



ACADEMIC PROGRAM ASSESSMENT ANNUAL REPORT

All programs must submit an annual assessment report to their College Dean’s Office by May 15 for posting on the college assessment website. For purposes of demonstrating growth in program assessment practices to HLC, all programs are asked to submit what assessment work they have done, regardless of whether or not this work is captured by the questions in this form. By October 31, the College Assessment Committee will provide the program with feedback on their report and will use the report as the basis for executive summary of all college assessment activity to be submitted to the College Dean and Office of the Provost. If you have any questions, comments or ideas about this form please consult the **GUIDE** or email assessmentacademy@ualr.edu

Academic Program	B.A. Interpretation: ASL/English
Data Collection Period	Fall 2020-Spring 2021
Report Contact	Linda K. Stauffer
Date Submitted to College Dean’s Office	10.25.2021

A. Academic Program Overview

1. Is your program covered by SKIM legislation? Yes No
- Refer to the Guide for a list of SKIM-legislated programs.

2. Academic Program Mission

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.

3. 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 – any current goals that map to SKIM goals. If you prefer to provide the list as an appendix, type “See appendix: in the box below and attach appendix to this report. For guidance on writing measurable student learning goals and for a list of the SKIM goals, please see the GUIDE

1. **Language Proficiency:** At the end of the program students will demonstrate comprehension of, and expression of, ASL and English at advanced levels. (Fall)
2. **Foundations & Research:** At the end of the program students will demonstrate competencies related to interpreting and transliterating theory and knowledge.
 - 2.1 At the end of the program students will demonstrate an understanding of the historical foundations of interpreting including theories of interpretation and transliteration. (Fall)
 - 2.2 At the end of the program students will be able to read, understand and critically evaluate research on interpreting. (Spring)
3. **Meaning Transfer:** At the end of the program students will demonstrate competencies required for meaning transfer.
 - 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. (Spring)
 - 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. (Spring)
- 4.0 **Ethical Decision-Making:** 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. (Fall & Spring)
 - 4.2 At the end of the program students will be able to apply ethical decision-making skills to a variety of ethical dilemmas. (Fall)

B. Reflecting on Last Year's Improvement Plans and Communication

1. Continuous Improvement Initiatives Base on Results from Last Year's Report

Describe actions taken based on results from your last assessment report (for example, what aspects of the curriculum or student support were revised, developed, or maintained? Did you adjust assessment methods, change learning objectives or revise target achievement levels? If you received feedback from your college assessment committee, how did you incorporate it?)

This is our third Assessment Report. Based on the data of the last three years, we set benchmark scores for the BA program.

We received feedback from our Stakeholders on student achievement, and turned comments into actionable items. These will be reviewed in Fall 2021. Faculty will respond and responses will be shared with Stakeholders.

We have determined that beginning in 2022, the Ethics class will be moved back from the Senior year to the Junior year to give students a stronger ethical base prior to take the state interpreting test in spring of their junior year.

We also moved the Senior mentoring project (student -community interpreter) from the spring (8th semester) to the fall (7th semester). The goals were to 1) increase interpreting skills support, 2) earlier entrée into the interpreting community, and 3) provide a way for seniors to continue with mentors in their last semester of classwork.

COVID continues to reduce the opportunities for students to meet with and converse with members of the Deaf community. Our Language Lab Assistant met with students via FaceTime and videophone to continue this communication supplement to the students in place of live conversation in the Language Lab.

2. Involvement/Communication with Program Stakeholders Based on Results from Last Year's Report

All program assessment reports are posted on college websites. Beyond posting, did you communicate your results with your program's stakeholders? If so, how, and what feedback did you receive (if any)? (The Guide includes more information on communicating assessment results and involving stakeholders in assessment analysis and results.

