ACADEMIC PROGRAM ASSESSMENT PLAN

This form was designed to assist programs in writing a complete assessment plan. If you choose not to use this form, please submit your plan in the order of the checklist at the end of this document. If some aspect of your program's plan is in development or not yet developed, indicate that in the respective section. For guidance and examples, refer to the Assessment Plan GUIDE or send an email to assessmentacademy@ualr.edu.

Program Name: B.A. degree program in Interpretation: American Sign Language - English

SKIM Program? Yes ☐ **No** ☒   *For a list of programs covered by SKIM, see GUIDE.*

Disciplinary Accrediting Body (if applicable): Commission on Collegiate Interpreter Education (CCIE)

Department Name: School of Counseling, Human Performance and Rehabilitation (CHPR)

Date Submitted: April 15, 2018

Submitted by: Dr. Linda K. Stauffer   (Name)

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Section 1. Program or Departmental Mission Statement.
Your program's student learning goals should tie to your mission. Please state your department's or program's mission.

The mission of B.A. degree program in Interpretation: ASL and English is to prepare students for employment as interpreters in a variety of public, private, and educational settings with individuals from diverse multicultural backgrounds who are deaf, hard of hearing, or deaf-blind. Through experiential service learning, skills development and theoretical education, students learn to use and adhere to the code of professional conduct in providing quality services. Additionally, students prepare for engagement in continued professional development and lifelong learning.

Section 2. Student Learning Goals for Academic Program.

List all student learning goals ("At the end of this program, students will be able to...") for the academic program identified above, and—if your program is covered by SKIM—how the SKIM goals map to your program goals. If you prefer to provide the list as an appendix, type "See appendix" in box below and attach appendix to this document. For guidance on writing measurable student learning goals and for a list of the SKIM goals, please see the GUIDE.

Program Learning Objectives (PLO)

1)   Effective Communication
2)   Critical Thinking
3)   Global /Cultural Competency
4)   Community Engagement
5)   Ethical Decision Making

Student Learning Goals

1.   At the end of the program students will demonstrate comprehension of, and expression of, ASL and English at advanced levels. (PLO 1)

2.   At the end of the program students will demonstrate competencies related to interpreting and transliterating theory and knowledge. (PLO 2)

   2.1   At the end of the program students will demontrate an understanding of the historical foundations of interpreting including theories of interpretation and transliteration.

   2.2   At the end of the program students will be able to read, understand and critically evaluate research on interpreting.

3.   At the end of the program students will demonstrate competencies required for meaning transfer. (PLO 1, 2, 4)

   3.1   At the end of the program students will demonstrate the ability to process a message from a source language into a dynamic equivalent message in the target language.

   3.2   At the end of the program students will demonstrate an understanding of the needs of various consumers such as deaf, deaf-blind, and hard of hearing individuals (PLO 2, 5).

4.0   At the end of the program students will be able to apply decision-making skills to meet target language needs of consumers and choose ethical options when faced with ethical dilemmas.

   4.1   At the end of the program students will demonstrate the ability to assess a situation and apply decision-making skills to meet the demands of the source language, target language, setting, and participants. (PLO 1, 2, 3, 4, 5, 6)

   4.2   At the end of the program students will be able to apply ethical decision-making skills to a variety of eithical dilemmas.

Section 3. Curriculum Map.

Attach a map of your program's curriculum (electives and required courses) that shows where each outcome is taught. There is no one way to structure a curriculum map; for templates, which can also serve as examples, please see the GUIDE.

Section 4. Assessment Methods.

Complete the following table to indicate how each student learning goal will be assessed (add more rows if needed). A list of common assessment methods can be found in the GUIDE.

Student Learning Goal	Assessment Method or Learning Activity/Artifact	Course in Which Learning Activity or Assessment Takes Place	Alignment with SKIM goal(s) or disciplinary accrediting body goal(s)
1. At the end of the program students will demonstrate comprehension of, and expression of, ASL and English at advanced levels. (1.0.)	Final Video	ASL 5	CCIE, 2014 Standard 7.0 Skills Competencies
2. At the end of the program students will demonstrate an understanding of the historical foundations of interpreting including theories of interpretation and transliteration. (2.1).	Test Question (essay)	Introduction to Interpreting	CCIE, 2014 Standard 6.0 Knowledge Competencies
3. At the end of the program students will be able to read, understand, and critically evaluate research on interpreting. (2.2).	Evaluate a research article	Intro to Interpreting Research	CCIE, 2014 Standard 6.5 Competencies Related to Research
4. At the end of the program students will demonstrate the ability to process a message	Quality Assurance Screening Test (QAST) Scores	Advanced Interpreting/Advanced Transliteration	CCIE, 2014 Standard 7.0 Skills Competencies

