



**Interpreting OCL**

**Annual Assessment 17-18**

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## Annual Assessment 17-18

### ASL Interpreting Online

#### 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  
Online (selected)  
Hybrid

##### Students Majors 2016-17

83

##### Student Majors 2017-18

98

#### Concentrations 2016-17

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

None

#### Concentrations 2017-18

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

None

#### Student Demographics

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

There is no degree completion data as the program has not met the six year minimum for data. The retention data for the program reports that only 45.5% of students persist from their first year to the second in the program. Some research needs to be analyzed on what the averages are for online programs with adult learners to see where we are with the accounting. The program is behind the university retention number but that number is based on on-ground traditional students and not the population of this program.

## 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?*

## Program Assessment

### Standard/Outcome

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

### Additional Standards/Outcomes

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

### General Education Alignment to Program

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

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

Critical Analysis: (Critical Thinking, Ethics, Meaning)

ASL220 Ethics and Decision Making, ITP311 Interpreting Inquiry and analysis, ITP310 Interpreting in Advanced Settings I, ITP410 Interpreting in Advanced Settings II, and ITP 451/452 Field Practicum focus on issues of critical thinking, meaning, and ethics.

\* the program also requires an additional meaning course from majors.

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

ITP211 Theory of Interpreting, and ITP 311 Interpreting Inquiry and Analysis 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 history books for reading,

\* the program also requires an additional social science class focused on psychological or social issues.

### Creative Expression: (communication, Fine Arts)

All Interpreting skills classes require students to express themselves in a clear and concise manner. Skills classes also use various TED talks and podcasts where students interpreting concepts dealing with artistic concepts.

### Quantitative Inquiry: (Natural Science, Mathematics)

ITP310 Interpreting in Advanced Settings I and ITP410 Interpreting in Advanced Settings II use a variety of source text material that covers these areas: TED talks on biology, technology, Math Parallel lessons, Technical signing source material on body functions as well as mathematical formulas.

GE\_Cluster\_Descriptions\_FINAL\_Version\_Approved.docx

## Curriculum Map

A - Assessed

R - Reinforced

I - Introduced

M - Master

### Online Interpreter Training Program(Imported)

	ASL 220	ASL 316	ASL 425	ENG 301	ITP 211	ITP 310	ITP 302	ITP 410	ITP 450	ITP 451	ITP 452
<b>ITP.1</b> Theory and Knowledge Competencies that will embody the academic foundation and world knowledge that is essential to effective interpretation.	I			R	I		R	R	A, M	M	A, M
<b>ITP.2</b> Human Relations Competencies of interpersonal communicative skills that foster effective collaboration with colleagues, consumers and employers.	I, R	R	R	R	R	R	R	R	M	M	M, A
<b>ITP.3</b> Language Skills Competencies for the effective use of American Sign Language and English.	R	M		R	R	R, A	A, R	R, A	A, R	M	A, M
<b>ITP.4</b> Interpreting Skills Competencies for the effective ASL-English interpretation of a range of subject matter in a variety of settings.	M	A		R	I	A, R	A, R	R, A	R	M	A, M
<b>ITP.5</b> Professionalism Competencies demonstrating application of professional standards and practices.				R	R	R		R	A, M	M	M, A

## Assessment Findings

### Assessment Findings for the Assessment Measure level for Online Interpreter Training Program (Imported)

ITP.1 Theory and Knowledge Competencies that will embody the academic foundation and world knowledge that is essential to effective interpretation.				
<b>ITP 410</b>				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Case Study	Has the criterion Week 2 Ethics Case Study - 80% of students will pass with a score of 80% or better been met yet?			
<b>ITP 450</b>				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion Week 4 Research Paper - 80% of students will pass with a score of 80% or better been met yet?			
<b>ITP 452</b>				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Observation Report	Has the criterion Students will have their final evaluation completed by their off site mentor and 90% of students will obtain a score of 3 or higher on the questions pertaining to this objective. been met yet? Met	100% of the students in the Online program met the benchmark for this domain. There were a total of 30 students in the data set with 4 students who did not submit the assignment. The data files are located in Objective 1 for this assessment.		

