



2015-2016 Assessment Cycle

Assessment Plan

Mission Statement

A strong commitment to American Sign Language and the culture of Deaf people guides the department. American Sign Language and Interpreting Education (ASLIE) provides a rigorous program of study to a diverse group of learners. The goal of ASLIE faculty is to provide excellence in the areas of instruction of American Sign Language as well as in the discipline of English/American Sign Language interpretation. The faculty is committed to maintaining and cultivating innovative and high standards of student-centered instruction through scholarship and experiential learning.

Outcomes and Measures

ASL-English Interpretation BS Program Outcome Set

1. Develop the ability to effectively communicate using ASL and English

1.1 Demonstrate advanced competency in grammatical, discourse, strategic and sociolinguistic aspects of American Sign Language

▼ **Measure:** American Sign Language VI [INTP-326] - ASL Competency Rubric
Course level; Direct - Other

Details/Description:

Acceptable Benchmark: 85% of the students will receive a rating of satisfactory or better on their overall ASL competency.

Implementation Plan (timeline): Data will be collected annually (Spring semester) by course instructor(s) and given to program director who will aggregate and analyze.

Key/Responsible Personnel: Department Chair

1.2 Produce a research paper and create a poster presentation which exhibits communication, analytical thinking & problem solving skills

Produce a research paper and create a poster presentation which exhibits reading, writing, speaking, analytical thinking and problem solving skills related to the role and function of an interpreter.

▼ **Measure:** Issues in Interpreting [INTP-460] - Poster Presentation Evaluation
Course level; Direct - Student Artifact

Details/Description:

Acceptable Benchmark: 85% of the students will receive a rating of satisfactory or better on the poster session evaluation.

Implementation Plan (timeline): Data will be collected annually (Spring semester). Attendees at the poster session will complete an evaluation of each poster. The instructor(s) will compile data and give to the program director who will aggregate and analyze.

Key/Responsible Personnel: Department Chair

▼ **Measure:** Issues in Interpreting [INTP-460] - Research Paper Competency Rubric
Course level; Direct - Student Artifact

Details/Description:

Acceptable Benchmark: 85% of the students will receive a rating of satisfactory or better on the research paper rubric.

Implementation Plan (timeline): Data will be collected annually (Spring semester) by course instructor(s) and given to the program director who will aggregate and analyze.

Key/Responsible Personnel: Department Chair

2. Develop the ability to interpret between ASL and English

2.1 Produce successful simultaneous English interpretations of ASL or contact signing source texts

▼ **Measure:** Interpreting III: ASL to English [INTP-436] - Interpreting Competency Rubric
Course level; Direct - Other

Details/Description:

Acceptable Benchmark: 85% of the students will receive a rating of satisfactory or better on their overall ASL to English interpretation competency.

Implementation Plan (timeline): Data will be collected annually (Fall semester) by course instructor(s) and given to program director who will aggregate and analyze.

Key/Responsible Personnel: Department Chair

2.2 Produce successful simultaneous ASL interpretations of English source texts

▼ **Measure:** Interpreting III: English to ASL [INTP-435] - Interpreting Competency Rubric
Course level; Direct - Other

Details/Description:

Acceptable Benchmark: 85% of the students will receive a rating of satisfactory or better on their overall English to ASL interpretation competency.

Implementation Plan (timeline): Data will be collected annually (Fall semester) by course instructor(s) and given to program director who will aggregate and analyze.

Key/Responsible Personnel: Department Chair

3. Develop critical thinking and ethical reasoning required to function as professionals in the field of ASL/English Interpretation

3.1 Apply the Registry of Interpreters for the Deaf, Code of Professional Conduct

▼ **Measure:** Practical and Ethical Interpreting [INTP-315] - Ethical Reasoning Rubric
Course level; Direct - Other

Details/Description:

Acceptable Benchmark: 85% of the students will receive a rating of satisfactory or better on the Ethical Reasoning Rubric.

Implementation Plan (timeline): Data will be collected biennially (Fall semester) by course instructor(s) and given to program director who will aggregate and analyze.

Key/Responsible Personnel: Department Chair

4. Develop work habits, attitudes, and interpreting ability that lead to successful employment and professional certification

4.1 Display entry level work habits and attitudes that can lead to successful employment

▼ **Measure:** Practicum and Seminar II [INTP-450] - Practicum II Student Evaluation Form
Course level; Direct - Other

Details/Description: Work habits section of the Practicum Evaluation.

Acceptable Benchmark: 85% of the students will receive a rating of satisfactory or better on all of the items in the work habits section of the Practicum Evaluation.

Implementation Plan (timeline): Data will be collected annually (Spring semester) from the interpreting practicum mentors by the supervising instructor(s) and given to the program director who will aggregate and analyze.

Key/Responsible Personnel: Department Chair

4.2 Produce entry level simultaneous English to ASL and ASL to English interpretations

▼ **Measure:** Practicum and Seminar II [INTP-450] - Practicum II Student Evaluation Form
Course level; Direct - Other

Details/Description: Overall interpreting ability section of the Practicum Evaluation.

Acceptable Benchmark: 85% of the students will receive a rating of satisfactory or better on the overall interpreting ability section of the Practicum Evaluation.

Implementation Plan (timeline): Data will be collected annually (Spring semester) from the interpreting practicum mentors by the supervising instructor(s) and given to the program director who will aggregate and analyze.

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Key/Responsible Personnel: Department Chair

4.3 Secure employment as an interpreter

▼ **Measure:** Employment Survey
Program level; Indirect - Survey

Details/Description:

Acceptable Benchmark: 85% of the students will be employed as interpreters.

Implementation Plan (timeline): Data will be collected annually, 4 months after graduation. The program director will aggregate and analyze.

Key/Responsible Personnel: Department Chair

4.4 Start the process of obtaining professional certification

▼ **Measure:** Professional Certification Exam
Other level; Direct - Exam

Details/Description:

Acceptable Benchmark: 85% of the students will have passed the written test associated with professional certification.

Implementation Plan (timeline): Data will be collected annually, 4 months after graduation. The program director will aggregate and analyze.

Key/Responsible Personnel: Department Chair

5. Develop satisfaction with program goals

5.1 Indicate satisfaction at time of graduation

▼ **Measure:** Senior Satisfaction Survey
Program level; Indirect - Survey

Details/Description:

Acceptable Benchmark: 85% of the students will indicate overall satisfaction with the program.

Implementation Plan (timeline): Data will be collected annually.

Key/Responsible Personnel: Department Chair

5.2 Indicate satisfaction post graduation

▼ **Measure:** NTID Alumni Survey
Program level; Indirect - Survey

Details/Description:

Acceptable Benchmark: 85% of the students will indicate overall satisfaction with the program

Implementation Plan (timeline): Data will be collected every three years starting AY 2014-15.

Key/Responsible Personnel: Department Chair

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