



WILLIAM WOODS
UNIVERSITY

ASLEI Annual Assessment 2022-2023

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Annual Assessment 2022-2023

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

	Student Minors	Student Majors
2021-2022		36
2022-2023		34

Delivery Method

Traditional On Campus (selected)
Online
Hybrid

Concentrations 2022-2023

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 interpreting program has been impacted by Covid, just like all other programs on campus. We were able to maintain a 100% retention rate for first time students returning for their sophomore year. At the time of students declaring their major, there were only 6 students who had declared, but all 6 returned for their sophomore year so that is positive.

Graduation rates for the program were lower than expected and dipped below the university Graduation Rate. Part of this is due to students declaring ASL as a major before they understand the cognitive and scientific demands of the profession. 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 graduation rates for the program as students declare the major without taking any interpreting courses and many students misunderstand the job of interpreter. 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 start 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. For this academic year, this goal was not obtained. The program retention was higher, but the Graduation Rates for traditional students was not. The Graduation rate for transfer students was significantly higher than that of the university.

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 programs 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?

the main program page needs to be updated for the ASL Interpreting page. it lists older internship sites and locations where students no longer work, but it also pigeon holes in into specific places when our students are all over the country. Recommendations are listed on the document below.

Marketing Material

website_for_ASL_Interpreting.docx

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.

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 societal 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 Spring 2022

Program Alignment to NSSE Objectives

Faculty discussed the most recent NSSE results in spring of 2022 and identified universal objectives for all academic content. Please articulate what the program is doing to further students' knowledge and skills in the following areas: 1C- Explained course material to one or more students; 2E - Tried to better understand someone else's view by imagining how an issue looks from his/her perspective; 4C-Analyzing an idea, experience, or line of reasoning in depth by examining its parts; 4D- Evaluating a point of view, decision, or information source. Please describe the activities used and the impact on student learning.

When teaching interpreting skills, it is necessary to scaffold the learning process. It is also necessary to foster safe learning environments and ways for students to learn how to work with a team for their interpreting process.

NSSE objective 1C – explained course material to one or more students.

This content is covered in each lab video and reading discussion in all applied interpreting courses. Each student is to interpret the assigned video and then review two peer videos. In the review, they are working on identifying areas that went well as well as areas of struggle in the interpreted work. If they identify an area of struggle, they are to look at how to assist the peer in seeing the correct information or how to phrase the interpretation stronger. We are modeling and working as a team in each interpreting skills class and asking them to help explain material to each other.

NSSE Objective 2E – Tried to better understand someone else's view by imagining how an issue looks from his/her perspective.

This objective was not large point of focus but it was discussed in ITP 450 Senior Capstone as students worked on case studies and worked through their ethical problem solving vignettes.

NSSE Objective 4C – Analyzing an idea, experience, or line of reasoning in depth by examining its parts.

This objective was discussed in the Interpreting application courses by way of research and how they can work forward predicting where the message is going to go. If you break down what you know and what you can find out about a topic, you will have more information moving forward and be able to provide a stronger interpretation. The avenues of how to break down a topic were discussed in each of the Interpreting Application courses and practice on how to put that into research was explained and assigned.

NSSE Objective 4D – Evaluating a point of view, decision, or information sources.

This objective ties in with 4C and overlaps with how we teach prediction and research.

Curriculum Map

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

ITP Curriculum Map

	ASL 120	ASL 345	ASL 336	ASL 425	ASL 430	ITP 211	ITP 217	ITP 241	ITP 301
ITP.1 Theory and Knowledge Competencies that will embody the academic foundation and world knowledge that is essential to effective interpretation.	I		R		R	A, R	R, I	I, R	R
ITP.2 Human Relations Competencies of interpersonal communicative skills that foster effective collaboration with colleagues, consumers and employers.						I		I, R	R
ITP.3 Language Skills Competencies for the effective use of American Sign Language and English.		R	R	R	R	I	R	I, R	R
ITP.4 Interpreting Skills Competencies for the effective ASL-English interpretation of a range of subject matter in a variety of settings.				R		I	I		R
ITP.5 Professionalism Competencies demonstrating application of professional standards and practices.	I		R			I, A	R	I, R	

	ITP 351	ITP 375	ITP 380	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	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.	R	R	M, R	R	R	R, A	M	M, A	
ITP.3 Language Skills Competencies for the effective use of American Sign Language	R	R	R	R	R	M, A	M	M, A	A

and English.									
ITP.4 Interpreting Skills Competencies for the effective ASL-English interpretation of a range of subject matter in a variety of settings.	R	R	R	R	R	A	M	A, M	A
ITP.5 Professionalism Competencies demonstrating application of professional standards and practices.			R	R	R	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?

Last year ASL 101 was removed from the curriculum for the ITP major. It is no longer on the curriculum map and so that course came off the map this year. It was not an assessment course for the program, but it was a curricular change. ASL 336 Topics in Deafness was added to the program and is a new course for students to take. It will go on the rotation next year as a new upper level course that deepens the understanding of Deaf culture of our majors. They have not scored high on Deaf culture in the past few years in the junior and senior years. They are outscored by the Freshmen and Sophomores when the information is fresh. This course will be taught by ASL faculty in ASL as a seminar lecture course for students.

Changes to the Assessment Map

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

Any changes to the assessment map were to reflect activities that were happening and had been left off of the map accidentally. No assessment changes were initiated as it was the first year of a new full time faculty and the program wanted to let her get her feet on the ground and understand what we were looking at before we looked to make changes. Assessment activities remained constant from past years. The assessment has been streamlined to impact a few courses specifically to make it manageable for the program faculty to keep up with.

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				
ITP 211				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 80% of students will receive Proficient or higher on the Demand control assignment. been met yet? Met	This category consists of 4 sub components. Three of the four components were met with 100% of the students scoring Advanced to Professional. The Component on "knowledge of current literature" was also met, but students scored in Proficient, Advanced and Professional.	ITP_211_Theory_of_ Interpretation_01_FUL_2_Fall_22_23_Activity_Assessments_Aggregated_Result_05_15_2023_134902.pdf	
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 of Proficient or higher on the artifacts submitted for their portfolio. The data for all sections of the portfolio are uploaded here and will not be duplicated in other sections of the report.	ITP_450_Senior_Capstone_01_FUL_2_Fall_2223_Activity_Assessments_Aggregated_Result_05_15_2023_135845.pdf	
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 Students met the benchmark for Criterion 1 on the Mentor Comprehensive Evaluation. The data for all 5 Criterion is attached here.	ITP_452_FUL_2023_data.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	The data for Criterion 2 was not included in the assigned version of the portfolio. There were no artifacts of data related to Criterion 2		- Refine Assessment Tool: directions for the portfolio need to be reviewed to ensure that the assignment is collecting data where needed and appropriately

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	The benchmark for criterion 2 was met by all students		

Standard/Outcome

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

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	This objective was not met officially due to one student not meeting the objective. With only 6 students in the course, it is hard to meet an objective of 90%. 5 out of the 6 enrolled students met the objective. Data is Uploaded in section one of this report.		

ITP 452				
Assessment	Criterion	Summary	Attachments of	Improvement

Measure			the Assessments	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	The combined totals of Criterion 3 were not met as the group did not meet the objective of 90% in each of the unmet categories, 6 out of 7 students met the objective. Due to such a small number of students available, the ability to meet the objective is difficult and needs perfection.		

Student Performance Review				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Video	Has the criterion GoReact assessment for Junior Level Interpreting Students Juniors - Benchmark that 45% of Juniors will achieve Proficient on all levels of the rubric. been met yet? Met	80% of students met the benchmark of a Proficient or higher.	SPR_External_Evaluation.pdf	
Direct - Video	Has the criterion GoReact assessment for Senior Level Interpreting Students Seniors - Benchmark that 80% of Juniors will achieve Proficient on all levels of the rubric. been met yet? Not met	0% of students met the benchmark.		

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 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	This domain consists of 5 subcomponents. All students met the benchmark for components 1-4. Component 5 was short of meeting the benchmark due to one student not making the minimum acceptable score. 5 of the 6 students met the benchmark on		

Component 5.				
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	The combined totals of Criterion 4 were not met as the group did not meet the objective of 90% in each of the unmet categories, 6 out of 7 students met the objective. Due to such a small number of students available, the ability to meet the objective is difficult and needs perfection.		
Student Performance Review				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion GoReact assessment for Junior Level Interpreting Students Juniors - Benchmark that 45% of Juniors will achieve Proficient on all levels of the rubric. been met yet? Met	40% of students met the benchmark of a Proficient or higher.		
	Has the criterion GoReact assessment for Senior Level Interpreting Students Seniors - Benchmark that 80% of Juniors will achieve Proficient on all levels of the rubric. been met yet? Not met	0% of students met the benchmark.		

