

ASL Interpreting Program

Program Review

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ASL English Interpretation

5-Year Program Review

4-3-15

History, Mission, and Vision of the Program

The current mission statement of the program is: *“The American Sign Language and Interpreting Program at WWU prepares graduates to work as culturally responsible professionals providing excellent service to the Deaf Community.”*

The Interpreter Training Program supports the mission of William Woods University in that it is professions-oriented, promotes and reinforces respect for the diversity of many cultures. The program promotes community service and leadership by providing opportunities where students can volunteer with the Deaf Community. The Interpreter Training Program at William Woods University has received large amounts of external support and is well known in the region as having one of the finest Interpreting Programs. The Interpreting Training Program also diversity and values courses that meet general education requirements for students campus wide.

The Interpreting and ASL Studies program began in 1991 as a two-year degree and in 1993 received federal funding to expand to a four-year degree which led to this program becoming one of only approximately 25 four-year interpreting programs in the US and Canada. We have the distinct advantage of being located in the same community (within walking distance) as the Missouri School for the Deaf.

Section 1: Student Data

A: Demographics Chart

William Woods University Assessment Data

Program: ASL English Interpreting & Interpreting

		10/11	11/12	12/13	13/14	14/15
Declared Majors (as of Oct. 15)	Incoming Freshman	8	8	13	11	7
	Transfers	8	8	4	7	7
	Total	56	45	53	58	52
	Undergraduate Enrollment	1,179	1,079	1,009	1,006	1,006
Graduated Majors		13	2	9	13	NA
Retention Rate: IPEDS definition¹						
University		66.8%	76.2%	70.5%	76.3%	NA
Program		7/9	4/6	10/14	13/14	NA
Graduation Rate: IPEDS definition²		04/05	05/06	06/07	07/08	08/09
University		52.4	50.2	50.5	56.3	52.4%
Program		2/10	6/12	2/5	6/10	2/4
Graduation Rate: Transfer Students³						
University		71.2%	68.8%	63.2%	66.7%	67.4%
Program		11/13	4/6	4/7	1/2	4/7

¹ = % of full-time, first-time students that return to the institution in the subsequent fall semester

² = % of the full-time, first-time cohort that graduate within 6 years

³ = % of transfer students new to the institution in the fall semester that graduate with a bachelors level degree

Data includes retention information from previous interpreting program code.

Reflection on the Demographic Data:

What does this data mean to the program, are there trends in the data that can be explained or need to be discussed further...how do the numbers impact course offerings and the longevity of the program? Are there trends with the transfer numbers? What is the goal of your program for retention percentages? Is your program reaching that goal? Why?

B: Placement Numbers (do not need specific student names, aggregated data on students is appropriate)

Chart 1B: 1

	2009-2010	2010-2011	2011-2012	2012-1013	2013-2014	2014-2015
Number of Graduates	4	13 (17) numbers differ	2 (6) numbers differ	9	15	NA
Employed Within Field	2	11	3	5	8	
Employed Outside of Field	1	6	2	1	4	
Graduate School				1		
Not known	1		1	2	3	

*the number in () is from the registrar report that provides name with degree conferred year. The numbers from institutional research will differ as it triangulates data from 3 sources where the registrar data is only pulling degree date. If one code is missing, the student will not pull on institutional research report.

For graduates with an interpreting major our goal is that they enter full-time employment as an interpreter. There are a number of settings they can choose to work in that range from education, video relay service, and community-based agency work, medical and mental health settings. Most will enter the field in a community setting and continue skill development on the job toward legal and mental health work. Some graduates choose to migrate to a profession that is related to interpreting and working with the Deaf community in places such as education, social work, vocational rehabilitation and others. We consider these students employed within the field.

C. Courses (chart)

- Notation marking common studies courses offered.

Course Enrollment Data

Course	Year 2010-2011 (course enrollment)	Year 2011-2012 (course enrollment)	Year 2012-2013 (course enrollment)	Year 2013-2014 (course enrollment)
ASL 101 Career Seminar	FALL (25/30) SPRING NA	FALL (25/30) SPRING NA	FALL (27/30) SPRING NA	FALL (20/30) SPRING NA
ASL 120 Deaf Culture	FALL NA SPRING (30/30)	FALL NA SPRING (31/30)	FALL NA SPRING (31/30)	FALL NA SPRING (23/30)
ASL 220 Ethics and Decision Making	FALL (30/30) SPRING (17/30)	FALL (21/30) SPRING NA	FALL (26/30) SPRING NA	FALL (24/30) SPRING NA
ASL 220 Ethics and Decision Making OLC	FALL NA SPRING NA	FALL NA SPRING NA	FALL (08/25) SPRING (18/20)	FALL (03/20) SPRING NA
ASL 245 (416) ASL IV	FALL NA SPRING (16/20)	FALL (ASL416) (12/30) SPRING (23/40)	FALL NA SPRING (27/30)	FALL NA SPRING (14/20)
ASL 425 Linguistics of ASL	FALL (25/30) SPRING NA	FALL (10/30) SPRING NA	FALL (13/30) SPRING NA	FALL (11/30) SPRING NA
ASL 425 Linguistics of ASL OLC	FALL NA SPRING NA	FALL NA SPRING NA	FALL NA SPRING NA	FALL (17/20) SPRING NA
ASL 430 (330) ASL Literature	FALL NA SPRING (11/20)	FALL NA SPRING (13/25)	FALL NA SPRING (14/20)	FALL NA SPRING (11/25)
ASL 430 (330) ASL Literature ON LINE				FALL (1/20) SPRING (17/20) SUMMER
ITP 211 Theory of Interpreting	FALL (14/30) SPRING (17/30)	FALL NA SPRING (15/30)	FALL NA SPRING (13/30)	FALL NA SPRING (19/30)
ITP 211 Theory of Interpreting ONLINE	FALL NA SPRING NA	FALL NA SPRING NA	FALL NA SPRING (03/25)	FALL (17/20) SPRING (18/20) SUMMER (7/20)
ITP 217 Comparative Translation	FALL NA SPRING (24/30)	FALL NA SPRING (16/30)	FALL NA SPRING (11/30)	FALL NA SPRING (17/30)
ITP 301 Interpreting I	FALL NA SPRING NA	FALL (16/24) SPRING NA	FALL (12/24) SPRING NA	FALL (11/12) SPRING NA

ITP 310 Interpreting in Advanced Settings I	FALL (09/20) SPRING NA	FALL SPRING NA	FALL (20/20) SPRING NA	FALL (09/25) SPRING NA
ITP 310 Interpreting in Advanced Settings I ON LINE				Fall NA SPRING (12/13) SUMMER (6/12)
ITP 351 Interpreting II	FALL NA SPRING NA	FALL NA SPRING (14/30)	FALL NA SPRING (12/15)	FALL NA SPRING (7/15)
ITP 375 Interpreting III	FALL (11/12) SPRING NA	FALL NA SPRING NA	FALL (15/15) SPRING NA	FALL (12/12) SPRING NA
ITP 380 Interpreting IV	FALL NA SPRING (09/20)	FALL NA SPRING NA	FALL NA SPRING (14/20)	FALL NA SPRING (12/20)
ITP 410 Interpreting in Advanced Settings II	FALL NA SPRING (08/12)	FALL NA SPRING	FALL NA SPRING (12/12)	FALL NA SPRING (15/16)
ITP 410 Intp. Advanced Settings II OLC				FALL SPRING (11/12)
ITP 450Senior Capstone	FALL (11/20) SPRING (02/02)	FALL (11/20) SPRING NA	FALL (13/20) SPRING NA	FALL (13/20) SPRING NA
ITP 450Senior Capstone ON LINE				FALL SPRING SUMMER (8/20)
ITP 475 Internship	FALL (04/20) SPRING (04/20) SUMMER (6/20)	FALL (1/20) SPRING (04/20) SUMMER NA	FALL (01/20) SPRING (5/20) SUMMER (8/20)	FALL (4/20) SPRING (9/20) SUMMER (1/1)
ITP 475 Internship OLC	FALL NA SPRING NA	FALL (01/20) SPRING NA	FALL NA SPRING NA	FALL NA SPRING NA SUMMER (4/20)

Chart 1C: 2

Course offered	Supported Programs
ASL 101 Career Seminar in ASL Studies	ASL-English Interpreting
ASL120 Deaf Culture	ASL-English Interpreting
ASL220 Ethics and Decision Making	ASL-English Interpreting
ASL345 ASL IV	ASL-English Interpreting
ASL425 Linguistics	ASL-English Interpreting
ASL430 Linguistics	ASL-English Interpreting

The overlap in courses does not impact program resources.

Section 2.

Faculty and Resources

A. Physical Facilities

1. The Interpreter Training Program is located on the lower level of the Burton Building. There are two (2) classrooms utilized, two (3) faculty offices, a main front office, a work area for work study students, a Apple based computer lab and a mentoring lab.
2. One classroom is equipped with one whiteboard and another with two whiteboard. One classroom uses a Mac computer with projector and the other one has a PC Sympodium with projector.
3. The lab has increased to 16 recently updated stations that are Apple desktop computers. Because students are working with a visual language and a lot of video software to analyze their work, this is essential. Each station also has a mic with a headphone for recording interpretation during both class and lab work. There are also two additional headphones without microphone for students to hear the same source material and work in pairs and team practice interpreting. During the summer of 2014, the lab was updated to include a large screen TV/Monitor at the front of the room providing clear access to videos for the entire class to view. A large Mac desktop is at the front of the lab for instructor use. Instructors may remotely access each computer in the lab in real-time to view student interpreting.
4. The mentoring room was added in 2012 for native language specialists to work with students in small groups. The program had outgrown the space used in the computer lab for this purpose. There are two mentoring areas, each with a PC and large monitor to view sign language videos with a kidney shaped table so the language mentor may work closely with up to 5 students at a time.

5. Every faculty member in the program is provided a MacBook Pro in order to be compatible with our lab and language/resource programs and portals. In addition, we have part-time access to an administrative assistant.

B. Library Holdings-

William Woods University - Dulany Library COLLECTION ANALYSIS

December 2014

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

I. MOBIUS Holdings (Subject Search):

American Sign Language – 628 catalog entries
 Interpreters for the deaf -173 catalog entries
 Deaf – 5,414 catalog entries

