

**Quincy University
School of Education
Sign Language Interpretation (ITP) - Major
American Sign Language (ASL) - Minor
Assessment Report
2017-2018**

Report Summary

This report contains information on the current assessments used by the ITP and the effectiveness of those assessments. The report includes changes implemented from the previous academic year and what changes will be made in case the Sign Language Interpretation major is reinstated at Quincy University.

Quincy University Mission Statement

Quincy University stands as a Catholic, independent, liberal arts institute of higher learning in the Franciscan tradition. Inspired by the spirit of Francis and Clare of Assisi, we respect each person as a sister or brother with dignity, value, and worth. We work for justice, peace and integrity of creation. We prepare men and women for leadership and for the transformation of the world by educating them to seek knowledge that leads to wisdom. We welcome and invite all to share our spirit and our life.

School of Education Mission Statement

Embracing the Franciscan values of respect for the individual and service toward others, the Quincy University School of Education will personalize the development of servant-leaders. These inspiring and collaborative professionals will be reflective decision makers who are committed to the academic and personal success of all students, particularly the marginalized, in responsive teaching and learning communities.

Sign Language Interpretation Program Mission Statement

The ITP will prepare students to become professional interpreters by using a variety of assessments that are designed to prepare them for state and national certification tests. These future interpreters will increase their ASL linguistic skills and become acculturated into the Deaf community by participating in on and off campus events. They will learn how to empower the Deaf community while serving them as ethical professionals who understand the role of interpreters within the culture. By providing accessibility to the hearing culture these professionals will enable Deaf and Hard of Hearing individuals to impact the world to their full potential.

Sign Language Interpretation Program Goals

The ITP goal is to ensure that students are ready to pass certification tests to be hired as professional interpreters. These tests assess students interpreting skills and ethical decision making. All students prepare for the National Interpreters Certification (NIC), the Board of Evaluators for Interpreters (BEI), and the Educational Interpreters Performance Assessment (EIPA) tests. The ITP is designed to create student success by increasing their skill level by practice and exposure to the Deaf community.

Program Learning Outcomes:

#1 American Sign Language Skills Development (ASL): Students will be able to demonstrate native-like fluency of the vocabulary and grammar of ASL.

#2- Deaf Culture Awareness (DC): Students will demonstrate the readiness to be acculturated into the Deaf community and will be able to illustrate the role of an interpreter within the culture.

#3- Interpreting Skills Development (INT): Students will demonstrate the ability to interpret from spoken English to ASL and to be able to read ASL and interpret into spoken English.

#4- English/ Board of Evaluation of Interpreters Test Readiness (BEI): Students will demonstrate the written English skills necessary to be able to pass the written portion of the BEI test in order to start the process of obtaining a license to work as an interpreter in the state of Illinois.

#5- National Interpreter Certification Test Readiness (NIC): Students will demonstrate the readiness to pass the written portion of the NIC test.

#6- Educational Interpreter Performance Assessment Readiness (EIPA): Students will demonstrate the readiness to pass the EIPA test at a 3.0 level.

#7- Professional Readiness (READY): Students will be able to apply the National Association of the Deaf/Registered Interpreters for the Deaf (NAD/RID) Code of Ethics to ethical scenarios in ASL in order to prepare to pass the interview portion of the NIC test.

#8- Professional Ability (ABLE): Students will demonstrate the skills required to become a freelance interpreter for the Deaf through creating a professional portfolio.

#9- Linguistic Development (LING): Students will be able to identify and apply the ASL grammatical rules into their interpreting.

10- Ethical Decision Making (ETHICS): Students will be able to recite the seven tenets of the NAD/RID professional code of conduct and apply the appropriate tenet to an interpreting scenario.