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 - Case Study	Has the criterion 85 % of students will score a Proficient or higher on the licensure and certification check in. been met yet? Not met	Students did not meet the minimum standard on this benchmark. On knowledge of state and national interpreter certification/licensure - only 50% of students met at the proficient level or above. On Identifying the scope and authority of state and federal	ITP__211__Theor y_of_ Interpretation __01__FUL__2 __ Fall_2223_ Activity_ Assessments_	

		laws they did meet the benchmark at 87.5%. This is a challenging benchmark to meet as there are only 9 students in the course.	Aggregated_Result_05_15_2023_134915.pdf	
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	The assessment did not include any artifacts or assessment on professional standards so there was nothing to assess for this criterion.		- Refine Assessment Tool: The directions for the portfolio need to be reviewed and reevaluated for next year to ensure that we are collecting the needed information for students' success and assessment.
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	The combined totals of Criterion 5 were not met as the group did not meet the objective of 90% in each of the unmet categories, 6 out of 7 students met the objective. Due to such a small number of students available, the ability to meet the objective is difficult and needs perfection.		

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.

This academic year the Assessment was well developed and administered very effectively. The issue with our assessment were in the low numbers and not meeting the objectives due to the low N size of the program currently. Each faculty responsible for assessment completed the assigned tasks and provided those to Dr. McCray so that she could upload and complete the report in a timely manner. We have not made any assessment changes due to so many personnel changes, so hopefully the personnel in the program can solidify to allow for curricular and assessment updates for the program. Last year, assessments that did not happen were due to faculty shortages and teaching overloads when assessment activities were overlooked. This year it worked much better with a full faculty roster.

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.	
ITP 450	
Assessment Measure	Direct - Portfolio Review
Assessment Findings	Not met
Improvement Narrative	
Improvement Type	Summary
Refine Assessment Tool	directions for the portfolio need to be reviewed to ensure that the assignment is collecting data where needed and appropriately

Standard/Outcome ITP.5 Professionalism Competencies demonstrating application of professional standards and practices.					
ITP 450					
Assessment Measure	Direct - Portfolio Review				
Assessment Findings	Not met				
Improvement Narrative	<table border="1"> <tr> <td>Improvement Type</td> <td>Summary</td> </tr> <tr> <td>Refine Assessment Tool</td> <td>The directions for the portfolio need to be reviewed and reevaluated for next year to ensure that we are collecting the needed information for students success and assessment.</td> </tr> </table>	Improvement Type	Summary	Refine Assessment Tool	The directions for the portfolio need to be reviewed and reevaluated for next year to ensure that we are collecting the needed information for students success and assessment.
Improvement Type	Summary				
Refine Assessment Tool	The directions for the portfolio need to be reviewed and reevaluated for next year to ensure that we are collecting the needed information for students success and assessment.				

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?

The ASLEI program has a pretty full schedule for Student Performance Review. The ASL IV students are scheduled for the SLPI assessment with the NTID staff. Those appointments are scheduled throughout the day individually with students. The goal of the program is for students to have a minimum score of a 2.0 on the SLPI and this year the group average was 2.05, and 8 out of 10 students met the benchmark of a 2.0 this year. The two students who did not meet the benchmark, scored a 1.5 on the evaluation. This shows the continued improvement of the ASL curriculum due to consistent faculty teaching and approach. All declared majors take a Deaf Culture Exam as well as an English Exam. The data for those evaluations are attached below.

Upper class students also take an external evaluation on their interpreting skills. Juniors and Seniors in Interpreting II and Interpreting IV are assigned a cold video in GoReact and are evaluated by adjunct faculty who are unfamiliar with the student's work or grade level. The students are evaluated on their skills focusing on Criterion 3 and 4 of the Interpreting Objectives. The data is listed below, but the Junior students outperformed the senior students. This is expected as the senior class was more impacted developmentally by Covid and their developmental classes were more disrupted. The Junior class has been able to catch up on missed work due to Covid and experience much less disruption to their learning environment. The data on this is uploaded in the Assessment Findings SPR course activity.

Deaf Culture Data: You can see in the attached upload the class summary as well as the data representing all groups collectively. In the Data file, you will also see last year compared to this year data and students improved across the board in understanding the information. If you track cohorts from year to year, you can also see that they increased in knowledge of the information. The averages ranged from 57-69% on the evaluation. The exam is only 34 questions. There are a few questions that need to be evaluated for validity as the correct rate on the questions was less than 20%. Data on each question and how many got the question correct is also included in the Data file to highlight where the curriculum needs focus and what students are not connecting to in the material.

Students also take an English evaluation during Student Performance Review. This year The Freshman and Sophomore groups missed the benchmark with the Junior and Senior groups successfully meeting the expectation. Data is attached. For the freshmen, 7 of the 12 met the benchmark putting the group at only 58% successful. The Sophomore class had a total of 8 students with 6 meeting the benchmark. The Junior Group was successful with 88% of the class meeting the benchmark and 100% meeting the benchmark in the Senior group.

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

SLPI_Scores_2023.pdf

ASLEI_SPR_Schedule.pdf

Freshman_Deaf_Culture_test_2023.pdf

Sophomore_Deaf_Culture_Test_2023.pdf

Junior_Deaf_Culture_Test_2023.pdf

Senior_Deaf_Culture_Test_2023.pdf

Deaf_Culture_2023_Data.xlsx

TEP_2023_Results.docx

Junior_English_Proficiency_Test.pdf

Senior_English_Proficiency_Test.pdf

Sophomore_English_Proficiency_Test.pdf

Freshman_English_Proficiency_Test.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?

This year we had 6 students participate in the Senior Showcase and discuss their internship opportunities. Students each produced 24X36 posters and the faculty printed them off. They presented their posters in the gym with many other majors in a "Science Fair" style. It was very successful as many students don't understand the nature of Interpreting and this allows for more exposure to the profession, but it also helps the students feel good about what they are doing in their senior experiences and internships. The event was well attended and students felt very positive about the experience after it was over. Attached are a few presentations from students.

Tools used for Assessment

Upload rubrics or other Assessment based tools used by the program that are important to the assessment process.

Kelsey_senior_poster_ppt.pdf

ITP_Cassidy_Senior_Poster.jpg

ITP_Tess_Poster__36____24_in_.pdf

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?

NA

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.

Thursday, September 29, 2022

4:00:00 PM - Learning ASL basics with Jessica Brown - Haven't had time to take an ASL class on campus? If you are a non asl student interested in learning some ASL without the course commitment, ASL professor Jessica Brown will lead a teaching event for the basics sponsored by the ASL Hands Up Club.

Academic Building 103

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

Friday, September 30, 2022

5:00:00 PM - Deaftopia - September is Deaf Awareness Month! Deaftopia is an educational event with the opportunity for students to make their way through 'the town of Deaftopia', as you will follow the given prompts and figure out ways to communicate without the use of your voice.

Burton 006

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

Monday, September 26, 2022

6:00:00 PM - Deaf Movie: Audible - ASL Hands Up Club presents a Deaf movie night! Audible follows Maryland School for the Deaf senior athlete Amaree McKenstry-Hall and his teammates' journey to defend their winning streak, while simultaneously coping with the tragic loss of a close friend to suicide. The documentary documents other students at school's campus in Fredereck, Maryland and Mckenstry-Hall's personal life. Movie length: 39 minutes.

Cutlip Auditorium

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

Thursday, September 29, 2022

4:00:00 PM - Learning ASL basics with Jessica Brown - Haven't had time to take an ASL class on campus? If you are a non asl student interested in learning some ASL without the course commitment, ASL professor Jessica Brown will lead a teaching event for the basics sponsored by the ASL Hands Up Club.

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Burton 006

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

Friday, October 21, 2022

4:00:00 PM - CODA Movie Night - Join ASL Hands Up Club for a movie night! In CODA (2021), Ruby is the only hearing member of a deaf family from Massachusetts. At age 17, she works mornings before school to help her parents and brother keep their fishing business afloat. After joining her high school's choir club, Ruby finds herself drawn to both her duet partner and her latent passion for singing.

Burton 006

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

Monday, November 21, 2022

6:00:00 PM - ASL Movie Night: The Miracle Worker - Join ASL Hands Up Club for a showing of The Miracle Worker (2000) in this month's movie night. This movie is the story of Anne Sullivan teaching the blind and deaf Helen Keller how to communicate (95 mins).