II. William Woods University Holdings:

Journals

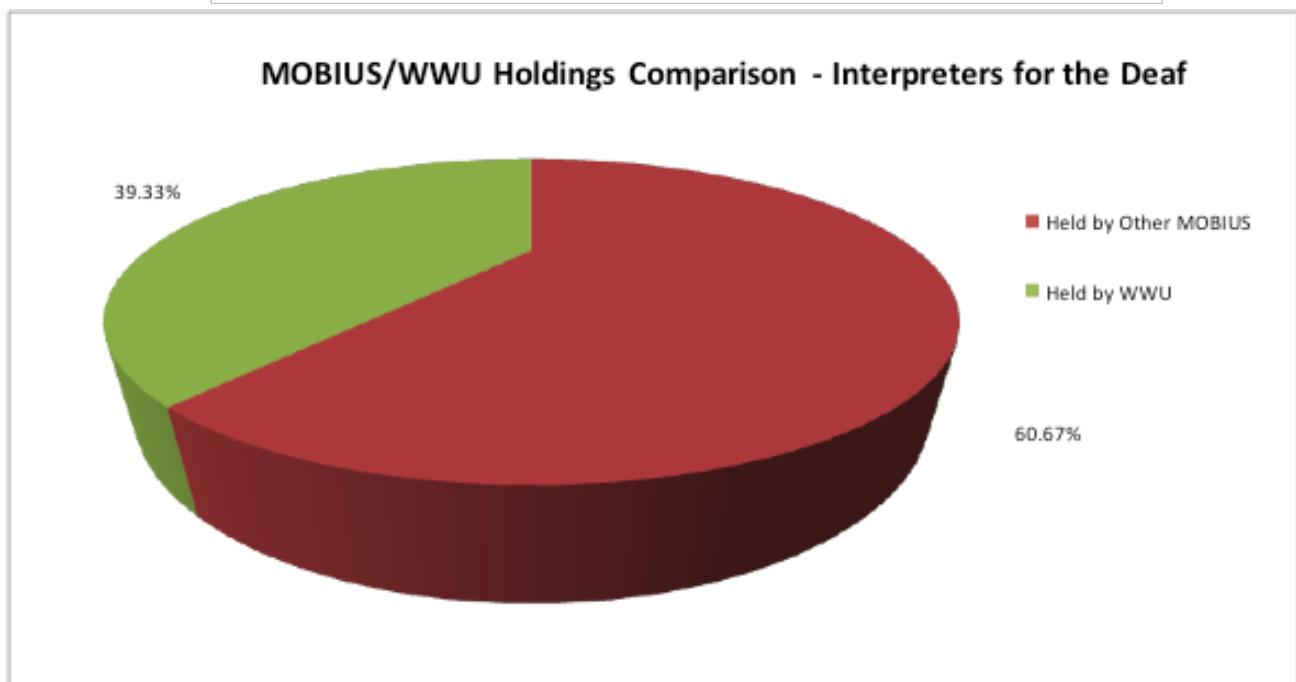
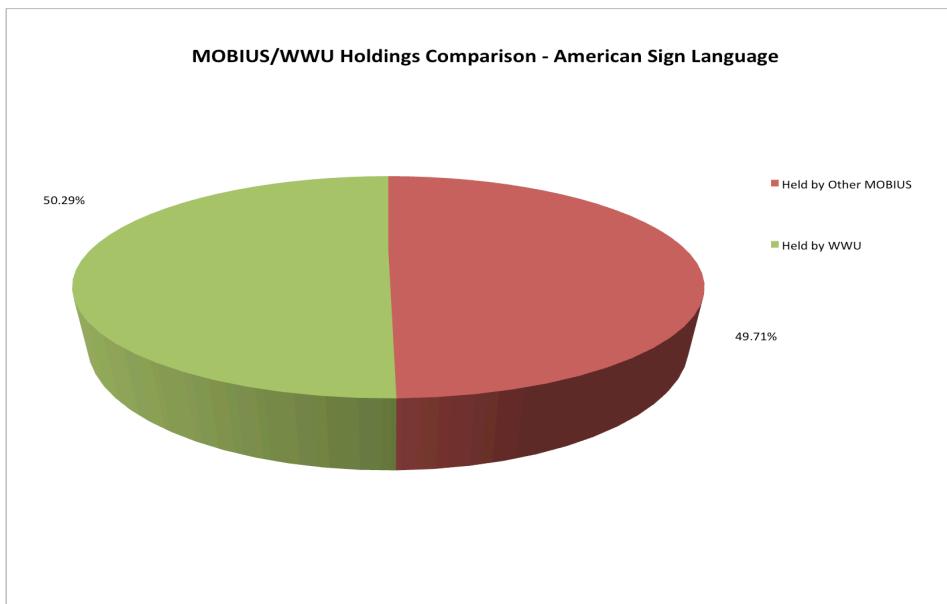
	2006	2014
Print	6	4
Electronic Full-text	9	16
Electronic Index Only	36	20

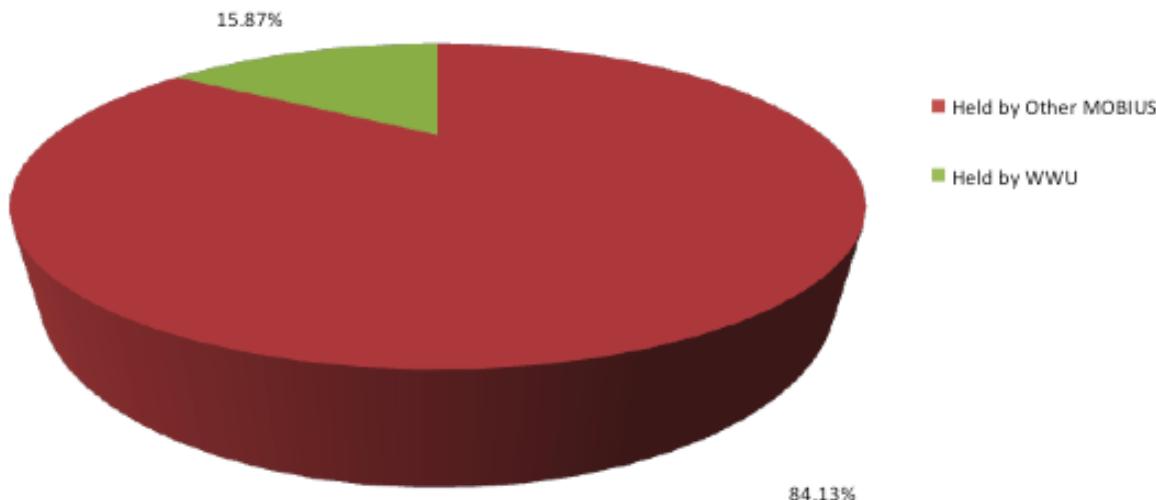
Books, Journals, Visual Materials, Electronic Books

American Sign Language – 247 catalog entries
 Interpreters for the deaf – 87 catalog entries
 Deaf – 856 catalog entries

III. Comparison with Peer Institutions

It is currently impossible to drill down to the necessary level within social sciences using the OCLC Collection Analysis software to find resources relevant to the American Sign Language/Interpreter Training program in order to compare WWU library holdings with peer institutions. As an alternative, WWU holdings are compared by subject with the holdings of the other MOBIUS libraries (64).



MOBIUS/WWU Holdings Comparison - Deaf

IV. Analysis

The WWU Library's holdings in American Sign Language and Interpreter Training are quite strong. The comparisons above reflect WWU holdings as compared to all other MOBIUS libraries (64). The WWU program is fairly unique in the state and the library has not been able to rely on resource sharing with other libraries to meet the resource needs of this program. In addition, the discipline is not supported by commercially available databases nor is it a large enough discipline for aggregators to provide a discipline-specific e-book collection. The WWU library continually looks for new resources to support this program and acquires most everything that is deemed suitable. The websites of Gallaudet University Press and Registry for the Interpreters of the Deaf, among others, are checked regularly for new publications. While the library staff does not receive very many recommendations or requests from the ASL/ITP faculty, we do communicate with them about program changes and new resources. In addition to print materials, the WWU Library acquires DVDs, particularly in support of American Sign Language.

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

and other materials, and includes the collections of the libraries at the campuses of the University of Colorado, Colorado State University, University of Denver, and the University of Wyoming. Resources selected from both MOBIUS and Prospector are delivered by courier, thereby reducing the delivery time.

C. Faculty

Chart 2C: 1

Name of Faculty	Highest Degree Earned (Concentration)	Degree Granting Institution	Years Full-time Teaching in Higher Ed	Contracted Course Load
Barbara Garrett	Ph.D. Cross-Cultural Teaching and Learning Certificate of Interpretation, Certificate of Transliteration - RID Missouri Master	Biola University	17	9 credits per semester
Becky Davis	M.A. Deaf Education	McDaniel College	4	12 credits per semester
Shauna Ward	M.A. Education	University of Phoenix	4	12 credits per semester
Carrie McCray	Ph.D. Educational Leadership and Policy Analysis – Higher Education Missouri Master Interpreter Certification	University of Missouri	9	6 credits per semester
David Kingsbury	M.A. Marriage and Family Therapy/Psychology	Bethel University	1 part-time	Adjunct
Bethany Peterson	Master of Arts Deaf Education	Lamar University	5+ part-time	Adjunct
Paula McDonald (online)	Master of ASL/English Interpreting with an emphasis in Interpreting Pedagogy	University of North Florida	2 part-time	Adjunct
Laurel Krouse (online)	Master of Arts: Pedagogy of Interpretation	Northeastern University	10+ part-time	Adjunct

Justine Preston (online)	M.A. American Culture Studies <i>Certificate of Interpretation, Certificate of Transliteration - RID</i> Missouri Advanced Illinois Master	Washington University	10+ part-time	Adjunct
Catherine Copeland (online)	M.A. Specialist degree: <i>Master Mentor Certificate</i> <i>Certificate of Interpretation, Certificate of Transliteration - RID</i>	Capella University <i>Northeastern University</i>	10+ part-time	Adjunct
Amy Miller	Master of Science Mental Health Counseling <i>Holds Missouri Master Certification</i>	Capella University	2 years part-time	Adjunct

The faculty are qualified for the on campus and online program. Our campus faculty have some of the highest degrees and certifications available. We are currently adequately staffed on campus. The program director's release time is essential to the maintenance and growth of the program. Without the release time, the University may be in need of hiring more on-campus adjuncts.

The online program is in need of a director. The current program director does not have the resources to support both on campus and online programs. In addition, we would benefit from expanding our online adjunct pool. In addition the online faculty have expressed several times that they are in need of more support.

The language lab is adequately staffed with skilled mentors, however most of the mentors would greatly benefit from further and more in-depth training for the benefit of student learning.

Our administrative assistant is heavily used for the needs of the program and has become an essential part of the daily academic lives and activities of students due to her office located in a very high traffic area. She works directly with faculty, students, lab mentors and maintenance. In addition to this program she also supports faculty for the English, History, Philosophy and Spanish and is the administrative assistant to the division chair.

D. Internship Experiences

1. Students are traditionally placed in interpreting settings related to their desired area of interpreting. Students are responsible for making the first contact with the internship location and then the Internship Director assists in the logistics of the requirements. Some common locations for our students are local interpreting agencies, Saint Louis Special School District, the Missouri School for the Deaf, and the Missouri Commission for the Deaf and Hard of Hearing.

Section 3: Financial Analysis of Program (data from Academic Dean and Comptroller)

Chart 3A: 1

Program	Total Cost (Personnel, budget and special expenses)	Total Income (Course Fees, tickets, sales)	Number of majors (2013)	Cost per Major
ASL/ITP	\$ 340,790	\$ 2,520	84	\$ 4,087

Data includes all students identified as ASL Studies and ASL-English-Interpreting majors. These numbers do not include tuition income student's pay for their ASL and ITP courses. The number stated above for course fees should be re-evaluated. Many of our students take multiple classes with a lab fee each semester. The expected number would be at least \$5,000.00. Note that these numbers include students in both the ASL Studies major along with the Interpreting major with most students earning both degrees simultaneously.

Section 4: Objectives and Assessment

Annual Assessment 2013-2014

Program Profile

	2012-2013	2013-2014
Majors (total, majors 1,2,3)	53	58
Majors (on line)	1	28
Minors	No Minor (only ASL Studies)	No Minor (only ASL Studies)
Concentrations (Add Rows if needed)	NA	NA
Full Time Faculty	2 Interpreting Faculty 2 ASL Faculty	1.5 Interpreting Faculty (One faculty promoted to Ass. Dean of Assessment and teaches half time.) 2 ASL Faculty
Part Time Faculty	1	2

Program Delivery (HLC 3A3)

Traditional on-campus X

Online Program X

Evening Cohort

Analysis:

We provide a great deal of support to students for successful completion of the program. In addition to faculty availability, we have language specialists on campus daily for mentoring/tutoring. The ASL and Interpreting program has a number of events for students to interact with Deaf people and each other. This builds relationships among students and within the local community. The two majors are part of one program so there is a lot of overlap in activities.

Several students are not graduating within 8 semesters due to the rigor of Internship. This is not uncommon in this field as it is extremely challenging. We also allow our students to complete internship in any state they wish to and some prefer to travel far and wide for an internship experience. They are unable to do that and remain in classes on campus.

