determined by the faculty this fall. The objectives were to 1) integrate more interdisciplinary work within the curriculum, 2) to connect learning to societal problems or issues, and 3) to examine the strengths and weaknesses of their (students) own views on a topic or issue. Please articulate which courses, and what assignments were assigned and how the work was assessed. Were the assignments successful? What could have made them more successful?

ITP 301 -

TED ED video about the different species of apples: the video talks about genetics and how new cultivars are created for apples. Students have to think back on their biology course work to assist with interpreting the content on creating new types of apples. Student also have to use their knowledge of food to think about the different kinds of apples that they have encountered and heard of, as the video lists a lot of apples that are new and not on traditional shelves.

Life cycle of the Monarch Butterfly: This is another video that pulls in biological information as the video focuses on the life cycle of the Butterfly, but it also talks about the monophasic relationship the butterfly has with Milkweed. This video then gets into conservation issues related to the use of pesticides and herbicides as farmers are impacting the habitat of the butterfly. The migration patterns are also discussed as well as an independent study on the counts of butterfly's over a short period.

Filter bubbles is a video focused on technology and the algorithms that dictate what information you are exposed to on the internet. This video is one of the first ones that was to talk about the algorithms and the function that they serve with the internet, but it also likens them to the media of the past as the gatekeepers of information. The video asks FB and Google for some control as individuals to work the algorithms to what we want them to be. This is social awareness as well as technical competence for students.

ITP 310- the course is focused on mental health content, medical content/legal components, and educational interpreting. All videos in the course were cross disciplinary as they interpreted for staged medical appointments, DWI interviews, and classroom settings.

ITP 351:

When Narcissists use children is a psychological based video where the Deaf speaker talks about the ways in which Narcissists take advantage of children and the continuum. She uses one example that is minimal and non-harming, and then talks about dangerous examples that were employed by other narcissist that were damaging to the children in the situation.

Foster Care System is a video where the Deaf man speaks on his experiences as a foster parent and the children that he has fostered in the past.

Weekday Vegetarian is a video talking about the environmental implications of eating meat. It also talks about diet and nutritional information on how reducing your meat is better for your health.

These videos were beneficial in showing students how interpreting is about every subject possible and not always things you are interested in. It would be better if the lessons were supplemented with additional reading information to back up and provide context in English. This would provide students with more context before interpreting and model appropriate research skills. Over the summer the program needs to supplement each of these videos with some context reading to assist in building the students L1 around the information before they are asked to apply that to their L2.

Curriculum Map

A - Assessed
 R - Reinforced
 I - Introduced
 M - Master

ITP Curriculum Map

	ASL 101	ASL 120	ASL 345	ASL 425	ITP 211	ITP 217	ITP 301	ITP 310	ITP 351	ITP 375	ITP 380	ITP 410
ITP.1 Theory and Knowledge Competencies that will embody the academic foundation and world knowledge that is essential to effective interpretation.	I	I			A, R	R	R	R	R	R	R	R
ITP.2 Human Relations Competencies of interpersonal communicative skills that foster effective collaboration with colleagues, consumers and employers.					I		R	R	R	R	M	R
ITP.3 Language Skills Competencies for the effective use of American Sign Language and English.			R	R		R	R, A		R		A, R	
ITP.4 Interpreting Skills Competencies for the effective ASL-English interpretation of a range of subject matter in a variety of settings.					I	I	R, A	R	R	R, A	R, A	R
ITP.5 Professionalism Competencies demonstrating application of professional standards and practices.	I	I			I, A	R		R			R	R

	ITP 450	ITP 451	ITP 452	Student Performance Review
ITP.1 Theory and Knowledge Competencies that will embody the academic foundation and world knowledge that is essential to effective interpretation.	M, A	M	M, A	
ITP.2 Human Relations Competencies of interpersonal communicative skills that foster effective collaboration with colleagues, consumers and employers.	R, A	M	M, A	
ITP.3 Language Skills Competencies for the effective use of American Sign Language and English.	M, A	M	M, A	A
ITP.4 Interpreting Skills Competencies for the effective ASL-English interpretation of a range of subject matter in a variety of settings.	A	M	A, M	
ITP.5 Professionalism Competencies demonstrating application of professional standards and practices.	R, A	M	A, M	

Changes to Curriculum

Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the change should have on student learning?

There were minimal changes made this year to the curriculum map due to personnel changes. The program is down a full time faculty and so the other faculty picked up the courses. This was not a year to try and innovate and create new material, but a year to maintain and make sure that the needed information was conveyed to students. The one change made, was due to the faculty issue. The ITP 450 was merged with ASL 450 so that one faculty could cover both senior practicums with one class period. The faculty looked at both syllabi and revised the course for the fall term only to meet the needs of both groups in the class. The course will not be taught that way in the future.

Assessment Findings

Assessment Findings for the Assessment Measure level for ITP Curriculum Map

ITP.1 Theory and Knowledge Competencies that will embody the academic foundation and world knowledge that is essential to effective interpretation.

ITP 211				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 80% of students will receive an 85 or higher on the Demand control assignment. been met yet? Not met	Due to the last minute changes in faculty the assessment was not completed.		
ITP 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio	Has the criterion 90% of Students will score a Proficient	Student were successful all 4 components of this	Via __ITP__450__Senior_Capston	

Review	or higher on the Criterion Rubric been met yet? Met	Domain. The highest ranking component in this section was related to ethical decision making process with 66% scoring advanced.	e__01__FUL__2__Fall_2021_Activity_Assessments_Aggregated_Result_05_24_2021_094003.pdf	
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ITP 452				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion Students will have their final evaluation completed by their off site mentor and 90% of students will obtain a score of 3 or higher on the questions pertaining to this objective. been met yet? Met	N=4 all students met the benchmark.	ITP_452_on_ground_internship_data.docx	

ITP.2 Human Relations Competencies of interpersonal communicative skills that foster effective collaboration with colleagues, consumers and employers.

ITP 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 90% of Students will score a Proficient or higher on the Criterion Rubric been met yet? Met	All students were successful at obtaining a proficient or higher at Domain 2: Human Relations. The most successful component was demonstrating ethical behavior at 58%.	Via__ITP__450__Senior_Capstone__01__FUL__2__Fall_2021_Activity_Assessments_Aggregated_Result_05_24_2021_094003.pdf	- Revise Assignment for Assessment: The assignment needs to be revised to better explain the role of the portfolio and provide stronger guidance in the development of the portfolio as students work through the program.

ITP 452				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion Students will have their final evaluation completed by their off site mentor and 90% of students will obtain a score of 3 or higher	N=4 All students met the benchmark	ITP_452_on_ground_students_Human_Relations.docx	

	on the questions pertaining to this objective. been met yet? Met			
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ITP.3 Language Skills Competencies for the effective use of American Sign Language and English.

ITP 301				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Students will interpret a lab video that is an interactive interpretation with the expectation that 80% of the group will obtain a Proficient or higher on the assignment. been met yet? Met	9 of 10 students met the benchmark of an80% or higher on the lab assignment. The one student who did not meet the benchmark quit coming to class at midterm and did not submit any work after the 5th week of the semester. The lab used for this assessment was at the end of the semester.	ITP_301_Assessment_Data.xlsx	

ITP 380				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Students will interpret a cold interpretation with the expectation that 75% of the group will obtain a Proficient or higher on the assignment. been met yet? Not met	This did not happen due to faculty changes this year.		

ITP 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Portfolio Review	Has the criterion 90% of Students will score a Proficient or higher on the Criterion Rubric been met yet? Met	All students were successful at meeting the objective of a proficient score on Domain 3 : Language Skills.86.6% of students scored proficient, with 13% of students scoring advanced.	Via___ITP___450___Senior_Capstone___01___FUL___2___Fall___2021_Activity_Assessments_Aggregated_Result_05_24_2021_094003.pdf	- Revise Assignment for Assessment: the assignment needs to be revised to better explain the format and structure of the portfolio and reinforce the need to maintain work as students graduate through the courses. - Revise Program Benchmark: The benchmark needs to be reviewed as students should be looking at Advanced scores at the end of a program.
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ITP 452

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion Students will have their final evaluation completed by their off site mentor and 90% of students will obtain a score of 3 or higher on the questions pertaining to this objective. been met yet? Met	N=4 All students met the benchmark	ITP_452_on_ground_students_Domain_3.docx	

Student Performance Review

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Video	Has the criterion GoReact assessment for Junior and Senior Level Interpreting Students Juniors - Benchmark that 45% of Juniors will achieve Proficient on all levels of the rubric. been met yet? Not met	Juniors met the objective on Grammar, but not on Content, Affect, Cohesion, and construction action. Cohesion was the lowest scoring segment of the group.	Language_Assessment_on_GoReact_evaluated_by_outside_faculty.docx	- Refine Assessment Tool: refine the assessment tool to better reflect the program objectives.
Direct - Video	Has the criterion GoReact assessment for Junior and Senior	Seniors met the 80% benchmark on Content only. They	Language_Assessment_on_GoReact_evaluated_by_outside_fa	- Refine Assessment Tool: refine assessment tool to

	<p>Level Interpreting Students Seniors - Benchmark that 80% of Juniors will achieve Proficient on all levels of the rubric. been met yet? Not met</p>	<p>missed the benchmark on Grammar, Affect, Cohesion, and Construction with a score of 76.9% on each.</p>	<p>culty.docx</p>	<p>better reflect program objectives</p>
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ITP.4 Interpreting Skills Competencies for the effective ASL-English interpretation of a range of subject matter in a variety of settings.

ITP 301				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
<p>Direct - Class Assignment</p>	<p>Has the criterion Students will interpret a cold interpretation from ASL - English with the expectation that 80% of the group will obtain a Proficient or higher on the assignment. been met yet? Not met</p>	<p>50% of students individually met the benchmark of 80% (Proficient) or higher on the evaluation. When the scores were broken down on the rubric, none of the criteria reached 80% success. The areas of Grammar, Affect, Intent, and Space were closest with a combined score of 76.9% of students scoring proficient or higher. The limited class size impacts the data as the results were not bad for a Cold interpretation.</p>	<p>ITP_301_Assessment_Cold.xlsx</p>	

ITP 375				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
<p>Direct - Video</p>	<p>Has the criterion Students will interpret a cold interpretation with the expectation that 60% of the group will obtain a Proficient or higher on the assignment. been</p>	<p>This did not happen this year due to faculty changes at the last minute</p>		

	met yet? Not met			
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ITP 380

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Video	Has the criterion Students will interpret a cold interpretation with the expectation that 75% of the group will obtain a Proficient or higher on the assignment. been met yet? Not met	This did not happen due to faculty changes this year.		

ITP 450

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 90% of Students will score a Proficient or higher on the Criterion Rubric been met yet? Met	100% of students met the objective for Domain 4: Interpreting Skills at the proficient level.	Via__ITP__450__Senior_Capstone__01__FUL__2__Fall__2021_Activity_Assessments_Aggregated_Result_05_24_2021_094003.pdf	- Revise Assignment for Assessment: the assignment needs to be better explained and detailed to assist students in building their portfolio as they go along, but also so that the understand the alignment of the assignments to see how they build off of each other. - Revision of Program Objectives: The benchmark needs to be evaluated as students should be closer to Advanced at the end of a program, and while 77% were advanced at analyzing their work, only 15% were advanced at producing interpretations at an advanced level.

ITP 452				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion Students will have their final evaluation completed by their off site mentor and 90% of students will obtain a score of 3 or higher on the questions pertaining to this objective. been met yet? Met	N=4 All students met or exceeded the score of 3 or higher.	ITP_452_on_ground_students_Domain_4.docx	

ITP.5 Professionalism Competencies demonstrating application of professional standards and practices.

ITP 211				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion 90% of students will accurately convey the Code of Professional Conduct on the midterm exam. been met yet?			

