



2024-2025

# ANNUAL ASSESSMENT REPORT

Interpreter Studies in ASL - English

CARRIE MCCRAY

<b>MISSION AND INTRODUCTION</b>	<b>2</b>
<b>INTRODUCTION</b>	<b>2</b>
<b>PROGRAM MISSION STATEMENT</b>	<b>2</b>
<b>ALIGNMENT TO INSTITUTION MISSION</b>	<b>2</b>
<b>STUDENT LEARNING OUTCOMES ASSESSMENT AND CURRICULUM</b>	<b>4</b>
<b>PROGRAM STUDENT LEARNING OUTCOMES</b>	<b>4</b>
<b>CURRICULUM MAP</b>	<b>6</b>
<b>MEASURES AND RESULTS</b>	<b>7</b>
<b>PARTICIPATION IN ASSESSMENT</b>	<b>8</b>
<b>ACTION ITEMS AND USE OF RESULTS</b>	<b>9</b>
<b>GEN ED</b>	<b>9</b>
<b>NSSE FOCUSED ACTIVITIES</b>	<b>10</b>
<b>CONCENTRATIONS</b>	<b>12</b>
<b>CONCENTRATION INFORMATION</b>	<b>12</b>
<b>FACULTY QUALIFICATIONS, ACTIVITIES AND SCHOLARSHIP</b>	<b>12</b>
<b>SCHOLARSHIP AND RESEARCH</b>	<b>12</b>
<b>FACULTY AWARDS AND HONORS</b>	<b>13</b>
<b>TEACHING SUPPORT AND MONITORING TEACHING QUALITY</b>	<b>13</b>
<b>PROGRAM DATA: STUDENT EXPERIENCE</b>	<b>13</b>
<b>ENROLLMENT AND RECRUITMENT</b>	<b>13</b>
<b>RETENTION</b>	<b>14</b>
<b>CURRICULUM/COURSE RETENTION AND SUCCESS</b>	<b>15</b>
<b>COMPLETION</b>	<b>15</b>
<b>COURSE EVALUATION DATA</b>	<b>16</b>
<b>STUDENT ADVISING</b>	<b>17</b>
<b>STUDENT AWARDS AND ACHIEVEMENTS</b>	<b>17</b>
<b>PROGRAM ANALYSIS</b>	<b>17</b>
<b>SWOT ANALYSIS</b>	<b>17</b>
<b>INDUSTRY AND PROGRAM TRENDS</b>	<b>19</b>
<b>SENIOR EXIT SURVEYS</b>	<b>19</b>
<b>RECOMMENDATIONS FROM PREVIOUS ANNUAL ASSESSMENT REPORTS</b>	<b>19</b>

# 2024-2025 Assessment Narrative on Findings

ITP Studies in ASL-English (BS)

## Mission and Introduction

### Introduction

1. Provide an overview of the program and the context of where it's housed within the institution (what department, etc.).

#### Narrative:

The ASL-English Interpreting (ASLEI) program at William Woods University is housed within the School of Humanities. This fully online bachelor's degree program is designed to prepare students to become professional interpreters who are linguistically and culturally competent. With a strong emphasis on mentorship, real-world application, and Deaf community engagement, the ASLEI program supports students from across the country as they develop the skills needed to work in a wide variety of interpreting settings.

### Program Mission Statement

1. What changes has the program made to the mission statement over the course of this cycle? Why were these changes made? Are any revisions planned?

#### Narrative:

During the fall term, faculty in the Interpreting Program collaborated to update and revise the program's mission. With plans to implement a fully online track, this was an ideal time to align the online and on-ground programs. The newly approved mission reflects our shared commitment to student success and the evolving needs of the field:

Our mission is to empower students with the skills and knowledge necessary to excel in the field of interpreting and provide vital communication access to the Deaf community. We are committed to fostering an environment that emphasizes self-assessment, critical thinking, and continuous growth, ensuring graduates demonstrate strong ASL proficiency and professional competence.

#### Evidence:

- [ASLEI Handbook 2025](#)

### Alignment to Institution Mission

1. How does the mission of the program align with the mission of the institution?

#### Narrative:

## **ITPS Mission**

Our mission is to empower students with the skills and knowledge necessary to excel in the field of interpreting, providing crucial access to the Deaf community. We are committed to fostering an environment that promotes proficiency in self-assessment, critical evaluation, and continuous improvement, ensuring our graduates are well-equipped to provide access with strong ASL proficiency and professional competence.

## **WWU Mission**

William Woods University promotes a student-centered learning environment valuing inclusion, creativity, and intellectual inquiry. Focused on professions-oriented education, we prepare learners for success.

The mission of the Interpreting Program (ITPS) is directly aligned with the university's mission through its strong emphasis on professional preparation as well as its integration of broader institutional values. The university highlights a student-centered learning environment and professions-oriented education that prepares students for success—goals mirrored by the ITPS program's mission “to empower students with the skills and knowledge necessary to excel in the field of interpreting.”

This is not just about theoretical understanding but about developing the real-world competencies students need to enter the interpreting profession confidently and effectively. Every element of the ITPS curriculum is carefully designed to build toward career readiness, upholding the university's promise to prepare learners for professional success.