from a source language into a dynamic equivalent message in the target language. (3.1).			
5. At the end of the program students will demonstrate an understanding of the needs of various consumers such as deaf, deaf-blind, and hard of hearing individuals. (3.2).	Deaf-blind Service Learning Oral Interpreting Project	Interpreting for Persons who are Deaf-Blind Interpreting for Persons who are Hard of Hearing	CCIE, 2014 standard 6.3 Competencies Related to Multiculturalism and Diverse Populations
6. At the end of the program students will demonstrate the ability to assess a situation and apply decision-making skills to meet the demands of the source language, target language, setting and participants. (4.1).	Simulation Assessments	Interpreting 1 and Interpreting 2	CCIE, 2014 standard 7.4 Ability to Assess a Situation and the Decision Making Skills to Meet the Demands of the Source Language, Target Language, Setting
7. At the end of the program students will be able to apply ethical decision-making skills to a variety of ethical dilemmas. (4.2).	Essay Questions	Ethics Practices and Systems	CCIE, 2014 standard 7.4 Ability to Assess a Situation and Decision Making Skills .

Section 5. Assessment Cycle Timeline.

Indicate in the table below when assessment data from each student learning goal will be analyzed (add more rows if needed). It is assumed that artifact collection and continuous improvement efforts will be ongoing.

Length of assessment cycle:
4 years Best practices state that assessment cycles vary between 3-5 years; if your assessment cycle is longer than 5 years, explain why. **Date for next review of assessment plan**: 2023 (typically at the end of a cycle, unless a need for revision arises before)

Student Learning Goal	Semester(s) Artifacts are Collected	Semester Assessment Data is Analyzed	Notes
1. At the end of the program students will demonstrate comprehension of, and expression of, ASL and English at advanced levels. (1.0).	Fall	Fall	
2. At the end of the program students will demonstrate an understanding of the historical foundations of interpreting including theories of interpretation and transliteration. (2.1).	Fall	Fall	
3. At the end of the program students will be able to read, understand, and critically evaluate research on interpreting.	Spring	Spring	

(2.2).			
4. At the end of the program students will demonstrate the ability to process a message from a source language into a dynamic equivalent message in the target language. (3.1).	Spring	Summer	
5. At the end of this program students will demonstrate an understanding of the needs of various consumers such as deaf, deaf-blind, and hard of hearing individuals. (3.2).	Spring	Spring	
6. At the end of the program students will demonstrate the ability to assess a situation and apply decision-making skills to meet the demands of the source langauge, target language, setting and participants.	Interp 1 - Fall Interp 2 - Spring	Interp 1 - Fall Interp 2 - Spring	

(4.1).			
7. At the end of the program students will be able to apply ethical decision-making skills to a variety of ethical dilemmas. (4.2).	Fall	Fall	

Section 6. Continuous Improvement Process.

Document the process your program will use for implementing changes to improve curriculum, student support and assessment practices based on assessment findings.

1. The faculty (full and part-time) has a full day's retreat at the beginning of each fall and spring semester (August & January) to discuss program issues including implementation of student suggestions, benchmark exams, SLO assessment results and stakeholder recommendations for program improvement.

2. When improvement needs are identified, faculty will research best practices to address the issue, brainstorm, informally survey current and past students to gain feedback. An improvement plan will then be developed with guidelines and timelines for implementation.

3. Faculty meets every two weeks during the regular 15-week semester to review program needs and review implementation progress.

4. Students and faculty will evaluate progress. Adjustments will be made based on the results as needed. Results will be reported to the Stakeholders for further feedback.

Section 7. Stakeholder Involvement/Communication Plan.

Who are the stakeholders in your program, and how will they be involved in your assessment process? How will they learn about your assessment results and continuous improvement? For more information on involvement and communication with stakeholders, see the GUIDE.