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

<b>ITP 452</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will have their final evaluation completed by their off site mentor and 90% of students will obtain a score of 3 or higher on the questions pertaining to this objective. been met yet? Met	100% of the students in the Online program met the benchmark for this domain. There were a total of 30 students in the data set with 4 students who did not submit the assignment. The data files are located in Objective 1 for this assessment.		

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

<b>ITP 310</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Video	Has the criterion Week 4 Video Project - 80% of students will pass with a score of 80% or better been met yet?			

<b>ITP 302</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Video	Has the criterion Week 4 Video Project - 80% of students will pass with a score of 80% or better been met yet?			

<b>ITP 410</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Video	Has the criterion Week 4 Video Project - 80% of students will pass with a score of 80% or better been			

	met yet?			
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**ITP 450**

<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Portfolio Review	Has the criterion Week 4 Research Paper - 80% of students will pass with a score of 80% or better been met yet?			

**ITP 452**

<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will have their final evaluation completed by their off site mentor and 90% of students will obtain a score of 3 or higher on the questions pertaining to this objective. been met yet? Not met	86.6% of students met the benchmark of 3 or higher on this domain. There were a total of 30 students in the data set, with 4 students not submitting the assignment. The student average scores in this domain ranged from 1.11 - 5. of the submitted assignments, 4 students missed the benchmark.		

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

**ASL 316**

<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Quiz/Exam	Has the criterion Week 8 Quiz - 80% of students will pass with a score of 80% or better been met yet?			

**ITP 310**

<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
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	Has the criterion Week 8 Video Project - 80% of students will pass with a score of 80% or better been met yet?			
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**ITP 302**

<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Video	Has the criterion Week 8 Video Project - 80% of students will pass with a score of 80% or better been met yet?			

**ITP 410**

<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Video	Has the criterion Week 8 Video Project - 80% of students will pass with a score of 80% or better been met yet?			

**ITP 452**

<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Observation Report	Has the criterion Students will have their final evaluation completed by their off site mentor and 90% of students will obtain a score of 3 or higher on the questions pertaining to this objective. been met yet? Met	93.3% of students met the benchmark of 3 or higher on this domain. There were a total of 30 students in the data set, with 4 students not submitting the assignment. The student average scores in this domain ranged from 1.85 - 5. Only 2 students missed the benchmark.		

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

ITP 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion Week 8 Website Video Portfolio Project - 80% of students will pass with a score of 80% or better been met yet?			

ITP 452				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Observation Report	Has the criterion Students will have their final evaluation completed by their off site mentor and 90% of students will obtain a score of 3 or higher on the questions pertaining to this objective. been met yet? Met	96.6% of students met the benchmark of 3 or higher on this domain. There were a total of 30 students in the data set, with 4 students not submitting the assignment. The student average scores in this domain ranged from 2.25 - 5. Only 1 student missed the benchmark.		

**Analysis of the Assessment Process**

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

**Improvement Narrative List**

**Assessment Findings for the Assessment Measure level**

No improvement narratives have been added.