The ITPS program also reinforces the university's commitment to inclusion through its core objective of providing “crucial access to the Deaf community.” While the work of interpreter's centers on communication, it fundamentally serves to ensure equitable access and participation for Deaf individuals in all areas of life. By preparing interpreters who are ethical, skilled, and reflective, the program contributes to greater inclusivity and social equity—values deeply embedded in the university's mission.

The university's emphasis on intellectual inquiry and creativity is also foundational to the ITPS's educational philosophy. The program's commitment to “self-assessment, critical evaluation, and continuous improvement” reflects a pedagogical model that encourages students to think deeply and reflectively about their practice. Interpreting requires real-time problem solving, adaptability, and innovative thinking, as students learn to navigate linguistic and cultural differences. They must translate idioms, mediate complex interpersonal dynamics, and deliver accurate meaning across two languages and communities—all of which demand creativity and intellectual flexibility.

Finally, the ITPS program's focus on graduating students “well-equipped to provide access with strong ASL proficiency and professional competence” speaks directly to the university's goal of professions-oriented education. A successful interpreter must possess advanced language fluency, critical thinking skills, and the ability to manage complex cognitive processes. By holding students to high professional standards and integrating inclusive values, the program ensures that graduates are ready to contribute meaningfully to the interpreting field from day one.

In all of these ways, the Interpreting Program not only supports but amplifies the William Woods University mission. It serves as a model of how a specialized academic program can

embody institutional values and prepare students to thrive in their careers and contribute to their communities.

## Student Learning Outcomes Assessment and Curriculum

### Program Student Learning Outcomes

1. Describe how these outcomes pertain to the program's mission. Have any changes been made to these outcomes over the course of this cycle? Why or why not?
2. Describe the extent to which students in the program have met these outcomes.

#### **Narrative:**

The ITPS program spent much of the year reworking the program from the ground up in order to ensure that we covered the program in the most effective way possible. The program was asked to expand more classes into the online platform, in essence offering the full ASL-English Interpreting degree online as well as on ground. This was a massive undertaking, and we are not yet finished. Due to the needed revisions, the program faculty decided to take this opportunity to look at the program and curriculum with fresh eyes and updated Objectives, courses, and assignments. With any overhaul, there will be tweaks as we go until we are satisfied with the new product that we are teaching.

The timing was fortunate in that we completed a [Program Review](#) in the 2023 academic year and the external reviewer had extensive knowledge in online teaching of ASL English Interpreting. She was able to provide feedback and counsel to the program in the event that we decided to move more courses online. Her feedback is in the report attached.

To break down the program objectives and their alignment to the mission, we will tackle it objective by objective.

#### **ITPS MISSION:**

Our mission is to empower students with the skills and knowledge necessary to excel in the field of interpreting, providing crucial access to the Deaf community. We are committed to fostering an environment that promotes proficiency in self-assessment, critical evaluation, and continuous improvement, ensuring our graduates are well-equipped to provide access with strong ASL proficiency and professional competence.

**Objective 1:** Students will exhibit competencies in interpreting theory and knowledge.

This objective directly supports the mission's aim to "empower students with the skills and knowledge necessary to excel in the field of interpreting". Interpreting theory and knowledge are integral to the fundamental skills of the profession. It is critical that students understand interpreting models, cognitive processing, and the implications of research into the field of interpreting. The fundamental nature of providing the conceptual framework for the work of interpreting sets up students for success in understanding why certain interpreting strategies are used and how to conceptualize the work that we do.

**Objective 2:** Students will demonstrate linguistic competency in ASL.

This objective is in alignment with the program mission's statement "ensuring our graduates are well-equipped to provide access with strong ASL proficiency". It is a basic understanding that students must have a strong understanding of ASL in order to be an effective interpreter,

but they must know more than general vocabulary. Students must work to achieve cultural literacy skills when it comes to understanding when and why certain signs are used.

Demonstrating a "high - level ASL proficiency" is the minimum standard for interpreting in the field.

**Objective 3:** Students will demonstrate linguistic competency in English.

The mission of the program does not explicitly state English proficiency in the same way it emphasizes ASL proficiency, it is understood that linguistic competency in English is equally as vital to the ability to be successful in the profession. We would say that providing "crucial access" means that the students must be proficient in both working languages (English and ASL). The focus on English competency also supports "professional competence" and the ability for students to "excel in the field of interpreting" by providing accurate interpretations. The ability to work effectively through both English and ASL is a basic linguistic requirement of the process.

**Objective 4:** Students will develop a comprehensive understanding of the interpreting profession.

This objective uses the theory learned in Objective 1 and applies that theory into interpreting work. this outcome directly contributes to "empowering students with the skills and knowledge necessary to excel in the field of interpreting." This objective uses the understanding of language and theory - including the roles, responsibilities, settings, history, professional trends, and ethics and asks students to create interpretations that encapsulate the totality of what they are learning into their interpreted works. By talking about the broader contextual implications of the community and the work we do, this objective focuses on giving students the foundation to "excel" in their work after graduation.

**Objective 5:** Students will analyze cultural and power dynamics influencing interpreted interactions.

This objective reinforces several aspects of the mission, particularly "providing crucial access to the Deaf community" and fostering "professional competence". talking about effective access and ethical practice requires that interpreters are aware of the socio-cultural context, including power differentials and cultural nuances. this objective also implicitly supports "critical evaluation" as students work to understand how to analyze these dynamics in the work they do and how to work effectively within the parameters of cultural and power. This objective is critical to the program by recognizing that interpreting is not only linguistic, but sometimes more importantly interpreting is culturally sensitive and ethically charged. The program desires to provide interpreters that are aware and able to navigate these complex interactions in a way that result in equitable access.