A.   Who are your stakeholders?

Our Stakeholders include representatives of the following groups/organizations/agencies:

Arkansas Administrative Offices of the Courts (court interpreter)
Arkansas Association of the Deaf
Arkansas Black Deaf Advocates
Arkansas Deaf-Blind Community
Arkansas Department of Education
Arkansas Hands and Voices
Arkansas Registry of Interpreters for the Deaf
Arkansas Rehabilitation Services
Arkansas School for the Deaf
Communication Plus+ Interpreter Services
Hard of Hearing Community Representative
Interpreter Education Program faculty – full time and part time
Interpreter Education Program current students
Interpreter Education Program alumni
Interpreter Education Program alumni working interpreters (community, video, relay, educational)
Pulaski County Special School District
Speech to Text Service Provider
Sprint Relay, Arkansas & Oklahoma
Sorenson Video Relay Services
UA-Little Rock Department of Audiology
UA-Little Rock Disability Support Services
UA-Little Rock Sigma Lammda Kappa (SLK - Student Sign Language Club)
UA-Little Rock School of Nursing
UA-Pulaski Technical College Sign Language Classes

B.   How will they be involved in your assessment process?

Each year in the spring semester over 45 Stakeholders representing partnering agencies, community representatives, interpreter representatives, parent organizations, schools, deaf and deaf-blind organizations, and current and former students are invited to our Stakeholders meeting. This meeting takes places on an afternoon and is held at the Arkansas School for the Deaf. Information is shared with the Stakeholders on changes and highlights in the program since the previous year, results of benchmark exams, SLO assessment outcomes. Stakeholders respond to the data and activity reports and make recommendations for improvement in the program. Minutes are sent out after each meeting.

C.   How will they learn about your assessment results and continuous improvement?

Information on SLO assessment results, recommended improvements, implementation of changes for improvement, and evaluation of the changes will be shared annually with stakeholders.

The INTR Curriculum Map is designed to show alignment of IEP Interpreting Curriculum with *CCIE 2014 Standards*

CURRICULUM MAP

CCIE Standards 6, 7, 8

Column headers (course codes):

1. INTR 1320 ASL 1
2. INTR 1321 ASL 2
3. INTR 2320 ASL 3
4. INTR 2329 ASL 4
5. INTR 1340 Deaf Culture
6. INTR 2280 Fingerspelling
7. INTR 2330 Manually Coded English
8. INTR 2344 Comp. Linguistics
9. INTR 2260 Service Learning
10. INTR 3329 ASL 5
11. INTR 3344 Interp Theory & Practice
12. INTR 3347 Intro to Interpreting
13. INTR 3359 Artistic Interpreting
14. INTR 3363 Specialized Terminology
15. INTR 3364 Sign to Voice I/T
16. INTR 3366 Voice to Sign I/T
17. INTR 3372 Interp Hard of Hearing
18. INTR 3390 Intro Interp Research
19. INTR 4350 Interpreting 1
20. INTR 4346 Princ Educational Interp
21. INTR 4358 Interpreting Deaf-Blind
22. INTR 4370 Ethics
23. INTR 4332 Interpreting 2
24. INTR 4380 Advanced Transliterating
25. INTR 4382 Advanced Interpreting
26. INTR 4384 Academic Subjects
27. INTR 4970 Internship

Prerequisites ASL and English Competence

#	Competency	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
3a.	American Sign Language: Possess proficiency in ASL that at least enables them to converse in a culturally appropriate and participatory fashion, to narrate, and to describe with connected discourse.	K	A	A	S		A		A	A	S	S		A	A	A	A			S	S	S		S		S	S	S
2b.	English: Possess proficiency in spoken and/or written English that at least enables them to converse in a culturally appropriate and participatory fashion, to narrate and to describe with connected discourse.	A	A	A	K			K	A	A	A	S	S		A	A	A	A	A	A	S	S	S		S	S	S	S

Standard 6.0: Knowledge Competencies

6.1 Competencies Related to Interpreting Theory & Knowledge

#	Competency	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
a.	Theories of interpretation and translation											A	K	A	A	A				S		A		S	S	S	S	
b.	Historical foundations of the profession							K				K	K				K			S	A		K	S	A			
c.	Interpreter role, function, and responsibilities						K					K	K		A	A	A			S	A	S	A	S	S	S	S	S
d.	Ethical theory, practice, and decision-making								K			A	K							S	A	S	S	S	S	S	S	S
e.	Interpreting needs of Deaf, DeafBlind, and hearing consumers																K			S		S		S	S	S	A	
e.1.	Strategies and techniques to meet the needs of various DeafBlind consumers																			A		S		S				S
e.2.	Needs of individuals with disabilities and/or conditions that impact communications	K	K	K								A	K	K						S	A	S		S			A	S
e.3.	Teaming protocols in Deaf/Deaf interpreting teams											K									A							
e.4.	Teaming protocols used in Deaf/hearing interpreter teams											K		K		A	A			S		S		S	S	S		S
e.5.	Teaming protocols used in hearing/hearing interpreting teams											K		K		A	A	A		S		S		S	S	S		S
e.6.	Protocols used in a variety of settings (e.g., VRS, VRI, medical, educational, conference, legal, mental health and theatrical)											K	K							S	A	A		S	S	S	S	S
f.	One's own personal mental and physical self-care (e.g., managing vicarious trauma, potential stressors, burnout, and repetitive motion injury)						K					K	A	A	K			K	K		S		S	A	S	S	S	S	S

