**Assessment Plan**

**for Workforce and FOS Programs**

**Program/Track Name: Interpreter Education Program**

**Description of Program-Level Learning Outcomes**

Please indicate the Program Learning Outcomes for the degree, degree track, or certificate below:

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| --- | --- |
| Program-Level Learning Outcomes | |
| Program Learning Outcome 1: | Students will be able to identify those elements of professional and responsible conduct of interpreters during the act of interpreting in order to adhere to the Code of Professional Ethics |
| Program Learning Outcome 2: | Students will be able to apply teaming skills while interpreting and transliterating. |
| Program Learning Outcome 3: | Students will be able to follow legal procedures, regulations, and laws as they relate to interpreting and transliterating. |
| Program Learning Outcome 4: | Students will be able to demonstrate Sign-to-Voice skills through proficiency in American Sign Language and ability to effectively speak for a Deaf person. |
| Program Learning Outcome 5: | Students will be able to demonstrate proficiency in fingerspelling for both expressive and receptive signing. |
| Program Learning Outcome 6: | Students will be able to produce dynamic message equivalence while interpreting and transliterating. |

**Section I: Technical Courses**

For **all technical courses** in the program, indicate in the table on the following page whether and/or how the course will support the program learning outcomes. You should include courses outside your discipline area and work collaboratively with those disciplines to determine whether and/or how those course(s) will support the program learning outcomes. **Please note** that it is understandable if courses from outside the discipline do not assess the program-level learning outcomes and serve only to introduce, practice and/or emphasize the program outcomes. It is also possible that technical courses outside of your discipline may not directly support the specific program-level learning outcomes you have identified.

***How to complete the program map:***

For each technical course in your program, please indicate whether any program-level learning outcome is introduced to students (I), practiced by students (P), emphasized for students (E), or formally assessed (A).

For example, if course WXYZ 1234 introduces students to one of the program outcomes, then enter “I” for that specific program outcome in the appropriate column. Please note that a course can be “I”, “P”, “E” and/or “A” in any program outcome. The labels in the following table apply SOLELY to the program level learning outcomes defined above. (It is NOT necessary for every course to address a program level learning outcome, and it is NOT necessary that Assessment or program level learning outcomes occur in every course.)

**Program Map ▼**

I=Introduced P=Practiced E=Emphasized A=Assessed

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Program Courses | Program Learning Outcome 1 | Program Learning Outcome 2 | Program Learning Outcome 3 | Program Learning Outcome 4 | Program Learning Outcome 5 | Program Learning Outcome 6 |
| SGNL 1401 |  |  |  |  | I |  |
| SGNL 1402 |  |  |  |  | P |  |
| SGNL 2301 |  |  |  |  | P |  |
| SGNL 2302 |  |  |  |  | P,E | I,P |
| SLNG 1215 |  |  |  |  |  |  |
| SLNG 1207 |  | I,P |  |  |  |  |
| SLNG 1347 |  |  |  |  |  |  |
| SLNG 1211 |  |  |  |  | P,E |  |
| SLNG 1321 | I,P,A | I,P,E | I,P,E |  |  |  |
| SLNG 1350 | P,E | P,E, A | P | I,P,E,A | P,E | P,E |
| SLNG 2301 | P,E | P,E | P | P,E | P,E | P,E |
| SLNG 2186 | E | P,E | P |  |  |  |
| SLNG 2302 | P,E | P,E,A | P | P,E | P,E | P,E |
| SLNG 2303 | P,E | P,E | P,E | P,E | P,E | P,E |
| SLNG 2311 | P,E | P,E | P,E,A | P,E | P,E | P,E,A |
| SLNG 1291 |  | P | P,E |  |  |  |
| SLNG 2331 | P,E | P,E | P,E | P,E | P,E,A | P,E |
| SLNG 2387 | P,E | P,E | P,E |  |  |  |

**Assessment Plan for Program Learning Outcomes**

Review existing assessment methods and current practices for collecting/gathering student data to identify direct (and possibly indirect methods of assessment). Remember that the data will need to be gathered, analyzed, and used to support the program’s continuous improvement processes.

**Note:** Because courses from other disciplines already have assessment plans in place, they do not have to be included in this assessment plan. Nonetheless, proposers must work collaboratively with these other disciplines to stay current and up-to-date with the assessment plans in these courses.

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| Program-Level Learning Outcome (e.g. Students will describe the impact of various cultures on American cuisine.) | Assessment Measure(s) and Where Implemented in Curriculum – Description of Instrument(s)/ process(es) used to measure results and indication of where the assessment will be collected in curriculum. (e.g. Essay on Cultural influences on American cuisine in CUIS 1300.) | Targets- Level of Success Expected  (e.g. 80% of students score 2.5 or better on rubric for essay on cultures and cuisine.) |
| PLO #1  Students will be able to identify those elements of professional and responsible conduct of interpreters during the act of interpreting in order to adhere to the Code of Professional Ethics. | Students in SLNG 1321-Introduction to the Interpreting Profession will interview 4-5 certified interpreters regarding principles of professionalism in the field of interpreting and then write a 3-5 page essay on what they learned. | 80% of students will score 80% or better on the essay. |
| PLO #2  Students will be able to apply teaming skills while interpreting and transliterating. | 1. SLNG 2302-Interpreting II includes a performance exam where students work together to demonstrate teaming techniques while interpreting a read passage or watching a native signer. 2. SLNG 1350-Sign-to-Voice includes a performance exam where students work together to demonstrate teaming techniques while interpreting a read passage or watching a native signer. | 1. 75% of students will score 80% or better on the exam rubric in SLNG 2302. 2. 75% of students will score 80% or better on the exam rubric in SLNG 1350. |
| PLO #3  Students will be able to follow legal procedures, regulations, and laws as they relate to interpreting and transliterating. | Written ethics exams #1-5 in SLNG 2311-Interpreting in Specialized Settings will test students’ knowledge and decision-making abilities regarding laws, legal procedures, and the Interpreter Code of Professional Conduct in a variety of scenarios. | 80% of students will score an average of 90% or better on each of the ethical exams #1-5. |
| PLO #4  Students will be able to demonstrate Sign-to-Voice skills through proficiency in American Sign Language and ability to effectively speak for a Deaf person. | The performance midterm exam and final exam in SLNG 1350-Sign-to-Voice will test the ability of students to speak English for a Deaf individual who is signing in ASL. On each exam, students will be required to interpret a 3-5 minute ASL sign video and be graded on conceptual accuracy and grammar. | 70% of students will score 70% or better on each exam rubric. |
| PLO #5  Students will be able to demonstrate proficiency in fingerspelling for both expressive and receptive signing. | Fingerspelling performance exams 1-8 in SLNG 2331-Interpreting III will be of increasing length and difficulty and will test receptive and expressive fingerspelling. During each exam, a native signer will present a list of words or passages, and students must interpret the signing in writing. | 70% of students will score 70% or better on each exam rubric. |
| PLO #6  Students will be able to produce dynamic message equivalence while interpreting and transliterating. | Mid-term exam and final exam in SLNG 2311-Interpreting in Specialized Settings will test the students’ ability to perform the tasks of interpreting and transliterating which mimic Board for Evaluation of Interpreters (BEI) procedures. For the mid-term and final exams, students will make an appointment with the instructor to provide a 5-7 minute impromptu demonstration that is graded on 12 core skills related to dynamic message equivalence. | 70% of students will score 70% or better on each of the midterm and final exam rubrics. |