**Objective 6:** Students will apply ethical principles based on the Code of Ethics for Interpreters.

This objective is a direct result of the mission's commitment to "professional competence." following a professional code of ethics is the foundation to the interpreting profession. As a program we talk about both state and national codes of ethics and how they impact the work we do in the community. Ethical practice is the minimum standard to "providing crucial access". Ethical practice also connects to "self-assessment" and "critical evaluation" as ethical situations often require careful consideration and judgment. The program is committed to providing graduates that understand the linguistic side of the profession but also understand the responsibility of protecting the rights of everyone involved in the interpreting exchange.

The objectives demonstrate a strong and cohesive alignment to the mission of the ITP program. They collectively cover the linguistic, theoretical, professional, cultural, and ethical dimensions required for a student to "excel", "provide crucial access", and demonstrate "strong ASL proficiency and professional competence". These objectives were designed to ensure that graduates were technically proficient but also grounded in ethics and culture. As the program moves forward with the objectives, we will assess where we need to focus so that we are reaching outcomes as expected.

This cycle of assessment was shortened due to the transition in the middle of an academic year. Many of the objectives were not met due to lacking or low samples sizes for the activities. It is expected that when the program is incorporating assessments from a full year cycle and incorporating online and on ground students together, we will have a stronger and more comprehensive assessment picture.

The program is pleased with the results of the data that was collected and in alignment with the new objectives. The plans put into place for the spring term were successful and lead us to believe that this will continue with the summer sessions and into the 25-26 academic year.

#### **Evidence:**

- [ASL ITPS Annual Assessment 2023-2024](#)
- [ITP Studies in ASL-English \(BS\) 2024-2025 Curriculum and Assessment Findings 2024-2025](#)

#### **Curriculum Map**

1. Describe the course pathway students take to achieve this program degree. Highlighting any key or core courses, have any changes been made to this pathway or degree requirements over the course of this cycle? Why or why not?

#### **Narrative:**

The ITPS program is built on the foundation of language literacy in ASL and English. Students must progress through the development of ASL before they can begin to develop the skills to navigate the interpreting process. Some students enter the program with ASL knowledge prior to attendance at the university, but others must start with the most foundational components of ASL and progress through the language sequence. The ASL-EI degree does not include the most basic of ASL courses but focuses on the cultural and technical fluency development after functional literacy has been established.

Students must successfully navigate the language courses, and during their ASL IV course, if they desire to begin the Interpreting sequence of courses, they must take the SLPI language fluency evaluation. This is administered during Student Performance Review for the on-campus students, and we will have to articulate the process for online students. The evaluation corresponds with ASL 305 ASL IV, ITP 217 Comparative Translation, and ITP 241 Fundamentals of Interpreting. These are the prerequisite courses to the Interpreting I-IV sequence of courses.

To meet the ASL language proficiency levels:

- SLPI of Survival or higher OR a 2 or higher on the ASLPI

- If your score is at least Survival on the SLPI or 2 on the ASLPI – you may register for courses within the major, but students will need a higher proficiency for Internship.
- If the score is below Survival on the SLPI or 2 on the ASLPI – students cannot register for the Interpreting core sequence of courses (Interpreting 1-4), but they may register for an elective course. Students will need to retake the assessment until the minimum proficiency is obtained.
- To register for Internship, students must achieve Intermediate + on the SLPI or a 3 on the ASLPI

The ASL-English Interpreting program has modified its fluency expectations, though the core degree pathway remains consistent. Over the last six years, we've assessed student scores to determine the optimal ASL fluency level for student success, both academically and within the interpreting internship. Our data indicates that students with a "Survival" fluency score often struggle to navigate the demands of interpreting coursework. We've also observed a clear correlation to students who achieve an Intermediate+ fluency being more successful in their classes but also gain richer, more extensive opportunities during their internships, leading to accelerated skill development. This higher fluency also significantly increases their likelihood of passing the certification exam upon graduation.

## **Measures and Results**

1. Discuss the measures you've selected or developed to measure this outcome. Why were these measures chosen? Were any measures or assessment instruments changed over the course of this cycle? Why or why not? Will different measures be chosen the next time this outcome is assessed?

2. Summarize and discuss the results of the program's measures over the course of this cycle. Have the results demonstrated improvement or mastery of this outcome? Why or why not?

### **Narrative:**

The Interpreting faculty were very intentional in the measures chosen for student assessment. The program has implemented multiple points of measurement throughout the online courses.

Mentor Final Evaluation is the final evaluation in the student's internship and used to assess all 6 Program Objectives. This evaluation is organized by program objective with each objective listing 2-4 questions about the students' performance related to each objective. The mentors rate the students based on a 5-point Likert scale ranging from "not meeting the expectations of an internship student" to "meeting the expectations of a professional interpreter". The scores are calculated, and each student receives an average score for each objective. The goal is for the students to "meet the expectations of an internship student" or score a "3" average on each objective. This evaluation is also valuable as it is the perspective of our outside supervisor, so it gives us great insight into the skills that students show and the professionalism that they show when on the job.