6.2 Competencies Related to Human Relations and Professionalism

#	Competency	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
a.	Service-learning community engagement/civic responsibility to stakeholder communities, professional roles, and boundary flexibility when functioning as Deaf community allies		K	A						S					S						A	S						S
b.	Professional and ethical boundaries										A		K	K		A	K	A		S	A	S	A	S	S	S	S	S
c.	Commitment to continue self-assessment and professional development	K	K	K	K		A				A	A	A	K	A	A	A	A	A	S	A	A	A	S	S	S	S	S
d.	Respect for individual self-identification, language and/or communication choices.	K	A	A	A	K	K				A	S	A	K		A	A	A	A	S	A	S		S	S	S	S	S

6.3 Competencies Related to Multiculturalism and Diverse Populations

#	Competency	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
a.	The effects of oppression and discrimination (e.g., audism, racism, sexism)				K	K		K	A	A	A	K								S	A	S		S		S	A	S
b.	The influence of power and privilege within multicultural and diverse populations				K			K	A	A	A	K				K				S	A	S	S	S		S		S
c.	Majority and minority culture dynamics	K	K	K		K		K	A	A	A	A	K			A	A	A		S	A	S	S	S	S	S	A	S
d.	Dynamics of cross-cultural interaction	K	K	K	A	K	K	K	A	A	A	A	K			A	A			S	A	S	S	S	S	S	A	S

6.4 Competencies Related to Knowledge of the Interpreting Profession and Relevant Resources

#	Competency	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
a.	Professional credentialing (e.g., RID Certifications, and, if relevant, state tests and licensure, and/or their equivalents in other countries)											K			A	A	A			S	A			S	S		S	S
b.	NAD-RID Code of Professional Conduct (or its equivalent in other countries) and other relevant guidelines for professional behavior											K			A	A	A			S	A	S	S	S	S	S	S	S
c.	Availability of community resources, organizations and agencies that serve D/deaf people					K				K		K			A	A	A			A	A	A		A				S
d.	Local and national interpreting professional organizations											K			A	A	A			A	A	A		A				S
e.	Relevant state and federal legislation											K								A	A	K		A				S
f.	Business practices											K								S	A	K		S				S

CCIE Standards 6, 7, 8

Course columns (left to right):
INTR 1320 ASL 1 · INTR 1321 ASL 2 · INTR 2320 ASL 3 · INTR 2320 ASL 4 · INTR 1340 Deaf Culture · INTR 2280 Fingerspelling · INTR 2330 Manually Coded English · INTR 2344 Comparative Linguistics · INTR 2268 Service Learning · INTR 3320 ASL 5 · INTR 3344 Interp Theory & Practice · INTR 3347 Intro to Interpreting · INTR 3350 Artistic Interpreting · INTR 3363 Specialized Terminology · INTR 3364 Sign to Voice I/T · INTR 3365 Voice to Sign I/T · INTR 3372 Interp Hard of Hearing · INTR 3380 Intro Interp Research · INTR 4330 Interpreting 1 · INTR 4346 Princ Educational Interp · INTR 4358 Interpreting Deaf-Blind · INTR 4570 Ethics · INTR 4332 Interpreting 2 · INTR 4380 Advanced Transliterating · INTR 4382 Advanced Interpreting · INTR 4384 Academic Subjects · INTR 4970 Internship

6.5 Competencies Related to Research

Competency	ASL1	ASL2	ASL3	ASL4	DeafC	Fngr	MCE	CompL	ServL	ASL5	Theory	Intro	Artst	SpTerm	S2V	V2S	HoH	Rsch	Intp1	EdInt	DfBl	Ethic	Intp2	AdvTr	AdvIn	AcSub	Intrn
a. Reading, understanding, and critically evaluating research on interpreting											K						A			A		A			S		S
b. The necessity for and value of research on interpreting and interpreter education														K			K								S		S
c. The application of research results to interpreting practice																K	K			A			S				S
d. The ability to present research related content in academic ASL and in academic English																				S					S		

Standard 7.0 Skills Competencies

7.1 Competencies Related to Continued Development of Language Competence in Both ASL and English that Prepares Graduates to Enter the Field of Interpreting