II. Methods of program assessed:

Name of the Assessment	Type or Form of Assessment	When the Assessment is Administered	Program Outcomes Assessed
1. American Sign Language Proficiency Interview (ASLPI) Rubric	50 point Performance Rubric Use Gallaudet University ASLPI assessment to evaluate student's ASL skill level	Final in ITP 310 (Interpreting IV)	ASL, LING
2. (4) Deaf Culture Awareness Reflection Papers with Rubric	(4) 50 Point Reflection Papers Papers using standard English must demonstrate awareness of cultural differences and the interpreter's role within the culture	Midterm in ITP 410 (Interpreting V) Final in ITP 410 (Interpreting V)	DC, ASL, BEI, NIC
3. Board for Evaluation of Interpreters (BEI) Test	1. Written Test- 40 item sample test from the IL Deaf and Hard of Hearing Commission- 80 points 2. Performance Test-sample test from the IL Deaf and Hard of Hearing Commission- 70 point test	Midterm in ITP 310 (Interpreting IV) Assignment in ITP 310 (Interpreting IV)	BEI, INT, ASL, LING,
4. National Interpreter Certification (NIC) Test	1. NIC Written Test (see attached)- 50 item sample test from Registered Interpreters for the Deaf (RID)- 100 points 2. NIC Interview Performance Test- RID sample NIC test DVD- rubric- 50 points	Midterm in ITP 410 (Interpreting V) Final in ITP 410 (Interpreting V)	NIC, READY, INT, ETHICS, LING, ASL, DC
5. Educational Interpreters Performance Assessment (EIPA)	1. Performance Test- rubric- 100 points 2. Performance Test-rubric- 100points	Midterm in ITP 399 (Topics in Interpreting) Final in ITP 420 (Intensive Interpreting)	EIPA, INT, ASL, LING
6. Professional Portfolio	10 item portfolio with rubric- Presentation of portfolio demonstrating the skills for conducting a freelance interpreting business	Midterm in ITP 330 (Practical and Ethical Applications of Interpreting)	ABLE, ETHICS
7. DVD of Interpreting Work	Create a DVD with 4 (2-3 minutes) videos of themselves demonstrating their interpreting skills	Final project in ITP 485 (Professional Experience)	INT, ASL, LING
8. Ethical Scenario Papers	9 (2-4 page) papers covering ethical decision making during various interpreting scenarios accurately applying the RID code of ethics	Throughout ITP 330 (Practical and Ethical Applications of Interpreting)	ETHICS, NIC, DC

III. Results of Assessment

Assessment #1 American Sign Language Proficiency Interview (ASLPI)

Final ITP 310 (Int IV) 3.50/ 70% = passing

Professional Development Needed 1	More Professional Development Needed 2	Some Prof Development Needed 3	Somewhat Meets Professional Requirements 4	Meets Professional Requirements 5
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Interpreting from English to ASL	Average Scores Fall 2014 <i>n</i> = 5	Average Scores Fall 2015 <i>n</i> = 4	Average Scores Fall 2016 <i>n</i> = 2	Average Scores Fall 2017 <i>n</i> = 3
Conceptual Accuracy	2.60	4.25	4.50	3.67
Use of ASL	2.60	3.50	3.50	3.33
Affect	4.20	3.75	4.00	4.67
Use of Classifiers	3.40	4.00	4.00	4.00
ASL Production	2.80	3.75	3.50	4.00
Content Accuracy	4.00	4.00	4.00	4.67
ASL Linguistic Choices	4.00	3.50	3.50	4.00
Comfort Level	4.20	3.25	4.00	4.33
Technology	5.00	5.00	5.00	This category eliminated
Professionalism	5.00	5.00	5.00	This category eliminated
Average Grade	3.78	4.00	4.10	4.08

Analysis of Assessment Results:

This assessment is a culmination of ASL 1-5 and Interpreting 1-4. Assessment is based on Gallaudet University's ASL Standards for ASL Levels 1-5 found on the Gallaudet website. Students study the standards before the final in ITP310 (Interpreting IV). A question is given to the student in American Sign Language and the student is given three minutes to respond in American Sign Language on camera. The goal is for students to pass at a minimum of 3.50 or 70%. During fall 2017, all three students passed above the minimum level of 70% with an average score of 83% (Student 1: 90% 4.5 Student 2: 81% 4.0 Student 3: 78% 3.9)

Planned Changes Based upon Analysis:

A variety of assessment formats are conducted throughout the courses including performance projects and performance tests. Homework is also assigned to support the objectives. In combination with ASL classes and ITP courses, 25 hours of lab practice time and four lab assignments are required each semester to increase skills in ASL vocabulary and idioms. It is up to each student to practice outside the class room with other students and the Deaf community at QU sponsored Deaf Events. This same assessment is given in ITP 220 (Interpreting II) and perhaps could be used at that time as tool to disallow students to continue in the Interpreting program if the minimum standard is not met. Students are encouraged to attend Deaf community functions in their home areas during the summer.