We've been considering ways to address this situation for several years. This year we tried offering a hybrid course for seniors in Internship. They completed 55% of the course face-to-face on campus and then finished the course through OwlNet online. This gave them the flexibility to focus on internship including relocating to another area in the state or nation per their needs and desires. It seemed to go well, but may not be the most effective pedagogy.

We are awaiting feedback from the students to decide what to do next year. One option is to make the decision that this major requires 9 semesters (4 academic years + 1 summer) and then clarify that in all of our materials and website so that students entering the program know up front. This approach is done at other institutions offering this major and provides for greater student outcome. This is an ongoing discussion among the program faculty.

Outside Accreditation:

The accrediting body for this field is the Commission on Collegiate Interpreter Education (CCIE) which is a relatively new accrediting body. It was founded in 2006 and in 2008 became a member of the Association of Specialized and Professional Accreditors (ASPA). Of the approximately 30 four-year interpreting programs in the nation, 10 are currently accredited with CCIE. This is not currently required by any certifying body for graduates. This is an accreditation that we have been wanting to pursue. The process takes approximately 2 years. We have postponed applying for accreditation for two main reasons:

1. We completed a major curriculum revision in 2010-2011 and we needed to have enough time to pass for assessment information to be gathered.
2. We began an online degree completion program and we needed that program to be fully established before applying for accreditation. It also utilized a great deal of curriculum development, administrative and teaching time from our faculty and we simply do not have the time available to begin such an enormous process.

As we plan for this process, it is important to consider the enormous amount of time to gather information for the application. Most universities provide release time to the key faculty members involved in the gathering of data and writing the application report. In this rural area we expect to have some difficulty obtaining qualified adjuncts for the on campus classes that these faculty teach. We will need to be intentional about identifying adjuncts and their availability before we begin the process.

Program Objectives: (from most recent Assessment Plan)

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

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

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

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

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

Program Objectives Matrix (from most recent Assessment Plan)

	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5
ASL101	I	I	I		I

ASL120		I, A	R		I
ASL220	I, A	R, A	R	M	
ASL345		R	M *	A	
ASL425		R			
ASL430	R	R	R		
ITP211	I	R	R	I	R
ITP217	I	R	R	I	
ITP301	R	R	R	R	
ITP310	R	R	R	R	R
ITP351	R	R	R	R, A	
ITP375	R	R	R	R	R
ITP380	M	R	R	R	R
ITP410	R	R	R	R	R
ITP450	M, A	M	R	R	M, A
ITP475	M	M, A	M, A	M, A	M, A

All objectives must be assessed either yearly or as articulated on a cycle. Objectives are not necessarily assessed each time they are listed as a Program objective for the course. The faculty in the program determine when the objective will be assessed, in which course, with which artifact, and what if any outside assessment will occur.

Fill in the chart with Program Specific Content- Much of this can come from past annual reports. When identifying the methods, consider fall and spring courses and assignments to identify appropriate assessments for the objectives. Best practices recommend multiple measures of assessment for each objective

Assessment of Program Objectives

Objective 1	Theory and Knowledge Competencies that will embody the academic foundation and world knowledge that is essential to effective interpretation.
Methods	<i>Research Paper Portfolio Ethics Case Study</i>
Benchmark	<i>Research Paper grade of C or better from 85% of the class 85% of students complete every element of the portfolio Ethics Case Study grade B or higher for 85% of the students</i>
Data Collected (course specific)	All of this information was collected through assignments in the course ITP 450 Senior Capstone.
Data Collected (Assessment Day, external tests, Senior Achievement)	Thirteen seniors enrolled in ITP 450 Senior Capstone and all of them completed each of these assignments. This included a research paper related to interpreting, a case study analysis of an ethical dilemma example, and a website portfolio. The details of the portfolio are attached at the end of this document in Appendix A.
Results/Outcomes	92% of the students (12 of 13) earned a "C" or higher on the research

	<p>paper. The breakdown is: 8 earned an "A", 2 earned a "B", and 2 earned a "C". This benchmark was met and surpassed significantly. 92% of the students (12 of 13) completed every element of the website portfolio. This benchmark was met and surpassed significantly. 47% of the students (6 of 13) met the benchmark for the ethical case study. If the benchmark was a grade of "C" or better, 92% would have met the benchmark.</p>
Proposed changes to the assessment process	The process for collecting this data was very effective and efficient. The data supporting this report is available in OwlNet perpetually. We do not recommend making any changes to this part of the assessment.
Budget needs related to the objective?	Currently students are able to create website portfolios through a free online platform. If we ever reach a point where this has to be paid for we will need to address it.

Objective 2	Human Relations Competencies of interpersonal communicative skills that foster effective collaboration with colleagues, consumers and employers.
Methods	<i>Final Evaluation by Mentor Interpreter (ITP 475)</i>
Benchmark	<i>Achieve average of 3 on 6-point likert scale from Mentor Interpreter evaluation on questions relating to human relations competencies.</i>
Data Collected (course specific)	ITP 451/475 Final Evaluation: Human Relations (Q3-9) evaluated a group of 9 students who completed their internship Fall 2013 and Spring 2014. The evaluations are from working interpreters who supervised the students in their internships.
Data Collected (Assessment Day, external tests, Senior Achievement)	During ITP 475 Internship students work with a supervising mentor interpreter who provides feedback to the program regarding the students' success related to working with colleagues, consumers and employers. This document is used to gather assessment for other domains as well. It is attached at the end of this report in Appendix B.
Results/Outcomes	ITP 451/475 Final Evaluation: Human Relations (Q3-9) the group average (9 students) was 4.32 on the series of questions. All students exceeded the benchmark of 3.0. Evaluation is attached for review.
Proposed changes to the assessment process	ITP 451/475 The Internship Final Evaluation should be reviewed to determine if all questions are still relevant or if any modifications need to be made to the document. An email will be sent to all mentors to see if there are issues they have with the document as one form of feedback. Also the program faculty will review the document to make sure it continues to align with program objectives.
Budget needs related to the objective?	No budget needs.

Objective 3	Language Skills Competencies for the effective use of American Sign Language and English
Methods	<i>ASL Proficiency Assessment to enter the Interpreting program.</i> <i>Written English proficiency exam to enter the Interpreting program.</i> <i>Final Evaluation by Mentor Interpreter (ITP 475)</i>
Benchmark	<i>85% of sophomores achieve 2.5 or higher on the ASL Proficiency rubric.</i> <i>70% of juniors achieve an average of “good” (3) on a 6-point likert scale of ASL skills assessed through GoReact.</i> <i>80% of Seniors achieve an average of “good” (3) on a 6-point likert scale of ASL skills assessed through GoReact.</i> <i>85% of students achieve 70% or higher on the English exam.</i> <i>Final Evaluation by Mentor Interpreter (ITP 475)</i>
Data Collected (course specific)	ITP 451/475 Final Evaluation: (Q10 and 11) Language Skills Competencies- evaluated a group of 9 students who completed their internship Fall 2013 and Spring 2014. The evaluations are from working interpreters who supervised the students in their internships.
Data Collected (Assessment Day, external tests, Senior Achievement)	The Mentor Interpreter evaluated Seniors during ITP 475 Internship. The ASL Proficiency in-house assessment was presented to sophomore students planning to enter Interpreting I during assessment days, which was evaluated by full time program faculty. The ASL skills of juniors and seniors were assessed through GoReact, an online platform, on assessment days. The students were presented with a story in ASL that they watched twice. They then recorded a retelling of the story in ASL. A Deaf native user of ASL from outside the institution assessed their skills based on a 6 point likert rubric which can be seen in Appendix C. The English proficiency assessment was presented to all majors on assessment days.
Results/Outcomes	Results from various assessment activities articulated here in relation to the faculty proposed benchmarks. Please include all assessment information that was identified in the initial Assessment plan. In class assessments and out of class assessments need to both be included in this section. Also note any disparities in student success compared to the benchmark. The ASL Proficiency in-house assessment was presented to sophomore students planning to enter Interpreting I. Of the 17 who took it, 15 achieved 2.5 or higher, which is 88%. This benchmark was met. 100% of juniors and seniors achieved an average of “good” or higher on the ASL skills assessment. All students were presented with an English proficiency exam. A total of 40 students completed this assessment. 25% of Seniors achieved a score of 70% or higher. 25% of Juniors achieved a score of 70% or higher. 33% of Sophomores achieved a score of 70% or higher. 14% of Freshmen achieved a score of 70% or higher.

	<p>Overall, 28% of the students achieved a score of 70% or higher. Seniors were evaluated by their Mentor Interpreter during ITP 475 Internship. The results are:</p> <p>ITP 451/475 Final Evaluation: Language Skills Competencies: the group average (9 students) was 3.83 on the series of questions. Three students met the benchmark of 3.0, with 6 students exceeding the benchmark. Evaluation is attached for review.</p>
Proposed changes to the assessment process	<p>The current way we are assessing sophomores ASL skills could be much better. Creating a valid reliable and standard test for a language is a challenge. We are using an appropriate rubric, but we aren't sure how beneficial the information we gather is. It might be better to consider coursework and grades in ASL III and IV along with a video portfolio from a student rather than conduct the ASL assessment for sophomores. Ideally, the ASLPI would be the best measure of skills. However, we would still benefit from assessing their English skills.</p> <p>Additionally, the statistics of the ASL skills of the students was very high – perhaps too high. We need to re-visit the rubric or spend more time discussing the benchmarks within the rubric with the assessor.</p> <p>ITP451/475: Questions in the Final Evaluation under this component need to be reviewed and strengthened. Two questions on Language Skills is not appropriate for the objective. More detail in the questions needs to be included to make the assessment stronger.</p>
Budget needs related to the objective?	<p>Yes. This domain would be much better assessed by using a formal written English test designed for college students and by using the ASLPI, the American Sign Language Proficiency Interview. The ASLPI is owned and conducted by Gallaudet University and costs \$185 per student. We feel that offering it during the sophomore year and senior year for each student would give us some very clear, valid and reliable data regarding student learning and skill development in the program. A test of English proficiency would need to be determined.</p>

Objective 4	Interpreting Skills Competencies for the effective ASL-English interpretation of a range of subject matter in a variety of settings.
Methods	<p>What methods will be used to collect the data?</p> <p><i>Evaluation by Mentor Interpreter (ASL 475) Assessment Days</i></p> <p><i>Interpreting Skills Assessment by Outside Interpreters through GoReact.</i></p>
Benchmark	<p>What behavior or action will show that students succeed at the objective?</p> <p>What are the identified benchmarks that determine student success?</p> <p><i>Mentor Interpreter Evaluation:</i></p> <ul style="list-style-type: none"> • <i>Achieve average of 3 on 6-point Likert scale from Mentor Interpreter evaluation on questions relating interpreting skill competencies.</i> <p><i>Assessment Days: 85% of students will achieve at least 75/100 on the Interpreting Skill Evaluation Rubric.</i></p>

Data Collected (course specific)	ITP 451/475 Final Evaluation: (12-20) Interpreting Skills Competencies-evaluated a group of 9 students who completed their internship Fall 2013 and Spring 2014. The evaluations are from working interpreters who supervised the students in their internships.
Data Collected (Assessment Day, external tests, Senior Achievement)	Both junior and senior students recorded an interpretation in GoReact (www.GoReact.com) and a community interpreter logged in and assessed the skills of the students. We used an outside assessor – someone who is a practitioner and owns a business in the industry.
Results/Outcomes	From the assessment of the Juniors, 83% of the students earned 75% or higher on the assessment. Amongst the Seniors, 56% earned 75% or higher. ITP 451/475 Final Evaluation: (12-20) Interpreting Skills Competencies-the group average (9 students) was 4.02 on the series of questions. All students exceeded the benchmark of 3.0, with 3 students averaging 3.3 and 3.8 with all other students averageing 4.0 or higher on the questions.
Proposed changes to the assessment process	It would be helpful to review the assessment rubric and clarify the benchmarks for assessors. We will follow up with the person who assessed this year. In the future it might be more reliable to have 2 outside interpreter reviewers. ITP 451/475 Final Evaluation: (12-20) Interpreting Skills Competencies-The Internship Final Evaluation should be reviewed to determine if all questions are still relevant or if any modifications need to be made to the document. An email will be sent to all mentors to see if there are issues they have with the document as one form of feedback. Also the program faculty will review the document to make sure it continues to align with program objectives.
Budget needs related to the objective?	We need to budget at least \$250 to \$300 per person assessing videos of students on GoReact.