Burton 006

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

Monday, December 5, 2022

6:00:00 PM - ASL Movie Night: The Silent Child - Come join ASL Hands Up Club for a movie night! We will be showing the short film "The Silent Child" (20mins) with a few discussion questions afterward. "The Silent Child" is a story of Libby, a profoundly deaf 6-year-old girl, who lives a silent life until a social worker teaches her how to communicate through British Sign Language.

Burton 006

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

Monday, January 23, 2023

3:30:00 PM - Deaf Culture Movie: Tomorrow Dad Will Still Be Deaf - Whether you are Deaf or hearing, get ready for a completely absorbing experience. The wise and witty Bonnie Kraft will captivate you with true stories of her life as a coda, the hearing child of deaf adults. Bonnie Kraft is a fourth-generation storyteller who discovered she was funny while attending weekly meetings of the Deaf club throughout her childhood. She parlayed her heart-warming stories into a career as a teacher, interpreter, and speaker. She lives in Boston, Massachusetts.

Burton 006

John Brand III - 1 point(s)

Friday, February 10, 2023

12:00:00 PM - Learn ASL signs with Deaf professors! - Come learn different ASL signs with our professors!

Burton 006

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

Monday, February 13, 2023

5:00:00 PM - ASL Movie Night: Audism Unveiled - Join us for a ASL movie night as we watch "Audism Unveiled". Audism (noun): the notion that one is superior based on one's ability to hear and speak or behave in the manner of one who hears and speaks. This powerful documentary uses real life experiences from Deaf people of varied social, racial, and educational backgrounds - showing how audism does last and harmful damage. As they share their struggles with this emotionally charged matter, they reveal the scars that may never heal.

Burton 006

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

Tuesday, February 21, 2023

4:00:00 PM - Talking & Signing Black in America - A screening of the Language and Life Project's film series "Talking Black in America" and "Signing Black in America" with a discussion panel to follow.

Burton 100

Brittany Frederick - **2 point(s)**

Monday, February 27, 2023

4:00:00 PM - My Deaf Family - This event will spotlight my Deaf family (Tony Wooden and William Woods' own John Brand III) with seven generations deep and one of the largest Black Deaf families in the U.S.

Burton 002

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

Tuesday, April 11, 2023

2:15:00 PM - Deafblind: What is Protactile and SSP? - This event will be presented by a Deafblind individual who will discuss Sight Support Provider services in Missouri along with her communication mode, and how others can communicate with individuals who are Deafblind. This presentation will have interpreters provided.

Ivy Room

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

Friday, April 14, 2023

3:00:00 PM - GOPO ASL Game Time - This event will be off campus at the GOPO gourmet popcorn place here in town. We play board games and learn new signs as we go. If want Lead point, this is an ASL/no voice event. Address: 525 Court St, Fulton MO 65251.

Brockman Lower Level

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

Monday, April 17, 2023

4:00:00 PM - Deaf Culture Movie: Eternals - The saga of the Eternals, a race of immortal beings who lived on Earth and shaped its history and civilizations. (https://www.imdb.com/title/tt9032400/?ref_=nv_sr_srsq_0_tt_6_nm_2_q_eternals) Come watch Lauren Ridloff, famous Deaf Actress starring in Marvel's Eternals.

Burton 002

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

Monday, March 20, 2023

3:00:00 PM - What is the NSSE and Why does it matter?? (Part 1) - Looking at student engagement is critical to the quality of a collegiate experience. This set of presentations will break out the results from the 2021 National Survey on Student Engagement (NSSE) focused on academics and learning. We will break down academic strategies, learning modules, opportunities for collaboration, and high impact practices available to students at the woods. All data are from your peers, based on their experiences here at the woods. Come hear what past students had to say and see if your experience is any different.

Library Auditorium

McCray, Carrie - 1 point(s) Tuesday, March 21, 2023

3:00:00 PM - What is the NSSE and Why does it matter? (Part 2) - Looking at student engagement is critical to the quality of a collegiate experience. This set of presentations will break out the results from the 2021 National Survey on Student Engagement (NSSE) focused on academics and learning. This presentation is focused on the campus supports available to students – reviewing student-faculty interactions, teaching practices, as well as the overall support you feel on campus. Come and hear what past students had to say and see if your experience is any different. This is a different presentation than Monday.

Library Auditorium

McCray, Carrie - **1 point(s)**

Thursday, April 13, 2023

9:00:00 AM - Symposium on Research, Scholarship, and Creativity - Research, scholarship, and creativity will be campus wide on April 13th. Enjoy various presentations by students and faculty displaying all they have accomplished in their disciplines. Attend four sessions anytime throughout the day for two LEAD points (two sessions for one point).

View the itinerary below:

Itinerary

WWU Campus

Brittany Frederick - **2 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 accomplishment a student achieved outside of course work or the normal expectation of student success.

Kelsey Hammack chosen to present her Honors research project for the Research Symposium

Alumni Accomplishments

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

Leo Brown BEI Certification

Rachel Souhrada BEI Certification

Maria Lomabardi BEI Certification

Sierra Mahoney BEI Certification

Jake Schraeke BEI 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.

Jessica Brown CDI Certification

Carrie McCray - re-elected as Chair for State Committee of Interpreters

Assessment Rubric:

	3.0 Exceeds	2.0 Meets	1.0 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:				
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:				
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:				
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 report only lists one University Objective but they did align their work to that objective.			
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:				
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:	the explanation of what the program did in more specifics would be helpful - the narrative is very general.			
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:				
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:	Much of the assessment is late in the program, so more assessment might want to be built in that looks at student work earlier within the coursework. - the Student Performance Review Data should be showcased in the Assessment Map.			

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:	<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:	<input type="text"/>			
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:	<input type="text"/>			
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:	<input type="text"/>			
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:	<input type="text"/>			
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:	<input type="text"/>			
Co Curricular and LEAD 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:	<input type="text"/>			
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:	<input type="text"/>			

Appendix: Supplemental Data

Community shared through the hands and the heart.

It's more than the chance to learn one of the fastest growing languages in the world – It's the chance to step into a culture and a community full of new challenges, endless personality and more rewards than you could imagine.

Become a part of the William Woods University American Sign Language family and experience the richness of a community full of ~~givers, fighters~~, thinkers, explorers, achievers, and dreamers—a community that reaches up to achieve new heights while reaching out to help others—a community that we can't wait for you to be a part of.

As one of the top-ranked ASL colleges in the country, William Woods campus in Fulton, Mo. offers 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.

Whether for the purpose of interpreting between ASL and English, or simply becoming a better communicator in work meetings, giving more effective speeches, or avoiding miscommunication conflicts in interpersonal conversations, improving your communication skills through learning ASL is invaluable.

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 language lab equipped with Apple workstations and large-screen monitors for language development, as well as for editing videos of student language and interpretation work

Commented [MOU1]: Bring others along... the Deaf community HATES the word "Help"

Commented [MOU2]: ASL Interpreting

Commented [MOU3]: This makes no sense to me as a conclusion... how is this leading to an interpreting degree?

- 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 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 other William Woods University ASL degree programs like the online bachelors in interpretation studies in ASL-English

Commented [MOU4]: This conference is going away so it is no longer an option..

Our ASL degree at Work

William Woods University ASL program alumni are working as interpreters or using American Sign Language at these and other organizations:

Commented [MOU5]: It is an ASL Interpreting degree.. not just an ASL degree... we dont have an ASL degree

Commented [MOU6]: ASL Interpreting

- ~~The Whole Family Project of Kansas City~~
- ~~Access Interpreting~~
- ~~Special School District of St. Louis County~~
- ~~Sorenson Video Relay~~
- ~~Fulton State Hospital~~
- ~~St. Joseph School District~~
- ~~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~~

Commented [MOU7]: Listing specific agencies and school districts feels too specific.. what about: the alumni are working as interpreters in cities like Washington DC, Las Vegas, Los Angeles, Houston, Kansas City and St. Louis. They are working in school districts, interpreting agencies, social service agencies, as well as remote and relay agencies.

Alumni Perspectives

The instructors within the interpreting department challenged and supported me. My teachers energized me to learn and encouraged me to become the best interpreter that I could be. The ASL lab was such a benefit to my learning experience, too. Tutors within the ASL lab were there to help further our linguistic development.