Data for this assessment is available in the assessment findings. Due to the modification of the objectives, the data is only representative of the spring enrollment for ITP 451/452. This

data is representative of only 7 students possible, but only 6 submitted the evaluation. With such a small N, the data determination of met or not met is not based on the overall percentage, but no more than 2 students from the N not meeting the data. With this determination, all objectives were met with 5-6 students meeting the objective in each area. The program needs to review the skills in Objective 2, 4, 5, & 6 as those areas were met by 5 out of the 7 students.

Professional Portfolio is an assignment that students complete in the online ITP 450 Senior Capstone course. This portfolio includes the students resume and personal statements on why they want to be an interpreter. The intent of the portfolio is to provide a video-based sample of student work to show internship locations or future employment opportunities. Students can pull from class assignments, or create new interpretations to have in the portfolio, but they have to showcase their work in English and in ASL. The portfolio is evaluated by the faculty responsible for the course and shared to the assessment report.

The data for this component is available in the Assessment findings, but there were significant issues with the assessment activity. The course was taught in the Fall of 2024 with the old objectives, but the assignment was not aligned to the old objectives accurately. The description of the activity did not include the more academic nature of the portfolio, therefore not meeting the needs for a program assessment. The students met the objectives 2 and 3 of the new objectives, but they did not meet Objectives 1, 4, 5 & 6. This assignment will need a rewrite to meet the needs of an assessment assignment and a new rubric that aligns it to the updated program objectives.

GoReact Cold Interpreting Assessment is an assessment that is done during Student Performance Review and also evaluated by an outside reviewer. The interpreting faculty set up an interactive video in GoReact for the Interpreting II and Interpreting IV students to interpret. The video is an 11-minute video in total and students have to both voice into English and sign into ASL for the video. The video is then assessed by part time faculty that work in the online side of the curriculum and do not know who the students are, producing an unbiased view of students' work. This video is used to assess the students Language Fluency as well as their Interpreting skills in the program objectives.

#### **Evidence:**

- [ITP Studies in ASL-English \(BS\)\\_2024-2025 Curriculum and Assessment Findings\\_2024-2025](#)

#### **Participation in Assessment**

1. How do program faculty participate in assessment? What is the process? Have any changes been made to encourage participation over the course of this cycle?

#### **Narrative:**

The program is always looking to review of its assessment processes. As of this report, assessment data are drawn from Theory of Interpreting, Senior Capstone, and Internship courses. The involvement of multiple faculty members in teaching these courses ensures

that the data collected are not solely dependent on the judgment of a single faculty.

At the beginning of each semester, faculty teaching courses with a key assessment activity establish the assessment parameters using the curriculum matrix.

Assessments are linked in Student Learning and Licensure when appropriate. Final assessment data are submitted at the conclusion of the term.

## **Action Items and Use of Results**

1. Summarize or highlight action items taken as a result of program's assessment results. How have the results driven improvement over the course of this cycle?

### **Narrative:**

The program did not incorporate any action items from the 23-24 Annual Assessment report as the program was busy with the initiative to rewrite the curriculum and design an online track for the program. There were several courses already offered online so we had a baseline of what we liked and had an idea of what worked, but the program had to think about the foundational courses in Interpreting as well. This year was spent on aligning and coordinating the assessments and activities between the two modalities and ensuring that there was appropriate alignment and no overlap within the courses.

Over the next few years, the program will be looking at assessment data heavily to identify areas of concern where we need to adjust curriculum to ensure that we are meeting the needs of the community (students and deaf consumers).

### **Evidence:**

- [ITP Studies in ASL-English \(BS\)\\_2024-2025 Curriculum and Assessment Findings\\_2024-2025](#)

## **Gen Ed**

1. What courses in your program are tied to general education requirements at the institution? How many students from outside the department are taking courses in the program to fulfill gen ed requirements?

Graduate Programs please note NA in this section as it does not apply to your program.

### **Narrative:**

The ITP program offers a few courses in the Tier II: Cultures and Communities area. ASL 105 ASL I and ASL 120 Deaf Culture are the two courses that count as General Education courses for the institution. In the fall, ASL I generally consist of 60 students, and in the spring Deaf Culture fills at 25 with an additional section online filling with a cap at 30. Many students take these courses for their General Education components, and it does help to recruit some students to the ASL Minor.

The university restructured its General Education curriculum, with the changes fully implemented in Spring 2023. This restructuring divided the program into two tiers. The following discussion is how the revised General Education program impacts the development of ASL English Interpreting students.

Tier I: Foundations Courses are designed to develop foundational skills deemed essential for academic success across diverse disciplines.

- Written Communication is critical for interpreters, as English is one of the two primary languages of our work. Specifically, sight translation requires strong cultural and technical fluency in English to identify linguistic nuances.
- Oral Communication skills are equally vital, given that spoken English constitutes half of the interpreting process and it is important to understand the role and function of intonation and other nuances of spoken English, but also to practice how to enunciate and project when speaking.
- Information Literacy is a new yet crucial component, enabling students to differentiate reliable information from anecdotal data. Interpreters must understand the information they receive and how to use it effectively, as well as how to research and prepare for work.
- Core subjects such as history, science, and mathematics are important to provide a foundational understanding for a literate and educated profession. Interpreting work frequently overlaps with these subjects. Classroom materials, including videos and content, often draw upon historical, mathematical, and scientific concepts. This necessitates that students build upon their basic knowledge to deliver high-quality interpretations of complex discussions related to these fields.