## Program Activities

### Student Performance Review

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

### Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

### Senior Showcase

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

### Assessment Rubrics

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

### Service Learning

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

Yes

No

### Service Learning Component

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

### LEAD Events

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

### Student Accomplishments

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

### 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.

## Assessment Rubric

### Annual Assessment Rubric

4.000 pts 26.67%

	<b>3.000 Assessment Reflects Best Practices</b>	<b>2.000 Assessment Meets the Expectations of the University</b>	<b>1.000 Assessment Needs Development</b>	<b>0.000 Assessment is Inadequate</b>	N/A
Learning Objectives weight: 1.000	<ul style="list-style-type: none"> <li>Detailed, measurable program learning objectives</li> <li>Objectives are shared with students and faculty</li> </ul>	<ul style="list-style-type: none"> <li>Measurable program learning objectives.</li> <li>Learning objectives are available to students.</li> </ul>	<ul style="list-style-type: none"> <li>Program learning objectives are identified and are generally measurable</li> </ul>	<ul style="list-style-type: none"> <li>Program learning objectives are not clear or measurable</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:					
Assessment Measures weight: 1.000	<ul style="list-style-type: none"> <li>Multiple measures are used to assess a student-learning objectives.</li> <li>Rubrics or guides are used for the measures.</li> <li>All measurements are clearly described.</li> <li>External evaluation of student learning included.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment measures relate to program learning objectives.</li> <li>Various measures are used to assess student learning.</li> <li>Measures chosen provide useful information about student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment focuses on class content only.</li> <li>Minimal description of how the assessment relates to the objective.</li> <li>Minimal assessment measures established.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment measures not connected to objectives.</li> <li>Assessment measures are not clear.</li> <li>No assessment measures are established.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:					
Assessment Results weight: 1.000	<ul style="list-style-type: none"> <li>All objectives are assessed annually, or a rotation schedule is provided.</li> <li>Data are collected and analyzed to show learning over time.</li> <li>Standards for performance and gaps in student learning are clearly identified.</li> </ul>	<ul style="list-style-type: none"> <li>Most objectives assessed annually.</li> <li>Data collected and analyzed showing an annual snapshot of student learning.</li> <li>Data are used to highlight gaps in student learning.</li> <li>Some data from non-course based content.</li> </ul>	<ul style="list-style-type: none"> <li>Data collected for at least one program objective.</li> <li>Data collection is incomplete.</li> <li>Gaps in student learning not identified.</li> <li>Lacking external data to support course data.</li> </ul>	<ul style="list-style-type: none"> <li>Learning objectives are not routinely assessed.</li> <li>Routine data is not collected.</li> <li>No discussion on gaps in student learning.</li> <li>No use of external data to support student learning.</li> <li>Assessment data not yet collected.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:					
Faculty Analysis and Conclusions weight: 1.000	<ul style="list-style-type: none"> <li>Data is shared that incorporates multiple faculty from the program.</li> <li>Discussions on data results incorporate multiple faculty.</li> <li>Opportunities for adjunct faculty to participate.</li> <li>Includes input from external sources when possible.</li> </ul>	<ul style="list-style-type: none"> <li>Multiple program faculty receive assessment results.</li> <li>Assessment results are discussed.</li> <li>Specific conclusions about student learning are made based on the available assessment results.</li> </ul>	<ul style="list-style-type: none"> <li>Minimal faculty input about results is sought.</li> <li>Data not used to determine success or not to the objective.</li> <li>Minimal conclusions made.</li> </ul>	<ul style="list-style-type: none"> <li>Faculty input is not sought.</li> <li>Conclusions about student learning are not identified.</li> <li>Program recently started or too few graduates to suggest any changes.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:					
Actions to Improve Learning and Assessment weight: 1.000	<ul style="list-style-type: none"> <li>All assessment methods, timetable for assessing, and evaluating the effectiveness modifications are included.</li> <li>Changes to assessment are inclusive of multiple faculty.</li> <li>Description of changes is detailed and linked to assessment results.</li> </ul>	<ul style="list-style-type: none"> <li>More than one change to assessment is proposed, timetable for assessment, and evaluating the change is provided.</li> <li>Changes to assessment measures is highlighted.</li> <li>Changes are realistic, with a good probability of improving learning or assessment.</li> </ul>	<ul style="list-style-type: none"> <li>At least one change to improve learning or assessment is identified.</li> <li>The proposed action(s) relates to faculty conclusions about areas for improvement.</li> <li>Adjustments to the assessment are proposed but not clearly connected to data</li> </ul>	<ul style="list-style-type: none"> <li>Lacking actions to improve student learning.</li> <li>Actions discussed lack supportive data.</li> <li>Lacking discussion of the effectiveness of the assessment plan</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:					