— Christina Engeman Godinez, ASL Interpreting Program graduate, working for Access Interpreters and Sorenson, a nationwide video relay service

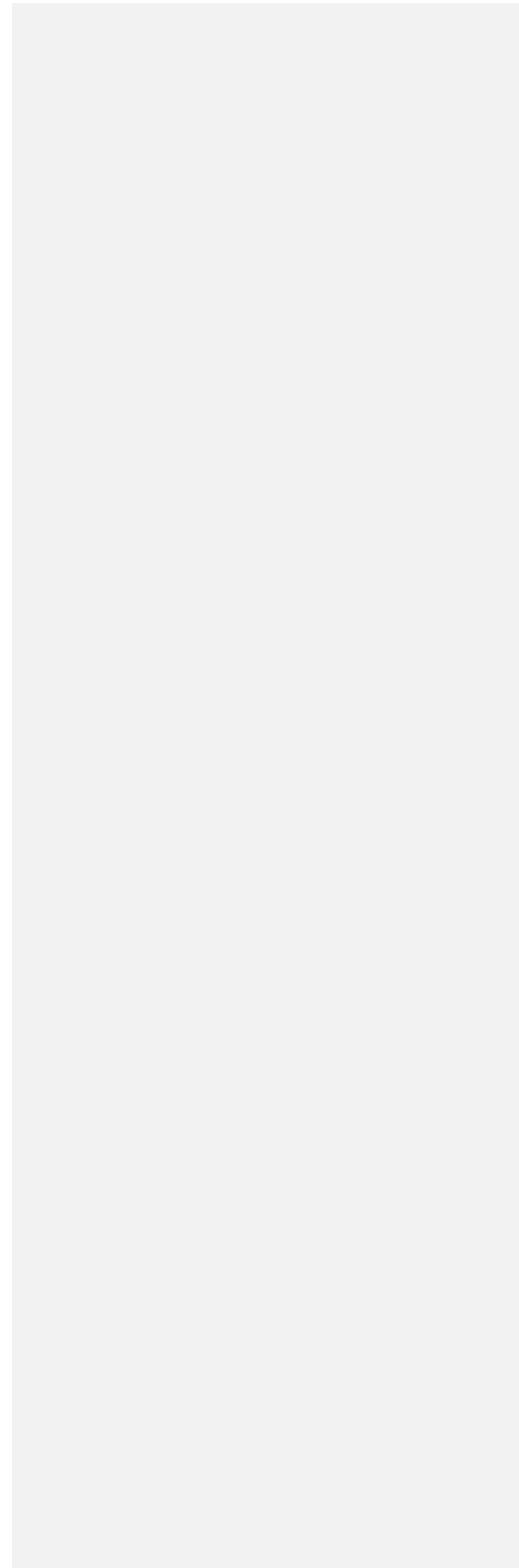
I learned everything I needed to become a certified interpreter in this challenging profession due to the remarkable state-of-the-art lab with its helpful, knowledgeable lab tutors; the opportunity to immerse myself in the

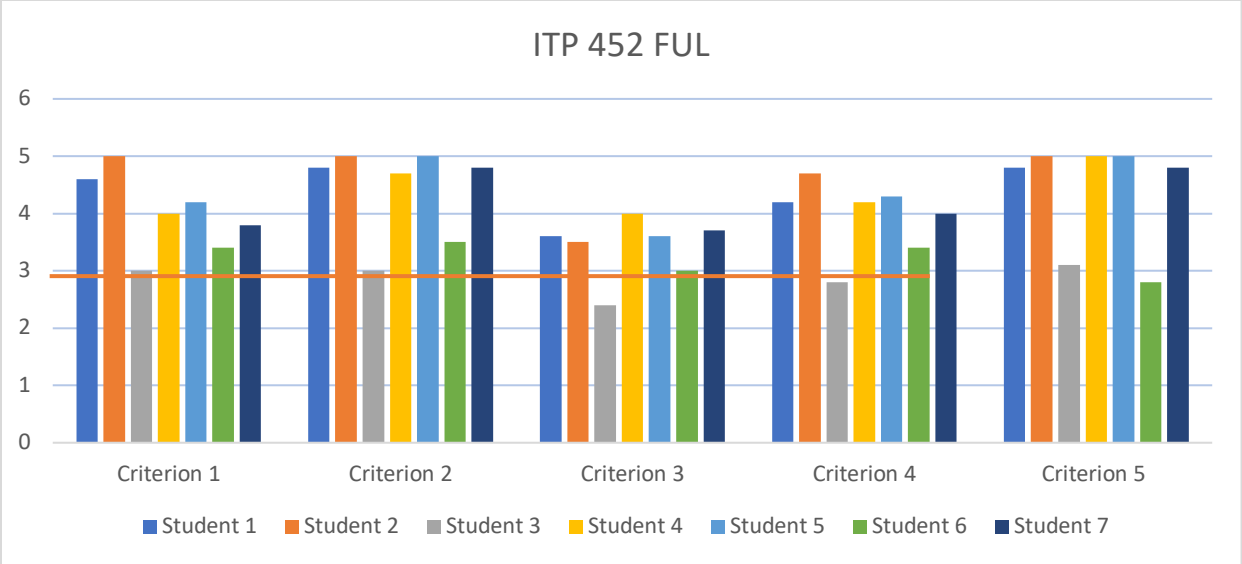
culture and language of the surrounding Deaf community; incredible internship opportunities and, of course, the wonderful teachers.

— Ashley Smith, staff interpreter, Birnbaum Interpreting Services, Washington, D.C.

Majors and Minors

Learn more about our American Sign Language programs that are often ranked among "Best Colleges Offering American Sign Language".





Total of 7 uploaded evaluations. Summer 2022 – 4 student uploads and Spring 2023 – 3 student uploads. Only one missing student that did not upload the assignment. N=7

The benchmark is a score of a 3 on the Mentor Comprehensive Exam. For the program the overall goal is that 90% of graduating students will receive a 3 or higher on each component on the Mentor Comprehensive Exam.

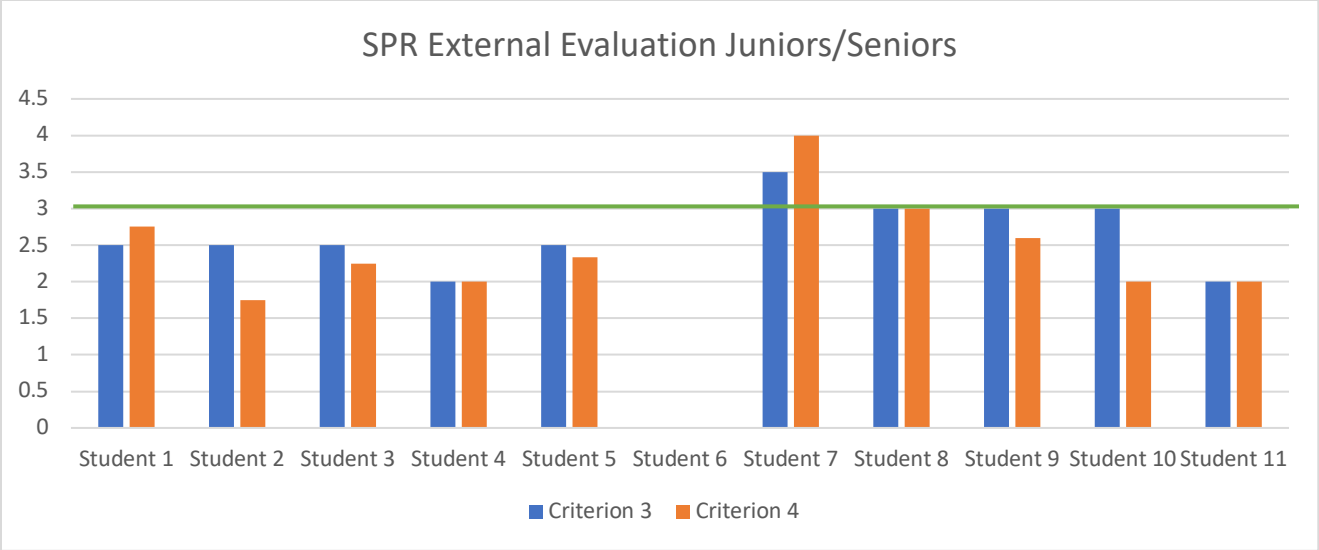
	Criterion 1	Criterion 2	Criterion 3	Criterion 4	Criterion 5
Combined Scores	100%	100%	85.70%	85.70%	85.70%

The combined totals of Criterion 3, 4, 5 were not met as the group did not meet the objective of 90% in each of the unmet categories, 6 out of 7 students met the objective. Due to such a small number of students available, the ability to meet the objective is difficult and needs perfection.