Objective 5	Professionalism Competencies demonstrating application of professional standards and practices.
Methods	What methods will be used to collect the data? <ul style="list-style-type: none">• <i>Mock Written Certification Exam (ASL 450)</i>• <i>Evaluation by Mentor Interpreter (ASL 475)</i>
Benchmark	<i>85% of students achieve 75% or higher on the mock certification exam. Achieve average of 3 on 6-point Likert scale from Mentor Interpreter evaluation on questions relating to professional competencies.</i>
Data Collected (course specific)	ITP 451/475 Final Evaluation: (Q21-28) Professional Competencies-evaluated a group of 9 students who completed their internship Fall 2013 and Spring 2014. The evaluations are from working interpreters who supervised the students in their internships ITP 450 A written exam designed to be similar to written interpreter

	certification exams was give to all students in this capstone course.
Data Collected (Assessment Day, external tests, Senior Achievement)	NA
Results/Outcomes	ITP 450 Mock Certification Written Exam: Of the 13 students who took the exam, 6 earned 75% or higher. One earned 73%, 4 scored in the 60s and 2 in the 50s. ITP 451/475 Final Evaluation: (Q21-28) Professional Competencies- the group average (9 students) was 4.43 on the series of questions. All students exceeded the benchmark of 3.0, with 1 students averaging 3.8 and all other students averaged 4.0 or higher on the questions.
Proposed changes to the assessment process	ITP 451/475 Final Evaluation: (12-20) Interpreting Skills Competencies- The Internship Final Evaluation should be reviewed as Q27 and Q28 were left blank by many evaluators. Those two questions need to be reviewed for relevancy. An email will be sent to all mentors to see if there are issues they have with the document as one form of feedback. Also the program faculty will review the document to make sure it continues to align with program objectives. ITP 450 Mock Certification Written Exam: Exam questions and content should be reviewed. Since the written exam has changed quite a bit for the National Interpreter Certification, our faculty member teaching ITP 450 should re-take the written exam to have a better feel for the questions posed on the test. However, the best measure for this area is if students take the actual written exam at the national level. This would provide us with more reliable information.
Budget needs related to the objective?	It will cost between \$150 and \$200 to take the written exam.

Analysis of Assessment:

What concerns do you have about the data provided? In the results of the assessment, what worked and what did not work? Does the data represent an identifiable trend in the level of activity/ achievement/ accomplishment? Does the data represent an acceptable level of activity/accomplishment/achievement given our mission and values? (HLC 4B1).

The soundest part of the assessment is the information provided to us by outside evaluators. This includes mentor interpreters as well as the assessors we hired to review our students' work.

While our students are performing relatively well, there are a few areas of concern. They are as follows:

- The ethics case study essay scores were lower than expected

- The English outcomes, while not unexpected, are still low
- The juniors performed better on the interpretation assessment than the seniors
- The majority of seniors did not meet the benchmark for the mock certification exam, but did receive good scores on the evaluations of the actual application of professional standards while on internship.

Analysis of the Assessment Process (Empirical & Non-Empirical) (HLC4B3)

The mock written exam may not be the best measure of the students' success in this area. The information from mentor interpreters is more valid and reliable information. We may need to re-consider the use of this exam for assessment.

The assessment this year went better than it has the last several years. We are able to collect more data more efficiently. Overall it went well, but there is always room to improve. It is worth discussing the use of more formal standardized measures for some of these things. There is the American Sign Language Proficiency Interview that could be administered to students. The cost is rather high at \$185 per student. Ideally, if we could have students take this their sophomore and senior year it would show us the progression of their language skills.

For knowledge-based information, we should consider having senior students complete the National Interpreter Certification written exam.

For English skill competency, we should consider having administering a standardized English exam to sophomores and then senior students to see if their language proficiency has progressed.

The evaluation of students' ASL scores on the Assessment day activities appeared to be high when compared to their interpreting scores. The program needs to evaluate the effectiveness of the rubric and the assignment to determine if the tools are appropriate to the objective. Also the program needs to provide training to the evaluators of the ASL assessment to ensure that standards are clearly understood.

Program Changes Based on Assessment:

While we have added more English requirements to the major, clearly students need to continue in English development. The additional English course is a new change to the curriculum and more students need to take the additional courses in order to determine if students are increasing their English proficiency. We need to consider ways to incorporate English learning in Interpreting courses.

Students will benefit from more review of ethical decision-making processes prior to completing their final case study essay in ITP 450. The poor outcome this year may be just this group of students, however, clearly they need more in-depth review of the process of ethical decision-making.

This is a difficult profession. These skills are very difficult to learn. While it is hard for faculty members to give students low scores on assignments in class, this is a discussion the program faculty clearly need to have. One of the reasons some students are performing poorly may be related to their passing courses in which they really did not master the skills they needed to be successful in the next course. We need to change the way we think

when grading, or we may need to move the letter grade benchmark on in-class assignments in order to help students self-identify their weaknesses and address them earlier in their educational career.

General Education Assessment:

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

Program Activities:

Student Performance Day Activities (Assessment Day):

Students complete several assessments over these two days. We administer a written English exam to all the students. We administer a “re-telling” of a story. They watch a story presented in ASL and then they re-tell that story in ASL while being recorded. This video is then assessed by a native user of ASL who is not a part of this program. This checks both comprehension and language skills. We also administer an interpreting assessment to juniors and seniors. This is evaluated by an interpreter outside of WWU.

Senior Achievement Day Presentations:

Students who have completed internship return to WWU the week of final exams and give a presentation regarding their internship experience, what they learned, what they would have done differently, and provide advice for the next group of students.

Service Learning Activities:

Throughout this program students are required to provide volunteer hours working in the Deaf community and reflect on their experience. This is usually a class requirement. Therefore, all of our students complete on average 8 to 10 hours per class per semester of volunteer work. We hope to partner more with MSD next year to increase this even more.

Program Sponsored LEAD Events:

This year cultural events were held to expose more students on campus to ideas related to culture and Deaf culture. The cross-cultural game “Bafa-Bafa” was done during one Lead event, and several ASL films were shown at other Lead events.

Student Accomplishments:

Shelby Jobe worked on a grant that would have provided funding for health care videos to be created for the deaf community. Her report made it past the initial stages of evaluation but was eventually denied approval.

Faculty Accomplishments:

Faculty accomplishments can be found in the Academic Honors Convocation program.

Alumni (Recent Graduates) Accomplishments (past year graduating class):

The 2012-2013 graduating class consisted of 12 graduated students. Of the 12 students, 7 are certified interpreters (EIPA, MISC, KS) and 6 of those students are working in the field of Interpreting. Certifications represented are: MICS Apprentice (3), MICS Intermediate (2), MICS Advanced (1), EIPA (1). One student is working with deaf individuals in a state that does not require certification. There are 4 students who are not certified and are not working in any field with deafness or interpreting, they either maintained their current employment or went back to school for a masters degree.

Section 5: External Review

Guide for External Reviewers of Major Programs

Name of Reviewer(s) Nanci A. Scheetz

Program Reviewed ASL English Interpreting Program

Date of Review & Campus Visit April 27, 2015

Introduction

Your role as an outside reviewer is to verify the information provided by the on-campus program review team. Your evaluation helps identify the program's strengths and recommend ways to address areas of concern.

The following guide is intended to facilitate your work as a reviewer. The questions provide a quality rating of 5 to 1 (high to poor or not evident). Please provide a justification for your rating immediately following the question. Use as much space as necessary for your response. At the conclusion of the questionnaire please provide a summary that addresses overall aspects of the program.

Submit your completed evaluation to the Academic Dean, copied to the division chair and program review team.

1. At what level is the program's curriculum framework aligned with the mission and vision of William Woods University?

1 Not Evident	2	3 Somewhat Aligned	4	5 Completely Aligned
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Response:

5, Completely Aligned

Reports and interviews state that the mission of William Woods University is “a student-centered and professions-oriented university committed to the values of ethics, self-liberation, and lifelong education of students in the world community.” The ASL English Interpreting Program states that it is “professions-oriented, promotes and reinforces respect for the diversity of many cultures.” Furthermore, within the mission and vision of the program an emphasis is placed on preparing “graduates to work as culturally responsible professionals providing excellent service to the Deaf Community.” Required classes included in the major consist of fifty-seven credit hours of professional course work that focus on professional competencies including: skill building, ethics, content knowledge, and field experience. In addition to providing a curriculum that emphasizes theory, content knowledge, and language/interpreting skills competencies, students are provided with multiple opportunities to attend Deaf cultural events, and interact with the population they for

whom they will be interpreting.

2. At what level has the program clearly articulated its educational goals and objectives for majors/minors in its self-study document?

1 not-evident	2	3 somewhat	4	5 completely
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Response:

4

According to the ASL English Interpretation 5-Year Program Review, subsequently referred to as the program review document, there is one major goal and there are 5 objectives. The major goal in the program review document states: "For graduates with an interpreting major our goal is that they enter full-time employment as an interpreter." Objectives include: 1. Theory and Knowledge Competencies, 2. Human Relations Competencies, 3. Language Skills Competencies, 4. Interpreting Skills Competencies, and 5. Professional Competencies.

As an outside reviewer, it would be helpful if the program goal and the objectives were written as behavioral objectives when initially stated in the program review document. Although benchmark indicators are listed in the Assessment of Program Objectives section, stating these as measurable objectives, from the beginning, alerts the reader to what the mastery level expectations are before looking at specific course assignments.

In the Program Objectives section a matrix has been included indicating when the objectives are introduced, reinforced, mastered, and assessed. In place of this matrix I would recommend your Course Matrix/Curriculum Map be inserted. This provides the reviewer a more comprehensive look at where the objectives are being met. It also provides the reader with a quick overview to determine if all of the competencies are being met and if any courses are responsible for multiple objectives.

Before inserting the Course Matrix/Curriculum map I would strongly suggest that you add the Commission on Collegiate Interpreter Education (CCIE) Standards. These have been established by the accreditation board for interpreter education programs and should be used as external benchmarks to verify your program is meeting the guidelines established by the national accrediting body. When the program faculty collectively reviews these standards and includes them in their objectives, syllabi, and assessments, it provides administrators, faculty, and students with insights as to how the program is aligned with programs throughout the nation. It also provides all three entities with external checks and balances to insure competencies are being addressed.

3. At what level has the program articulated its assessment plan for student learning?

1 not-evident	2	3 somewhat	4	5 completely
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Response:

4

The section titled Assessment of Program Objectives includes a chart that clearly identifies the objectives, methods of assessing the objectives, the benchmark that is used, the data collected and the results. It also includes sections regarding proposed changes to the assessment process and budget needs related to the objectives. This section represents a wide variety of assessments reflecting the breadth and depth of what is evaluated.

After evaluating the program review document and talking with program faculty I would make the following suggestions:

- Add more external evaluations. The only external evaluation that was noted was from the mentors. Use the ASLPI or the SLPI to evaluate language proficiency in ASL rather than an internal measure. This will provide credibility to your program.
- Begin triangulating your data. Utilizing mentor evaluations for field experiences is critical, but adding a University Supervisor and a Self evaluation as well will strengthen your overall field experience data. I would recommend that these evaluations be done three times throughout the semester: once at the beginning, once during the middle of the semester, and once at the end.
- Define and refine the distinctions between key course assessments and program assessments. Noted throughout your program are Assessment Day evaluations. I am assuming these are your program assessments. Explain how these relate to the key course assessments listed in your Program Objectives section.
- In your courses, add more pre/post data. Several of your courses have assessments already in place that lend themselves nicely to a pre/post format. This will provide faculty with evidence of what the students have learned.
- Begin collecting more of your data in GoReact. If you begin in ASL I tracking student progress (both expressively and receptively) and end with video clips captured during the final field experience you will have evidence of student learning from start to finish.
- When reporting data in your assessment section, perhaps you could add or substitute a chart with bar graphs demonstrating student progress. This will provide the reader with a visual of student progress further indicating strengths and weaknesses of the student population.

