

# Assessment: Reporting Unit Four Column

## ASL and English Interpretation - B.S.

<i>Objectives</i>	<i>Assessment Methods</i>	<i>Results/Observations</i>	<i>Meaningful Changes</i>
<p><b>16-20 ITP PLLO 1: Critical &amp; Creative Thinking</b> - ITP students will develop critical and creative thinking skills</p> <p><b>Objective Status:</b> Active</p> <p><b>Objective Type (Control-click to select multiple):</b> 16-20 Plan, ASL &amp; English Interpreter Major, Critical Thinking Learning Objective, Program-Level Learning Objectives (PLLO)</p>	<p>Mentor ratings on two items on an Internship Survey completed at the end of the student's full-time practicum. The two items include:</p> <p>a) During the internship, the student was able to critically assess their own work and show a commitment to ongoing professional development</p> <p>b) (The student) Uses critical thinking as a basis for decision making</p> <p><b>Criterion:</b> 85% of the students will have an average rating of "well prepared" or "extremely well prepared" on the two items related to critical and creative thinking. Mentors will rate items using a four point scale ranging from: Very Poorly Prepared, Poorly Prepared, Well Prepared and Extremely Well Prepared</p> <p><b>Schedule:</b> Spring Semester of Even Years - this is when exiting ITP students do their final semester fulltime internship</p> <p><b>Who will use the data (How and When)?:</b> The department will use feedback from Mentors who supervised students' internships to help evaluate our program and to</p>	<p><b>Result Status:</b> Result Open-Further action needed</p> <p><b>Result/Observation Type:</b> Strength</p> <p>We noticed that despite students meeting the minimum criteria, there were still gaps in content knowledge. To supplement the gaps, ASLIE evaluated and assessed courses to ensure that students have access to critical content. (05/01/2017)</p> <p><b>Related Documents:</b></p> <p><a href="#">ITP 310.docx</a></p> <p><a href="#">ITP 410.docx</a></p>	<p><b>Meaningful Changes:</b> ITP 310 and ITP 410 were revised in 2015-2016 based on feedback from the Internship Survey. Further aspects of decision making will occur in the newly revised courses ITP 310 and ITP 410. This will enhance information already presented in ITP 215W. For scaffolding purposes, the students will take these classes sequentially throughout the program. (05/01/2017)</p>

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	<p>determine areas we might need to further focus on</p> <p>A linguistic assignment in ITP 490 will be rated for critical thinking in the following 3 areas: analyzing data, developing hypothesis, and providing support and examples to support or reject the hypothesis.</p> <p><b>Criterion:</b> 85% of the students will receive an average rating of Accomplished or Competent for the 3 areas. Rating will be done using a four point scale: Beginning, Developing, Competent and Accomplished</p> <p><b>Schedule:</b> ITP 490 is taught during the fall semester of the cohorts senior year.</p> <p><b>Who will use the data (How and When)?:</b> Faculty and in particular the instructor of this course will use the data to track students ability in critical and creative thinking.</p>	<p><b>Result Status:</b> Result Open-Further action needed</p> <p><b>Result/Observation Type:</b> Limitation</p> <p>Closer examination of the results of critical thinking leads us to hypothesize that a main reason for the lower than expected critical thinking results was in part due students not having the ASL skills necessary to analyze the text. analyze text that were in ASL. In other words, the assessment we used seemed to measure their ASL skills in addition to their critical thinking skills. (05/01/2017)</p> <p><b>Related Documents:</b>  <a href="#">ITP 490 Fall 2015 Schedule.pdf</a></p>	<p><b>Meaningful Changes:</b> Instead of using an analysis of advanced ITP 490 ASL text as an assessment tool for critical thinking skills, we will develop a different assessment that will not be subject to interference by lack of ASL skills. (05/01/2017)</p>
<p><b>16-20 PLLO 2: Competency in English</b>  - ITP students will demonstrate proficiency in English.  <b>Objective Status:</b> Active  <b>Objective Type (Control-click to select multiple):</b> 16-20 Plan, ASL &amp; English Interpreter Major, Communication Skills Learning Objective, Program-Level Learning Objectives (PLLO)</p>	<p>Entering ITP majors will be rated on their final research paper for ITP 215 W. The written research paper will be rated for English proficiency in 3 areas: 1) Sentence Structure, Vocabulary and Register, 2) Cohesion and Organization and 3) Delivery - e.g. formatting, use of citation and reference page. Each area will be rated using a four point scale of 1= Beginning, 2 = Developing, 3 = Competent and 4 = Accomplished</p> <p><b>Criterion:</b> 85% of the accepted ITP majors will receive ratings of Competent or Accomplished in at least 2 of the three areas rated.</p>		