Program: ASL-English Interpreting Program
Student Performance Review Schedule
February 22, 2023

Date	Time	Student Group (Fr/So/Jr/Sr)	Activity	Location/Format	Faculty Contact	Program Objective
2/22/23	Individual Appointments	Declared majors going into Interpreting I in the Fall	SLPI testing	All Day Individual Appointments, Reserved in advance		Domain 3
2/22/23	10:00AM-11:00 AM	All declared majors	English Testing	Burton 006	Jessica Brown	Domain 3
2/22/23	1:00PM – 3:00 PM	All declared majors	Deaf Culture Testing	Burton 006	John Brand	Domain 1
2/22/23	3:00-4:00	Interpreting II & IV	Interpreting Evaluation	ASL Lab	Carrie McCray and Brittany Frederick	Domain 3 and Domain 4



Seniors: Students 1-6

Juniors: Student 7-11

*Student 6 did not record a video that could be evaluated – there was no sound

Juniors: 45% of Juniors will achieve a benchmark of Proficient or higher

Criterion 3
80% of students met the benchmark of a Proficient or higher.

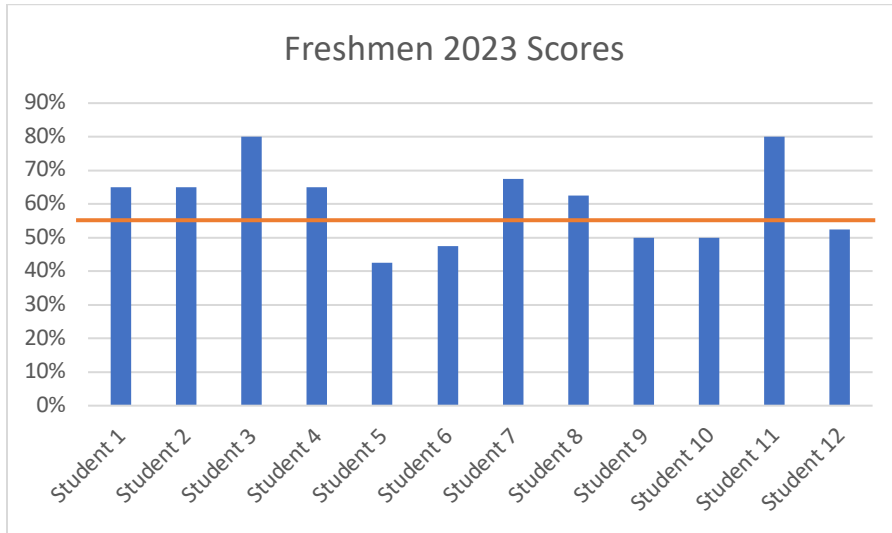
Criterion 4
40% of students met the benchmark of a Proficient or higher.

Senior: 80% of Seniors will achieve a benchmark of Proficient or higher

Criterion 3
0% of students met the benchmark.

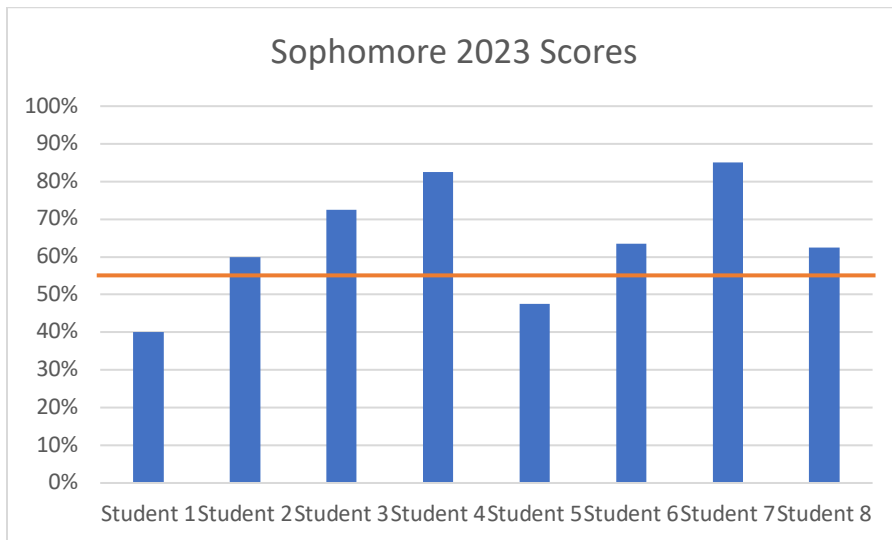
Criterion 4
0% of students met the benchmark.

TEP 2023 Results



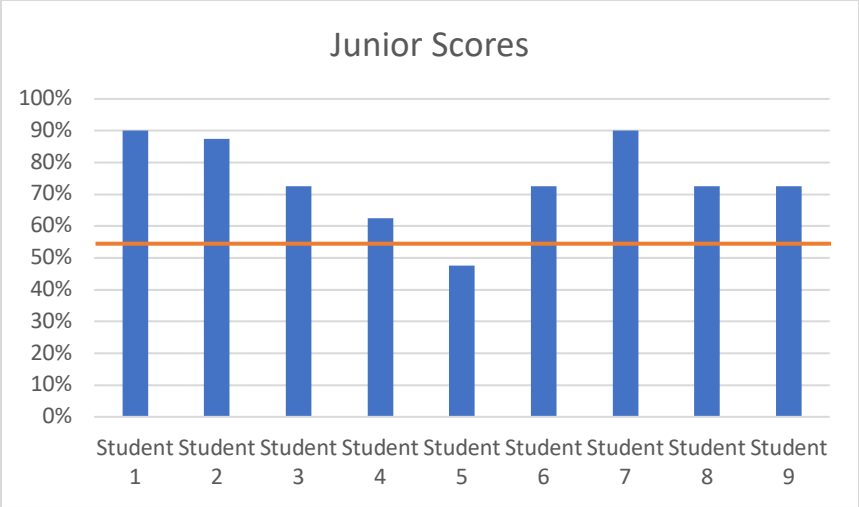
Benchmark: 80% of Freshmen will achieve the minimum score of 55% or higher on the English Proficiency exam. There were 12 freshmen students with 7 of the 12 meeting the minimum score.

58% of the freshmen group met the benchmark



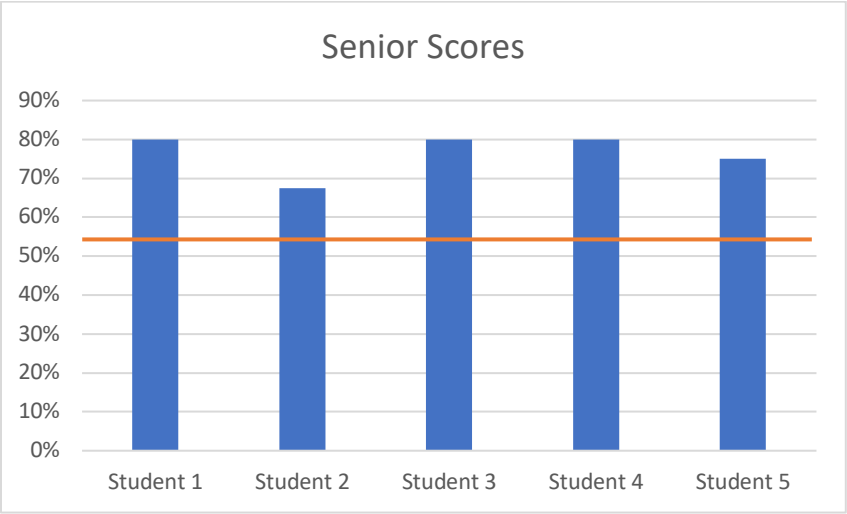
Benchmark: 80% of Sophomore will achieve the minimum score of 55% or higher on the English Proficiency exam. There were 8 Sophomore students with 6 of the 8 meeting the minimum score.

75% of the Sophomore group met the benchmark .



Benchmark: 85% of Junior will achieve the minimum score of 55% or higher on the English Proficiency exam. There were 9 Junior students with 8 of the 9 meeting the minimum score.

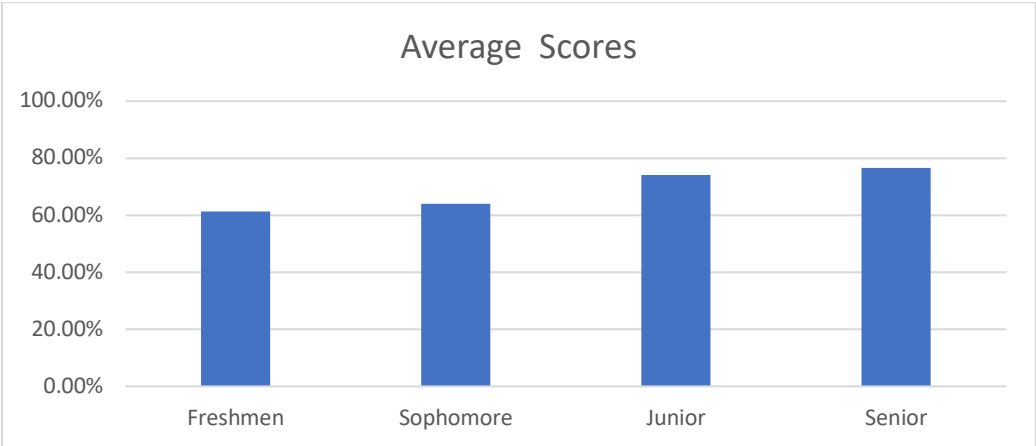
88% of the Junior group met the benchmark.