4. To what degree are the student learning objectives sufficient for the discipline?

1 Inadequate	2	3 Adequate	4	5 Superior
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Response:

4

The objectives listed on the Curriculum Map are very comprehensive. However, I would add the CCIE objectives here and demonstrate how your course objectives/assessments are aligned with the national standards established for ASL English Interpreting programs. In the future, it will be to your advantage to apply for accreditation from CCIE as it will strengthen your program's credibility and serve as a powerful recruitment tool.

5. At what level are the students performing in regards to benchmarks established for each objective?

1 Below	2	3 Average	4	5 Exceeding
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Response:

3-5

On several of the benchmarks the students have successfully met the benchmark or exceeded the set standard for achievement. Under Objective 1, 92% completed every element of the website portfolio. Objective 2, program faculty has determined that this evaluation needs to be reviewed to check for relevancy. Objective 3, Language Competencies revealed that it is very difficult to create a valid, reliable standard test to assess language competencies. Program faculty discussed using the ASLPI for this assessment. I concur with their recommendation. (Note, if the ASLPI is adopted a faculty member will need to be designated as the Site Coordinator on your campus. Our Program Director is our site coordinator for our ASL/English Interpreting Program). Objective 4, Interpreting Skills Competencies were evaluated by external evaluators (internship mentors). Program faculty indicated the rubric needs to be re-visited to insure that it is in alignment with program objectives. When this task is undertaken it is highly recommended that the rubric also incorporate appropriate items that will reflect the current CCIE standards.

While students successfully met several of the benchmarks, program faculty indicated that students scored lower than expected on the ethics case study, and that the majority of the seniors did not meet the benchmark for the mock certification exam. By analyzing data in areas where students failed to meet program expectations, specific areas of improvement can be identified; thereby, leading to the development of teaching strategies that when incorporated will enhance student learning outcomes.

6. How do the students compare to the performance at comparable institutions?

1 Well Below	2	3 Comparable	4	5 Well Above
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Response:

I did not see anything in the annual report that addresses how students enrolled in

other ASL English Interpreting Programs do at comparable institutions. No mention was made of comparative data during the visit on campus.

7. How quickly does the program make changes to address student needs, i.e., when students do not perform at expected levels?

1 Not Reactive	2	3 Somewhat Reactive	4	5 Highly Reactive
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Response:

4

The program review document clearly makes reference to areas where program improvement can and should be made. Assessments have been analyzed, discussions have taken place, and the program faculty has indicated where the strengths and areas needing improvement are located. When meeting with the faculty I questioned how often they have program meetings. Some faculty indicated it was difficult to find a time to meet based on schedules and other duties. I recommended they meet monthly, and that someone, either a lead faculty member, or the Program Director develop an agenda and then post the minutes for faculty members to review. This will provide an on-going record of strengths and weaknesses in the program and furnish evidence of program improvement.

While meeting with the students I also asked them about program improvement. They stated that faculty members were very open to suggestions and when they made valid recommendations for program improvement that their suggestions were adopted and implemented by program faculty.

8. How reasonable is the program's projected growth in light of the current student population in the major?

1 Unreasonable	2	3 Somewhat	4	5 Reasonable
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Response:

3-4

During the meeting with the Division Chair I asked about the recruitment plan for the program. He indicated that the University has recently undergone reorganization and that the person in charge of recruiting is also responsible for other duties. I was not made aware of any projections for enrollment while on campus. If the intent of the University is to "grow the program" a recruitment plan needs to be developed. As part of that plan, 2-year "feeder schools" with ASL programs (both high school and 2-year colleges) need to be contacted, AA degree programs in Deaf Studies or ASL need to be identified, and students from those programs should receive information regarding your 4-year degree programs. A lead faculty member, or a Program Director should work closely with Admissions to insure that potential students are informed of your offerings and encouraged to attend the University.

It is my understanding that an online program in ASL English Interpretation was recently established at the University. It currently has very strong numbers, and from what was conveyed, is growing very rapidly. Are you planning to recruit additional students for this program? If so, is there a recruitment plan in place and who will be responsible for recruiting students? According to the documents, a part-time Program Director will be hired to work with the online program. Will this individual be responsible for recruiting or is there another individual who will assume those duties?

9. Is the retention of students within the program comparable to other programs in the discipline?

1 Below	2	3 Standard	4	5 Exceeding
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Response:

N/A

I did not see any documentation that compared students attending William Woods University with other students across the nation. I don't feel that I can respond to this question.

10. At what level have courses been offered regularly and in a manner that students are able to take all courses in a two-year period?

1 Inadequate	2	3 Adequate	4	5 Excellent
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Response:

5

According to Course Enrollment Data, courses are offered on a regular and timely basis thus allowing students to complete their program in a two-year period.

11. To what degree is the nature and quality of program offerings adequate for the number of majors in the program?

1 Inadequate	2	3 Adequate	4	5 Excellent
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Response:

4

When student responses were solicited, students indicated that they were able to get

their courses in a timely fashion. However, the following concerns were voiced:

- in one class no feedback had been given since February, and students were at a loss to describe their progress and what steps they needed to take to master the content
- students indicated that there was so much content in ASL VI and if this content could be spread out over other courses that would be beneficial
- A number of students expressed a desire to have a separate class in Fingerspelling, Classifiers, and Numbers
- A recurring theme indicated there was an emphasis on ASL structure in I and II but some instructors never reviewed the structure in ASL III and IV
- Students noted the need for more feedback in the language classes

12. To what degree are there adequate offerings of internships, practicums, student teaching, or other workplace experiences to prepare the student for a profession?

1 Inadequate	2	3 Adequate	4	5 Superior
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Response:

4/5

Students are responsible for making the initial contact with the school/agency where they want to complete their internship. Then, the Internship Director assists in the process. During the student meeting, students indicated they were very satisfied with the internship experience. The procedure for securing and completing the required number of hours seems to be satisfactory with no need for improvement.

13. To what degree does the program provide employment resources to the student? [or How important to the discipline is it that the program provide employment resources to the student?]

1 Not Evident	2	3 Somewhat	4	5 Substantial
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Response:

3

Several students indicated that they completed their internships outside of the immediate area. They stated that there was not an abundance of jobs in Fulton and that many of them were from out of state. When asked if there was a job fair on campus, or if faculty helped them find employment after graduation there were mixed responses. Some students stated if their advisor was familiar with the geographic area where they were going that sometimes they had contacts for them and could put them in touch with key individuals. Others stated because faculty members were not familiar with their chosen location for employment, they were not as helpful.

One recommendation is to establish an online network of professionals that will provide program faculty with job openings, requirements, etc. for geographic areas where students will be residing. Perhaps this can be delegated to individual advisors as part of the advising process. If faculty had an idea where students wanted to work upon graduating from the program, job requirements, as well as job availability could be examined periodically throughout the student's program. This might make the transition from program to employment more viable.

14. To what degree does the faculty appear to have expertise in the subject areas they teach?

1 Inadequate	2	3 Adequate	4	5 Superior
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Response:

5

A review of program faculty indicates that they are highly qualified to teach in the ASL English Interpretation program. Two faculty members hold terminal degrees, and all others hold a master's degree. While three are nationally certified through the Registry of Interpreters for the Deaf (RID), five are certified through Missouri's certification program. Degrees reported include ASL/English with an emphasis in Interpreting, Cross-Cultural Teaching and Learning, Educational Leadership and Policy Analysis, American Culture Studies, and Mental Health Counseling. This broad and diversified group brings a wealth of content knowledge and expertise to the classroom.

15. To what degree are the teaching loads equitably and reasonably determined?

1 Inadequate	2	3 Adequate	4	5 Superior
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Response:

4

According to the Division Chair, faculty teach a 4/4 course load. Because this is a teaching institution, faculty are not required to engage in scholarship or service.

16. Please rate the faculty to student ratio?

1 Too High	2	3 Satisfactory	4	5 Too Low
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Response:

3

Based on a meeting with the Academic Dean and Associate Dean of Assessment, there are 15 students per instructor in the skills classes and 20 students per instructor in the lecture courses. CCIE recommends 1:12 for interpreting skill development and 1:10 for field

experiences. Before applying for accreditation these numbers will need to be examined.

17. To what degree are the library holdings appropriate for the size of the program?

1 Inadequate	2	3 Adequate	4	5 Superior
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Response:

5

It appears that the library holdings at William Woods University are very strong. Mention was made that the websites at Gallaudet University Press, RID, etc. were checked regularly for new publications. Are any of the faculty members also on mailing lists with publishers specific to this field? If not, it might be something faculty consider doing. Faculty would then receive notification of new texts, videos, etc. and could preview them and make requests that the library order those that have merit for the program.

18. How does the faculty's use of current technology, practices, or trends to facilitate instruction compare with other programs in the discipline?

1 Insufficient	2	3 Average	4	5 Superior
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Response:

4/5

Some faculty members use more technology than others. This is typical in most programs. While some utilize GoReact to capture assignments, others revert to alternative forms of technology to collect data. The lab with the 16 stations offers a unique classroom environment. However, I didn't get a sense from the faculty that they all use it to conduct some of their classes. I'm not sure if this is due to a scheduling issue, or if it is because faculty members are not familiar with, or comfortable using the technology. If all of the faculty have not been trained on how to use the teaching station it would be valuable if that training occurred. Scheduling class in the lab periodically so the instructor could monitor student progress might be time well spent.

19. At what level are the physical resources, such as facilities and equipment appropriate for the program?

1 Inadequate	2	3 Adequate	4	5 Superior
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Response:

5

William Woods University has a beautiful campus and exceptional resources for the ASL English Interpretation Program. The state of the art laboratory is exceptional. Congratulations to Dr. Garrett for securing a grant to fund it. This major demands lab facilities and your lab, with all of its technology, is one of the finest in the nation. What a resource for the students. They can view, record, and learn how to capture and compress their videos. What an outstanding resource for them as they develop their professional portfolios.

The mentoring lab is another outstanding feature of your program. The foresight to include kidney shaped tables so mentors can work with small groups was well thought out. The room lends itself to supporting several small groups working simultaneously at various tables. The hours of the lab are flexible providing for student access throughout the day and into the evening hours.

Classrooms are ample and furniture can be configured to meet the demands of the visual nature of the coursework. There are no additional recommendations for this area.

20. Is the support staff adequate for the program?

1 Inadequate	2	3 Adequate	4	5 Superior
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5

The language lab mentors are skilled in ASL and Deaf culture and bring an added dimension to the program that is extremely valuable. The Deaf adults that are functioning as lab mentors are diverse in gender, age, and backgrounds. They bring a wealth of experiences, skills, and insights into the lab. When discussing the lab with them, it was refreshing to hear how they alternate working with students therefore providing students with the opportunity to interact with all of them and “see several pair of hands”. What a tremendous asset to your program. While meeting with the lab mentors they indicated they would like faculty to provide them with more support materials. They want to provide the best support possible and felt they could do their jobs more effectively with additional materials and guidance from those teaching the courses.

I noted that the administrative assistant serves many roles. It is unfortunate that she cannot be assigned to the ASL English Interpretation Program on a full time basis. Listening to her talk about the students and her interactions with them it is easy to see why the students are drawn to her. Her comment to me was “We are here for the students.” She discussed how she works with them from the time they arrive on campus until they graduate – how some are just homesick, others are in need of time management skills, and that toward the end how all of them feel overwhelmed. Her love for the students and the program was evident in the short time we talked about her role at the University.