Tier II: Areas of Exploration offer students greater flexibility to broaden their knowledge base. Interpreters benefit from a wide range of general knowledge, which supports their ability to anticipate the direction of a communication. Strong prediction skills are essential for effective interpretation. The capacity to predict communication flow stems from understanding the nature of the concept being discussed and inferring underlying intent from intonation. Exploring areas such as "Expression and Invention," "Inquiry and Analysis," and "Cultures and Communities" further benefits students by allowing them to expand their knowledge in areas relevant to their chosen interpreting specializations.

## **NSSE Focused Activities**

In the Spring of 2024, the faculty voted on the following NSSE objectives for focus.

2B - Connected your learning to societal problems or issues.

2F - Learned something that changed the way you understand an issue or concept.

9A - Identified Key information from reading assignments.

6A - Reached conclusions based on your own analysis of numerical information (numbers, graphs statistics, ...)

How has your program incorporated these learning objectives into the program curriculum?

Graduate Programs please note NA in this section as it does not apply to your program.

**Narrative:**

The faculty discussion in the spring of 2024 to incorporate the following 4 components from the NSSE into the course curriculum is always challenging, but also impactful. Below is a list of some of the assignments pulled out from the curriculum that touched on the key components identified by faculty. It is always helpful to find assignment content that meets the linguistic needs of the assignment but also engages the students personally and teaches them important content.

It is relatively common to include societal problems, and new learning to the curriculum but it is challenging to bring in the numerical literacy into the curriculum. This is something that the program should look at in the future - if there was an assignment where students had to interpret for percentages or statistics, that would give them great practice. The major does not include much mathematical content, but there could be some graph content in a sight translation that would then provide for this component. The program faculty need to spend more time thinking about this issue and plan ahead better during the next academic year.

## **2B: connecting your learning to Societal Problems or Issues**

The following videos cover topics confronting racism and making assumptions on individuals based on skin color. The video about prison confronts the issues that deaf individuals face when in prison. The Translanguaging video is focused on language diversity and how individuals use language differently and how that impact access. Each video offers up new signs and content that is normally not covered in this way in the classroom. It is a great opportunity for students to talk about subjects that are tricky to explain and gives them practice on creating interpretations in English.

ITP 380 Understanding Diversity Ted Talk

ITP 351 The Danger of a Single Story

ITP 451 Jail Prison/Ricky's story

ITP 452: Language Justice for Deaf and Hard of Hearing Students: Bringing translanguaging to life.

## **2F: Learning something that changed the way you understand an issue or concept.**

This set of videos were chosen due to their ability to expose students to individuals doing extraordinary things. The Appalachian Trail video is the story of a DeafBlind individual hiking the trail over the course of several years. He talks about the process between him and his co-navigator and how they worked through the process of navigating the trail. The religious beliefs video covers the basics of the worlds 5 most common religions, but since we live in a dominant Christian community this content was new to many students. The Seeing Music video challenges the majority belief that Deaf people don't enjoy music. This video is one where students have to put into English the benefit of music to the Deaf community as described by a Deaf adult. The program continues to use the "Dirty Jobs" video as it requires students to multitask their internal reaction to uncomfortable description on how to castrate sheep. This video forces students to hold onto their internal reaction and it pushes their ability to use classifiers appropriately. The video on haptics is a series of videos that walk the students through the system of cues used to inform blind individuals on the environment around them. And the Linguistic Diversity Series video was the story of a Japanese American woman talking through her experience in the united states as a Japanese American. The emotions and distrust of the country due to her heritage.

ITP 410: DB Appalachian Trail Hiking

ITP 410 World Religious Beliefs ( the 5 major religions)

ITP 380 Seeing Music

ITP 352 Dirty Jobs - animal husbandry

ITP 451 Haptics

ITP 451 Linguistic Diversity Series: Mrs. Kanzaki (Japanese American Experience World War II)

## **9A: Identified Key information from leading assignments.**

This component is a little different in that there are some assignments were students need to do additional research in order to maximize their ability to interpret the video. For the Scales of Justice video – students had to take the ASL and produce a formal register interpretation into English talking about a case that involves sexual violence. Students were provided articles that used the case as a citation as well as a review of the video used and additional

articles about the case in popular news sources (non-academic). This context then provided them the main facts of the case in English to set them up in a stronger way to provide an English rendition. The same structure was used for the World Religious Beliefs video and the Filter Bubbles as well. Students were provided additional avenues of information to help create a stronger understanding of the assigned video.

ITP 410 Scales of Justice - readings to parallel the video

ITP 410 World Religious Beliefs ( the 5 major religions)

ITP 351 Filter bubbles

ASL 120 Deaf culture

#### **6A: Reached conclusions based on your own analysis of numerical Information**

The program did not meet this objective in the curriculum

## **Concentrations**

### **Concentration Information**

Please list the concentrations that relate to your program. If you do not have any Concentrations, please note N/A in the text box.

#### **Narrative:**

NA

## **Faculty Qualifications, Activities and Scholarship**

### **Scholarship and Research**

1. Summarize and highlight key scholarship and research activities conducted by faculty over the course of the review cycle.