While the program did not meet with Stakeholders during spring 2020 due to COVID, we did meet virtually via ZOOM in 2021. Twenty-three IEP Stakeholders met for the annual meeting via ZOOM on April 7, 2021, from 3:30 – 5:30 pm. Faculty presented on:

1. Submission of an application for a new 5-year grant through the Office of Special Education Programs (OSEP) to fund students majoring in Interpretation with an emphasis on educational interpreting.
2. The decision to implement the new *ASL Tru+Way* curriculum, starting with ASL 1 Fall 2021. This is a virtual curriculum designed for Teachers of ASL and designed by a group of Deaf ASL Teachers. This curriculum may allow us to reach out to teach ASL classes around the state in the future.

The faculty asked Stakeholders three questions for discussion:

1. *Post-COVID what can collaboration look like with your program/agency and our students?*
2. *COVID caused a shift of interpreting and interpreter education (Interpreting 1 and 2 simulations) to VRI. What do you expect of interpreters working VRI and how can we enhance our students' skills and knowledge regarding this type of work?*
3. *Is Power, Privilege and Oppression (PPO) an issue for you or your agency and if so, do you believe that incorporating training of PPO into the program would be a positive move, and if so, how should it be incorporated?*

Stakeholders' responses were collected during the meeting and through a google form after the meeting. Results will be analyzed and reported during the Fall 2021 IEP Faculty meeting and shared with Stakeholders via an email report.

C. Current Year's Assessment Report

1. Student Learning Goal(s) Assessed for This report

List which specific goals are assessed in this report, including any SKIM goals. If these map to the SKIM goals, please indicate which ones. Refer to the Guide or ualr.edu/assessment/skim/ or the GUIDE for a list of SKIM goals and a schedule of SKIM assessment.

1. At the end of the program students will demonstrate comprehension of, and expression of, ASL and English at advanced levels. (Fall)
2. At the end of the program students will demonstrate competencies related to interpreting and transliterating theory and knowledge.
 - 2.1 At the end of the program students will demonstrate an understanding of the historical foundations of interpreting including theories of interpretation and transliteration. (Fall)
 - 2.2 At the end of the program students will be able to read, understand and critically evaluate research on interpreting. (Spring)
3. At the end of the program students will demonstrate competencies required for meaning transfer.
 - 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. (Spring)
 - 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. (Spring)
4. 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. (Fall & Spring).
 - 4.2 At the end of the program students will be able to apply ethical decision-making skills to a variety of ethical dilemmas. (Fall).

2. Assessment Methods and Results for Student Learning Goals Assessed This Year

Identify and briefly describe method or methods used for each learning goal assessed and identify the location where the data are stored. Identify the target achievement level for each learning outcome and describe the assessment results. See list of common assessment Methods in the Guide for reference.

Student Learning Goal #1	Language Proficiency
	At the end of this program students will demonstrate comprehension of, and expression of, ASL and English at advanced levels. (Fall)
Methods	Final Expressive video Grade in INTR 3320 ASL 5
Data Repository	Faculty Offices
Target Achievement / Benchmark	85% to achieve a "B" or better = Proficient or Advanced
Results	<p>2020-2021: Benchmark 85% at the proficient level or above. 62.5% of 8 students scored at the proficient level or above. This is below the benchmark of 85%.</p> <p>2019-2020: <i>Of the 12 students in ASL 5, 3 students (25%) scored at the Advanced level on their final expressive video; 8 students (67%) scored at the Proficient level and 1 of 12 (8%) scored at the Novice level. 92% met the benchmark.</i></p> <p>Analysis: Covid-19 continued to disrupt the language learning classes. Going from face to face to 2-D and smaller than normal size had a negative impact on some students. While students were more adept at switching from live classroom to ZOOM classroom, the opportunities to communicate with Deaf people in the community continued to be severely restricted. Our Language Lab Assistant who is deaf continued to interact with students via videophone from her home.</p>

Student Learning Goal #2.1	Foundations
	At the end of the program students will demonstrate an understanding of the historical foundations of interpreting including theories of interpretation and transliteration. (Fall)

