



Program Assessment Report (PAR)

Sign Language Interpreting (SLIN) Baccalaureate Degree

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ACADEMIC YEAR COVERED BY THIS REPORT: 2020-2021

I. PROGRAM LEARNING OUTCOMES

The fundamental objective of the Sign Language Interpreting degree is to prepare students to enter the field as professionals who work at a high level of proficiency in both ASL and English, while conducting themselves in professional and ethical ways. Graduates can:

1. Demonstrate knowledge of linguistics and interpretation theories.
2. Interpret effectively from voice to sign.
3. Transliterate effectively from voice to sign.
4. Effectively interpret from sign to spoken English.
5. Participate as effective members of service delivery teams.
6. Employ strong ethical practices and standards of practice in all aspects of their work.
7. Demonstrate awareness of several specialty areas of interpreting – E.g. educational, medical, mental health, legal, theatrical and performance, etc.
8. Describe how the world of interpreting and the deaf community are part of an ever-changing tapestry and find ways to keep abreast of the changes.
9. Demonstrate awareness of the importance of continuing on a course of life-long-learning to hone their skills and develop them accordingly to better serve themselves, their community and their profession.

II. PROCEDURES USED FOR ASSESSMENT

A. Direct Assessment

Skills and professionalism (ethics and life long learning) are part of each course taught in the SLI program. Changes within the deaf and interpreting community are discussed in each course as an organic progression of the course. Some courses focus on specialized areas of work within the interpreting profession, so the entire course is an awareness of specialty areas of interpreting as mentioned in the Learning Outcomes Skills based courses, those focusing on 'hands-up' interpreting, have testing on a regular basis consisting of recordings of interpretations from a variety of sources and at an increasing level of difficulty. The instructor grades these recordings and the student does a self-evaluation as well. These periodic tests check for developing skills and

help pinpoint problem areas for the students. Their individual skills are addressed in another overall self-evaluation and continued growth plan. During class time, occasional live interpreting samples are conducted as well, with feedback being given by the class peers and the instructor.

1. Demonstrate knowledge of linguistics and interpretation theories. Natural teaching activities have students signing and interpreting in class activities. Recorded tests look at specific skills and provide feedback for each student. SLI 3400 Linguistics - Class discussion posts, Research paper on Discourse Analysis and Linguistics of a specific topic and how it relates to the deaf and interpreting worlds. SLI 3800 Advanced Interpreting I - Class discussion, skills performances SLI 4200 Educational Interpreting - Class discussion, skills performances SLI 4570 Interpreting for the Deaf in Medical Settings - Class discussion, skills performances SLI 4800 Advanced Interpreting II - Class discussion, skills performances
2. Interpret effectively from voice to sign. Natural teaching activities have students signing and interpreting in class activities. Recorded tests look at specific skills and provide feedback for each student. SLI 3800 Advanced Interpreting I - skills performances, class activities and practice SLI 4570 Interpreting for the Deaf in Medical Settings - skills performances SLI 4800 Advanced Interpreting II - skills performances, class activities and practice
3. Transliterate effectively from voice to sign. Natural teaching activities have students signing and interpreting in class activities. Recorded tests look at specific skills and provide feedback for each student. SLI 4200 Educational Interpreting - skills performances, class activities and practice SLI 4570 Interpreting for the deaf in Medical Settings - skills performances, class activities and practice
4. Effectively interpret from sign to spoken English. Natural teaching activities have students signing and interpreting in class activities. Recorded tests look at specific skills and provide feedback for each student. SLI 3800 Advanced Interpreting I - skills performances, class activities and practice SLI 4570 Interpreting for the Deaf in Medical Settings - skills performances, class activities and practice SLI 4800 Advanced Interpreting II - skills performances, class activities and practice
5. Participate as effective members of service delivery teams. Natural teaching activities have students signing and interpreting in class activities. Teams work together and the instructor looks at specific skills and provides feedback for each student. SLI 3800 Advanced Interpreting I - skills performances, class activities and practice SLI 4800 Advanced Interpreting II - skills performances, class activities and practice
6. Employ strong ethical practices and standards of practice in all aspects of their work. Ethical standards and professional behavior is mentioned in each course. Specialty courses focus the discussion of ethics on the differences between that setting and other work placements. Written assignments are used for ethical responses as well as discussion in the class, both face to face and online SLI 3800 Advanced Interpreting I - class discussion, written assignments SLI 4200 Educational Interpreting - class discussion, written assignments SLI 4570 Interpreting for the Deaf in Medical Settings - class discussion, written assignments SLI 4800 Advanced Interpreting II - class discussion, written assignments SLI 4900 Senior Capstone - class discussion, written assignments
7. Demonstrate awareness of several specialty areas of interpreting – E.g. educational, medical, mental health, legal, theatrical and performance, etc. These courses are an awareness of specialty areas of interpreting. Other courses may bring up the idea of specialty work areas within the interpreting world. SLI 4200 Educational Interpreting - class