The categories "technology" (use of video equipment) and "professionalism" (correct attire etc for filming) have been eliminated to ensure that students are being assessed on their ASL skills only.

Assessment #2 Deaf Culture Awareness Reflection Papers

Four (4) Papers are required- 2 at midterm and 2 at the final on ITP 410 (Int V) 70% = passing

Requirements:

- This reflection paper should be well written and grammatically correct.
- Explain what event was attended. Record when and where the event took place.
- Summarize what was learned at the Deaf community event.
- Express your thoughts and feelings during the event.
- Note new signs learned.
- Explain the cultural differences noticed.
- Reflect how to use what you learned in the future.
- Papers must be at least 500 words in length.
- Papers must be typed and in font size 12.

Midterm ITP 410 (Int V)				Final ITP 410 (Int V)			
Spring 2015	Avg Score	93.6%	<i>n</i> = 5	Spring 2015	Avg Score	98.8%	<i>n</i> = 5
Spring 2016	Avg Score	100%	<i>n</i> = 4	Spring 2016	Avg Score	97.5%	<i>n</i> = 4
Spring 2017	Avg Score	77.5%	<i>n</i> = 2	Spring 2017	Avg Score	100.0%	<i>n</i> = 2
Spring 2018	Avg Score	100%	<i>n</i> = 3	Spring 2018	Avg Score	100.0%	<i>n</i> = 3

Analysis of Assessment Results:

In all ITP and ASL courses students are required to attend Deaf Community events to help become acculturated and increase their ASL linguistic skills. Students are required to attend four events per course. Throughout the ASL and ITP courses students are required to write papers or sign in a video demonstrating their knowledge of Deaf culture and their role as an interpreter. The final assessment is done in ITP 410 (Interpreting V). At midterm and at the final all three students had an earned average of 100% turning in exceptional reflection papers. These students attend many Deaf community events and enjoy meeting and conversing with Deaf community members.

1.

Midterm ITP 310 (Int IV)	
40 item written multiple choice test- 80 points	
<ul style="list-style-type: none"> There are two parts for the BEI Illinois interpreters test: A written test called the Test for English Proficiency (TEP) and a performance video test of interpreting skills. The TEP assesses English skills- reading comprehension, synonyms, antonyms, idioms, sentence completion, and written English syntax. The assessment used is the sample test of the TEP from the IL Deaf and Hard of Hearing Commission BEI study guide. 55 correct = passing 	
Fall 2014	<i>n</i> = 5 2 students passed - 62 pts, 56 pts 3 students failed - 50 pts, 50 pts, 48 pts
Fall 2015	<i>n</i> = 4 3 students passed- 80 pts, 70 pts, 68 pts 1 student failed – 52 pts
Fall 2016	<i>n</i> = 2 2 students passed- 68 pts, 56 pts
Fall 2017	<i>n</i> = 3 3 students passed- 63 pts, 59 pts, 58 pts

Analysis of Assessment Results:

English skills are assessed throughout all ITP classes using a variety of assessment tools in order to prepare them for the written portion of the BEI called the TEP. Vocabulary exercises are required starting in ITP 215 (INT I) and are again required in INT 410 (INT IV) to prepare for the test. Before midterm in ITP 410 (INT IV) focus is on preparing for the sample TEP test. The students are advised to use the exercises given to improve their vocabulary and English skills throughout the program. During INT IV before midterm sample TEP questions are discussed in class and test taking strategies are taught. All 3 students passed the test, however, their scores were not very high showing their need for further of study English vocabulary and written English syntax.

Planned Changes Based upon Analysis:

Exercises in English will be given not only in ITP I and IV but in ITP II and III. Students who were in ITP IV fall 2016 did not get the benefit of extra English assignments in ITP III that were added spring 2017.

2.