ITP 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 90% of Students will score a Proficient or higher on the Criterion Rubric been met yet? Met	100% of students met the benchmark for Domain f: Professionalism. Of the three components, the range for scoring Advanced was 54%-66%. So most students exceeded the benchmark.	Via__ITP__450__Senior_Capstone__01__FUL__2__Fall__2021_Activity_Assessments_Aggregated_Result_05_24_2021_094003.pdf	- Revise Assignment for Assessment: Again the assignment needs to be evaluated and redesigned to better explain the role and structure. The alignment needs to be laid out so that all students understand the building of the portfolio through the process. - Revise Program

				Benchmark: This should be an Advanced benchmark as it is at the end of the academic program. Benchmarks need to be reviewed for the portfolio.
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ITP 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 90% of Students will score a Proficient or higher on the Criterion Rubric been met yet? Met	100% of students met the benchmark for Domain f: Professionalism. Of the three components, the range for scoring Advanced was 54%-66%. So most students exceeded the benchmark.	Via__ITP__450__Senior_Capstone__01__FUL__2__Fall__2021_Activity_Assessments_Aggregated_Result_05_24_2021_094003.pdf	- Revise Assignment for Assessment: Again the assignment needs to be evaluated and redesigned to better explain the role and structure. The alignment needs to be laid out so that all students understand the building of the portfolio through the process. - Revise Program Benchmark: This should be an Advanced benchmark as it is at the end of the academic program. Benchmarks need to be reviewed for the portfolio.

ITP 452				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion Students will have their final evaluation completed by their off site mentor and 90% of students will obtain a score of 3 or higher on the questions pertaining to this objective. been met	N=4 all students met the benchmark of a 3 average	ITP_452_on_ground_students_Domain_5.docx	

	yet? Met			

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program is using course work and or assessment day activities for program assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

The program recently completed the 5 year program review and decided to revise and simplify the assessment to allow for a more manageable system moving forward. There were so many moving parts to the assessment in the past that when reviewed for the 5 year snapshot on assessment it was clear that there were gaps and inconsistencies that were not beneficial for the program. The program decided to move forward with consistent assessments with the Standardized TEP assessment with benchmarks for each group, the External assessment for all Juniors/Seniors that is evaluated by outside interpreting faculty, and the SLPI assessment for entry into the Interpreting program. The three assessments are the core of assessment and they provide a solid view as to the work happening within the program. The program will also continue to evaluate the showcase based on the Program Objectives in Senior Capstone. The faculty will discuss the need to assess in Interpreting I moving forward. It is nice to have a starting point on the work of students where they are and then we have the additional assessments after they complete additional work on interpreting.

Assessment was split up between Dr. McCray and Professor Jessica Brown this year for the Interpreting program. The program is short a faculty member, so they picked up additional courses and assignments. The faculty need to review the rubric used for the GoReact assessment during Student Performance Review. The rubric is a grading rubric and not an assessment rubric, so it should be aligned either way to make an accurate statement on student work. The class assignments in ITP 301 were useful and worked effectively as course based assessments. The program should have removed the assessments assigned to ITP 375 and ITP 380 as those were covered by part time or overloaded at the last minute. The prep time for those courses was not adequate to meet all the needs of the students and remember to include the assessment.

ITP 301 and ITP 450 data are collected in Via

SLPI data is submitted to the program individually through faculty and collected on a running spreadsheet shared with all program faculty.

TEP data is collected on a Google document for this academic year and added to a shared running spreadsheet shared with all program faculty.

Improvement Narrative List

Assessment Findings for the Assessment Measure level

Standard/Outcome	ITP.2 Human Relations Competencies of interpersonal communicative skills that foster effective collaboration with colleagues, consumers and employers.	
Legend	A	
Course/Event	ITP 450	
Assessment Measure	Direct - Portfolio Review	
Assessment Findings	Met	
Improvement Narrative		
	Improvement Type	Summary
	Revise Assignment for Assessment	The assignment needs to be revised to better explain the role of the portfolio and provide stronger guidance in the development of the portfolio as students work through the program.

Standard/Outcome	ITP.3 Language Skills Competencies for the effective use of American Sign Language and English.	
Legend	A	
Course/Event	ITP 450	
Assessment Measure	Direct - Portfolio Review	
Assessment Findings	Met	
Improvement Narrative		
	Improvement Type	Summary
	Revise Assignment for Assessment	The assignment needs to be revised to better explain the format and structure of the portfolio and reinforce the need to maintain work as students graduate through the courses.
	Revise Program Benchmark	The benchmark needs to be reviewed as students should be looking at Advanced scores at the end of a program.

Standard/Outcome	ITP.4 Interpreting Skills Competencies for the effective ASL-English interpretation of a range of subject matter in a variety of settings.	
Legend	A	
Course/Event	ITP 450	
Assessment Measure	Direct - Portfolio Review	
Assessment Findings	Met	
Improvement Narrative		
	Improvement Type	Summary

	Revise Assignment for Assessment	the assignment needs to be better explained and detailed to assist students in building their portfolio as they go along, but also so that they understand the alignment of the assignments to see how they build off of each other.
	Revision of Program Objectives	The benchmark needs to be evaluated as students should be closer to Advance at the end of a program, and while 77% were advanced at analyzing their work, only 15% were advanced at producing interpretations at an advanced level.

Standard/Outcome	ITP.5 Professionalism Competencies demonstrating application of professional standards and practices.							
Legend	A							
Course/Event	ITP 450							
Assessment Measure	Direct - Portfolio Review							
Assessment Findings	Met							
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td>Revise Assignment for Assessment</td> <td>Again the assignment needs to be evaluated and redesigned to better explain the role and structure. The alignment needs to be laid out so that all students understand the building of the portfolio through the process.</td> </tr> <tr> <td>Revise Program Benchmark</td> <td>This should be an Advanced benchmark as it is at the end of the academic program. Benchmarks need to be reviewed for the portfolio.</td> </tr> </tbody> </table>		Improvement Type	Summary	Revise Assignment for Assessment	Again the assignment needs to be evaluated and redesigned to better explain the role and structure. The alignment needs to be laid out so that all students understand the building of the portfolio through the process.	Revise Program Benchmark	This should be an Advanced benchmark as it is at the end of the academic program. Benchmarks need to be reviewed for the portfolio.
	Improvement Type	Summary						
	Revise Assignment for Assessment	Again the assignment needs to be evaluated and redesigned to better explain the role and structure. The alignment needs to be laid out so that all students understand the building of the portfolio through the process.						
	Revise Program Benchmark	This should be an Advanced benchmark as it is at the end of the academic program. Benchmarks need to be reviewed for the portfolio.						

Standard/Outcome	ITP.3 Language Skills Competencies for the effective use of American Sign Language and English.					
Legend	A					
Course/Event	Student Performance Review					
Assessment Measure	Direct - Video					
Assessment Findings	Not met					
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td>Refine Assessment Tool</td> <td>Refine the assessment tool to better reflect the program objectives.</td> </tr> </tbody> </table>		Improvement Type	Summary	Refine Assessment Tool	Refine the assessment tool to better reflect the program objectives.
	Improvement Type	Summary				
	Refine Assessment Tool	Refine the assessment tool to better reflect the program objectives.				

Standard/Outcome	ITP.3 Language Skills Competencies for the effective use of American Sign Language and English.	
Legend	A	

Course/Event	Student Performance Review	
Assessment Measure	Direct - Video	
Assessment Findings	Not met	
Improvement Narrative		
	Improvement Type	Summary
	Refine Assessment Tool	refine assessment tool to better reflect program objectives

Program Activities

Student Performance Review

Describe the department assessment day activities if not already described previously. Please articulate the nature of the assessments are conducted, explain the process for assessment that happens on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

The program moved all Assessment activities to a virtual format for this academic year. The TEP was converted to a Google Doc and the link was sent out to the students 3-4 times reminding them of the times and how to do the assessment. Students had a 3 hour window to complete the assessment online. The program did not make hard session times, but opted for more flexibility to allow for more participation. Several students are commuters and are employed, so there was a larger window of opportunity to take the assessment. The program also provided alternative times if students reached out to faculty individually and needed a different time to do the sessions.

The Interpreting session was the same as last year with students logging into GoReact to an Assessment course and the cold video being evaluated by 2 of the online interpreting faculty. This worked out last year as the interpreting faculty are used to evaluating students work, and they understand the rubrics and such that we use. Also by maintaining the same format, we have a more usable assessment strategy.

The ASLPI was not an option this year. Gallaudet did not provide language fluency assessment this year to anyone not affiliated with the Gallaudet campus. The program faculty reached out to the alternative fluency assessment, the SLPI and scheduled student testing through their system. There were many positives with this organization and the program will stick with the SLPI for 2 more years before making a decision to stay with the SLPI or go back to the ASLPI. The assessors were extremely friendly and they put the students at ease immediately so it will be interesting to see if the increase in scores holds true with the work in Interpreting I and II courses next year.

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

TEP_Results_Data.docx

SPR_Assessment_Interpreitng_GR.xlsx

ASLPI_scores_2018_2021.docx

Senior Showcase

Describe program Senior Showcase activities if not detailed previously in the report? What benefit does the program gain from the activities? What if any assessment of students happens during this event? What changes if any will occur due to what is learned by faculty on Senior Showcase?

This year only 2 students presented in Senior Showcase. There are 12 seniors who are still working on their internship experience, so only the students who completed their internship participated in the Senior Showcase. The showcase this year was organized by the School Directors and it combined all programs who wanted to participate. Some programs did their own showcase sessions, but the Interpreting students participated with Communication, Psychology, Biology, and EQS students. This was a great way to see the diversity of student work. There were on ground and zoom sessions available. Both of the Interpreting students were off campus so they participated in the online Zoom sessions. They were able to include their mentor and family members also. The students enjoyed the process and liked the ability to do it virtually.

The program does not use Senior Showcase for assessment purposes. The portfolio that is used here is created in Senior Capstone, and then revised and updated in their last semester, but the template is started their Fall semester. Senior Showcase is used as a way to communicate to younger students what is needed to set up a positive internship experience.

Assessment Rubrics

Upload rubrics used for Senior Showcase or Student Performance Reviews for student assessment.

Service Learning

Does the Program include projects/ course content that uses the philosophy of service learning?

Yes

No (selected)

Service Learning Component

If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

LEAD Events

Highlight lead events sponsored by program faculty that are connected to program or general education objectives for the past academic year. Include a total number of lead events program faculty sponsored.

LEAD events were hit or miss by the program this year. Only one event was hosted by Interpreting faculty. Several were hosted by ASL faculty and those are articulated in the ASL Report.

April: DeafBlind Interpreting Hosted by Dr. Carrie McCray

Student Accomplishments

Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishments that a student achieved outside of course work or the normal expectations of student success.

A group of students passed their Test of English Proficiency, which is the first step towards certification:

Blair Hughes, Ryan Sneed, Leon Brown, Abigail Horton, Jack Mahony, Sierra Starwalt, Emma Cunningham, Kimberly Gassen, Allison Peak, and Julianna Pagano.

Lydia Rogers was employed by Z Vrs in Omaha Nebraska

Alumni Accomplishments

Please highlight special examples of any successes of recent graduated alumni (acceptance or graduation graduate school, employment or professional milestones. Include recent graduates.

Maria Lombardi graduated with her Masters in Healthcare interpreting.

Laura Liebert was accepted into the Masters in Healthcare Interpreting program.

Faculty Accomplishments

Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature.

Dr. McCray was reappointed to the Chair of the State Committee of Interpreters (Licensure).