Methods	The artifact, Test essay question on models of interpreting, was changed to final exam grade. N=7 students in INTR 3347 Introduction to Interpreting.
Data Repository	Faculty Offices
Target Achievement / Benchmark	67% to achieve a level of Proficient (Final exam grade of B or better) or Advanced

Results	Of the 9 students, 100% met the benchmark scoring at the Advanced (67%) or Proficient (33%) level.
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Student Learning Goal #2.2	Research
	At the end of the program students will be able to read, understand and critically evaluate research on interpreting. (Spring)
Methods	Students were asked to develop a research proposal with evidence of the components of quality research. This was a change in methodology as the prior year asked them to evaluate a research article.
Data Repository	Faculty office
Target Achievement / Benchmark	85% to achieve at the Proficient level or above.
Results	<p>2020-2021: All 6 students scored at the Advanced Level. This project required more thought on the part of the students resulting in positive scores.</p> <p>2019-2020: All 12 students (100%) scored at the Proficient or above level.</p> <p>Analysis: The class is doing a good job for students to achieve benchmark both years.</p>

Student Learning Goal #3.1	Meaning Transfer
	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.
Methods	Quality Assurance Screening Test Scores at the end of INTR 4380 Advanced Transliteration and INTR 4392 Advanced Interpretation.
Data Repository	Program Coordinators office
Target Achievement / Benchmark	QA 2/3 or 3/2

Results	N=6 students who tested. No students scored at the benchmark level. 50% of students scored a QA 2/2 or 2/1. Three students scored at the 1/1 level
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Student Learning Goal #3.2a	Deaf-Blind Populations
	At the end of the program students will demonstrate an understanding of the needs of various consumers such as deaf, deaf-blind individuals.
Methods	Deaf-blind Service-Learning Project (Deafblind Camp) Final Presentation Grade in INTR 4358 Interpreting for Persons who are Deaf-blind
Data Repository	Faculty office
Target Achievement / Benchmark	85 % achieve at the Proficient level or above
Results	N=8 students Unable to participate because of COVID. Deafblind Camp cancelled therefore unable to assess.

Student Learning Goal #3.2b	Hard of Hearing Populations
	At the end of the program students will demonstrate an understanding of the needs of various consumers such as hard of hearing individuals.
Methods	Oral Interpreting Project Grade in INTR 3272 Interpreting for Persons who are Hard of Hearing
Data Repository	Faculty office
Target Achievement / Benchmark	85% of students to score at the proficient level or above on the Oral Interpreting project.
Results	N=8 students. 62.5% scored at the proficient level or above...below the benchmark set at 85%

Student Learning Goal #4.1	Situational Assessment and Application of Decision-Making
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	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.
Methods	Simulation Assessments in INTR 4330 Interpreting 1 Simulation Assessments in INTR 4332 Interpreting II
Data Repository	Faculty office
Target Achievement / Benchmark	75% score at the Proficient level or above on simulations
Results	Interpreting I. N = 9 students. 78% scored at the proficient level. This is slightly above the benchmark set at 75%. Given the difficulties with COVID and all simulations online, it is understandable that students scored lower than in 2019 when 100% scored at the Proficient level. Interpreting II. N = 7 students. 43% scored at the proficient level. A benchmark level has not yet been set for Interpreting II. Given the difficulties with COVID and all simulations online, it is understandable that students scored lower than desired.

Student Learning Goal #4.2	Ethical Decision-Making
	At the end of the program students will be able to apply ethical decision-making skills to a variety of ethical dilemmas.
Methods	Scores on Structured Essay Questions in INTR 4370 Ethical Standards and Practices
Data Repository	Faculty office
Target Achievement / Benchmark	85% at the proficient or above level on two essay questions applying two models of ethical decision making.
Results	N = 8 students reporting. 100% scored at the Proficient or above level on the Demand-Control theory application. 80% of students scored at the Proficient or above level on the Humphrey-Alcorn theory application.