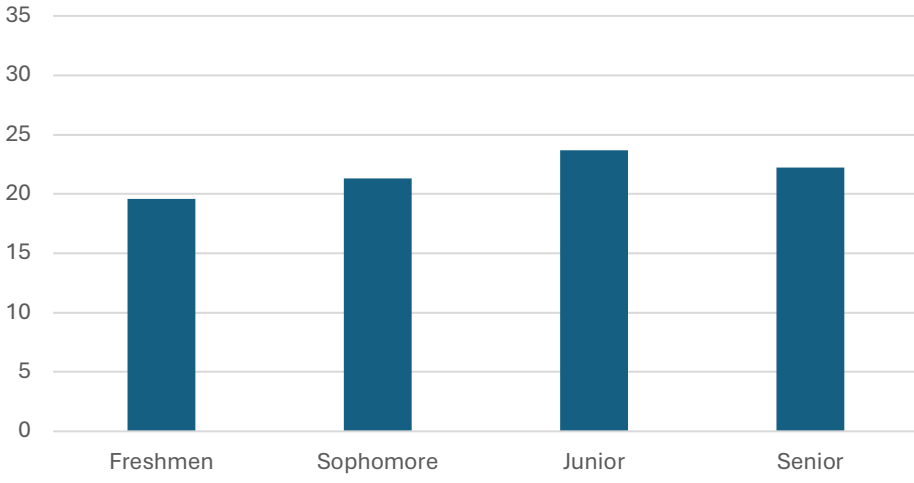
Benchmark: 90% of Seniors will achieve the minimum score of 55% or higher on the English Proficiency exam. There were 5 Senior students with all 5 meeting the minimum score.

100% of the Senior group met the benchmark.

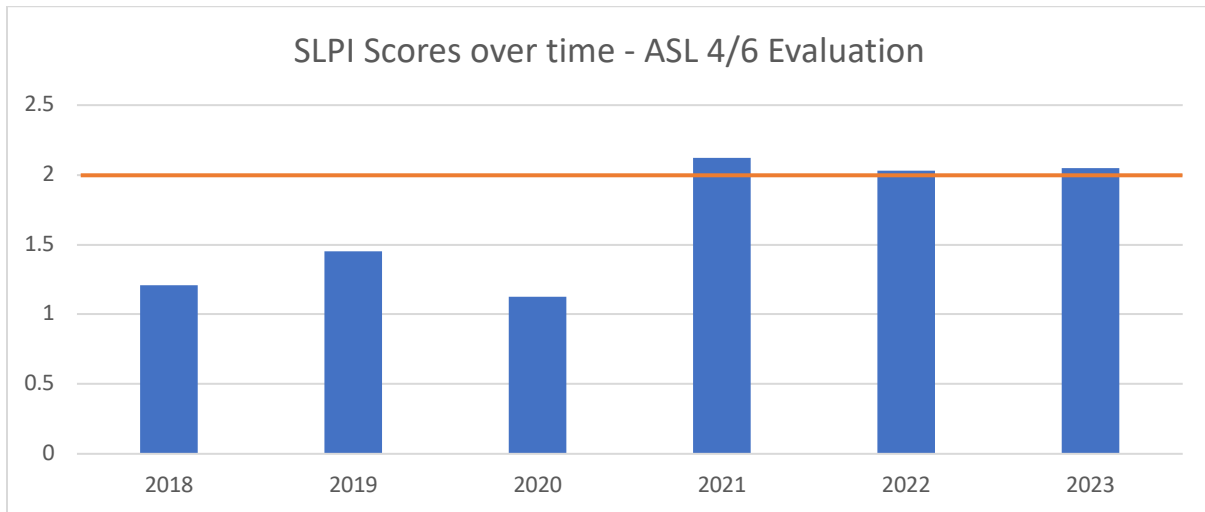
An overall look at the scores by group:



Deaf Cultue - Average Score

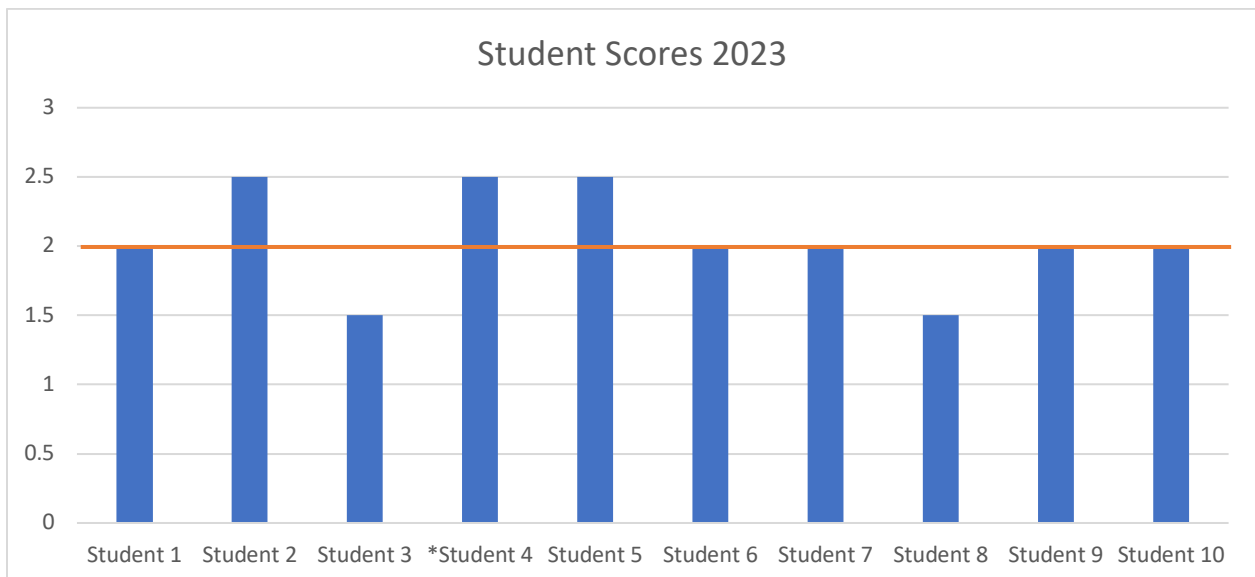


SLPI Scores:



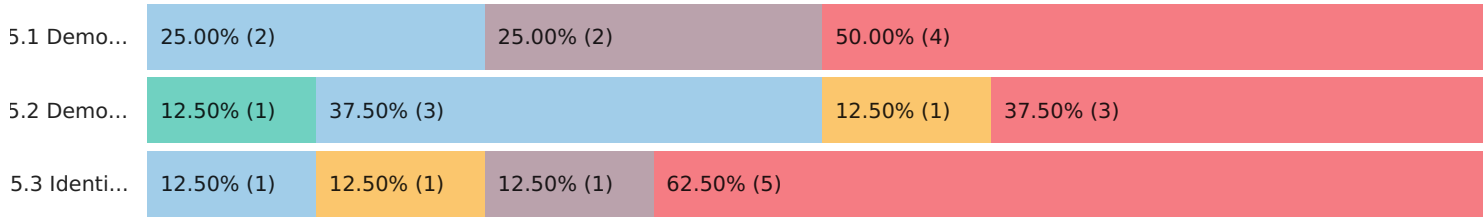
The goal of the program is to get the student average above a 2.0. Currently the student average is 2.05, but has been increasing steadily. In 2021 there was a bump in skills up to an average of 2.12, and then COVID hit, and the skills of students dropped a bit down to 2.03 and this year to 2.05. It is the expectation of the faculty that with education back on track in person, scores will rise back into the 2.10+ percentages. The averages will rise as the individual student scores rise.

Individual Scores for this year were also strong. It is the minimum goal of the program to have a 2.0 on the evaluation. All but 2 students hit this goal with those two missing it by $\frac{1}{2}$ a point. The program will look into the need to raise the benchmark to 2.5 in the near future, but right now we are comfortable with a 2.0 as students still have a full 2 years of language development in their degree plan.