<p>Mission Statement Clearly Articulated weight: 1.000</p>	<p>✓ The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.</p>	<p>✓ The mission statement for the program clearly articulated and aligned with the University mission.</p>	<p>✓ The mission statement is minimal at best.</p>	<p>✓ N/A</p>
<p>Comment:</p>	<div style="border: 1px solid black; height: 40px;"></div>			
<p>Reflection on Retention weight: 1.000</p>	<p>✓ The program provides a detailed description on the retention numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.</p>	<p>✓ The program provides a basic reflection on the retention data provided.</p>	<p>✓ The program does not reflect on retention data in a detailed way.</p>	<p>✓ N/A</p>
<p>Comment:</p>	<p>the program does not mention strategies to improve retention or enrollment into the program.</p>			
<p>Defines External Accreditation Standards weight: 1.000</p>	<p>✓ The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation.</p>	<p>✓ The program provides a basic explanation of the accreditation organizations in the field.</p>	<p>✓ The program fails to provide any accreditation information.</p>	<p>✓ N/A</p>
<p>Comment:</p>	<div style="border: 1px solid black; height: 40px;"></div>			
<p>General Education alignment clearly explained weight: 1.000</p>	<p>✓ The program provides a detailed explanation of the General Education criteria and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.</p>	<p>✓ The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.</p>	<p>✓ The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.</p>	<p>✓ N/A</p>
<p>Comment:</p>	<div style="border: 1px solid black; height: 40px;"></div>			
<p>Curriculum Map alignment weight: 1.000</p>	<p>✓ The curriculum map is detailed and complete.</p>	<p>✓ The curriculum map is complete</p>	<p>✓ The curriculum map is not complete</p>	<p>✓ N/A</p>
<p>Comment:</p>	<div style="border: 1px solid black; height: 40px;"></div>			
<p>Assessment of Objectives weight: 1.000</p>	<p>✓ Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.</p>	<p>✓ Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.</p>	<p>✓ The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.</p>	<p>✓ N/A</p>
<p>Comment:</p>	<p>Assessment was not completed on ITP 211 and the assessment plan should be evaluated for next year to determine the success implementation.</p>			
<p>Data Driven Decision-making is explained weight: 1.000</p>	<p>✓ Curricular and assessment changes are articulated and validated through data based decisions. Faculty discuss the data that lead to curricular decisions being made.</p>	<p>✓ Curricular and assessment decisions are made based on data provided in assessment, but detailed alignment is not provided as justification for the change.</p>	<p>✓ Changes are proposed and brought forth with little explanation on the data included in the decision, if data was included in the decision.</p>	<p>✓ N/A</p>
<p>Comment:</p>	<div style="border: 1px solid black; height: 40px;"></div>			
<p>Documentation provided on assessment findings weight: 1.000</p>	<p>✓ The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.</p>	<p>✓ The program uploads all rubric and support information to support the claims in assessment findings.</p>	<p>✓ The program did not upload the data to support assessment claims in the assessment findings.</p>	<p>✓ N/A</p>
<p>Comment:</p>	<div style="border: 1px solid black; height: 36px;"></div>			

<p>Analysis of Assessment is complete weight: 1.000</p>	<p>✓ The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.</p>	<p>✓ The program completed the assessment findings for each component and provided a summary for each assessment measure.</p>	<p>✓ The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.</p>	<p>✓ N/A</p>
<p>Comment:</p>	<p>the assessment tool needs to be revised to provide for a more accurate reflection of students ability to meet the program standards. the assignment is linked to an old rubric in Via and needs to be updated.</p>			
<p>Improvement narratives are selected with intentionality weight: 1.000</p>	<p>✓ The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options</p>	<p>✓ The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.</p>	<p>✓ The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.</p>	<p>✓ N/A</p>
<p>Comment:</p>				
<p>Student Performance Review weight: 1.000</p>	<p>✓ The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.</p>	<p>✓ The program provided the schedule and a brief description of Student Performance Review with data of the results.</p>	<p>✓ The program did not provide complete explanation on Student Performance Review nor did they provide data results.</p>	<p>✓ N/A</p>
<p>Comment:</p>				
<p>Senior Showcase weight: 1.000</p>	<p>✓ The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.</p>	<p>✓ The program described the Senior showcase activities and provided some evidence of what was presented.</p>	<p>✓ Little to no content of Senior showcase was provided.</p>	<p>✓ N/A</p>
<p>Comment:</p>				
<p>Co Curricular activities weight: 1.000</p>	<p>✓ The program detailed the activities of LEAD and other co-curricular programing that was provided throughout the year. They provided numerous events for students.</p>	<p>✓ The program provided a listing of LEAD events and activities provided.</p>	<p>✓ The program provided little to no description of the Co-curricular activities provided throughout the year.</p>	<p>✓ N/A</p>
<p>Comment:</p>	<p>Faculty need to focus on additional LEAD opportunities for the campus.</p>			
<p>Faculty, alumni, and Student accomplishments weight: 1.000</p>	<p>✓ The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.</p>	<p>✓ The program provided a listing of information on Students, Alumni, and faculty accomplishments.</p>	<p>✓ The program provided little to no data on students, alumni, faculty accomplishments.</p>	<p>✓ N/A</p>
<p>Comment:</p>				



WILLIAM WOODS
UNIVERSITY

ASL – English Interpretation

Annual Assessment 2021-2022

ANNUAL ASSESSMENT 2021-2022**ASL - ENGLISH INTERPRETING**

PROGRAM PROFILE

PROGRAM ASSESSMENT

CURRICULUM MAP

ASSESSMENT FINDINGS

PROGRAM ACTIVITIES

APPENDIX: ASSESSMENT RUBRIC

APPENDIX: DATA

Annual Assessment 2021-2022

ASL - English Interpreting

Program Profile

Program Mission Statement

Please insert your program mission statement here

The American Sign Language and Interpreting Program at WWU prepares graduates to work as culturally responsible professionals providing excellent service to the Deaf Community.

Program Data

Delivery Method

Traditional On Campus (selected)

Online

Hybrid

Students Majors 2020-2021

43

Student Majors 2021-2022

36

Student Minors 2020-2021

Student Minors 2021-2022

Concentrations 2020-2021

If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.

There are no concentrations in the Interpreting Major.

Concentrations 2021-2022

If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.

There are no concentrations in the Interpreting Major.

Student Demographics

What are the program goals for student retention, persistence and degree completion? What do the persistence numbers mean to the faculty in the program? Are the persistence numbers what the program expected? If not, how could the numbers improve?

The ASL-English Interpreting program is one that students come into the university claiming as their intended major before they even take any classes within the degree. Students don't actually take interpreting courses until they test into the program in the spring of their sophomore year while enrolled in ASL 4. This impacts retention in the program as students declare the major in the registrars office but they are not officially in until more than a year later. Another issue with retention is that students declare the major without taking any interpreting courses and many students misunderstand the job of interpreter or if they are can pick up sign language easily. It is common for many students to realize in ASL class that the language is not as easy to learn as expected; it is not a visual form of English, so many students change thier major after that first year before they even get to interpreting courses.

The program is concerned with retention and persistence but also aware of the need for students to pass a National or State certification at the completion of the program. The program considers keeping a student in an ASL related field as a successful completer of the program, unfortunately there is not a tracking system set up within the university system that provides this data. The official goal of the program is to keep retention of the program a minimum of 1% higher than the university overall retention rate. Faculty meet regularly with students who are struggling with the major to assist with coursework, but also with career counseling to determine if Interpreting or another deaf related field is a better fit. The program uses ASL Lab tutors as additional supports to try and assist students in learning the language and feeling positive about their learning experience.

With issues of retention, the retention of declared majors is significantly higher than that of the university as a whole. In interpreting, the retention numbers for the cohort 2020-21 was 50%, while the university retention rate was 71.3%. This means that from the entering class from 2019-2020 who declared Interpreting as a major, half of them changed their major. This is not surprising due to the impact of COVID on language learning and that the ASL classes had to shift to an alternate form of education. meaning that all declared incoming students returned to the university. Traditionally the retention for the program ranges between 71-100%. The graduation rates for the program also took a dive during the years of COVID so we will see if the program can bounce back moving forward.

Optimal Enrollment

Considering current human and physical resources, what is the optimal enrollment for the program?

55

Is the Program Externally Accredited

Yes

No (selected)

External Accreditation

Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation? If no, why?

Accreditation is offered by the Commission on Collegiate Interpreter Education (CCIE). The program faculty along with the Academic Dean made a deliberate decision in the past to prioritize the implementation of the online degree completion program in Interpreting, thus postponing accreditation applications and processes as data showing a few years of successful management of the program is required by CCIE in order to earn accreditation. The conversation has not been revisited at this time.

In 2015, the university decided to eliminate the Program Director position. As a result, we do not qualify for accreditation and our timeline to apply is currently on hold. There is some question as to the need for the program to apply for accreditation as there are changes happening in the accrediting body. This topic should be revisited as currently 16 of the 25 Bachelor level program have accreditation status and it is the belief of the faculty that this will become a recruiting issue. The program will have to complete a detailed Self-study that will encompass both online and on ground programs as one unit with supporting data for all claims. The self study covers three years of detailed data analysis before the program can apply for the self study. The application and visit process of accreditation is about \$11,000 and it will take considerable time to pull all the information together.

Admissions and Marketing Materials

Reflect on the current marketing materials used for the program. Please attach screen shots of the website or any material you are referencing in this section. What changes, if any, should be made to the material? Are there recommendations on how to modify the current material?

https://www.williamwoods.edu/academics/undergraduate/programs_and_degrees/asl/bachelors_interpretation_studies.html is the main page for the Interpreting program. There are minimal issues with the page, and they are articulated here on the upload.

Marketing Material

ASL_ Interpretation_ Studies ___ Fulton_ MO ___ William_ Woods_ University.pdf

Program Assessment

Standard/Outcome

Identifier	Description
WWU2021.1	Knowledge and Scholarship: Demonstrate current knowledge and educational expertise in an academic or professional discipline engaging students in the process of academic discovery.

Additional Standards/Outcomes

Identifier	Description
ITP.1	Theory and Knowledge Competencies that will embody the academic foundation and world knowledge that is essential to effective interpretation.
ITP.2	Human Relations Competencies of interpersonal communicative skills that foster effective collaboration with colleagues, consumers and employers.
ITP.3	Language Skills Competencies for the effective use of American Sign Language and English.
ITP.4	Interpreting Skills Competencies for the effective ASL-English interpretation of a range of subject matter in a variety of settings.
ITP.5	Professionalism Competencies demonstrating application of professional standards and practices.

Alignment to the University Objectives

Please discuss the Program alignment to the University Objectives. Specific evidence is not to be uploaded, but discussion is expected of the assignment, and intentionality of how the objective is met with program curriculum.

The program easily aligns to the University objectives due to the overlap in vision with the professional objectives.

Alignment to Objective 1: Major Field Competence is integral to the work that we produce in the program. We are in a field where students must pass certification exams upon graduation to work, so there is a high expectation for performance within the profession.

Objective 2: Ethics is also an easy alignment for the Interpreting field. Interpreters are held to their professional ethical standards and we start students at that level upon their first day in the program. Interpreting students are not required to take any ethics course, but they do take a general education ethics course of their preference and then they are able to use that foundation of knowledge and apply that to the ethics work that is completed in all of the upper level courses in the program. The use of case studies is very common in interpreting so that we can talk about the various situations that interpreters experience and how to think through solutions while maintaining an ethical stance.

Objective 3: Self-Liberation is also critical for the interpreter as we have to know who we are as individuals, our strengths, weaknesses, and our biases, and figure out how to overcome those. The ability to continue to grow as a human is critical to the continued success of an interpreter.

Objective 4: Lifelong education is also a natural fit with the interpreting profession as we are constantly learning as we grow. Interpreters are required to earn 20 hours of professional development annually so starting out students with this idea sets them up for success later on in their profession.

General Education Alignment to Program

How do the General Education criteria align with Program Objectives? What courses within the program build upon skills learned from general education courses (please list the program course and the general education criteria)? The General

Education clusters are attached to the document below.

Because sign language interpreters work in every imaginable setting, general education is critical to their success. Information learned in these classes is reinforced through the wide variety of texts that students interpret throughout their program of education here.

Critical Analysis: (Critical Thinking, Ethics, Meaning)

Many program classes do extensive ethical decision making projects and case studies for students to practice as Interpreting is a profession that requires quick thinking in some pretty sticky situations, i.e. TP 310 Interpreting in Advanced Settings I, ITP410 Interpreting in Advanced Settings II, and ITP451/452 Field Practicum .

Society and the Individual: (Social Science, Diversity, Historical Perspective)

ITP301 Interpreting I, ITP351 Interpreting II, ITP375 Interpreting III, and ITP380 Interpreting IV are Interpreting skills classes that use a variety of source text material that covers these areas: application for SSI, TED talks on social issues, This day in History podcasts and additional books for reading, on History, Culture Facts, and Sociological topics.