Summary

Please provide your conclusions on the following and any other areas that were not addressed in the above questionnaire that you believe need to be reviewed.

- What is the program's strength?
 - The program's strengths lie in the Program Director, faculty, course offerings, mentors, and physical plant
 - Students commented that the faculty was very personable, that they pushed the students to succeed, and that they were also understanding and knowledgeable
 - Students further stated that the "mentors were life savers" – they were very complementary of their time and talents
 - Location is a key factor for this program – very few can boast they are within walking distance of a School for the Deaf
 - Having Deaf events scheduled on your campus once a month is an added bonus
 - Having a committed faculty is an additional strength
 - Having an online program to meet a segment of the population not currently being served is a true asset
- Does the program have components that distinguish it from other programs?
 - Your online program
 - Your Deaf mentoring program
- What areas need to be addressed and are the steps outlined in the program review adequate to address any areas of concern?
 - If it is your goal to eliminate the Program Director's position, I would recommend you identify a Lead Faculty person, give them extra compensation, and/or release time so that person can focus on:
 - CCIE Standards and eventually accreditation
 - Recruitment
 - Coordinate program faculty meetings
 - Address Assessment needs
 - Become the contact person for students interested in the program
 - Revisit your assessments
 - More external assessments need to be incorporated into the program
 - Triangulate your data
 - Encourage faculty to develop and utilize pre/post assessments
 - Develop a Program of Study
 - Design a program of study for ALL advisors to use outlining which classes are offered when so students can complete pre-requisites in a timely fashion
 - Identify one or two advisors to work with transfer students and make sure they are aware, from day one, what they will need to do to complete the program
 - Develop a recruitment plan for faculty and students that embraces and actively seeks faculty and potential students that will enhance University diversity
 - Develop an advisory board consisting of stakeholders representing the various constituencies involved in this major, i.e. working interpreters, consumers, representatives from Vocational Rehabilitation, Special Education Directors, etc. Meet twice a year and discuss program concerns, data, and plans for

- program development
- Should the program be expanded, maintained at its current size, reduced, or eliminated?
 - This is a phenomenal program that should definitely be maintained. It has been developed with a sound foundation and is serving a critical need for the state of Missouri.
 - The online program is in desperate need of an assessment component. Without viable assessments the program will lose credibility and will not be viewed in the same light as your traditional face-to-face program. I would be cautious of adding more students until a Program Director is hired and assessments are put in place.
 - The face-to-face program should only be expanded if more full time faculty or adjuncts can be hired to maintain the current faculty/student ratio, and a Lead Faculty member is designated to coordinate the program.

Section 6: Conclusions and Recommendations

ASL English Interpreting Program Response to External Reviewer Report:

Curriculum and Program Objectives (Report Questions 2 and 3)

While the external reviewer scored a “4” for clearly articulated educational goals and objectives, a number of issues were raised that we would like to address and be part of the assessment record.

- The reviewer noted that our program objectives would be better understood if written as behavioral objectives.

Program Response: *Our annual assessment report lists domains that we are measuring. Within each of these domains, there are several objectives that are written as behavioral objectives. The program faculty will review the way we present the report to more accurately reflect the behavioral objectives that are already in place.*

- The reviewer suggested that we align our curriculum to the Commission on Collegiate Interpreter Education (CCIE) standards.

Program Response: *We made a conscious decision a few years ago to align our curriculum with the “Entry-to-Practice Competencies for ASL/English Interpreters.” That document is included as an addendum to this response. The competencies were created over a several year, grant funded project that included data gathering along with several working meetings with leaders in the field of Interpreter Education. At the time this was developed the CCIE standards*

had not been updated in several years. The individuals involved are literally a “who’s who” of interpreter education and some of them are listed below:

Directors of Project:

Dr. Leilani Johnson, Director of Grant Project
 Ms. Anna Witter-Merithew, Assistant Director of Grant Project
 Dr. Marty Taylor, Consultant of Grant Project

Core expert work group members:

Ms. Marie Griffin, University of Tennessee, TN
 Ms. Jona Maiorano, Central Piedmont Community College, NC
 Ms. Marilyn Mitchell, National Technical Institute of the Deaf, NY
 Dr. Carol Patrie, Language Matters, Inc., MD
 Dr. Laurie Swabey, College of St. Catherine's, MN

Some of the Reviewers:

Dr. MJ Bienvenu, MD
 Ms. Betty Colonemos, MD
 Dr. Val Dively, DC
 Dr. Kathy Jankowski, DC
 Dr. Risa Shaw, DC
 Dr. Carol Tipton, MD
 Mr. Jimmy Beldon, SD
 Ms. Nancy Bloch, MD
 Dr. Bill Newell, NY
 Ms. Janet Bailey, VA
 Dr. Larry Fleischer, CA
 Ms. Leslie Greer, NY
 Dr. Theresa Smith, WA
 Dr. Laurie Swabey, MN
 Dr. Tom Holcomb, CA

Program Response Continued: *The new CCIE standards were published in October of 2014. They were developed with input from educators along with the same document that we relied upon for our curriculum update that is mentioned above. We feel that our curriculum is very strong and “ahead of the curve” for several years now. In order for outside reviewers, and hopefully accreditation in the future, we will look at how we can clearly show to any reviewer how our objectives align with the CCIE standards as they do.*

- The external reviewer noted that most of our external evaluations of student skills are internship mentors and suggested that we triangulate data that would also include self-evaluations and an evaluation by a University Supervisor. In addition, it was suggested several times in the report as well as in person during her visit that we seriously consider utilizing the ASLPI as a measure of student success as well as preparedness for interpreting courses.

Program Response: *Students in field experience do complete self-evaluations and there are a number of mentor evaluations. The program faculty will discuss ways to address university supervisor evaluations as well. This was something that was regularly conducted in previous years and is worth discussing. We are also discussing ways to utilize technology to complete*

this and other types of evaluations.

Student Performance in Meeting Benchmarks (Report Question 5)

- We scored a 3-5 in this part of the report. The reviewer suggested that we seriously consider utilizing the American Sign Language Proficiency Interview (ASLPI) as a measure of student success as well as preparedness for entering interpreting courses. She also mentioned this several times throughout the report as well as in person during her visit.

Program Response: *Implementing the ASLPI has been discussed a number of times by program faculty as it is a standardized assessment conducted by Gallaudet University. This is something we have postponed while considering the cost to students. The ASLPI costs around \$175 per person. If we were to implement this, we would need to identify a Site Coordinator on our campus to coordinate the evaluation. We will also need to identify a way for student financial aid to assist students in paying for the assessment. This information will be passed along to the Division Chair to determine the best course of action moving forward.*

Comparing Student Retention and Outcome to Other Programs (Report Questions 6 and 9)

- The reviewer noted that there is no comparative data available.

Program Response: *We will investigate if and where this data might be available for us to access and compare.*

Speed of Addressing Changes to Address Student Needs (Report Question 7)

- The reviewer stated that students in the program reported to her that they felt faculty were very open to suggestions and when they made valid recommendations for program improvement that their suggestions were adopted and implemented. She scored this at a "4" and in her report recommended that the faculty meet monthly and a Program Director develop an agenda and post the minutes for the faculty members to review that would show the ongoing program improvement.

Program Response: *It was wonderful to hear that our students were clearly aware of our goal to always improve the program.*

In regards to monthly meetings, it is clear that this was not communicated well to the reviewer while here on her visit. We strive to meet twice a month and usually are able to meet at least once a month. Sometimes these meetings are cancelled due to scheduling conflicts with division meetings, committee meetings, faculty meetings, and more. An agenda is created and minutes are taken and disseminated to program faculty.

Without a program director, the Division Chair will need to determine what plan of action to take moving forward.

Projected Growth of Program (Report Question 8)

- The reviewer raised several questions regarding recruitment for both the online and on campus programs. This included identifying 2-year programs that could be “feeder schools” and working with them to bring in students. She also noted at the end of her report that the face-to-face program should only be expanded if more full-time faculty or adjuncts can be hired to maintain the current faculty/student ratio and that a “Lead Faculty” member be appointed to coordinate the program.

Program Response: *These programs have been identified and several articulations have been worked on. A few have been signed by our University President and have been in the process of being signed by the other university. We hope they will proceed as planned. We function as if they are formal agreements in order to provide consistent transfers for students.*

One of the most effective ways to reach out would be to send a letter and poster and/or brochures to the two-year programs including the contact information of the program director to discuss further partnership. This has been suggested a number of times to marketing and admissions and at one time was being considered. We still believe this would be an effective way to grow the on campus and online program. It will require a significant commitment of time for an administrator to coordinate.

Employment Resources Provided to Students (Report Question 13)

- The reviewer reported that students gave mixed responses during her discussion with them. Some felt supported and others expressed that they would like more support in this area. She suggested developing an online network of professionals for students to connect with.

Program Response: *It would be helpful if some faculty members in the program received more information regarding how to provide this kind of support to students. Some faculty are providing students with contacts for both field experiences as well as employment and helping students identify key individuals in the locations they wish to work.*

The annual career fair on campus during Student Performance Days usually includes several interpreter referral agencies that are looking to hire graduates. We are not sure how well attended the event is, but the opportunities are there.

Our graduates have consistently found employment as interpreters with the exception of a few who either decided not to become interpreters upon completion and entered a different career, and a few students who struggled through the program and through their internship.

Implementing the ASLPI might help identify those students who are not ready (or able) to enter the interpreting coursework during their sophomore year thus ensuring greater success for students and graduates.

Faculty to Student Ratio (Report Question 16)

- The reviewer noted that there are 15 students per instructor in the skills classes and 20 per instructor in the lecture courses. CCIE recommends a ratio of 1:12 for skill development and 1:10 for field experiences.

Program Response: Our skill development courses are capped at 12, however there have been times that this has stretched to as many as 16. We agree that the cap of 12 is essential to the success of students in class and upon graduation toward employment.

Closing Summary Comments

- The reviewer noted that the online program is in desperate need of an assessment component.

Program Response: Our understanding was that an assessment plan was in process for the online program under the direction of the online dean who is no longer with WWU. Currently Dean McCray is working on the development and implementation of assessment for all online programs so this should be addressed and resolved soon.

- The reviewer stated that since the institution has eliminated the Program Director position that a lead faculty person be identified and provided extra compensation and/or release time to that the program can work on CCIE standards and eventually accreditation, recruitment, coordinating faculty meetings, addressing assessment needs, and be available as a contact person for students interested in the program. This would also allow for the development of an advisory board of stakeholders in the field who meet twice a year to discuss program development.

Program Response: An informed decision was made three years ago to prioritize the development of the online program. We knew then that we could either pursue CCIE accreditation then or postpone as we would not be able to apply until we had at least 3 years of assessment data for the online program. Our plans have been to spend the next year planning toward application for the self-study, knowing that it depended on the assessment plan implemented by the online campus.

Some of the things we need in place prior to applying for CCIE accreditation are either no longer in place or on hold at this time. We have been in the process of re-establishing an Advisory Board beginning Fall 2015, however this has been put on hold with the elimination of the program director position and release time to organize this. We also need a Program Director or Division Chair who holds National Interpreter Certification and has experience in the field to meet the basic requirements for applying.

An important thing to note in regards to this is that the CCIE recently announced they will no longer accredit 2-year programs, of which there are approximately 100 in the nation. CCIE will only be accrediting 4-year programs. At the time of this writing, 10 programs are accredited. Since there are less than thirty 4-year programs nationwide, this is a process that the University needs to consider as we move forward. We have the resources to be one of the top programs in the nation and we have striven to earn and keep that reputation. Accreditation is the next step in the process, and without it we may soon find our program falling below the expectation of two-year programs that we hope will continue sending their students to us.