Assessment Rubric (ITP Domain 5: Professionalism)

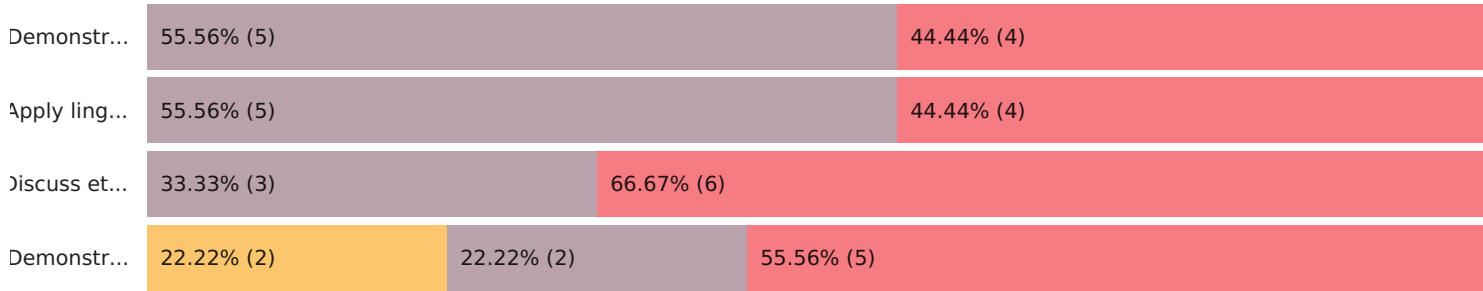
■ Insufficient
 ■ Emerging
 ■ Proficient
 ■ Advanced
 ■ Professional



Element	Insufficient	Emerging	Proficient	Advanced	Professional	Mean	Stdev
5.1 Demonstrates professional planning, self-awareness, and integrity.	0.00% (0)	25.00% (2)	0.00% (0)	25.00% (2)	50.00% (4)	3.00	1.31
5.2 Demonstrate knowledge of state and national interpreter certification an/or licensure and the implications of these systems on the employment of interpreters.	12.50% (1)	37.50% (3)	12.50% (1)	0.00% (0)	37.50% (3)	2.13	1.64
5.3 Identify the scope and authority of state and federal laws impacting D/deaf people and interpreters.	0.00% (0)	12.50% (1)	12.50% (1)	12.50% (1)	62.50% (5)	3.25	1.16

Assessment Rubric (ITP Domain 1: Theory and Knowledge)

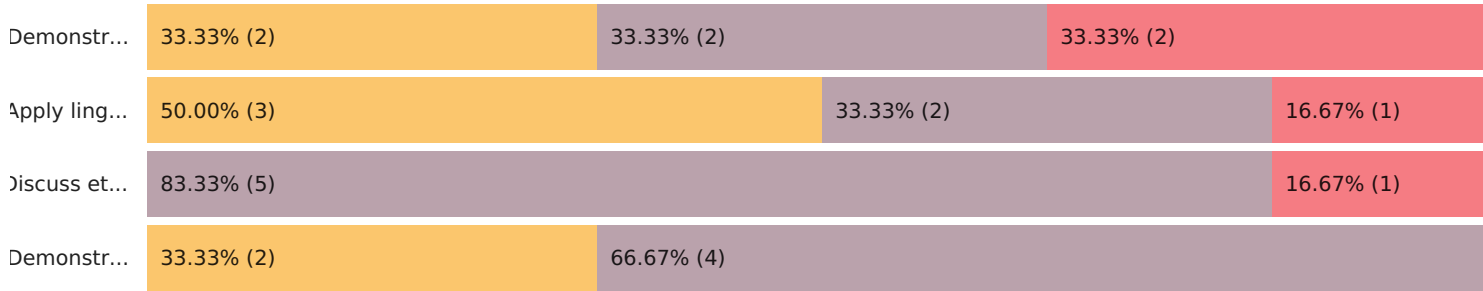
■ Insufficient
 ■ Emerging
 ■ Proficient
 ■ Advanced
 ■ Professional



Element	Insufficient	Emerging	Proficient	Advanced	Professional	Mean	Stdev
Demonstrate a basic foundation of world knowledge and cultural literacy for both mainstream culture and Deaf Culture.	0.00% (0)	0.00% (0)	0.00% (0)	55.56% (5)	44.44% (4)	3.44	0.53
Apply linguistic, cross-cultural and interpretation theories.	0.00% (0)	0.00% (0)	0.00% (0)	55.56% (5)	44.44% (4)	3.44	0.53
Discuss ethical decision making processes for professionals based on philosophical reasoning and values.	0.00% (0)	0.00% (0)	0.00% (0)	33.33% (3)	66.67% (6)	3.67	0.50
Demonstrate knowledge of current literature in the Interpreting profession.	0.00% (0)	0.00% (0)	22.22% (2)	22.22% (2)	55.56% (5)	3.33	0.87

Assessment Rubric (ITP Domain 1: Theory and Knowledge)

■ Insufficient
 ■ Emerging
 ■ Proficient
 ■ Advanced
 ■ Professional



Element	Insufficient	Emerging	Proficient	Advanced	Professional	Mean	Stdev
Demonstrate a basic foundation of world knowledge and cultural literacy for both mainstream culture and Deaf Culture.	0.00% (0)	0.00% (0)	33.33% (2)	33.33% (2)	33.33% (2)	3.00	0.89
Apply linguistic, cross-cultural and interpretation theories.	0.00% (0)	0.00% (0)	50.00% (3)	33.33% (2)	16.67% (1)	2.67	0.82
Discuss ethical decision making processes for professionals based on philosophical reasoning and values.	0.00% (0)	0.00% (0)	0.00% (0)	83.33% (5)	16.67% (1)	3.17	0.41
Demonstrate knowledge of current literature in the Interpreting profession.	0.00% (0)	0.00% (0)	33.33% (2)	66.67% (4)	0.00% (0)	2.67	0.52

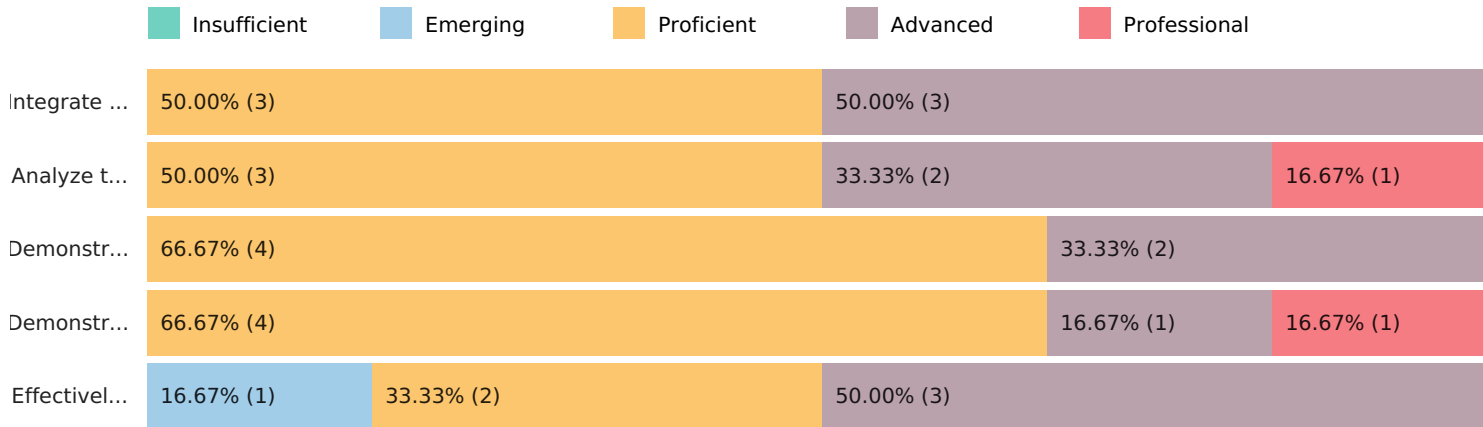
Assessment Rubric1 (ITP Domain 3: Language Skills)

■ Insufficient
 ■ Emerging
 ■ Proficient
 ■ Advanced
 ■ Professional



Element	Insufficient	Emerging	Proficient	Advanced	Professional	Mean	Stdev
Demonstrate proficiency and flexibility in English	0.00% (0)	16.67% (1)	66.67% (4)	16.67% (1)	0.00% (0)	2.00	0.63
Demonstrate proficiency in ASL.	0.00% (0)	16.67% (1)	66.67% (4)	16.67% (1)	0.00% (0)	2.00	0.63

Assessment Rubric2 (ITP Domain 4: Interpreting Skills)



Element	Insufficient	Emerging	Proficient	Advanced	Professional	Mean	Stdev
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.	0.00% (0)	0.00% (0)	50.00% (3)	50.00% (3)	0.00% (0)	NaN	NaN
Analyze the effectiveness of interpreting performance generated by self and peers by applying contemporary theories of performance assessment and peer review.	0.00% (0)	0.00% (0)	50.00% (3)	33.33% (2)	16.67% (1)	NaN	NaN
Demonstrate the ability to effectively team interpret.	0.00% (0)	0.00% (0)	66.67% (4)	33.33% (2)	0.00% (0)	NaN	NaN
Demonstrate language matching skills based on interactions with consumers.	0.00% (0)	0.00% (0)	66.67% (4)	16.67% (1)	16.67% (1)	NaN	NaN
Effectively negotiates meaning, applies strategies for clarification, in ASL and English while interpreting.	0.00% (0)	16.67% (1)	33.33% (2)	50.00% (3)	0.00% (0)	NaN	NaN



ASL Interpreting Field Practicum: 300 hours



WILLIAM WOODS
UNIVERSITY

Mentoring with a **CERTIFIED DEAF INTERPRETER**

Deaf/HH individual that has demonstrated native language ability, knowledge and understanding of interpreting, deafness, the Deaf community, and Deaf culture. They should possess specialized training and/or experience in the use of gesture, mime, props, drawings and other tools for clear communication.