Creative Expression: (Communication, Fine Arts)

The entire major is focused on effective communication effectively so there are additional English classes as an option for students to take to strengthen their communication skills as well as the public speaking component.

Quantitative Inquiry: (Natural Science, Mathematics)

ITP301 Interpreting I, ITP351 Interpreting II, ITP375 Interpreting III, and ITP380 Interpreting IV are Interpreting skills classes that use a variety of source text material that covers these areas: TED talks on biology, technology, Math Parallel lessons, Technical signing source material on body functions as well as mathematical formulas.

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

NSSE Objectives Discussed Fall 2019

Program Alignment to NSSE Objectives

How did the program integrate the three NSSE objectives determined by the faculty in the fall of 2019? The objectives were to 1) integrate more interdisciplinary work within the curriculum, 2) to connect learning to societal problems or issues, and 3) to examine the strengths and weaknesses of their (students) own views on a topic or issue. Please articulate which courses, and what assignments were assigned and how the work was assessed. Were the assignments successful? What could have made them more successful?

ITP 301 -

TED ED video about the different species of apples: the video talks about genetics and how new cultivars are created for apples. Students have to think back on their biology course work to assist with interpreting the content on creating new types of apples. Students also have to use their knowledge of food to think about the different kinds of apples that they have encountered and heard of, as the video lists a lot of apples that are new and not on traditional shelves.

Life cycle of the Monarch Butterfly: This is another video that pulls in biological information as the video focuses on the life cycle of the Butterfly, but it also talks about the monophagous relationship the butterfly has with Milkweed. This video then gets into conservation issues related to the use of pesticides and herbicides as farmers are impacting the habitat of the butterfly. The migration patterns are also discussed as well as an independent study on the counts of butterflies over a short period.

Filter bubbles is a video focused on technology and the algorithms that dictate what information you are exposed to on the internet. This video is one of the first ones that was to talk about the algorithms and the function that they serve with the internet, but it also likens them to the media of the past as the gatekeepers of information. The video asks FB and Google for some control as individuals to work the algorithms to what we want them to be. This is social awareness as well as technical competence for students.

ITP 310- the course is focused on mental health content, medical content/legal components, and educational interpreting. All videos in the course were cross disciplinary as they interpreted for staged medical appointments, DWI interviews, and classroom settings.

ITP 351:

When Narcissists use children is a psychological based video where the Deaf speaker talks about the ways in which Narcissists take advantage of children and the continuum. She uses one example that is minimal and non harming, and then talks about dangerous examples that were employed by other narcissist that were damaging to the children in the situation.

Foster Care System is a video where the Deaf man speaks on his experiences as a foster parent and the children that he has fostered in the past.

Weekday Vegetarian is a video talking about the environmental implications of eating meat. It also talks about diet and nutritional information on how reducing your meat is better for your health.

These videos were beneficial in showing students how interpreting is about every subject possible and not always things you are interested in. It would be better if the lessons were supplemented with additional reading information to back up and provide context in English. This would provide students with more context before interpreting and model appropriate research skills. Over the summer the program needs to supplement each of these videos with some context reading to assist in building the students L1 around the information before they are asked to apply that to their L2.

Curriculum Map

A - Assessed
 R - Reinforced
 I - Introduced
 M - Master

ITP Curriculum Map

	ASL 101	ASL 120	ASL 345	ASL 425	ITP 211	ITP 217	ITP 301	ITP 351	ITP 375	ITP 380	ITP 310	ITP 410	ITP 450	ITP 451	ITP 452	SPR
ITP.1 Theory and Knowledge Competencies that will embody the academic foundation and world knowledge that is essential to effective interpretation.	I	I			A, R	R	R	R	R	R	R	R	M, A	M	M, A	
ITP.2 Human Relations Competencies of interpersonal communicative skills that foster effective collaboration with colleagues, consumers and employers.					I		R	R	R	M	R	R	R, A	M	M, A	
ITP.3 Language Skills Competencies for the effective use of American Sign Language and English.			R	R		R	R, A	R		A, R			M, A	M	M, A	A
ITP.4 Interpreting Skills Competencies for the effective ASL-English interpretation of a range of subject matter in a variety of settings.					I	I	R, A	R	R, A	R, A	R	R	A	M	A, M	
ITP.5 Professionalism Competencies demonstrating application of	I	I			I, A	R				R	R	R	R, A	M	A, M	

professional standards and practices.															
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Changes to Curriculum

Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the change should have on student learning?

There were minimal changes made this year to the curriculum map due to personnel changes. The program is down a full time faculty and Dr. McCray has been pulled over to cover as the Interim Dean of Student Life. Many creative approaches to courses have been employed to cover the academic year. That being said, there were little to no changes made as all faculty were focused on getting the course taught as completely as possible. Several classes were only available to students online so that we could avoid teaching evening classes. Students did not like them the previous year and the retention rates showed that it was not successful.

Assessment Findings

Assessment Findings for the Assessment Measure level for ITP Curriculum Map

Standard/Outcome ITP.1 Theory and Knowledge Competencies that will embody the academic foundation and world knowledge that is essential to effective interpretation.																			
Assessment Measures																			
<table border="1"> <tr> <td>ITP 211</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Assessment Measure</td> <td>Criterion</td> <td>Summary</td> <td>Attachments of the Assessments</td> <td>Improvement Narratives</td> </tr> <tr> <td>Direct - Class Assignment</td> <td>Has the criterion 80% of students will receive an 85 or higher on the Demand control assignment. been met yet? Met</td> <td>There were 7 students in ITP 211 and they completed 4 total DCS assignments. The first and last were used for Assessment purposes. The first assignment all 7 passed the assignment with an 85% or higher, and the final DCS assignment 6/7 passed with an 85% or higher.</td> <td></td> <td></td> </tr> </table>					ITP 211					Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives	Direct - Class Assignment	Has the criterion 80% of students will receive an 85 or higher on the Demand control assignment. been met yet? Met	There were 7 students in ITP 211 and they completed 4 total DCS assignments. The first and last were used for Assessment purposes. The first assignment all 7 passed the assignment with an 85% or higher, and the final DCS assignment 6/7 passed with an 85% or higher.		
ITP 211																			
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives															
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<table border="1"> <tr> <td>ITP 450</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Assessment Measure</td> <td>Criterion</td> <td>Summary</td> <td>Attachments of the Assessments</td> <td>Improvement Narratives</td> </tr> <tr> <td>Direct - Portfolio Review</td> <td>Has the criterion 90% of Students will score a Proficient or higher on the Criterion</td> <td>Due to a lack of on campus faculty able to teach the course, the students were shifted to the online course. Assessment was not</td> <td></td> <td></td> </tr> </table>					ITP 450					Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives	Direct - Portfolio Review	Has the criterion 90% of Students will score a Proficient or higher on the Criterion	Due to a lack of on campus faculty able to teach the course, the students were shifted to the online course. Assessment was not		
ITP 450																			
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives															
Direct - Portfolio Review	Has the criterion 90% of Students will score a Proficient or higher on the Criterion	Due to a lack of on campus faculty able to teach the course, the students were shifted to the online course. Assessment was not																	

	Rubric been met yet? Not met	completed in the online course of ITP 450 that meets this objective.		
ITP 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 90% of Students will score a Proficient or higher on the Criterion Rubric been met yet? Not met	Due to a lack of on campus faculty able to teach the course, the students were shifted to the online course. Assessment was not completed in the online course of ITP 450 that meets this objective.		- Enrollment Requirements: This course was not provided for on campus students and the online version does not align with the assessment needs of the on-campus program.
ITP 452				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion Students will have their final evaluation completed by their off-site mentor and 90% of students will obtain a score of 3 or higher on the questions pertaining to this objective. been met yet? Met	For the specific term there were 15 total students with 14 submitting the evaluation. The group had 100% success at obtaining the benchmark of a score of 3 or higher. The range of scores was an average of 3-4.6 for the 5 specific questions related to this domain.	Internship_data_OLC_FUL_2021_2022.docx	

Standard/Outcome

ITP.2 Human Relations Competencies of interpersonal communicative skills that foster effective collaboration with colleagues, consumers and employers.

Assessment Measures

ITP 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 90% of Students will score a Proficient or higher on the Criterion Rubric been met yet? Not met	Due to a lack of on campus faculty able to teach the course, the students were shifted to the online course. Assessment was not completed in the online course of ITP 450 that meets this objective.		- Enrollment Requirements: This course was not provided for on campus students and the online version does not align with the assessment needs of the on campus program.

ITP 452				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion Students will have their final evaluation completed by their off-site mentor and 90% of students will obtain a score of 3 or higher on the questions pertaining to this objective. been met yet? Met	For the specific term there were 15 total students with 14 submitting the evaluation. The group had 93% success at obtaining the benchmark of a score of 3 or higher. The range of scores was an average of 2.4-5 for the 7 specific questions related to this domain. Data is uploaded in Domain 1.		

Standard/Outcome

ITP.3 Language Skills Competencies for the effective use of American Sign Language and English.

Assessment Measures

ITP 301				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Students will interpret a lab video that is an interactive interpretation with the expectation that 80% of the group will obtain an 80% or higher on the assignment. been met yet? Met	There were 5 students in ITP 301 this academic year and all 5 students met the benchmark of an 80% or higher on the lab video. The range of assessments were 81-89 %.	ITP_301_2021.xlsx	

ITP 380				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Students will interpret a cold interpretation with the expectation that 75% of the group will obtain a Proficient or higher on the assignment. been met yet? Met	N=11. For the objective 81% of 9 of the 11 students in the course met the benchmark. When assessing the use of language vocabulary and their ability to demonstrate flexibility in both ASL and English students showed higher skills in language use.	ITP_380_Domain_4.xlsx	

ITP 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 90% of Students will score a Proficient or higher on the Criterion Rubric been met yet? Not met	Due to a lack of on campus faculty able to teach the course, the students were shifted to the online course. Assessment was not completed in the online course of ITP 450 that meets this objective.		

ITP 452				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion Students will have their final evaluation completed by their off-site mentor and 90% of students will	For the specific term there were 15 total students with 14 submitting the evaluation. The group had 86% success at obtaining the benchmark of a		

	obtain a score of 3 or higher on the questions pertaining to this objective. been met yet? Not met	score of 3 or higher. The range of scores was an average of 2.3-4.4 for the 9 specific questions related to this domain. Data is uploaded in Domain 1.		
ITP SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Video	Has the criterion GoReact assessment for Junior and Senior Level Interpreting Students Juniors - Benchmark that 45% of Juniors will achieve Proficient on all levels of the rubric. been met yet? Not met	Assessments were not completed by the external reviewers. They were approached and no one was willing to do the assessment for the pay provided.		- Revise Assignment for Assessment: the program needs to evaluate if this is the best way moving forward for assessment measures.
Direct - Video	Has the criterion GoReact assessment for Junior and Senior Level Interpreting Students Seniors - Benchmark that 80% of Juniors will achieve Proficient on all levels of the rubric. been met yet?	Assessments were not completed by the external reviewers. They were approached and no one was willing to do the assessment for the pay provided.		- Revise Assignment for Assessment: the program needs to evaluate if this is the best way moving forward for assessment measures.

Standard/Outcome

ITP.4 Interpreting Skills Competencies for the effective ASL-English interpretation of a range of subject matter in a variety of settings.

Assessment Measures

ITP 301				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Students will interpret a cold interpretation from ASL - English with the expectation that 80% of the group will obtain an 80% or higher on the assignment. been met yet? Not met	The objective was not met this academic year. The sample size was 5 total students and 2 of the students missed the benchmark.	ITP_301_2021_Criterion_4.xlsx	

ITP 375				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Video	Has the criterion Students will interpret a cold interpretation with the expectation that 60% of the group will obtain a Proficient or higher on the assignment. been met yet? Not met	This assignment was not completed this academic year due to faculty changes.		