Competency	ASL1	ASL2	ASL3	ASL4	DeafC	Fngr	MCE	CompL	ServL	ASL5	Theory	Intro	Artst	SpTerm	S2V	V2S	HoH	Rsch	Intp1	EdInt	DfBl	Ethic	Intp2	AdvTr	AdvIn	AcSub	Intrn
a. Comprehension in ASL and English at advanced levels.			A				K	A	A	S	S			A	A	A	A		S	S	S	S		S	S	S	S
b. Expression of ASL and English at advanced levels with accuracy, fluency, clarity, and poise.			A						A	A	S	S		A	A	A	A			S	A	S		S	S	S	S

7.2 Competencies Required for Meaning Transfer

Competency	ASL1	ASL2	ASL3	ASL4	DeafC	Fngr	MCE	CompL	ServL	ASL5	Theory	Intro	Artst	SpTerm	S2V	V2S	HoH	Rsch	Intp1	EdInt	DfBl	Ethic	Intp2	AdvTr	AdvIn	AcSub	Intrn
a. The ability to understand the meaning and intent in the source language discourse				K	A		K	K	K		S	S		A	A	A	A	A	S	A	S		S	S	S	S	S
b. The ability to process a message from a source language discourse into a dynamic equivalent message in a target language, appropriately reflecting genre, register, & culture, & without interference from the source language.				K			K	K			S	S		A	A	A	A	A	S		S		S	S	S	S	S

7.3 Self-Assessment of the Process and Product of Interpretation

Competency	ASL1	ASL2	ASL3	ASL4	DeafC	Fngr	MCE	CompL	ServL	ASL5	Theory	Intro	Artst	SpTerm	S2V	V2S	HoH	Rsch	Intp1	EdInt	DfBl	Ethic	Intp2	AdvTr	AdvIn	AcSub	Intrn
a. The meta-linguistic and meta-cognitive tools needed to engage in self-assessment			A								A				A	A	A		S		S	S	S	S	S	A	S
b. The ability to talk about the work with mentors and colleagues, including:											A	K	A		A	A	A		S		S	S	S	S	S	A	S
b.1. assessment/awareness of self			K								A	K	A		A	A	A		S		S	S	S	S	S	A	S
b.2. influence of interpreter upon interpretation											A	K	A		A	A	A		S		S	S	S	S	S	A	S
b.3. human dynamics.											A	K	A		A	A	A		S		S	S	S	S	S	A	S

7.4 Ability to Assess a Situation and the Decision-Making Skills to Meet the Demands of the Source Language, Target Language, Setting, and

Competency	ASL1	ASL2	ASL3	ASL4	DeafC	Fngr	MCE	CompL	ServL	ASL5	Theory	Intro	Artst	SpTerm	S2V	V2S	HoH	Rsch	Intp1	EdInt	DfBl	Ethic	Intp2	AdvTr	AdvIn	AcSub	Intrn
a. The ability to use different methods of meaning transfer (e.g., simultaneous vs. consecutive modes, translation) and to choose the appropriate method in a given setting.											K	K	A		A	A	A		S	A	S		S	S	S	S	S
b. The ability and flexibility to render a consumer-driven interpretation (i.e., an interpretation that meets the consumers' linguistic preferences).												K			A	A	A		S		S		S	S	S	S	S
c. The ability and flexibility to manage the flow of information to optimize message equivalence (e.g., pace, density, turn-taking, topics).												K		A	K	A	A	A	S		S		S	S	S	S	S
d. The ability to manage the physical setting (logistics), and to select and use appropriate equipment (technology).												A			A	A	A		S	K	S		S	S	S	S	S

Technology

	ASL1	ASL2	ASL3	ASL4	DeafC	Fngr	MCE	CompL	ServL	ASL5	Theory	Intro	Artst	SpTerm	S2V	V2S	HoH	Rsch	Intp1	EdInt	DfBl	Ethic	Intp2	AdvTr	AdvIn	AcSub	Intrn
1. Use of PowerPoint, prezi								S			A			A			A			S		S		S			
2. Use of video recording & uploading (GoReact, YouTube, etc.)	A	A	A	S		S	A			S	S			A	A	A		S		A			S	S	S	S	A
3. Use of audio equipment & recording & uploading (iTunes, etc.)														A	A									S			
4. Online research				S				K	A			A						K		A				S			
5. Online classes (Collaborate)																		S		S				S			S
6. Blackboard	A	A	A	A		A	A	A	A	A	S	A	A	A	A	A	A	A	A	A	A	A	A	S	A	A	A
7. Videophone		K		K					K	A																	
8. Cloud, Dropbox, etc.																											

KEY

K = Knowledge/Comprehension
A = Application / Analysis
S = Synthesis / Evaluation