3. Action Plan Based on Assessment Results for This Year's Report

Describe conclusions drawn from assessment results and any plans for improvement. For example, what aspects of the curriculum will be revised, developed, or maintained? Will assessment methods be adjusted? Will learning objectives or benchmarks be revised?

Action Plan for 2021-2022: Summary:

1. Return simulation practice to the community when possible
2. Move Ethics class to the Junior year from the senior year to increase knowledge prior to state Interpreter testing
3. Bring in more Distinguished Deaf Presenters live via ZOOM for more ASL modeling and student interaction.
4. Implement ASL Tru-Way into ASL 2 and 3 during 2022.
5. Set benchmark level for Interpreting II.

4. Communication to Stakeholders

All program assessment reports are posted on college websites. Beyond posting, will you communicate or have you communicated your results with your program's stakeholders? If so, how and what feedback did you receive (if any)? (The Guide includes more information on communicating assessment results and involving stakeholders in assessment analysis and results.)

We report student and program data to our Stakeholders in a meeting held each spring. Spring 2020, we were not able to meet due to Covid-19 shutdown.

We did share data on student demographics and benchmark scores. We did not send the assessment results of SLOs and our action plan with the Stakeholders as we were unable to have a discussion with them.

We will share both the 2018-2019 and 2019-2020 reports with stakeholders in 2021 and solicit feedback on potential target benchmarks and also ways to increase ASL 1 student success and increase graduates QAST Scores.

5. Faculty Involvement

For the assessment roles and activities listed below, indicate what percentage of the program's faculty members were involved in the roles listed below. (This information is requested for reporting to HLC and will not be used for purposes of evaluating faculty workload.)

Creating assessment plan	91-100%
Learning activity design	91-100%
Rubric design	91-100%
Rubric norming	91-100%
Evaluating learning activities	91-100%

Analyzing data	91-100%
Developing improvement plans	91-100%
Communication with stakeholders	91-100%

6. Future Professional Development

Are there any areas of assessment continuous improvement and/or communication with stakeholders in which you would like to have professional development in the coming year?

None at this time. The Interpreter Education Faculty tend to stay current in pedagogy and trends through professional development in our field and our professional accreditation requirements..

Learning Outcome Goal At the end of the program students will...	Course	Assessment Artifact	BENCH MARK	Advanced 4	Proficient 3	Novice 2	Not Met 1	Absent	ANALYSIS
1.0 ...demonstrate comprehension of and expression of ASL and English at advanced levels	INTR 3320 ASL 5 Fall 2020	Final Expressive Video Grade N=8 students	85% proficient or above	90-100% 0	80-89% 5 5/8 = 62.5%	70-79% 3 3/8 = 37.5%	69% & Below 0	0	62.5% scored at the proficient level. No students scored at the advanced level. Moved online 3.20 due to COVID
2.1 Demonstrate an understanding of the historical foundations of interpreting including theories of interpretation and transliteration	INTR 3347 Introduction to Interpreting Fall 2020	Final Exam (comprehensive) N=9 students	67% proficient or above	90-100% 6 6/9 = 67%	80-89% 3 3/9=33%	70-79% 0	69% & Below 0	0	100% of the students met the benchmark 67% of the students scored at the advanced level and 1/3 scored at the proficient level.
2.2 be able to read, understand and critically evaluate research on interpreting.	INTR 3380 Intro to Interpreting Research Spring 2021	Final Research Proposal N= 6 students	85% proficient or above	18-20 pts 6/6 = 100%	15-17 pts 0	12-14 pts 0	11 pts & below 0		100% scored at the advanced level