ITP 380				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Video	Has the criterion Students will interpret a cold interpretation with the expectation that 75% of the group will obtain a Proficient or higher on the assignment. been met yet? Not met	There were 11 total students in the course for the academic year w only 54% of the students meeting the benchmark. 6 students were successful at obtaining a Proficient or higher on the Cold interpretation. The students who did not meet the benchmark scored 2.2-2.8 on the rubric.	ITP_380_Domain_4.xlsx	

ITP 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Portfolio Review	Has the criterion 90% of Students will score a Proficient or higher on the Criterion Rubric been met yet? Not met	Due to a lack of on campus faculty able to teach the course, the students were shifted to the online course. Assessment was not completed in the online course of ITP 450 that meets this objective.		
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ITP 452				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion Students will have their final evaluation completed by their off-site mentor and 90% of students will obtain a score of 3 or higher on the questions pertaining to this objective. been met yet? Not met	For the specific term there were 15 total students with 14 submitting the evaluation. The group had 86% success at obtaining the benchmark of a score of 3 or higher. The range of scores was an average of 2.7-4.9 for the 10 specific questions related to this domain. Data is uploaded in Domain 1		

Standard/Outcome				
ITP.5 Professionalism Competencies demonstrating application of professional standards and practices.				
Assessment Measures				
ITP 211				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion 90% of students will accurately convey the Code of Professional Conduct on the midterm exam. been met yet? Met	There were 7 students in the ITP 211 course and all7 students met the benchmark by correctly answering questions on the midterm related to Professional Conduct.		
ITP 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Portfolio Review	Has the criterion 90% of Students will score a Proficient or higher on the Criterion Rubric been met yet? Not met	Due to a lack of on campus faculty able to teach the course, the students were shifted to the online course. Assessment was not completed in the online course of ITP 450 that meets this objective.		
ITP 452				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - External Evaluation	Has the criterion Students will have their final evaluation completed by their off-site mentor and 90% of students will obtain a score of 3 or higher on the questions pertaining to this objective. been met yet? Met	For the specific term there were 15 total students with 14 submitting the evaluation. The group had 93% success at obtaining the benchmark of a score of 3 or higher. The range of scores was an average of 2.8-5 for the 8 specific questions related to this domain. Data is uploaded in Domain 1.		

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program uses coursework and or Student Performance Review for program wide assessment. Note any changes that occurred to the process since the previous year. Discuss what activities were successful and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

The Assessment of the Interpreting program needs to be placed in top priority for the 2022-2023 academic year as it has been sorely lacking for the past 4-5 years due to faculty transition. It is time for the program to focus and standardize the assessment for courses and make sure that online and on ground courses are aligned in some way to the assessment needs of the programs. While some assessment was successful the impact of COVID and faculty turnover/vacancies impacted the effectiveness of the program and the reliability of the assessment artifacts. As a group the program will need to meet in the Fall and outline assessments and make sure that we are doing what we say we are doing, or edit the assessment to match expectations of the new faculty.

Improvement Narrative List

Assessment Findings for the Assessment Measure level

Standard/Outcome	ITP.2 Human Relations Competencies of interpersonal communicative skills that foster effective collaboration with colleagues, consumers and employers.	
Legend	A	
Course/Event	ITP 450	
Assessment Measure	Direct - Portfolio Review	
Assessment Findings	Not met	
Improvement Narrative		
	Improvement Type	Summary
	Enrollment Requirements	This course was not provided for on campus students and the online version does not align with the assessment needs of the on campus program.

Standard/Outcome	ITP.3 Language Skills Competencies for the effective use of American Sign Language and English.	
Legend	A	
Course/Event	Student Performance Review	
Assessment Measure	Direct - Video	
Assessment Findings	Not met	
Improvement Narrative		
	Improvement Type	Summary
	Revise Assignment for Assessment	the program needs to evaluate if this is the best way moving forward for assessment measures.

Standard/Outcome	ITP.3 Language Skills Competencies for the effective use of American Sign Language and English.	
Legend	A	
Course/Event	Student Performance Review	
Assessment Measure	Direct - Video	
Assessment Findings		
Improvement Narrative		

Improvement Type	Summary
Revise Assignment for Assessment	the program needs to evaluate if this is the best way moving forward for assessment measures.

Program Activities

Student Performance Review

Describe the department Student Performance Review activities if not already articulated. Please describe the nature of the assessments conducted as well as the process of assessment happening on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

Interpreting students had a variety of assessments for Student Performance Review. The schedule is attached for review.

Deaf Culture Exam: The Deaf culture exam was administered to a total of 31 students. The breakdown was: Freshman (7); Sophomores (6); Juniors (8); Seniors (10). The Average score of all Students was: 59%, with the Junior Class with the highest average. Chart Attached with data on the evaluation.

TEP: this year for the TEP the evaluation was moved to a Google Doc. The scores are as such - Freshmen (n=7) 100% met the benchmark; Sophomores (n=13) 77% met the benchmark; Juniors (n=15) 73% met the benchmark and Seniors(n=12) 83% met the benchmark. While it was great to have so many students hit the benchmark, we did not meet the overall goals for each academic year other than for the Freshmen year. See Data Attached

SLPI: The data chart is attached, but students continued to do well on the SLPI assessment. There were 5 students who met or surpassed the benchmark with 2 students who were 1/2 a point shy of the benchmark. Overall, student scores are trending higher on this assessment and it proves to be a more reliable way to determine the success of the ASL program.

Interpreting students: This assessment was submitted but the program was not able to find anyone willing to do the external assessment of the students signing. We will start looking sooner for someone to complete the assessment and inquire about paying more for the work being asked. It is a lot of work to ask for little pay.

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

Student_Performance_Review_Schedule_Spring_2022_3.pdf

SLPI_2022_scores.docx

TEP_2022.pdf

Deaf_Culture_Results_2022.pdf

Senior Showcase/Symposium

Describe program activities used to highlight Senior achievement. What benefit does the program gain from the activities? What if any assessment of students happens during this event?

The program did not participate in the Senior Showcase this academic year so there is no data to present. The presentations are beneficial to the program as it shows students what the options are for internships and this will be an area of focus in the future. This is a great way to show what the program does for outside majors and it is great PR for the program.

Tools used for Assessment

Upload rubrics or other Assessment based tools used by the program that are important to the assessment process.

Service Learning

Does the Program include projects/ course content that uses the philosophy of service learning?

Yes

No (selected)

Service-Learning Component

If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

Co-Curricular and LEAD Events

Describe Co-Curricular and LEAD events sponsored by program faculty. This includes LEAD and other events meant to engage students and foster learning outside of the classroom.

Becoming a Doctor: How People with Disabilities can enter the Healthcare Workforce - Dr. Carrie McCray

Deaftopia - Jessica Bown

Hands up Club: Sweet Nohting in my Ear - John Brand

Waht Are You... Deaf? - John Brand

Student Accomplishments

Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishment a student achieved outside of course work or the normal expectation of student success.

Katy Brumbaugh presented her Honors Presentation/Thesis on campus.

Alumni Accomplishments

Please highlight special examples of any successes of recently graduated alumni (acceptance or graduation graduate school, employment or professional milestones).

- Laura Leibhart started the master's in medical Interpreting with NTID
- Maria Lombardi completed her master's in medical Interpreting from NTID
- Olivia Cline passed her BEI Basic Certification
- Kyla Kerr passed her NIC Certification

Faculty Accomplishments

Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty member that is research or professional in nature.

Carrie McCray was reappointed to the Chair position for the State Committee of Interpreters.

Jessica Brown serving on the Missouri School for the Deaf Advisory Board as well as the Region rep for the Missouri Association of the Deaf. Jessica is also on the WWU Infrastructure Committee and the sponsor for the ASL Honor Society on campus. Jessica is a workshop presenter as well for KAIRID.

Appendix: Assessment Rubric

	3.000 Exceeds	2.000 Meets	1.000 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	✓ The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	✓ The mission statement for the program clearly articulated and aligned with the University mission.	✓ The mission statement is minimal at best.	✓ N/A
Comment:	While it clearly connects with the second half of the mission (professions oriented and focusing on student success), it does not explicitly align with the first half (student-centered and valuing inclusion, creativity, and intellectual inquiry).			
Reflection on Student Demographics, Retention, and Degree Completion Data weight: 1.000	✓ The program provides a detailed description on the enrollment, retention, persistence and degree completion numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	✓ The program provides a basic reflection on enrollment, retention, persistence, and degree completion data provided.	✓ The program does not reflect on enrollment, retention, persistence, and degree completion data in a detailed way.	✓ N/A
Comment:	The program notes several challenges in meeting its retention goals. Students declare the major before they have much understanding of interpreting as a profession and before they may have a solid grasp of ASL. Additionally, the program has an obligation to ensure that students are capable of passing state or national certification exams. The program alludes to efforts to steer students into related fields when they cannot meet the rigors of certification and notes this as a retention "win" (even if it is			
Marketing Materials weight: 1.000	✓ The program outlines the successes and needs in regards to marketing. Detailed suggestions on how to market the program and what niche areas that are program specific would benefit the marketing strategy.	✓ The program discussed the general marketing strategy for the program.	✓ The program provided little to no discussion on the marketing materials or approach to how to market the program.	✓ N/A
Comment:	The program documents some minor suggestions for improvement of the ITP webpage, but there is little discussion of any other marketing materials or suggestions on how to market the program. For example, are there markets or types of students we are not marketing toward or are there marketing approaches that could improve the pool of students?			
Alignment to University Objectives weight: 1.000	✓ The program provides a detailed explanation of how program courses align to the Institutional Objectives. This explanation details specific courses, or activities that coordinate with the intent of the Institutional Objectives.	✓ The program provides a basic explanation of how program courses align to the Institutional Objectives. This explanation provides a minimal understanding of how the program is aligned to the Institutional Objectives.	✓ The program provides little to no explanation of how program courses align to the Institutional Objectives.	✓ N/A
Comment:	The discussion of University/Institutional objectives is tied to the old mission statement. The new mission was adopted in the fall of 2020 and the Annual Report should reflect those changes.			
General Education alignment clearly explained weight: 1.000	✓ The program provides a detailed explanation of the General Education criteria and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.	✓ The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ N/A
Comment:	The program provides an extensive explanation of how it expands upon the General Education Program. It provides specific examples of course activities.			

NSSE Objectives weight: 1.000	✓ The program provided a detailed listing of activities and assessments used within the program that focused on the identified NSSE objectives. The activities and assessments were divided out within the curriculum and impacted different cohort groups.	✓ The program provided a basic explanation of the activities and assessments used within the program that focused on the identified NSSE objectives.	✓ The program provided minimal explanation of the activities and assessments used within the program that focused on the identified NSSE objectives.	✓ N/A
Comment:	There is a basic explanation of activities added to address the three NSSE objectives identified by faculty as a point of emphasis. It would be helpful to break down this discussion by NSSE objective rather than by course.			
Curriculum Map alignment and changes weight: 1.000	✓ The curriculum map is detailed and complete. All Changes made to the curriculum map are detailed with supporting rationale for the decision..	✓ The curriculum map is complete. Changes made to the curriculum map are explained with some explanation as to why the changes were implemented.	✓ The curriculum map is not complete and little to no explanation on curricular changes was provided.	✓ N/A
Comment:	The curriculum map is complete. The program explains why minimal changes were made to it (personnel challenges).			
Assessment Map weight: 1.000	✓ Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	✓ Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	✓ The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	✓ N/A
Comment:	The assessment of program objectives are spread out across the curriculum. There are a variety of measures, which are implemented multiple times per year. The challenge - as seen below - is with following through with the map's schedule of assessments.			
Data Driven Decision-making is explained weight: 1.000	✓ An overview of program assessment is provided with details on the specific successes and challenges from the year. A detailed review of how assessment was administered over the academic year is clearly outlined.	✓ A basic overview of program assessment is provided with some details on the successes and challenges from the year. A basic review of how assessment was administered over the academic year is outlined.	✓ A basic overview of program assessment is not provided with little to no discussion on the administration of assessment over the academic year.	✓ N/A
Comment:	The program notes the challenges posed both by faculty changes (and additional responsibilities place upon them) and the movement of classes (such as ITP 450) to online formats. Its major conclusions (that assessment needs to be a focus for 2022-23 and that the assessment of online and on ground programs needs to be brought into alignment) demonstrate that the program has a clear understanding of the strengths/weaknesses of its assessment.			
Documentation provided on assessment findings weight: 1.000	✓ The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	✓ The program uploads all rubric and support information to support the claims in assessment findings.	✓ The program did not upload the data to support assessment claims in the assessment findings.	✓ N/A
Comment:	The program is honest in its discussion of the shortcomings of its assessment procedures. As noted, the use of outside reviewers needs to be evaluated. Consideration should be given to bumping the pay for outside reviewers or alternative modes of assessment need to be found. It recognizes the need to align assignments for the online and on ground programs if the programs are treated as interchangeable for curricular/assessment purposes			
Analysis of Assessment weight: 1.000	✓ The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	✓ The program completed the assessment findings for each component and provided a summary for each assessment measure.	✓ The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	✓ N/A
Comment:	Yes, the program provided assessment findings for each component and provided a summary of the challenges each assessment holds currently.			