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	<p><b>Schedule:</b> Spring of even years in ITP 215W, the entry level class students take when applying to the ITP.</p> <p><b>Who will use the data (How and When)?:</b> Faculty members will use this information to assist students as they go through the program</p> <hr/> <p>Entering ITP majors will be rated on their 'Depth and Breath of Vocabulary'. Their rating will be based on their performance on specific sections of the final exam in ITP 220</p> <p><b>Criterion:</b> 85% of the entering ITP Majors will receive a rating of Accomplished or Competent for "Depth and Breath of Vocabulary". A four point rating scale will be used: Accomplished, Competent, Developing and Beginning.</p> <p><b>Schedule:</b> Spring Semester in even years. This is when ITP majors are interviewed and accepted into the program</p> <p><b>Who will use the data (How and When)?:</b> Faculty members will use this information to assist students as they go through the program.</p>		
	<p>Exiting ITP Major's ratings on "During the internship, the student displayed competency in English." This item will be rated by their mentor as part of the Internship Mentor. 85% of exiting ITP Majors will be rated as a 3 or 4 on</p> <p><b>Criterion:</b> Mentors will rate 85% of the exiting ITP majors as Accomplished or Competent (a 3 or 4 on a four point scale)</p> <p><b>Schedule:</b> Spring Semester of even number years when exiting ITP</p>	<p><b>Result Status:</b> Result Closed-No further action needed</p> <p><b>Result/Observation Type:</b> Limitation</p> <p>Mentor survey depicts that students have a strong grasp on the English language for the majority of the cohort. Weak areas noted were the ability to decipher and comprehend meaning from English idioms for a few students. (05/01/2017)</p> <p><b>Related Documents:</b>  <a href="#">ITP215W_Spring_Hale_Stevens.doc</a>  <a href="#">Syllabus ITP 220 Spring 2016-1.docx</a></p>	<p><b>Meaningful Changes:</b> Changes will be made in ITP 220 in light of two mentors mentioned difficulties with students being able to understand idioms. In ITP 220, we have added Tannen's book, "That is not what I meant". Part of the exercises using this book include brainstorming and coming up with alternative ways of paraphrasing or restating segments from the book - focus will be on working with idioms.</p>

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	<p>majors are doing their internship</p> <p><b>Who will use the data (How and When)?:</b> The program will use the data to evaluate and make any necessary adjustments.</p>		<p>This topic is also included in the text books used in ITP 215W - instructors will add more focus to these sections. (05/01/2017)</p>
<p><b>16-20 PLLO 3: ASL Competency</b> - ITP students will demonstrate proficiency in ASL</p> <p><b>Objective Status:</b> Active</p> <p><b>Objective Type (Control-click to select multiple):</b> 16-20 Plan, ASL &amp; English Interpreter Major, Communication Skills Learning Objective, Diversity, Program-Level Learning Objectives (PLLO)</p>	<p>Entering ITP major will have their signing skills rated during their initial acceptance interview.</p> <p><b>Criterion:</b> 80% of the students will receive an average score of 3.25 or above on the ITP Signing Skill Scale.</p> <p><b>Schedule:</b> Spring of even number years when students apply to the program</p> <p><b>Who will use the data (How and When)?:</b> The faculty and lab staff will use the data to flag any students who have lower signing skills.</p> <hr/> <p>Exiting ITP majors will take the SLPI evaluation during their senior year. (Sign Language Proficiency Interview)</p> <p><b>Criterion:</b> 85% of the exiting students who take the SLPI (or equivalent) will receive an Intermediate Plus or above. A score of 3.5 or higher on the EIPA is considered Equivalent.</p> <p><b>Schedule:</b> The senior year for the ITP cohort, usually taken in the fall semester.</p> <p><b>Who will use the data (How and When)?:</b> The department will use it to track students performance on an outside evaluation.</p>		
<p><b>16-20 PLLO 4: GE Critical Thinking ASL 101</b> - GE Goal 9. Recognize perspectives from other cultures and/or historically marginalized</p>	<p>Diversity of perspectives and experiences were assessed via a written assignment. Areas assessed were GE Goal 9 -Perspectives, GE</p>		

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<p>groups.</p> <p><b>Objective Status:</b> Active</p> <p><b>Objective Type (Control-click to select multiple):</b> 16-20 Plan, ASL &amp; English Interpreter Major, Critical Thinking Learning Objective, Diversity, Program-Level Learning Objectives (PLLO)</p>	<p>Goals 2 &amp; 7 - Methods, GE Goals 2 &amp; 8 - Integration, GE Goal 1 - Clarity of expression, GE Goals 2 &amp; 9 - Comprehension, and GE Goal 8 &amp; 9 - Significance.</p> <p><b>Criterion:</b> This year will be used to set base-lines for the different criterion</p> <p><b>Schedule:</b> Every two years minimum.</p> <p><b>Who will use the data (How and When)?:</b> This data is shared with the General Education program</p>		