#### **Narrative:**

Faculty are engaged in a variety of research and scholarly based activities that don't result in any published or acknowledged avenues. The curriculum for interpreting is mostly self-directed and the use of books for hands on activities is limited. Most of the assignments are developed by the faculty who teach.

That being said, faculty participate in ongoing professional development focused on the development and support of interpreting programs. Sorenson Communications hosts a Synergy program for young and emerging interpreters, but they also host a line of professional development for the faculty of interpreting programs. The faculty participated in several focus groups, listening sessions, and training on how to use AI in the classroom ethically as ways to update skills and network with other faculty on how assignments. Faculty are not competitive in these sessions as we all have a need for additional material and since we are mostly building our own, it is always nice to get another perspective on the content.

Program faculty that are working interpreters also complete a minimum of 20 hours of Continuing Education over the course of the year to maintain certification and licensure from the State of Missouri. Program faculty with national certification maintain 80 hours of Continuing Education over a four-year cycle.

## Faculty Awards and Honors

1. Discuss and highlight awards and honors received by faculty over the course of the cycle.

### **Narrative:**

Dr. Carrie McCray received a nomination by a student for the Dad's Beaumont Distinguished Professor award.

Dr. Carrie McCray was reappointed as the Chairperson of the State Committee of Interpreters - the Licensing body for the State of Missouri in regulating ASL Interpreting.

Dr. Carrie McCray was asked to serve on the Missouri Commission for the Deaf and Hard of Hearing (MCDHH) Interpreter Task Force to work through the issues with interpreter certification in the state of Missouri and how the commission should move forward.

Rebecca Thomas was nominated for Minnesota Teacher of the year for her excellence in teaching American Sign Language.

Dr. Hilary Maag was appointed to four committees through the Registry of Interpreters for the Deaf: Interpreters in Healthcare, Interpreters and Transliterations of Color, Video Interpreting, and Interpreters in Education and Instructional Settings.

## Teaching Support and Monitoring Teaching Quality

1. How are faculty being supported to ensure high quality teaching and learning?

### **Narrative:**

Each spring, the university provides faculty with on-campus professional development training. This training emphasizes universal teaching approaches to benefit the faculty at large. Faculty are also encouraged to explore external professional development and while funds are limited, approvals are contingent based on cost and overall usefulness of the material. Additionally, the library provides various resources focused on classroom effectiveness for faculty seeking to improve the student experience in the classroom.

## Program Data: Student Experience

### **Enrollment and Recruitment**

1. What are the trends with enrollment in this program over the course of the review cycle? How does this compare to institutional trends or similar programs on campus?

2. Describe recruitment efforts or goals such as increased enrollment or diversity. Have these initiatives been successful?

### **Narrative:**

Enrollment in the ITPS program has struggled in direct proportion to the overall enrollment of the university. The enrollment of the program is consistently between 3-4% of the campus population. Over the past 5 years the enrollment has ranged from 30-46 students. The

program was largest 5 years ago in 2019 with 46 declared majors and is seeing growth since the lowest point in 2023, with 37 students in 2024. Also, in 2024 the program decided to close the online ITPS program and shift students to ASLEI. The online offerings will now parallel the on-ground program, so any new online student declaring interpreting as their major will be an ASLEI instead of ITPS. In 2024, there were 6 online students added to the list this academic year. This number will only grow as the program continues to admit students.

The enrollment goals for online and on ground have different target points. The on-ground enrollment goal is to hover around 50 declared majors. If we have more than 50-55 majors, we have to add sections to upper-level courses and that becomes problematic with the current shortage of on campus faculty. If necessary, the program can shift a course online, but it is not the best fit for the students, as they prefer face to face courses.

Enrollment goal for the online student population is 85-90 students. The rotation of courses and the availability of faculty make this a realistic number. If the program were to expand in such a way that we did reach the 90 number, we would add sections of required courses so that we could keep the courses in a supportive faculty – student ratio.

The program is working heavily with the admissions department to assist with recruitment. Faculty meet with every student that comes to campus for a visit and often communicates with prospective students when they have questions about both program formats. Dr. McCray spoke to students at Johnson County Community College about the transfer options to the Woods programs as well as a faculty from Tarrant Community College in Ft Worth Texas. Dr. McCray is also speaking to a group of young and emerging interpreters from the KC area about the program and what we have to offer. Dr. McCray and Dr. Maag are working on the articulation agreements with both colleges, as well as the agreement with the Community College of Baltimore county (CCBC).

Dr. Maag is heavily involved in the setting up of the IMAP program. This mentoring program will be instrumental in providing additional support to students after graduation to help them prepare for certification testing. It is a valuable asset to students as they leave the program, but it is also a tremendous recruiting tool to show how we support our students even after they graduate. The first began July 1, 2025, and had an overwhelming number of candidates.

Dr. Maag continues to work with Admissions and Advising to find ways to recruit, welcome, and retain students.

## **Retention**

1. Has student retention remained in an acceptable range over the course of the review cycle?
2. Discuss strategies or actions that the program is doing to impact student retention within the program?