<p>Improvement narratives are selected with intentionality weight: 1.000</p>	<p>✓ The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options</p>	<p>✓ The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.</p>	<p>✓ The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.</p>	<p>✓ N/A</p>
<p>Comment:</p>	<p>Yes, the program identified measures in the Improvement Narratives to address specific concerns about the assessments.</p>			
<p>Student Performance Review weight: 1.000</p>	<p>✓ The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.</p>	<p>✓ The program provided the schedule and a brief description of Student Performance Review with data of the results.</p>	<p>✓ The program did not provide complete explanation on Student Performance Review nor did they provide data results.</p>	<p>✓ N/A</p>
<p>Comment:</p>	<p>The program has a vigorous schedule of activities for Student Performance Review, for which it can justly be proud.</p>			
<p>Senior Showcase weight: 1.000</p>	<p>✓ The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.</p>	<p>✓ The program described the Senior showcase activities and provided some evidence of what was presented.</p>	<p>✓ Little to no content of Senior showcase was provided.</p>	<p>✓ N/A</p>
<p>Comment:</p>	<p>The program did not participate in the Senior Showcase for reasons not made clear in the Annual Report.</p>			
<p>Co Curricular and LEAD activities weight: 1.000</p>	<p>✓ The program detailed the activities of LEAD and other co-curricular programming that was provided throughout the year. They provided numerous events for students.</p>	<p>✓ The program provided a listing of LEAD events and activities provided.</p>	<p>✓ The program provided little to no description of the Co-curricular activities provided throughout the year.</p>	<p>✓ N/A</p>
<p>Comment:</p>	<p>While understandable given the issues with personnel and COVID, the number of events was relatively small given the number of students/interest in interpreting and Deaf culture.</p>			
<p>Faculty, alumni, and Student accomplishments weight: 1.000</p>	<p>✓ The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.</p>	<p>✓ The program provided a listing of information on Students, Alumni, and faculty accomplishments.</p>	<p>✓ The program provided little to no data on students, alumni, faculty accomplishments.</p>	<p>✓ N/A</p>
<p>Comment:</p>	<p>An explanation of the significance of listed accomplishments would be helpful to readers outside the program.</p>			

Appendix: Data

Home / Academics / Undergraduate / Programs and Degrees / ASL /

Bachelor's Degrees in Interpretation Studies in ASL-English (BS or BA)

Bachelor's Degrees in Interpretation Studies in ASL-English (BS or BA)



Build your future with a fascinating and vibrant community.

Your William Woods University bachelor's degree in Interpretation Studies in American Sign Language (ASL) opens the door to a challenging, rewarding and growing field with strong placement prospects. The National Interpreter Education Center has documented a nationwide shortage of qualified interpreters, and the demand is growing every year. Working as an ASL-English interpreter offers opportunities for professional achievement, personal growth and cultural enrichment.

Few institutions compete with William Woods University in American Sign Language education. Frequently ranked among the best ASL programs in the nation, we offer a unique combination of academic excellence, affordability, and community. Our walkable proximity to Missouri School for the Deaf provides a rich environment for hands-on experience, collaboration and understanding of Deaf culture and trends.

The beauty of American Sign Language interpreting is that you can choose a schedule and lifestyle that meets your needs and desires — whether that is a daily schedule, such as interpreting at a school, or something different everyday, such as community interpreting, where you are at a medical appointment in the morning and a counseling session in the afternoon and interpreting a concert in the evening. Or a combination of both!

Undergraduate -

Programs and Degrees -

Arts +

ASL -

Bachelor's Degrees in
Interpretation Studies in ASL-
English (BS or BA)

Minor in American Sign
Language

Minor in Deaf Human Services

Business +

Communications +

Education +

Equestrian +

Exercise and Sports Science +

Humanities +

Legal Studies +

Sciences +

Associate Degrees +

The Honors Program

Graduate Plus Program

Mentor-Mentee Program

Connections 101

Study Abroad

Academic Calendar

Graduate +

Special opportunities:

- Communicate and Interpret between American Sign Language (ASL) and English
- Join other ASL students in experiences all over the world. In the past, we've taken students to Deaf history locations in London, Paris and Rome
- Gain practicum experiences in educational, medical, vocational and other settings
- Work directly with students at the Missouri School for the Deaf, the local Deaf community, and Deaf instructors and tutors
- Utilize our state-of-the-art interpreting lab equipped with Apple workstations and large-screen monitors for language development, as well as for editing videos of student language and interpretation work
- Every year, students are **selected to participate** in one of the country's largest interpreting conferences, held at Lake of The Ozarks, Mo.
- Internship opportunities all over the country, to allow you to network with professionals in the area you wish to work upon graduation
- Join extracurricular learning experiences including the ASL Honor Society and the Hands Up club on campus
- Learn about the William Woods University [online bachelors in Interpretation studies](#) in ASL-English degree

The Bachelor of Arts (BA) is awarded to students who complete a double major or a major and minor and ASL coursework.

Upon completing this degree, you will be proficient in American Sign Language and eligible to sit for National Interpreter Certification (NIC) administered by the Registry of Interpreters for the Deaf (RID). You will be able to work in various environments and professional settings as an interpreter. You will also gain a greater understanding of Deaf culture and learn interpreting essentials for medical, educational and other specialties.

Our Interpretation Studies in ASL degree at Work

William Woods University alumni are working as interpreters at these and other organizations:

- The Whole Family Project of Kansas City
- Access Interpreting
- Deaf Services Unlimited
- Special School District of St. Louis County
- Sorenson Video Relay
- Fulton State Hospital
- St. Joseph School District
- Snap Video Relay Service
- Deaf Expressions
- North Dakota School for the Deaf
- Deaf, Inc.
- ZVRS
- Purple Communications
- Missouri School for the Deaf
- Missouri Commission for the Deaf and Hard of Hearing

Online +

Academic Catalog +

STEM/STEAM Programs

Education Programs

Business Programs

Professional Development for Educators

A to Z Programs

Fall 2021 Application Deadline

May 1, 2021

Send us your FAFSA to 002525.

[Apply Today](#) to maximize scholarship options!

Visit Us

Request Info (Day Campus)

Request Info (Grad & Online)

Apply Now

What is the right major for you?

Take a quick survey to discover what majors you will flourish in.

Alumni Perspectives

"The professors, hands down, are phenomenal. I was thinking about an internship as an interpreter. My ASL professor said, 'You can do this. You're ready.' And you know what? She was right."

— Darlan Lightfoot, B.S. in Interpretation Studies, '14 Interpreter, Activist

Requirements/Curriculum

Courses you may take

- ▶ ASL 101 - Career Seminar In ASL Studies - 3.00
- ▶ ASL 120 - Deaf Culture -D - 3.00
- ▶ ASL 345 - American Sign Language VI - 3.00
- ▶ ASL 425 - Linguistics of American Sign Lang - 3.00
- ▶ ASL 430 - ASL Literature - 3.00
- ▶ ITP 211 - Theory of Interpretation - 3.00
- ▶ ITP 217 - Comparative Translation - 3.00
- ▶ ITP 241 - Fundamentals of Interpreting - 3.00
- ▶ ITP 301 - Interpreting I - 3.00
- ▶ ITP 310 - Interpreting In Advanced Settings I - 3.00
- ▶ ITP 351 - Interpreting II - 3.00
- ▶ ITP 375 - Interpreting III - 3.00
- ▶ ITP 380 - Interpreting IV - 3.00
- ▶ ITP 410 - Interpreting In Advanced Setting II - 3.00
- ▶ ITP 450 - Senior Capstone - 3.00
- ▶ ITP 451 - Field Practicum I - 3.00
- ▶ ITP 452 - Field Practicum II - 3.00

Bachelor of Arts Curriculum

The Bachelor of Arts In ASL - English Interpreting degree at William Woods University consists of 122 distinct credit hours for graduation—including 51 core major credits, 3 required English elective credits, 3 required elective credits, a minor, and a year of a foreign language.

- [View a complete list of courses and electives \(BA\)](#) »

Bachelor of Science Curriculum

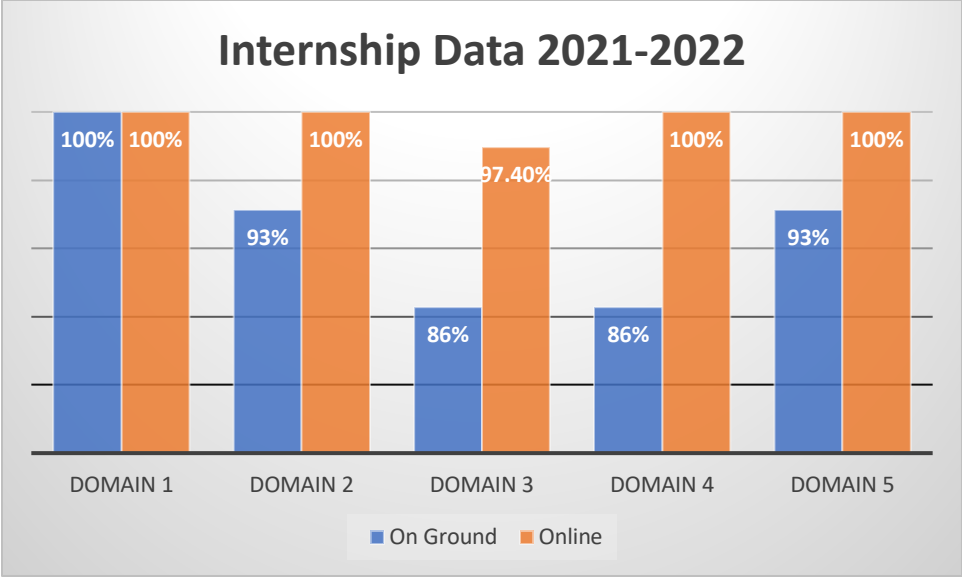
The Bachelor of Science In ASL - English Interpreting degree at William Woods University consists of 122 distinct credit hours for graduation—including 51 core major credits, 3 required English elective credits, and 3 required elective credits.

- [View a complete list of courses and electives \(BS\)](#) »

Admissions Information

Learn more about undergraduate admissions requirements, deadlines, tuition and financial aid available to you.