discussion, written assignments SLI 4570 Interpreting for the Deaf in Medical Settings - class discussion, written assignments 8. Describe how the world of interpreting and the deaf community are part of an ever-changing tapestry and find ways to keep abreast of the changes. Each course will touch on any changes that are taking place in the deaf and interpreting communities. There may need to be adjustments made for students related to some of these advancements - technology, new signs that develop, changes in provision of service. SLI 3400 Linguistics - class discussion, written assignments SLI 3800 Advanced Interpreting I - class discussion, written assignments SLI 4200 Educational Interpreting - class discussion, written assignments SLI 4570 Interpreting for the Deaf in Medical Settings - class discussion, written assignments SLI 4800 Advanced Interpreting II - class discussion, written assignments SLI 4900 Senior Capstone - class discussion, written assignments 9. Demonstrate awareness of the importance of continuing on a course of life-long-learning to hone their skills and develop them accordingly to better serve themselves, their community and their profession. Each course brings up the importance of life long learning and on-going professional and personal growth and development. In some courses life learning plans are developed and discussed. SLI 3000 3400 Linguistics- class discussion, written assignments SLI 3800 Advanced Interpreting I- class discussion, written assignments SLI 4200 Educational Interpreting- class discussion, written assignments SLI 4570 Interpreting for the Deaf in Medical Settings- class discussion, written assignments SLI 4800 Advanced Interpreting II- class discussion, written assignments SLI 4900 Senior Capstone- class discussion, written assignments

B. Scoring of Student Work

All testing is handled by the class teacher. Written tests are scored for correct answers. Performance tests look at utilization of skills and ensure correct message transfer from one language to another. Rubrics are utilized when appropriate. 1. Demonstrate knowledge of linguistics and interpretation theories. Natural teaching activities have students signing and interpreting in-class activities. Recorded tests look at specific skills and provide feedback for each student. If students are not utilizing the proper linguistic attributes or not applying proper interpreting technics that will lead to a lower score on their performance review. Linguistics course had a research paper on linguistics and discourses analysis that was related to a specific topic in the field of deafness and interpreting 2. Interpret effectively from voice to sign. Natural teaching activities have students signing and interpreting in class activities. Recorded tests look at specific skills and provide feedback for each student. Students must correctly interpret the materials in order to successfully complete the assignment. Class activities with deaf persons give instant feedback as to understanding of the message and ability to interpret clearly and correctly. 3. Transliterate effectively from voice to sign. Natural teaching activities have students signing and interpreting in class activities. Recorded tests look at specific skills and provide feedback for each student. Students must correctly interpret the materials in order to successfully complete the assignment. Class activities with deaf persons give instant feedback as to