### **Narrative:**

Retention by definition is first time freshmen returning to the sophomore year. This is complicated for the program as students are counted on our retention numbers before they actually take an Interpreting course. Many of the students are in ASL I and trying to determine if they can learn the language. Next year we will report on the 24/25 retention data as we await

the numbers of students who return in the fall.

	2023/2024	2022/2023
ASLEI	50% (3/6)	71.4% (5/7)
WWU	57.38%	74.8%

Retention across campus took a dive for the program has dropped along with retention for the institution. With current changes in enrollment – to a push for more athletes- this has shifted the enrollment style overall for the campus.

This is only one measure of student success, but it does provide an avenue of data for the institution. The program would like to see retention at 78% for the program. This might not be attainable, but the program has been successful at retaining 85% of majors 20/22.

The program is also looking at persistence of majors from sophomore through senior year. Once students make it to Interpreting I they generally stick with the major. ITP 211 theory of Interpreting is a weeding out course as students learn about the diagnostic assessment process and the scientific analysis to language that goes into an interpretation. This is where the work of interpreting is realized and that it is much more than signing songs on YouTube.

The program is working to improve retention in several ways. The program is building channels of communication and transparency through the development of a program handbook to inform students of the requirements and details of the major in advance. This will also outline advising and course expectations. In addition to increased communication, faculty are working on posting more “classroom” content on the program social media. This is not a huge thing, but students like to see themselves being recognized, and then they can share some of what they do with their families. Faculty are also working to ensure that the advising process is accurate and effective. Beyond information, the program faculty are busy building relationships with students and are available for additional assistance when needed.

## **Curriculum/Course Retention and Success**

1. Describe enrollment trends in the courses within the program.
2. Reflect on the success of the students within the courses over the course of the cycle. Highlight some completion or DFW rates in the core courses. Were these in line with expectations?
3. Assess student performance and success in online vs. on-campus courses.

### **Narrative:**

Every course was offered every semester, which allows students to make progress.

This program is being sunset. Did not have information at time of report. Moving forward all information will be a part of the ASLEI report.

## **Completion**

1. How many students are graduating from the program? Have the completion rates been in line with expectations?
2. Describe findings resulting from exit surveys or program alumni surveys that were conducted over the course of the cycle.

### **Narrative:**

This year the program graduated 7 students in the spring graduation ceremony. Graduation rates are determined through the assessment of a 6-year cohort and currently the program is at a 33% graduation rate (cohort 2018-2024), but this cycle includes the Covid years. The program anticipates the rate to improve the further we are from covid and the more stable the student population becomes. While the program only graduated 33% of the initial group, several students changed their majors but stated at the woods. This shows that of the cohort 46.67% of students who started out as ASLEI majors graduated as something at the university.

The program does not have an exit survey of sorts, or an alumni survey that is conducted annually. There is an alumni survey every 5 years as part of the Program Review. The program is developing a current student survey that will be administered as part of student performance review and used for the annual assessment.

### **Course Evaluation Data**

1. What were some positive and negative feedback received from students who completed the courses? Highlight any trends or insights that came from course evaluations over the course of the cycle.

### **Narrative:**

The course evaluation data reflects overall strong student satisfaction across the ASL-English Interpreting courses, with particularly high ratings in the capstone and advanced-level classes. The highest-rated course was **ITP 450 - Senior Capstone**, which earned a remarkable mean rating of **4.79** out of 5 with a **71% response rate**. This indicates a high level of satisfaction among students nearing graduation and reflects positively on the cumulative learning experience within the program.

Courses such as **ITP 217 - Comparative Translation** and **ITP 310 - Interpreting in Advanced Settings I** also received strong ratings, with mean scores of **4.61**, suggesting effective instruction and engagement even in more specialized or intensive courses. Notably, **ITP 217** had a **100% response rate**, underscoring both student participation and confidence in providing feedback.

Foundational and ethics-oriented courses, including **ITP 251 - Ethics in Interpreting** and **ITP 410 - Interpreting in Advanced Settings II**, received mean ratings between **4.44 and 4.45**, indicating consistent quality across content areas. Response rates for these courses ranged from **50% to 80%**, which is acceptable, though there is room to encourage higher participation in future surveys.

Standard deviations across all courses remained moderate, suggesting relative consistency in student experiences. The relatively lower response rates in some courses (e.g., 40% in ITP

310) highlight opportunities to improve engagement in course evaluations, which could enhance data reliability and instructional insights.

In summary, the report demonstrates strong teaching quality and curriculum effectiveness, especially in upper-level courses. Continued emphasis on student feedback and strategic outreach for survey participation will help maintain and refine the high standards of the program.

**Evidence:**

- [Course---Report](#)

## **Student Advising**

1. What advising mechanism is in place for the student?

**Narrative:**

Students are advised in different ways depending on the modality in which they are a student. The online student is advised through a professional online student adviser, and they meet with them as needed to determine the courses needed for the student to take and they work to make a schedule for the year. They meet with students each semester to ensure that they know how to register for their courses and that they are clear what courses are on their list to take. The adviser is not a faculty in the program, but they are trained on the offerings and the process of the online program overall.

## **Student Awards and Achievements**

1. Highlight the accomplishments and external honors received by students in the program over the course of this cycle.

**Narrative:**

Artie Anchondo - added NIC certification. He already had BEI and EIPA certifications.