[Admissions and Financial Aid](#) »



On Ground Data:

Summer 2021, Spring 2022 (No students completed Internship fall 2021)

Summer: 11

Fall: 0

Spring: 4

Total Students: 15 – 1 student did not submit a report, so 14 reporting students

OLC Data:

Summer 2021, Fall 2021, Spring 2022

Summer: 8

Fall: 13

Spring: 20

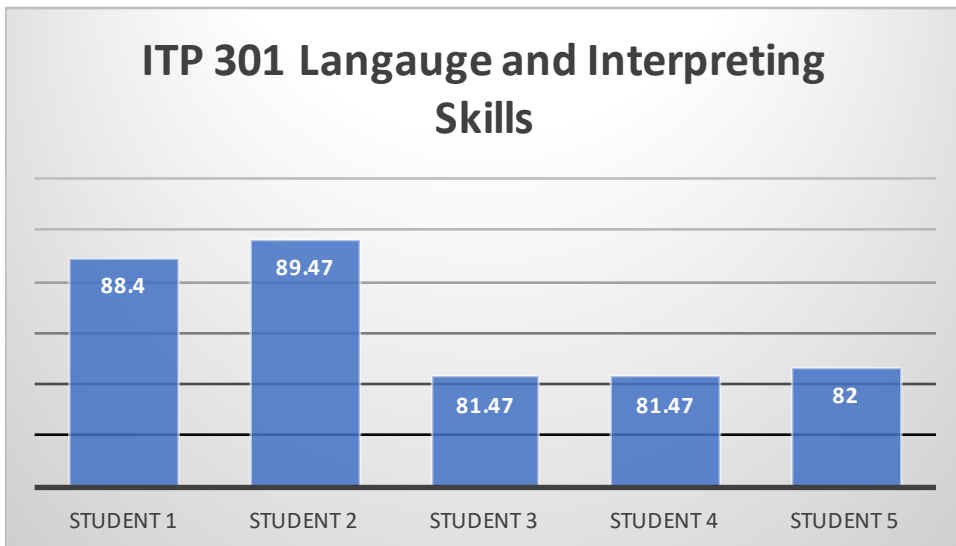
Total Students 41 – 2 students did not submit a report, so 39 reporting students.

ITP 301 Data

N=5

Language Skills Competencies.

Student 1	88.4
Student 2	89.47
Student 3	81.47
Student 4	81.47
Student 5	82

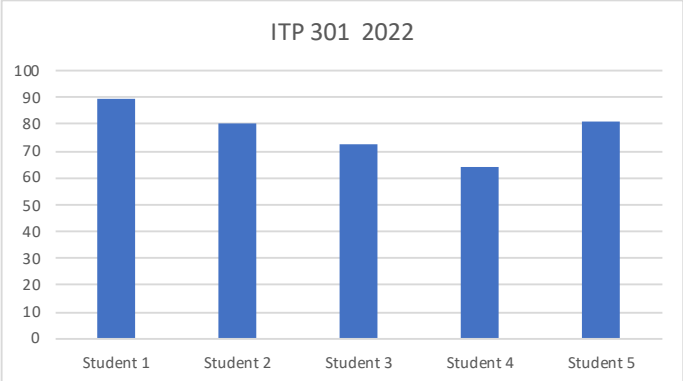


ITP 301

N=5

Criterion 4 - Interpreting Skills

Student 1	89.7
Student 2	80.13
Student 3	72.53
Student 4	64
Student 5	81.2



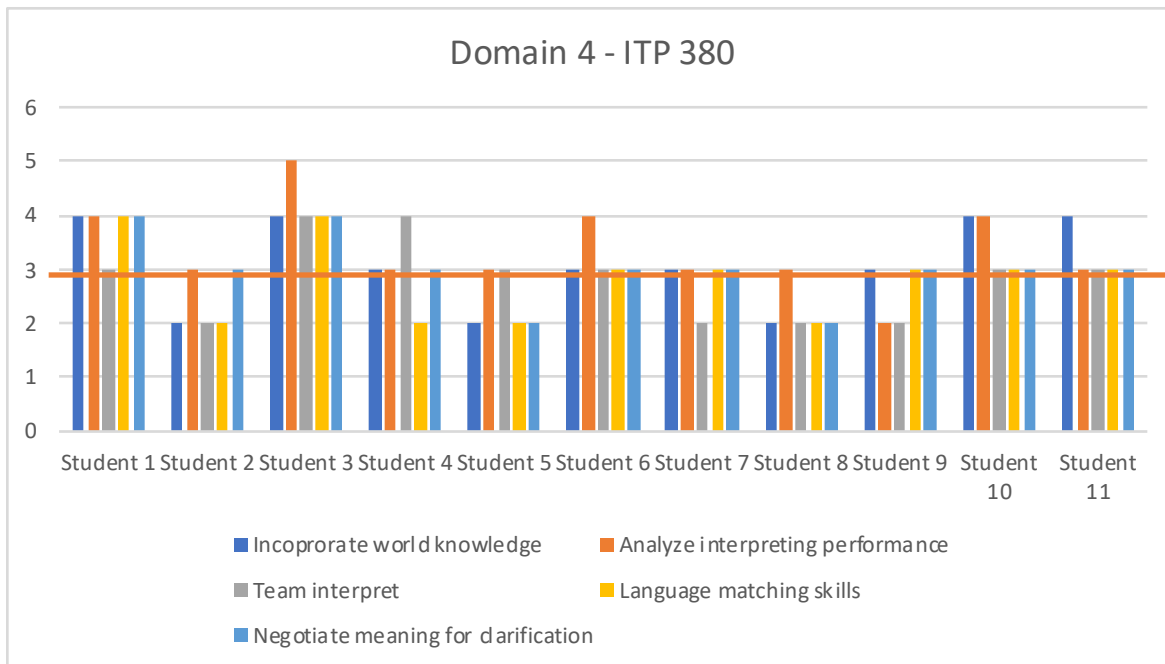
ITP 380

Domain 4: Interpreting Skills

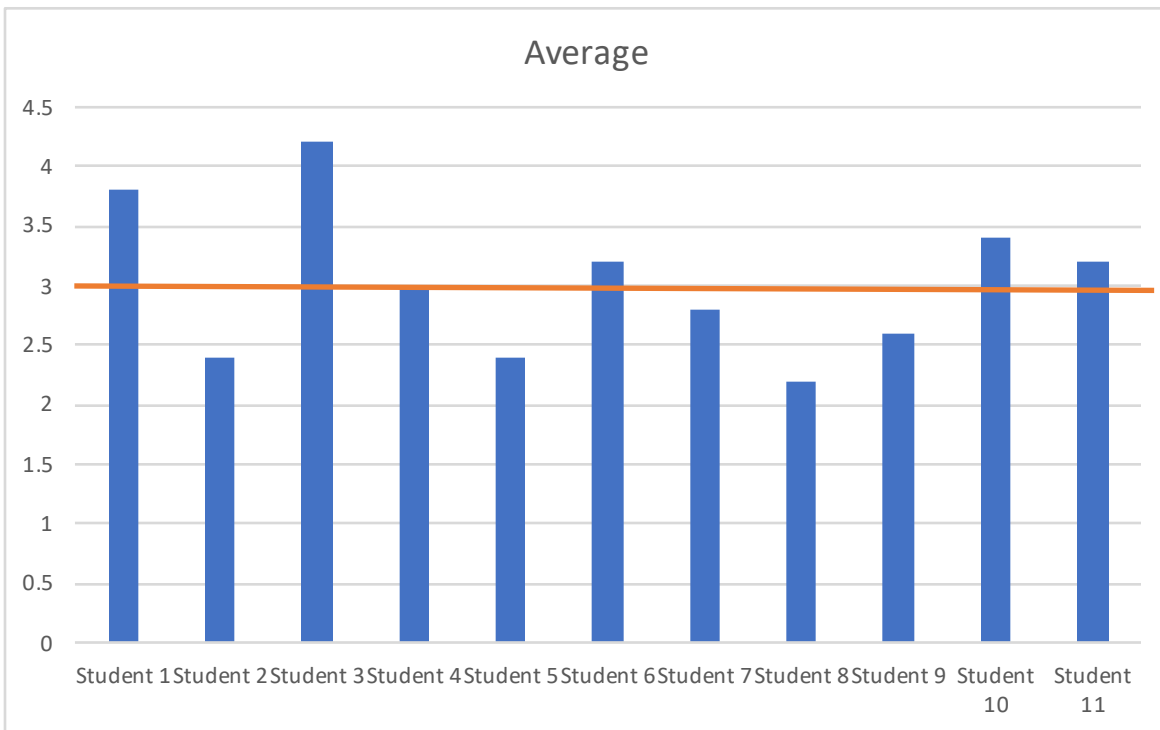
N=11

Student will interpret a cold interpretation with the expectation that 75% of the group will obtain a Proficient or higher on the assignment.

	Incoprorate world knowledge	Analyze interpreting performance	Team interpret	Language matching skills	Negotiate meaning for clarification
Student 1	4	4	3	4	4
Student 2	2	3	2	2	3
Student 3	4	5	4	4	4
Student 4	3	3	4	2	3
Student 5	2	3	3	2	2
Student 6	3	4	3	3	3
Student 7	3	3	2	3	3
Student 8	2	3	2	2	2
Student 9	3	2	2	3	3
Student 10	4	4	3	3	3
Student 11	4	3	3	3	3

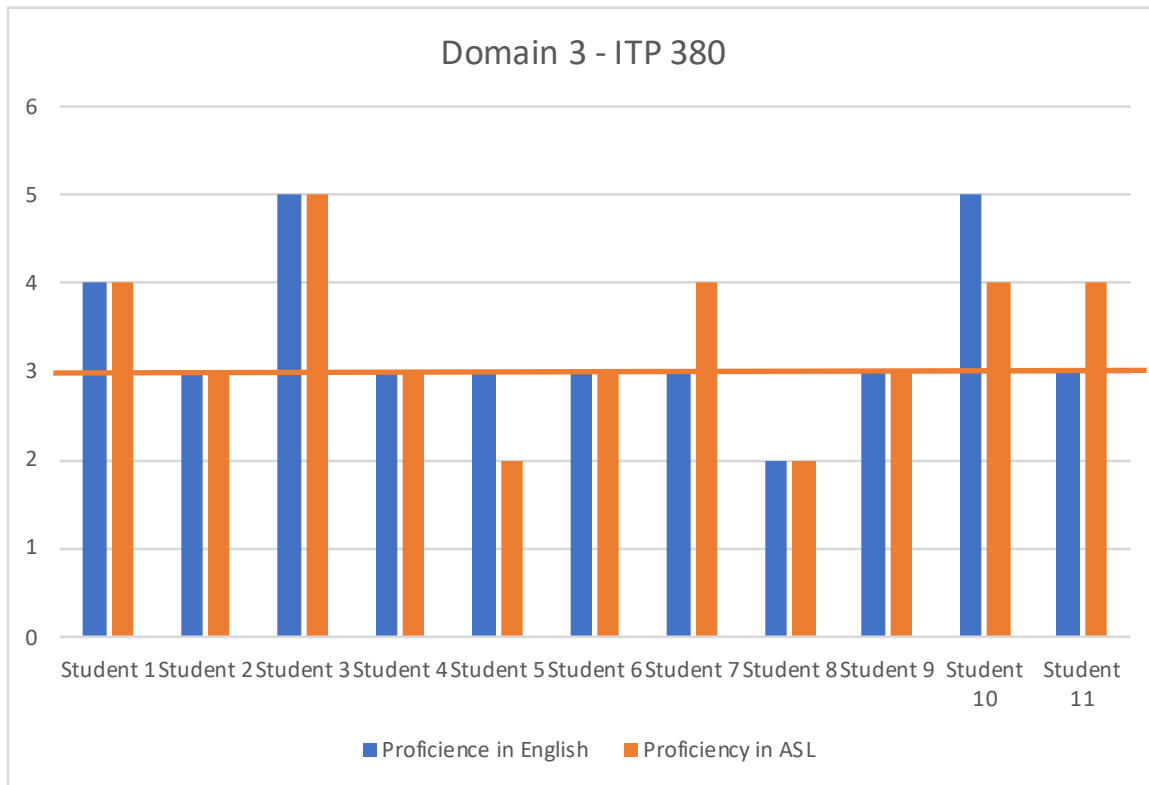


	Average	Incoprorate world knowledge	Analyze interpreting performance	Team interpret	Language matching skills	Negotiate meaning for clarification
Student 1	3.8	4	4	3	4	4
Student 2	2.4	2	3	2	2	3
Student 3	4.2	4	5	4	4	4
Student 4	3	3	3	4	2	3
Student 5	2.4	2	3	3	2	2
Student 6	3.2	3	4	3	3	3
Student 7	2.8	3	3	2	3	3
Student 8	2.2	2	3	2	2	2
Student 9	2.6	3	2	2	3	3
Student 10	3.4	4	4	3	3	3
Student 11	3.2	4	3	3	3	3