understanding of the message and ability to interpret clearly and correctly. 4. Effectively interpret from sign to spoken English. Natural teaching activities have students signing and interpreting in class activities. Recorded tests look at specific skills and provide feedback for each student. Students must correctly interpret the materials in order to successfully complete the assignment. Class activities with deaf persons give instant feedback as to understanding of the message and ability to interpret clearly and correctly. 5. Participate as effective members of service delivery teams. Natural teaching activities have students signing and interpreting in class activities. Teams work together and the instructor looks at specific skills and provides feedback for each student. 6. Employ strong ethical practices and standards of practice in all aspects of their work. Ethical standards and professional behavior are mentioned in each course. Specialty courses focus the discussion of ethics on the differences between that setting and other work placements. Written assignments are used for ethical responses as well as discussion in the class, both face to face and online 7. Demonstrate awareness of several specialty areas of interpreting – E.g. educational, medical, mental health, legal, theatrical and performance, etc. These courses are an awareness of specialty areas of interpreting. Other courses may bring up the idea of specialty work areas within the interpreting world. Specific assignments and test within the specialty courses demonstrate the students' understanding of the topic at hand and the unique requirements of each setting 8. Describe how the world of interpreting and the deaf community are part of an ever-changing tapestry and find ways to keep abreast of the changes. Each course will touch on any changes that are taking place in the deaf and interpreting communities. There may need to be adjustments made for students related to some of these advancements - technology, new signs that develop, changes in provision of service. Discussions will incorporate new information from the community and students should be able to incorporate some of those new pieces into their interpreting work. 9. Demonstrate awareness of the importance of continuing on a course of life-long-learning to hone their skills and develop them accordingly to better serve themselves, their community and their profession. Each course brings up the importance of lifelong learning and on-going professional and personal growth and development. In some courses life learning plans are developed and discussed.

C. Indirect Assessment

The students do spend time speaking with the program director about the classes they took and the skills they have gained. Students completing the full series of courses have improved interpreting ability both expressively and receptively compared to initial work in the program. Student self assessments state that an increase and enhancement of interpreting knowledge and skills has occurred while in the program and in individual courses. Students also report an increase in self-confidence, professional thinking and problem solving. Student GPA within the professional core courses shows a high level of skill and learning that is occurring. The overall GPA of students has been high, with some students struggling in Math within the general education area. Students are asked at the

end of the courses to reflect on their learning for the semester and the most important thing they learned that semester. They will explain what they took away from the course and how it may have already had an impact on their professional work. They will often note areas that they feel they need to revisit in the future for a more in-depth understanding of the material.

III. ASSESSMENT RESULTS/INFORMATION:

1. Self Assessment at the end of each recorded assignment 2. End of the semester reflection posts. 3. Personal conversations with students

Students completing the full series of courses have improved interpreting ability both expressively and receptively compared to initial work in the program. (1,2,3) Student self-assessments state that an increase and enhancement of interpreting knowledge and skills has occurred while in the program. (1,2,3) Students report an increase in self-confidence and professional thinking and problem solving. (1,2,3) Student GPA within the professional core courses shows a high level of skill and learning that is occurring. The overall GPA of students has been high, with some students struggling in Math within the general education area.

[Analysis]

IV. ACTIONS TO IMPROVE STUDENT LEARNING

Faculty members in the SLI program have spoken about the courses and ways to enhance learning and topics that may need to be changed or updated. Some changes were required due to the shift in provision of courses because of the pandemic. As always, classes will be updated annually to include new information in the field and to improve any areas of weakness within the course delivery. As always, new editions of books will be explored and new recorded materials for testing and classroom activities will be obtained as possible. No major changes are being undertaken at this point due to the upheaval related to the pandemic. Extra discussions have occurred in courses regarding providing services to deaf, hard of hearing and deaf/blind clients in this time of social distancing and online interactions. The massive changes that have been brought upon the profession is enough to incorporate into courses as we can. Students did not like having to do work online via video remote. The personal aspect of interpreting and the ease of providing immediate feedback to peers was difficult. Some remedial work may need to occur due to the pandemic lack of instruction at other schools that provided the associate level education for all of the students in the program. Due to the small size of the program, anonymous feedback is not realistic, with only one or two graduates a semester. In the past this was done but was overlooked during COVID shutdown. This will be restarted.

V. SUPPORTING DOCUMENTS

Additional documentation, when provided, is stored in the internal Academic Program Assessment of Student Learning SharePoint site.