Kalie Gentry - EIPA 4.3

## **Program Analysis**

### **SWOT Analysis**

1. Strengths, Weaknesses, Opportunities, and Threats.

**Narrative:**

**Strengths**

- Growing Interest in ASL: American Sign Language (ASL) has shown a positive enrollment trend in higher education. In many institutions the enrollment for ASL courses has increased exponentially (Fitzmaurice & Oropesa, 2021). This study is specific to a large D1 university, but the observations match what we have seen on campus. In the entry level courses (ASL 1) will fill and they fill faster than other language courses do.
  - Fitzmaurice, S., Oropesa, S. (2021) American Sign Language: Innovations in teaching and learning in one of the most popular languages in the United States. ADFL Bulletin, DOI 10.1632/adfl.46.2.93
- Employment growth in Educational: according to the Bureau of labor Statistics, the industry is projected to grow by 25% for educational support (para/aids), with higher educational growth rounding out at 6% and K-12 growth at 8%. ([ProCare Therapy](#))
- Human Element: Despite advancements in artificial intelligence, human ASL interpreters remain necessary for successful communication, cultural understanding, and conveying emotional sensitivity. The complexity (high context culture, facial expression grammatical markers, and 3-D movement) of ASL makes Artificial Intelligence an unlikely replacement in the foreseeable future.
- Increased Demand: The demand for ASL interpreters has grown and continues to grow since Covid-19. There are less interpreters going into the field than are retiring out of the field. The availability of placement and employment is high for students who graduate out with skills appropriate for the work.

## Weaknesses

- Slower Job Growth Projection: The [U.S. Bureau of Labor Statistics](#) projects slower-than-average job growth for interpreters and translators (2% from 2023 to 2033). Most projected openings are for replacing existing workers rather than creating new positions.
- Certification Requirements: It is always a challenge to explain the different requirements of certification based on state rules and regulation. There is not one standard for certification. And in the state of Missouri, Certification is required but there is no avenue to acquire certification as the state does not have authority right now to administer the certification exam.
- Inconsistent Work: There is a need for American Sign Language interpreters, but the work is inconsistent making it difficult for some on budgeting. Freelance interpreting work is sporadic at best.

## Opportunities

- Increasing Demand for Accessibility: Growing public awareness and emphasis on accessibility and inclusion across various settings, including education, healthcare, and community services, will continue to push the demand for skilled ASL interpreters.
- Growth of Video Relay Services (VRS): The widespread use of video relay services continues to create demand for ASL interpreters, enabling communication for Deaf individuals via online video calls. This is an avenue of interpreting that exploded during COVID-19, but the demand did not recede when communities opened back up. The desire for remote work on the side of the interpret is still very high.
- Specialized Interpreting Needs: As more Deaf students pursue advanced and specialized fields (e.g., medical, technical), there is an increasing need for interpreters with specific subject matter expertise. Deaf individuals are specializing, but also the profession is growing in recognition of added certifications. The availability now for specializing in Mental Health, Medical, Legal and Deafblind to name a few is a preview

of the specialization within the field. We could capitalize on this by offering specialized tracks within the undergraduate degree.

## Threats

- **Potential Impact of AI on Basic Tasks:** While complex interpretation remains human-driven, advancements in AI could potentially handle more rudimentary translation tasks, which might affect certain segments of the interpreting market. Not only the threats from AI, but the addition of apps and “signing hands” are continuously being touted as the “next best thing” and a “cheaper alternative” to hiring an interpreter.
- **Higher Education Financial Challenges:** The broader higher education landscape is facing significant financial headwinds, with some institutions closing or merging. This could pose a threat to program stability if institutions need to consolidate or cut programs. ([Financial Barriers](#))
- **Need for Program Alignment:** Higher education programs generally face pressure to align their offerings with the rapidly evolving labor market. ASL interpreting programs must continuously adapt their curriculum to ensure graduates possess the most relevant and in-demand skills.

## Industry and Program Trends

### Senior Exit Surveys

1. What were some positive and negative feedback received from students as they complete their degrees? Highlight any trends or insights that came from exit surveys over the course of the cycle.

#### Narrative:

This will be implemented in the 2025-2026 Academic year.

### Recommendations from Previous Annual Assessment Reports

1. Summarize Action Items, goals from the program that were listed in the previous Annual Assessment report, describe how/if those recommendations were applied this year.

#### Narrative:

The program is confronted with a significant shortage in the number of interpreters nationwide. This is why the program initiated a mentorship program when approached with the opportunity to create something for the field with a potential amount of money.

There is a nationwide shortage of qualified ASL interpreters. This is impacting education, but also all areas of interpreting in exponential ways. There are several factors that contribute to the shortage: education requirements shifting from an AA to a BA degree, difficulty in getting a certification exam, and waiting extended times for results for said certification exams. The certification exams are not designed for the exiting student, but for someone who has been around the community for a year or so, helping to develop their fluency in the language.

Technology is also impacting the field with the continued growth in remote interpreting opportunities. This is changing the game allowing for interpreters to live anywhere and not geographically close to a deaf community.

The demand for interpreters in the field is so high, that it is difficult to recruit interpreting faculty to teach on ground in the program. there are more staff interpreting positions available, and the educational interpreter numbers have also grown, making it harder to fill community interpreting work. With the demand in the field, it is very challenging to pull seasoned interrupters out of the field with the desire to join the classroom.