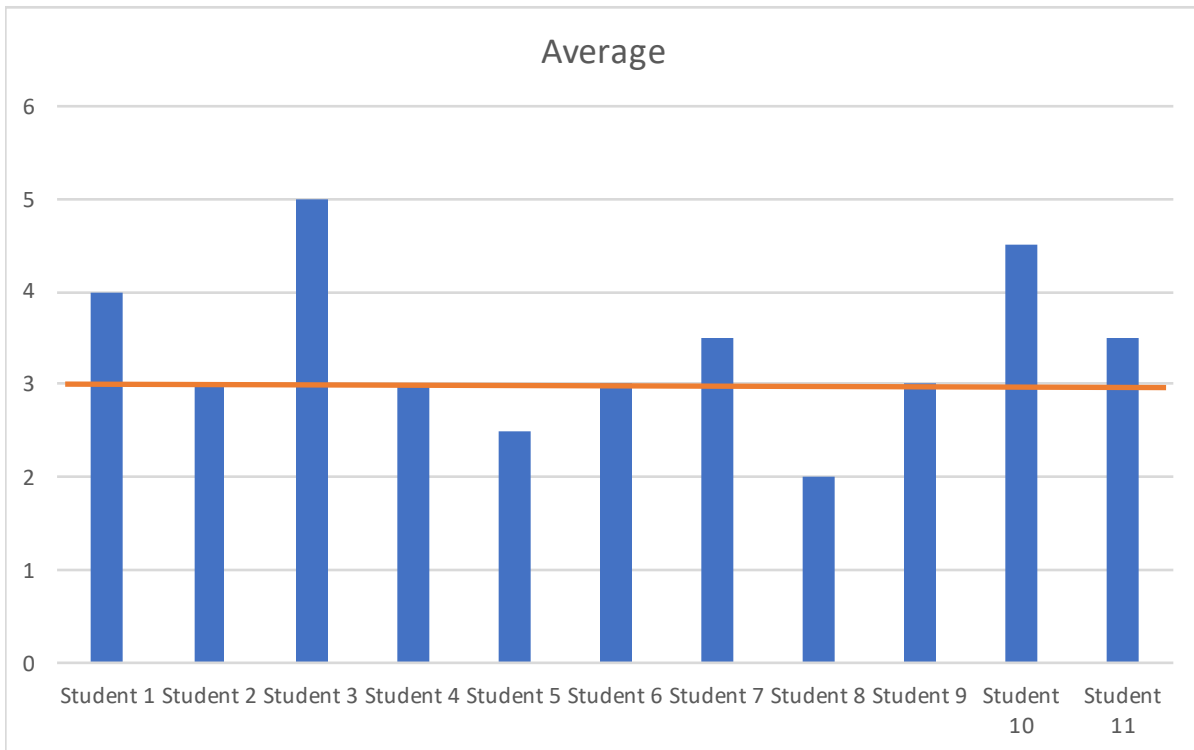


Domain 3

	Proficiency in English	Proficiency in ASL
Student 1	4	4
Student 2	3	3
Student 3	5	5
Student 4	3	3
Student 5	3	2
Student 6	3	3
Student 7	3	4
Student 8	2	2
Student 9	3	3
Student 10	5	4
Student 11	3	4



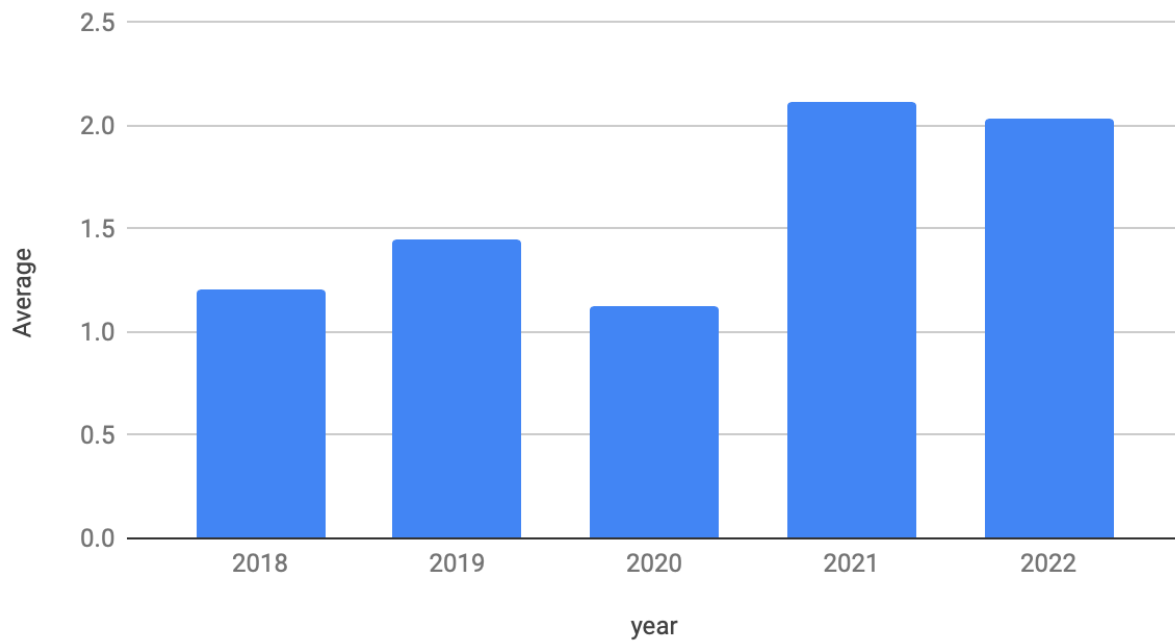
	Average	Proficiency in English	Proficiency in ASL	
Student 1	4	4	4	
Student 2	3	3	3	
Student 3	5	5	5	
Student 4	3	3	3	
Student 5	2.5	3	2	2.5
Student 6	3	3	3	
Student 7	3.5	3	4	3.5
Student 8	2	2	2	
Student 9	3	3	3	
Student 10	4.5	5	4	4.5
Student 11	3.5	3	4	3.5



SLPI scores for Interpreting Spring 2022

This year the incoming class was substantially smaller in number, but they did well on the SLPI evaluation. There were 8 students to take the assessment and the average score continued to surpass the goal of 2.0. 5 students met the benchmark of the minimum score of a 2.0. there were 2 students who scored a 1+ on the assessment, and one student with a score of a 1 on the assessment. While the average score this cycle was slightly less than last year, it is still a point above where the program was several years ago. The program will continue to evaluate and measure ASL fluency and reach for higher scores on this assessment.

Average vs. year



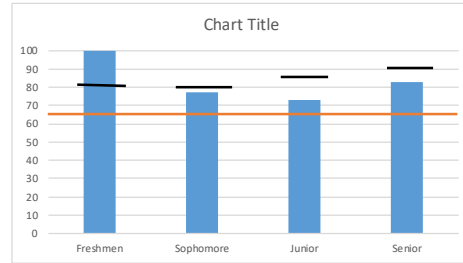
Student	Correct out of percentage	Met Benchmark 80%	
2	36	0.9 Yes	
3	30	0.75 Yes	
4	31	0.775 Yes	
5	32	0.8 Yes	
6	33	0.825 Yes	100.00%
7	34	0.85 Yes	7--7
8	35	0.875 Yes	

Classification Benchmark:
Freshman -

Passing is a 68%

Sophomore			
Student	Correct out of percentage	Met Benchmark 80%	
36	32	0.8 Yes	
37	34	0.85 Yes	
38	28	0.7 Yes	
39	31	0.775 Yes	
40	20	0.5 N	10--13
41	33	0.825 Yes	77.00%
42	34	0.85 Yes	
43	34	0.85 Yes	
44	20	0.5 N	
45	35	0.875 Yes	
46	28	0.7 Yes	
47	36	0.9 Yes	
48	27	0.675 N	

Freshmen	100
Sophomore	77
Junior	73
Senior	83



Junior			
Student	Correct out of percentage	Met Benchmark 85%	
9	31	0.775 Yes	
10	25	0.625 No	
11	32	0.8 Yes	
12	32	0.8 Yes	
13	33	0.825 Yes	11--15
14	23	0.575 No	73%
15	28	0.7 Yes	
16	29	0.725 Yes	
17	31	0.775 Yes	
18	28	0.7 Yes	
19	27	0.675 No	
20	29	0.725 Yes	
21	27	0.675 No	
22	30	0.75 Yes	
23	32	0.8 Yes	

Senior			
Student	Correct out of percentage	Met Benchmark 90%	
24	27	0.675 NO	
25	36	0.9 yes	
26	31	0.775 yes	
27	25	0.625 NO	
28	34	0.85 Yes	10--12
29	38	0.95 Yes	83.00%
30	36	0.9 Yes	
31	34	0.85 Yes	
32	31	0.775 Yes	
33	30	0.75 Yes	
34	33	0.825 Yes	
35	34	0.85 Yes	

Deaf Culture Exam: Total Score Average: 59%

Freshman 7
Sophomore 6
Junior 8
Senior 10

Freshman 52.06%
Sophomore 53.50%
Junior 64.15%
Senior 62.64%

Freshmen

1 57.90%
2 60.50%
3 55.30%
4 57.90%
5 50%
6 60.50%
7 26.30%
52.63%

Sophomore

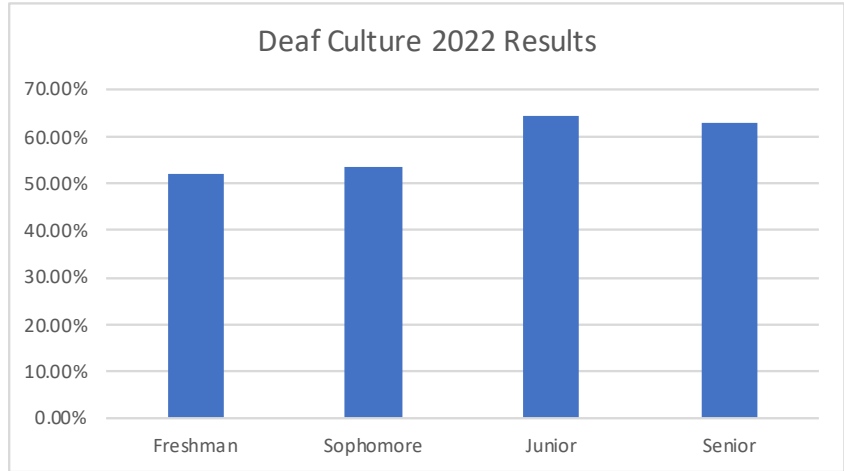
1 57.90%
2 73.70%
3 36.80%
4 47.40%
5 52.60%
6 52.60%
53.50%

Junior

1 52.60%
2 63.20%
3 73.70%
4 60.50%
5 78.90%
6 55.30%
7 71.10%
8 57.90%
64.15%

Senior

1 71.10%
2 63.20%
3 60.50%
4 65.80%
5 71.10%
6 60.50%
7 60.50%
8 55.30%
9 52.60%
10 65.80%
62.64%





WILLIAM WOODS
UNIVERSITY

**Program: ASL – English Interpreting
Student Performance Review Schedule
February 22-23, 2022**

Date	Time	Student Group (Fr/So/Jr/Sr)	Activity	Location/Format	Faculty Contact	Program Objective
2-22-22						
	9:00-11:00 AM	Seniors (not transfers)	CLA Assessment	Burton 205	Carrie McCray	
	1:00-4:00 PM	Juniors/Seniors Interpreting	Cold Interpreting Assessment	ASL Lab	Carrie McCray	Obj 3 Obj 4
2-23-22						
	10:00-11:00AM	Soph/Jr/Sr	TEP with MCDHH	Burton 006	Jessica Brown	Obj 5
	All Day	All Majors	Deaf Culture Exam	ASL Computer Lab	John Brand	Obj 1 Obj 2

*Students taking the SLPI will be scheduled individually based on the times available with the national organization

CLA: All Seniors who started their academics at WWU will be taking the CLA from 9-11 on either the 22nd or the 23rd.