CONCLUSION

We are proud of the fact that the reviewer recognized and noted the following strengths:

- The Program Director
- The Faculty – knowledgeable, understanding, personable and push students to succeed who are committed to the University and the Program.
- The Course Offerings
- Language Mentors – greatly enrich student learning
- Physical Plant (Language Lab)
- Location near the State School for the Deaf
- Deaf events on campus
- Having an online program that meets a segment of the population not currently being served.

In closing, she stated that this is a “phenomenal program that should definitely be maintained. It has been developed with a sound foundation and is serving a critical need for the state of Missouri.

Academic Council Review:

Interpreting	Excellent	Adequate	Needs Improvement	Comments
History, Mission and Vision	<input type="checkbox"/> Overview is succinct (-300 words) <input type="checkbox"/> Program's purpose/mission is clear, including relationship to the university's mission statement. <input type="checkbox"/> Clearly describes the approach to maintain or improve student retention and graduation rates. <input type="checkbox"/> Provides detailed description of possible employment positions for graduated students.	<input type="checkbox"/> Introduction describes the program with more detail than necessary (+300 words) <input type="checkbox"/> Introduction includes the program mission but it is unclear about its purpose within the university. <input type="checkbox"/> Summarizes the data on student retention and graduation rates. <input type="checkbox"/> Provides a short summary of employment placements for graduated students.	<input type="checkbox"/> Introduction omits either program mission or the program purpose within the university. <input type="checkbox"/> Program description is absent, weak or lacked reflection of program data. <input type="checkbox"/> Description of student data lacks reflection. <input type="checkbox"/> Lists a few locations where graduated students are employed.	
Course rotation-offerings	<input type="checkbox"/> Course rotation is followed in the way courses are offered. <input type="checkbox"/> All cross-listed courses are identified.	<input type="checkbox"/> Course rotation is followed with few exceptions of independent study/tutorial courses when needed.	<input type="checkbox"/> Course rotation is not followed. Many instances of tutorial and/or independent study.	

	<input type="checkbox"/> Course offerings appear appropriate for the needs of the program.			
Faculty and Resources	<input type="checkbox"/> Faculty qualifications and specific competencies are fully and accurately described <input type="checkbox"/> Provides a sound rationale for current staffing and/or future recommendations related to student learning. <input type="checkbox"/> Summarizes all physical equipment needs and supplies noting any deficiencies and the impact on student learning. <input type="checkbox"/> Provides summary analysis of library holdings, noting specifically how deficiencies, if any, affect student learning <input type="checkbox"/> Provides rationale and recommendations to improve resources that would address such deficiencies and link student learning.	<input type="checkbox"/> Faculty qualifications and competencies are described. <input type="checkbox"/> Notes the adequacy or inadequacy of current staffing with little discussion on the impact to student learning. <input type="checkbox"/> Provides summary of current equipment, etc., but does not connect to student learning. <input type="checkbox"/> Provides a summary of library holdings. <input type="checkbox"/> Provides recommendations to improve resources but does not connect to student learning.	<input type="checkbox"/> Faculty qualifications and competencies are poorly described or absent. <input type="checkbox"/> Merely lists the faculty/staff positions in the department with no explanation how current staffing impacts student learning. <input type="checkbox"/> Lists only perceived equipment deficiencies (no list of actual resources) <input type="checkbox"/> Omits library information. <input type="checkbox"/> Does not recommend any changes to resources for the program.	
Assessment of Program	<input type="checkbox"/> Annual Assessment includes learning outcomes and assessment measures, which are clearly explained. <input type="checkbox"/> Problems involving curriculum clearly explained. <input type="checkbox"/> Standards for performance and gaps in student learning are clearly identified with	<input type="checkbox"/> Annual Assessment includes learning outcome and/or assessment measures. <input type="checkbox"/> Problems involving curriculum are addressed. <input type="checkbox"/> Standards for performance and gaps in student learning are recognized. <input type="checkbox"/> Program report	<input type="checkbox"/> Annual Assessment does not address learning outcomes and/or assessment measures. <input type="checkbox"/> Problems involving curriculum are omitted. <input type="checkbox"/> Standards for student performance and gaps in student learning are not identified.	

	<p>action plans for improvement if needed.</p> <p><input type="checkbox"/> Report includes collaboration from all program faculty, including adjunct, external constituents in the assessment of student learning.</p> <p><input type="checkbox"/> Program's involvement in service, LEAD, and other university activities are clearly explained.</p>	<p>includes feedback from all on campus faculty in assessing student learning.</p> <p><input type="checkbox"/> Program involvement in service, LEAD, and other university activities are listed.</p>	<p><input type="checkbox"/> Program report does not include feedback/input from all program faculty when assessing student learning.</p> <p><input type="checkbox"/> Program involvement in service, LEAD, and other university activities are omitted.</p>	
External Review	<p><input type="checkbox"/> Program response to all criteria marked as "excellent" on the External Review report is complete with specific strategies for improvement.</p>	<p><input type="checkbox"/> Program responded to some of the criteria marked as "somewhat-not evident" on the External Review report with ideas on how to improve.</p>	<p><input type="checkbox"/> Program did not respond to the areas of weakness marked on the report as "somewhat –not evident".</p>	
Conclusion	<p><input type="checkbox"/> Strengths and challenges include references to student learning.</p> <p><input type="checkbox"/> Challenges exhibit more depth than resource shortages and include challenges for the program faculty.</p> <p><input type="checkbox"/> Program response to external review and Academic Council is complete and thorough.</p> <p><input type="checkbox"/> Action plan for the program is visionary, showing evidence that the program is aiming for a higher level of student learning.</p>	<p><input type="checkbox"/> Strengths and challenges are identified, but don't relate to student learning.</p> <p><input type="checkbox"/> Challenges are little more than resource driven.</p> <p><input type="checkbox"/> Action plan accommodates the program challenges but does not move it to a higher level.</p> <p><input type="checkbox"/> Program responds to external review and Academic Council with little discussion.</p>	<p><input type="checkbox"/> Strengths and challenges are identified.</p> <p><input type="checkbox"/> Challenges are all resource driven.</p> <p><input type="checkbox"/> There is no action plan that addresses the challenges that face the program.</p> <p><input type="checkbox"/> Program acknowledges the recommendations of external review and Academic Council with no discussion on changes.</p>	

Interpreting

Academic Council discussed the suggestion of using the American Sign Language Proficiency Inventory (ASLPI) as an external assessment for the Interpreting program. The hold up with setting this up is the cost; the evaluation is \$175 per student. The program is not sure what course they would put the evaluation and how to pay for it (course fee, or just a required component they pay for on their own).

Questions from AC:

If students did not pass what would the student then need to do?

Would there be a remediation course they would have to take?

During what course in the Interpreting program would they take the evaluation?

Academic Council discussed the comments about advising issues and recommended that the program faculty get together and create a document that outlines all the courses with prerequisites in one easy to read form.

Academic council discussed the recruitment and retention of Interpreting students?

- Are there specific places the university should be recruitment that we currently are not?
- It is understood that there is an overlap between the ASL Studies program and the Interpreting program, but are there ways to create some difference and a specific skillset that would better articulate the difference between the programs?

Academic council discussed the overlap that is starting to happen with the final semester of students taking more of the on line courses. The discussion of this past spring when the on campus course was cancelled and students were put in the on line course, as there were not numbers to support the on campus course. Academic council discussed the need to ensure the two programs did not compete with each other. Carrie discussed the reason many students take the on line courses that final spring is due to the rotation of 2 program courses (Interpreting 4 and Adv. Settings II) along with a 6 credit internship. There are not adequate internship placements in Fulton and the surrounding communities for the number of students.

- Academic council asked that the program look at the final semester and explore the options for students, and if there were better options to students walking short and taking on line classes to complete their requirements.

Academic council did discuss the comments from the external reviewer about a program director for the interpreting program. It was also noted that the program needs to produce a minimum of 3 years of assessment data on the on line program before accreditation is even an option.

Carrie mentioned in the financial information that the amount of course fees could not be accurate based on the number of students and how many courses have fees. All the interpreting courses (Interpreting I, II, III, IV, Adv I, Adv II) have fees (that we know of).

Appendix A: Annual Assessment Supporting Documents

ITP 450 Senior Capstone Portfolio Project

Each student will create a web-based portfolio in the form of a website that can be used to showcase his/her interpreting work and professional profile elements. The end product is intended for practical functionality and can be used in concert with a formal letter of introduction when applying for an interpreting or interpreting internship position. The portfolio elements and website should be professional in every way. Students will demonstrate their websites to students in class and in the Interpreting program as a Lead Event toward the end of the semester. As this is a large undertaking, portions of this assignment will be due throughout the semester. Please check the course schedule.

The design, professional appearance, and creativity is worth 100 points and is due at Midterm. The content and final project is worth 200 points and due at the end of the semester. This is a total of 300 points for this assignment.

The following elements will constitute the project:

1. Welcome page
2. Brief Biography of yourself
 - a. Create video biography in ASL
 - b. Create a written biography for the webpage
 - c. Include why you want to be or are an Interpreter
3. Three “cold” (not rehearsed, but prepared the same as you would for a real-life assignment) samples of your interpreting that are at least 10 minutes and not longer than 15 minutes:
 - a. ASL to English – include the source text with your English interpretation in the video
 - b. English to ASL – Include the source text (should be a video) in a small window and yourself signing in a larger window.
 - c. Interactive – use split screen
4. Resume – on webpage AND as a pdf downloadable file
5. Cover Letter example – pdf downloadable file only
6. An ethical dilemma scenario for a Case Study for interpreting and your essay/analysis of how you would work through the case study and come to a decision with support for your reasoning.
7. Your research paper in pdf downloadable format

8. A video and written explanation of your current status and goals regarding your career and credentials and your current status toward national certification.

Internship (ITP 475)

Mentor Evaluation

Student:

Mentor:

Date:

For each of the competency areas identified, determine a numerical value that best describes the intern's performance and place this in the blank preceding each statement. Please provide any additional comments in the spaces provided. The following criteria may be used for determining numerical values.

5-Meeting Expectations of a Professional Interpreter

The student demonstrates a level of knowledge, vocabulary, and skill that is consistent with a professional, licensed/certified interpreter. The student is able to work as an equal team member in the interpreting process, the vocabulary and signing skills are that of a professional interpreter, showing exemplary understanding of the interpreting process and their own personal process.

4- Exceeding expectations of an internship student.

The intern demonstrates a level of knowledge, vocabulary and skill that is superior to the average student. The intern is able to produce an equivalent target message more frequently than expected of the average student. The student shows remarkable understanding of the interpreting process, and behaves in a consistent manner.

3- Meeting all expectations of an internship student.

The intern possesses a basic foundation of core interpreting and linguistic skills, and is beginning to understand how to synthesize the source message into a more accurate representation of the target language. The intern is exhibiting a student's level of understanding and competency.

2- Meeting some expectations of an internship student; extra work is needed.

The intern demonstrates limited interpreting and/or linguistic skills and limited comprehension of the overall task. The intern is experiencing difficulty in applying feedback to their work and is not performing at an acceptable level.

1- Does not meet expectations of an internship student

The intern is performing in a manner that is inconsistent with a professional interpreter and/or not in accordance with the RID or MICS Code of Ethics. The intern is in jeopardy of not successfully completing the internship.

0- Not applicable at this time

Theory and Knowledge Competencies

- 1) _____ Able to compare and contrast linguistic characteristics in a variety of source text examples.
- 2) _____ Ability to discuss professional and ethical decision-making in a manner consistent with theoretical models and standard professional practice.