GOALS of the Semester

Improve Voicing

Fluidity

NMM Awareness

CL Usage

CDI PROCESS

Hearing Client- Hearing
Interpreter - Deaf Interpreter -
Deaf Client



Drag Show Interpreting



Theatrical Interpreting

TAKEAWAYS

Take Your TEP/BEI
Early

Safe Space to Try
and Learn

Time Management

Get Out into the
Community and
Make Connections

FOCUSED AREAS OF OPPORTUNITY

Voice Lectures - Platform Interpreting - CDI Teaming -
DeafBlind Trainings - CDI Zoom Observations - Theatrical
Interpreting - CEU Workshops - Appointments - Teaming
with Peers - Social Work Settings - Zoom Interpreting



Classroom Lectures



Classroom Interpreting



CDI Teaming

OBSERVATIONS & RESULTS

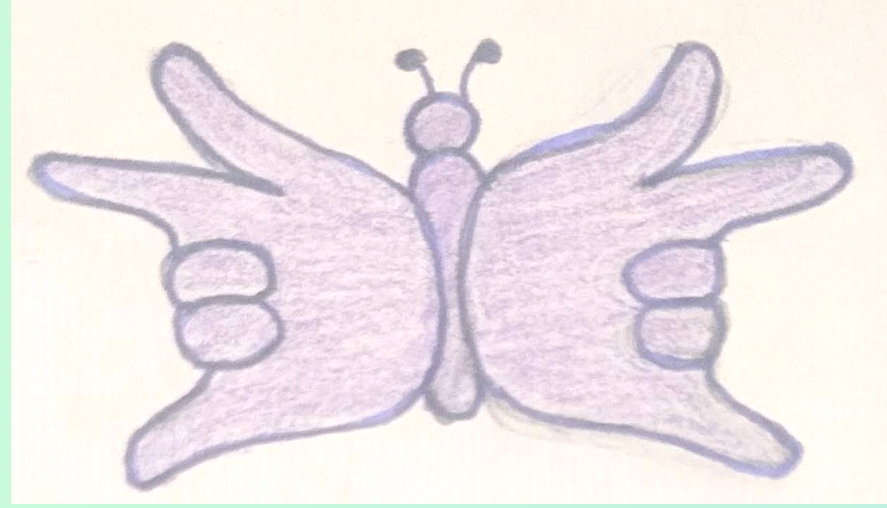
- Elevated Vocabulary
- Improved Receptive Skills for Voicing
- Fluidity Overall
- Expanded Concept for Interpreting
- Working on Lag Time
- Decreased Vocal Fillers
- Learning Transliteration and Sight Translation Skills

FUTURE PLANS

- BEI Certification Process
- Starting MBA Degree to Enhance my Career
- Look into EIPA Testing
- Moving East Coast back to Maryland (Utilizes Screening)
- Taking Advantage of Further Community College Classes
- Sorenson's Connections Program

ASL INTERPRETING INTERNSHIP

Tess Oerkfitz



1. Locations

Various locations: educational, community, and remote



2. Assignments

Internship work consisted of a variety of opportunities. Ranging from different educational levels to community assignments.



3. Typical assignments

- Educational: math, reading, social studies, etc.
- College courses
- Remote college courses
- Variety of community assignments (i.e., home visit)
- Public events such as Comicon

4. Wish you had known/remembered

- Balancing the hours plus school work
- Remember there can be last minute assignments or cancellations



- Improve upon overall skills
- Learning: What's the meaning/intent
- Transliteration
- Vocabulary

5. Goals



6. Accomplished Goals

- Fingerspelling & numbers have improved some
- Still working on vocab
- Interpersonal skills are better
- Transliteration is a work in progress...

7. Graduation



Still trying to figure it out. For now I'd just like to focus on passing the certification test and getting more practice in before I try.

Spring Internship 2023

- 95% of my internship was done remotely from my room over **Zoom**
- Worked with an Interpreting Agency based in Columbia, Mo. that provides **victims free access to Interpreters**.
- I also participated in a few **on campus events** with different mentors and teamed with my peers
- My goals:
 - Become comfortable interpreting for clients
 - Expand my knowledge and vocabulary for interpreting in crisis/trauma/advocacy situations
 - Make professional contacts and connections

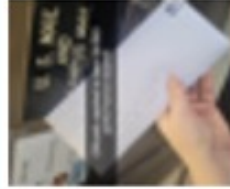
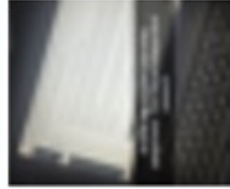


Figure 1: **3 important Events** Image one is the first day I got hands up time with a client. Two is an example of one of the many workshops I participated in. Three is the day I mailed in my application to take the BEI Basic Performance Exam!

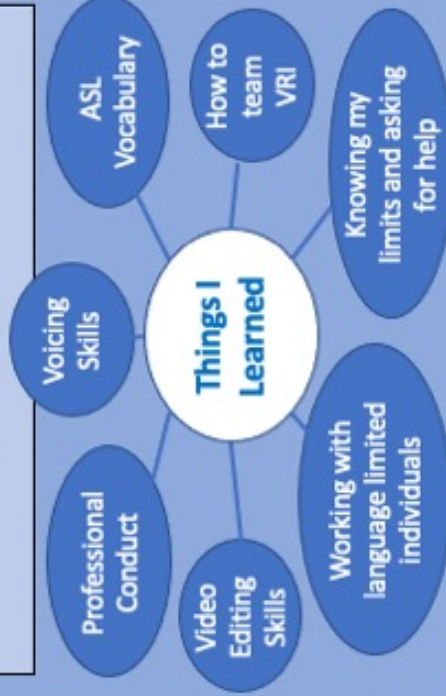
Types of Assignments

- Workshops (both self guided and live)
- One on One discussions with other Interpreters in the community
- Post Assignment re-recordings for Deaf consumption
- Therapy/counseling (observation only)
- Staff meetings
- Informational Lectures and Presentations

What is Trauma Sensitive Interpreting?

Trauma sensitive interpreting is taking Sign Language, which is a visual language, and modifying it to use less graphic versions of signs and words to avoid triggering or causing harm to the victim or client.

The ultimate goal of trauma sensitive interpreting is to make sure **the victim doesn't leave in a worse state than when they arrived due to use of language.**



What Lies Ahead

After graduation, I will be moving back to **Dallas, Texas** to continue my pursuit of Interpreting as a profession, and hopefully become hired by an **agency** once I achieve basic certification. But first, I plan to take the **BEI** here in Missouri during finals week. Wish me luck! Furthermore, I plan to eventually go back to school for a **Masters in Creative Writing** and become a published author on the side.



Figure 3: Photo of Cassidy Cray by Alexis Willingham Photography.

Summer Internship

This summer I plan to continue taking strides of improvement in my interpreting skills by working remotely with my Missouri mentor, while also attempting to reach out and find a mentor in the Dallas, Texas area and start building connections with the Deaf community there. Ideally, I want to continue my focus on **trauma sensitive interpreting** and add in **performance and community interpreting** as well.

Advice for Future Interns...

- **Have more than 1 mentor.** This will help you ensure that you are getting a well-rounded education and will enable you to have access to more assignments to fit in around your schedule.
- **Workshops are your friend!** Yes, they may seem like tedious busy work at times, but they are filled with gold mines of information!
- **Invest in proper clothing!** Buy 3-5 quality interpreting outfits that can easily be mix and matched for different settings.