Learning Outcome Goal At the end of the program students will...	Course	Assessment Artifact	BENCH MARK	Advanced 4	Proficient 3	Novice 2	Not Met 1	Absent	ANALYSIS
3.1 ...demonstrate the ability to process a message from a source language into a dynamic equivalent message in the target language.	INTR 4380 Advanced Transliteration and INTR 4382 Advanced Interpretation Spring 2021	Quality Assurance Screening Test Scores N= 7 students N2=6 students	QAST 3/2 or 2/3	QA 2/3 or 3/2 0	QA 2/2 or 2/1 3 / 6 = 50%	QA 1/1 3 / 6 = 50%	QA 1/0 0	QA 0/0	1 student was unable to take due to hand surgery and will reschedule. 50% Scored at the Proficient Level. 50% scored at the Novice level.
3.2a demonstrate an understanding of the needs of various consumers such as deaf, deaf-blind, individuals.	INTR 4358 Interpreting for Persons who are Deaf-blind Fall 2020	DB Service Learning (Deaf Camp) Grade N= 8 students	85% proficient or above	90-100% Unable to complete due to COVID	80-89% Unable to complete due to COVID	70-79% Unable to complete due to COVID	69 & Below Unable to complete due to COVID		Unable to complete due to COVID
3.2b ...demonstrate an understanding of the needs of various consumers such as hard of hearing individuals	INTR 3372 Interpreting for Persons who are Hard of Hearing Spring 2021	Oral Interpreting Project Grade N= 8 students	85% proficient or above	90-100% 4/8 = 50%	80-89% 1/8 = 12.5%	70-79% 2/8 = 25%	69% & below 1/8 = 12.5%		62.5% scored at the proficient level or above.

Learning Outcome Goal At the end of the program students will...	Course	Assessment Artifact	BENCH MARK	Advanced 4	Proficient 3	Novice 2	Not Met 1	Absent	ANALYSIS
4.1a ...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.	INTR 4330 Interpreting I Fall 2020	Simulation Assessments N= 9 students	75% proficient or above	100 – 90% 0 0%	89-80% 7 7/9 = 78%	79-70% 2 2/9 =22%	69% - below 0 0%	0	78% scored at the proficient level. Given the difficulties with COVID and all simulations online, it is understandable that students scored at the proficient level.
4.1b..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.	INTR 4332 Interpreting II Spring 2021	Simulation Assessments N= 7 students	TBA	90-100% 0	80-89% 3 / 7 = 43%	70-79% 4 / 7 = 57%	69% & below 0		43% scored at the Proficient level. None scored at the Advanced level. Over half scored at the Novice level. These are consistent QA scores

Learning Outcome Goal At the end of the program students will...	Course	Assessment Artifact	BENCH MARK	Advanced 4	Proficient 3	Novice 2	Not Met 1	Absent	ANALYSIS
4.2 ... be able to apply ethical decision-making skills to a variety of ethical dilemmas.	INTR 4370 Ethical Standards and Practices Fall 2020	Essay (application) Questions (2) DC: Demand-Control Model HA:Humphrey-Alcorn Model N=8 students N2 =5 students	85% proficient or above	4.0 DC: 4 (80%) HA: 4(80%)	3.0-3.9 DC: 1 (20%) HA: 0	2.0-2.9 DC:0 HA:0	1.0-1.9 DC:0 HA:1 (20)	3 3	For the Demand-Control Model 100% of students scored at proficient or above. For the Humphrey Alcorn Model, 80% scored at the Advanced and 1 student (20%) scored as "not met"
4.1c...demonstrate ability to assess situations & apply ethical decision-making skills & advanced skills to interpret and trans-literate with a variety of deaf, deaf-blind hard of hearing consumers in a variety of settings	INTR 4970 Internship Fall 2020	Site Supervisor Evaluation N=9 N2=7	90% proficient or above	90 – 100% 2 2/7 = 28.5%	80 – 89% 5 5/7 = 71.5%	79-79% 0	60-69% 0		100% All 7 Interns (100%) at the end of their Internship were rated by their site supervisor as proficient or advanced.
4.1c...demonstrate ability to assess situations & apply ethical decision-making skills & advanced skills to interpret and trans-	INTR 4970 Internship Spring 21	Site Supervisor Evaluation N=2	90% proficient or above	90 – 100%	80 – 89%	79-79%	60-69%		Did not collect data

literate with a variety of deaf, deaf-blind hard of hearing consumers in a variety of settings									
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