Human Relations Competencies

- 3) _____ Demonstrated collegiality by showing respect and courtesy to colleagues, consumers and employers
- 4) _____ Demonstrated professional behavior by taking responsibility for the work.
- 5) _____ Demonstrated respect for ASL, English and contact varieties of ASL by using cultural norms appropriate to each language while conversing and interpreting.
- 6) _____ Was able to recognize and respect cultural differences among individuals through appropriate behavior and communication.
- 7) _____ Was able to collaborate successfully with participants and team members.
- 8) _____ Showed responsibility in completing preparatory work when given the opportunity.
- 9) _____ Demonstrated an understanding of professional boundaries by following generally accepted practices as defined by the Code of Ethical Conduct.

Language Skills Competencies

- 10) _____ Demonstrated proficiency and flexibility in their native language (English) by effectively communicating in a wide range of situations, with speakers of various ages and backgrounds.
- 11) _____ Demonstrated near-native like communicative competence and flexibility in their second language (ASL).

Interpreting Skills Competencies

- 12) _____ Demonstrated skill in applying academic and world knowledge during consecutive interpretation.
- 13) _____ Demonstrated skill in using cultural adjustments while maintaining the integrity of the interpreting process and producing a successful interpretation.
- 14) _____ Demonstrated ability to integrate academic and world knowledge during simultaneous interpreting.
- 15) _____ Demonstrated the ability to analyze the effectiveness of an interpretation generated by self or peers, applying contemporary theories of performance assessment and peer review. (demand-control)
- 16) _____ Able to effectively team interpret during consecutive and simultaneous low-risk interactional assignments.
- 17) _____ Demonstrated flexibility in transliterating or interpreting through recognition of the language of the D/deaf or hard of hearing consumers.
- 18) _____ Demonstrated flexibility to make adjustments to the interpretation based on consumer and/or mentor feedback.
- 19) _____ Demonstrated the ability to use technology and equipment specific to ASL/English Interpreting.
- 20) _____ Student demonstrated skill in implementing lag time accurately.

Professional Competencies

21) Demonstrated planning skills in preparing for assignments.

22) Demonstrated successful professional judgment in selection of clothing for assignments.

23) Demonstrated professional integrity by arriving to assignments in a timely manner.

24) Demonstrated flexibility in adapting to changes that arise during interpreting assignments.

25) Demonstrated self-awareness and discretion by monitoring and managing personal and professional behaviors.

26) Demonstrated professional integrity by avoiding conflicts of interest, adhering to the Code of Ethical Conduct, and applying standard professional business practices.

27) Demonstrated commitment to the interpreting profession by becoming a member of and participating in professional organizations and activities.

28) Demonstrated commitment to the D/deaf community by supporting and contributing to D/deaf related organizations and activities.

Place an "X" in the space indicating the level of skill you believe the intern has demonstrated.

Skill	Strong	Good	Fair	Weak	N/A
Oral Communication Skills					
Critical Thinking Skills					
Interpersonal Skills					
Flexibility					
Dependability					
Listening Skills (feedback)					
Receptive Skills					
Consecutive Interpreting					
Simultaneous Interpreting					
Target to match consumer's needs					
Cultural Awareness					
Self Analysis					
Understanding Source Language					
Target Message Equivalency					
Fingerspelling					
Ethical Behavior/Professionalism					

Briefly describe the experience provided the student during the semester (e.g. number and types of assignments and activities).

Comment on performance areas in which the student was outstanding (exceptional work that exceeded expectations).

Summarize the student's strengths and areas for further development.

Is there anything that WWU's ASL/English Interpreting Program could do to further support the educational process and/or the intern's experience?

Performance Rating

Considering all aspects of the internship experience, how would you rate the student's overall performance:

Satisfactory

Unsatisfactory

Incomplete

Signature

Date

ASL Re-telling Skills Rubric [Final]

ASL Vocabulary Knowledge

<u>Poor</u>	<u>Fair</u>	<u>Good</u>	<u>Very Good</u>	<u>Excellent</u>
Very basic vocabulary use	Some good use of vocabulary	Broad use of vocabulary	Very broad vocabulary	Close to Native-like

ASL Production

<u>1</u> A few understandable language with many misproductions	<u>2</u> Generally clear with many misproductions	<u>3</u> Fairly clear with more than some misproductions	<u>4</u> Clear (may have a few minor misproductions)	<u>5</u> Very Clear
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ASL Fluency/Rate

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Very slow	Slow to moderate	Moderate	Good - near normal	Very good - normal

ASL Grammar

<u>1</u> Basic use of a very few grammatical structures	<u>2</u> Basic use with some grammatical structures	<u>3</u> Fair use of many grammatical structures	<u>4</u> Good use of many grammatical structures	<u>5</u> Very good use of several grammatical structures
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Non-Manual Markers

<u>1</u> Little to no use of facial grammar.	<u>2</u> Fair use of non-manual markers. A few topic markers and may or may not include adjectival information.	<u>3</u> Good use of non-manual markers. Several topic markers and a few adjectives are included.	<u>4</u> Very good use of Non-Manual markers. Includes many topic markers and some adjective information.	<u>5</u> Very good use of Non-Manual markers. Close to normal. Includes all topics and most adjective information.
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Fingerspelling

<u>1</u> Fingerspelling is usually not produced accurately and very hard or impossible to understand.	<u>2</u> Fair use of fingerspelling. Speed is slow or too fast and handshapes are not always correct. Difficult to understand.	<u>3</u> Good use of fingerspelling. Speed helps make it understandable but may not appear normal.	<u>4</u> Very good. Fingerspelling is clear and understandable with most of the handshapes and movements accurate.	<u>5</u> Normal. Fluid, correct handshape and movement and appropriate speed. Very understandable.
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ASL Comprehension

<u>1</u> Appears to understand very little of the story	<u>2</u> Appears to understand some parts of the story	<u>3</u> Appears to understand a fair amount of the story	<u>4</u> Appears to understand most of the elements of the story	<u>5</u> Appears to understand all elements of the story including classifiers.
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Rubric for Assessing Interpreting Skills

Category	Point Score 0-1-2-3-4-5	10-11-12-13-14	15-16-17	18-19	20
Grammatical Structure: measures the degree to which the information in an interpretation is grammatically acceptable in the language choice made.	There are no marked grammar utterances, the message is hard to understand.	Lacks conformity to the conventions of signed and spoken communication and detracts from the message.	Sometimes conforms to the conventions of signed and spoken communication.	Usually conforms to the conventions of signed and spoken communication.	Always conforms to the conventions of signed and spoken communication.
Content measures the accurate and consistent interpretation of equivalent information from the source language to the target language. Effective conveyance of information is dependent upon information being conveyed in context.	The content is not conveyed, not able to understand the message.	Content is not conveyed in a culturally successful manner.	Some content is conveyed in a culturally successful manner.	Most content is conveyed in a culturally acceptable manner.	All content is conveyed in a culturally successful manner.
	Point Score 0-1-2	4-5	6-7	8-9	10
Affect measures the extent to which the interpretation accurately conveys the speaker's affect. Affect is the emotive tone used by the speaker and is demonstrated by the speaker's use of intonation, rhythm and stress, sign size, and non-manual behaviors.	The affect of the source language is not conveyed.	Affect is not conveyed accurately – minimal emotive tone, rhythm and stress, and non-manual behaviors.	Some affect is conveyed accurately with emotive tone, rhythm and stress, and non-manual behaviors.	Affect is conveyed mostly accurately with good use of emotive tone, rhythm and stress, and non-manual behaviors.	Affect is conveyed accurately at all times, using appropriate emotive tone, rhythm and stress, and non-manual behaviors.
Articulation refers to the production quality of signing and the production quality of speech that is displayed during the interpretation.	Production quality of signs and speech is unclear and difficult to understand.	Production quality of signs and speech is a mix of clear and unclear.	Production quality of signs and speech is accurate sometimes.	Production quality of signs and speech is clear and accurate most of the time.	Production quality of signs and speech is clear and accurate always.
Intent measures the extent to which the goal(s) of the source language is represented in the target language. It includes message equivalence and neutrality of the interpretation.	Target language does not convey intent or equivalency of the source language. Interpretation is not neutral.	Target language includes minimal message equivalence, and intent is minimally conveyed. Interpretation is minimally neutral.	Target language sometimes conveys the intent and equivalence of the source language. Interpretation is somewhat neutral.	Target language usually conveys intent and equivalency of the source language. Interpretation is mostly neutral.	Target language always conveys the intent and equivalency of the source language. Interpretation is always neutral.
Constructed Action/Dialogue is the identification of who is acting and their actions or who is speaking and their speech. In ASL, this is	Constructed action/dialogue is unclear and confusing.	Constructed action/dialogue is occasionally	Constructed action/dialogue is sometimes	Constructed action/dialogue is usually conveyed	Constructed action/dialogue is always conveyed

commonly done through the use of body shifting, eye gaze, facial expressions, sign size and style, head movement and body postures and pauses. In English, this is commonly done through the use of vocal inflection and other modulations, such as speed, style, volume and pausing.		(rarely) conveyed accurately.	conveyed accurately.	accurately.	accurately.
Language Match is influenced by the consumer and includes lexical preferences. In the case of multiple consumers of the same language, the language match may also be influenced by multiple lexical and grammatical preferences of the consumers.	Language does not match the language of the consumers.	Language occasionally (rarely) matches the language of the consumers.	Language sometimes matches the language of the consumers.	Language usually matches the language of the consumers.	Language always matches the language of the consumers.
Use of Space is a general category of devices that are used to demonstrate physical and/or grammatical relationships. These devices are frequently influenced by the actual surroundings or through the manipulation of imaginary items in the signer's environment. Examples of use of space in sign language include: pointing for pronominal reference, movement of the verb to identify the subject and object, and various uses of classifiers. Also included in this category is the use of various strategies for listing items and the possible subsequent comparison or grouping of those items.	Space is not used or interpreted accurately or effectively.	Space is occasionally (rarely) used or interpreted accurately.	Space is sometimes used or interpreted accurately.	Space is often/mostly used or interpreted accurately.	Space is always used or interpreted accurately.

Appendix B: Degree Checklists

B.A./B.S. ASL-ENGLISH INTERPRETING – 57 credits Catalog

2014-2015

ID#: _____

Name: _____

Advisor: _____

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

Bachelor of Arts degree programs require a minor and a year of a foreign language.

Foreign Language _____ Minor: _____

REQUIRED COURSES 51 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
ASL101 Career Seminar in ASL Studies	3			
~ASL120 Deaf Culture	3			
ASL220 Ethics and Decision Making	3			
*ASL345 American Sign Language VI	3			
~*ASL425 Linguistics of ASL	3			
*ASL430 ASL Literature	3			
*ITP211 Theory of Interpretation	3			
*ITP217 Comparative Translation	3			
~ITP301 Interpreting I	3			
~ITP310 Interpreting in Adv Settings I	3			
~ITP351 Interpreting II	3			
~ITP375 Interpreting III	3			
~ITP380 Interpreting IV	3			
~ITP410 Interpreting in Adv Settings II	3			
~ITP450 Senior Capstone	3			
~ITP475 Field Practicum	6			

*Students **must** complete the appropriate ASL I-IV pre-requisite courses with a grade of **C or higher**, or demonstrate equivalent

experience for instructor waiver of pre-req before they can register for designated courses.

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

Required English Elective 3 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
ENG222 Intro to Rhetoric	3			
ENG301 Grammar & Syntax	3			
ENG411 Rhetorical Analysis & Criticism	3			

Required Elective 3 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
PSY209 Child Develop & Behavior	3			

PSY221 Educational Psychology	3			
SCA353 Race and Ethnicity	3			
SWK273 Crime Victimization in America	3			
SWK274 Mental Health Svcs & Policies	3			
SWK316 Human Behav in Eviron I	3			
SWK317 Human Behav in Eviron II	3			
SWK388 Social Welfare Policy	3			

Student: _____ Date: _____

Advisor: _____ Date: _____

Division Chair: _____ Date: _____

Substitutions to the coursework above requires the signature of the division chair.

Updated March 5, 2014