ASL - English Interpreting Studies

Annual Assessment 2019-2020

Contents

ASL - English Interpreting

Program Profile

Program Mission Statement
Please insert your program mission statement here

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

Program Data

Delivery Method

Traditional On Campus (selected)
Online
Hybrid

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

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

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

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

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

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

Is the Program Externally Accredited

Yes
No (selected)

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

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

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

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

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

Marketing Material

ASL_Interpretation_Studies___Fulton__MO___William_Woods_University.pdf

Program Assessment

Standard/Outcome

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

Additional Standards/Outcomes

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

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

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

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

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

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

Critical Analysis: (Critical Thinking, Ethics, Meaning)

The proram no longer offers ASL220 as a general edcuation course. The program decided that the students could take any ethics designated course and it would meet the needs of the program curriculum. Many program classes do extensive ethical decision making projects and case studies for students to practice as Interpreting is a profession that requires quick thinking in some pretty sticky situations, i.e.TP 310 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 Interpreitng III, and ITP380 Interpreting IV are Interpreting skills classes that use a variety of source text material that covers these areas: application for SSI, TED talks on social issues, This day in History podcasts and additional books for reading, on History, Culture Facts, and Sociological topics.

Creative Expression: (Communication, Fine Arts)

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

Quantitative Inquiry: (Natural Science, Mathematics)

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

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

NSSE Objectives Discussed Fall 2019

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

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

Curriculum Map

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

ITP Curriculum Map

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

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

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

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

Assessment Findings

Assessment Findings for the Assessment Measure level for ITP Curriculum Map

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

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

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

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

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

ITP 301				
Assessment Measure	**Criterion**	**Summary**	**Attachments of the Assessments**	**Improvement Narratives**
Direct - Class Assignment	Has the criterion Students will interpret a lab video that is an interactive interpretation with the expectation that 80% of the group will obtain a Proficient or higher on the assignment. been met yet? Not met	In the course, Domain 3 has two components. Students met the domain for flexibility in English achieving 81.82%Proficient or above score on the rubric. The demonstration in ASL proficiency fell short of the mark with only 27.09% achieving Proficient and 72.73% of the group scoring in the emerging category. This group needs more work on the ASL side of the interpreting spectrum.	Via___ITP__301__ _Interpreting_I___0 1___FUL___2__Fa ll_1920_Activity_As sessments_Aggreg ated_Result_12_05 _2019_144008.pdf	- Curriculum Revision: More work on ASL skills is necessary and needs to be built into courses leading up to Interpreting I as a course

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

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

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

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

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

ITP 301

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Students will interpret a cold interpretation from ASL - English with the expectation that 80% of the group will obtain a Developing or higher on the assignment. been met yet? Not met	Domain 4 has 5 levels. For integration of academic and world knowledge, the students did not hit the benchmark of 80%, but they63.64% were Proficient or above. For the second element of their analysis, they were all100% proficient or above. The team interpreting and language matching components are not assessed in this course. the final component of effectively negotiating meaning was not met as only 36.36% of the students scored proficient or above.	Via___ITP__301___ Interpreting_I___01_ __FUL___2__Fall_1 920_Activity_Assess ments_Aggregated_ Result_12_05_2019 _144008.pdf	

ITP 375

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

ITP 380

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

ITP 452

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

Student Performance Review

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

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

ITP 211

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

ITP 452

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

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

Analysis of the Assessment Process

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

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

Improvement Narrative List

Assessment Findings for the Assessment Measure level

Standard/Outcome	ITP.3 Language Skills Competencies for the effective use of American Sign Language and English.
Legend	A
Course/Event	ITP 301
Assessment Measure	Direct - Class Assignment
Assessment Findings	Not met
Improvement Narrative	

Improvement Type	Summary
Curriculum Revision	More work on ASL skills is necessary and needs to be built into courses leading up to Interpreting I as a course

Program Activities

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

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

Student Performance Review Schedule
Upload the program schedule for students during Performance Reviews.
ASL_ITP_Student_Performance_Days_Schedule.docx

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

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

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

Service Learning
Does the Program include projects/ course content that uses the philosophy of service learning?
Yes
No

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

NA

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

Tuesday, September 24, 2019

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

Ivy Room

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

Wednesday, September 25, 2019

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

Burton Lobby

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

Thursday, September 26, 2019

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

Library Auditorium

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

Saturday, September 28, 2019

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

Aldridge

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

Thursday, November 7, 2019

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

Cutlip Auditorium

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

Thursday, February 13, 2020

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

Library Auditorium

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

Wednesday, February 26, 2020

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

Library Auditorium

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

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

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

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

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

Faculty Accomplishments
Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature.
Faculty attended several workshops for interpreting, but they did not present any this academic year.

Assessment Rubric

	3.000 **Exceeds**	2.000 **Meets**	1.000 **Falls Below Expectations**	**N/A**
Mission Statement Clearly Articulated weight: 1.000	The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	✓ The mission statement for the program clearly articulated and aligned with the University mission.	The mission statement is minimal at best.	✓ N/A
Comment:				
Reflection on Retention weight: 1.000	The program provides a detailed description on the retention numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	✓ The program provides a basic reflection on the retention data provided.	The program does not reflect on retention data in a detailed way.	✓ N/A
Comment:				
Defines External Accreditation Standards weight: 1.000	The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation.	✓ The program provides a basic explanation of the accreditation organizations in the field.	The program fails to provide any accreditation information.	✓ N/A
Comment:				
General Education alignment clearly explained weight: 1.000	The program provides a detailed explanation of the General Education criterial 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:				
Curriculum Map alignment weight: 1.000	✓ The curriculum map is detailed and complete.	The curriculum map is complete	The curriculum map is not complete	✓ N/A
Comment:				
Assessment of Objectives weight: 1.000	✓ Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	✓ N/A
Comment:				
Data Driven Decision-making is explained weight: 1.000	Curricular and assessment changes are articulated and validated through data based decisions. Faculty discuss the data that lead to curricular decisions being made.	✓ Curricular and assessment decisions are made based on data provided in assessment, but detailed alignment is not provided as justification for the change.	Changes are proposed and brought forth with little explanation on the data included in the decision, if data was included in the decision.	✓ N/A
Comment:				

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