Final ITP 310 (Int IV)	
Performance assignment interpreting spoken English to ASL 50 item test x 2pts each = 100 points 70 points= passing	
<ul style="list-style-type: none"> The source text for the assessment is the sample text for the BEI found in the IL Deaf and Hard of Hearing Commission BEI Study Manual in 2014. In 2015, a new DVD for the BEI was released and used as the testing source. 	
Fall 2014	<i>n</i> = 5 (old assessment 60 = passing) 2 Students passed: 63 pts, 60 pts, 3 Students failed: 47 pts, 43 pts, 39 pts
Fall 2015	<i>n</i> = 4 (new assessment 70 = passing) 4 Students passed: 86 pts, 80 pts, 82 pts, 1 Student failed: 66 pts
Fall 2016	<i>n</i> = 2 (same assessment from 2015: 70 = passing) 1 Student passed: 90 pts, 1 Student failed: 68 pts
Fall 2017	<i>n</i> = 3 (same assessment from 2015, 2016: 70 = passing) 3 students passed: 86 pts, 82 pts, 70pts

Analysis of Assessment Results:

This assignment is given fall of a student’s junior year to expose them to the requirements of the minimum standards of an IL state BEI certified interpreter.

Planned Changes Based upon Analysis:

The instructor has purchased newly released BEI sample test DVDs to help students study for the test in ITP 310 (Int IV). These seemed to improve the outcome from 2014 and 2015. Used new Dvd 2016 and 2017.

Results of Assessment #4 National Interpreter Certification (NIC) Test 2 Assessments

1.

Midterm ITP 410 (Int V)					
50 item written test - 31 points is passing					
<ul style="list-style-type: none"> The assessment is the sample test used from the Registered Interpreters for the Deaf (RID) study guide. Assessment of Professional Ethics, ASL Linguistics, Deaf Culture 					
Spring 2015	<i>n</i> = 5	4 Students passed - 47, 40, 35, 31 pts	1 Student failed - 25 pts	Avg: 44.6 points	
Spring 2016	<i>n</i> = 4	4 Students passed - 45, 42, 40, 37 pts		Avg: 41.0 points	
Spring 2017	<i>n</i> = 2	1 Student passed - 36 pts	1 Student failed - 31 pts	Avg: 33.5 points	
Spring 2018	<i>n</i> = 3	3 students passed - 37, 35, 38		Avg: 36.7 points	

Analysis of Assessment Results:

A sample written NIC test is given to the students at Midterm of ITP 410 (Int V). This is the NIC sample written test published by the Registered Interpreters for the Deaf (RID). The RID sample test is 75 items so the first 25 items are studied in class before midterm as practice. Questions are discussed in class and test taking strategies are taught. The NIC study guide is given to students and discussed in class. A reference list of materials to study for the test is given. The materials are available in the ASL lab and in Brenner Library.

Planned Changes Based upon Analysis:

Instructor has scheduled one class period for students to study the materials before midterm and feel the students took advantage of the time to study.

2.

Points possible	NIC Interview Performance- Final test 100 points 62 points = passing ITP 410 (Int V)	Avg Scores	Avg Scores	Avg Scores	Avg Scores
		Spring 2015 <i>n</i> = 5 4 passed: 84, 74, 64, 62 1 failed: 58	Spring 2016 <i>n</i> = 4 4 passed: 90, 90, 80, 70	Spring 2017 <i>n</i> = 2 1 passed: 71 1 failed: 55	Spring 2018 <i>n</i> = 3 1 passed: 86 2 failed 57, 54
20	Exhibits confidence and critical thinking	16.00	16.25	12.50	15.00
10	Clearly and comprehensively identifies the issues in the vignette	10.00	10.00	3.00	6.33
10	Includes the perspectives of other people than just the interpreter	7.20	8.75	5.00	6.00
20	Defends or criticizes the interpreter’s actions effectively	11.60	15.00	13.50	10.00
20	References any relevant tenets of the CPC	12.40	17.50	15.00	10.00
10	Discusses at least one possible impact of the interpreter’s decision	3.60	6.25	5.00	8.33
10	Completes the above within three minutes	7.60	8.75	9.00	10.00
100 pts		68.40	82.50	63.00	65.67

Analysis of Assessment Results:

An interview performance test is given to the students during the final week of Interpreting V class. This is done through the NIC official practice DVD. An interpreting ethical situation is presented to the student and they are to respond in ASL to the situation. The student is not evaluated on their ASL skills when responding; however, the instructor gives feedback to the student of their ASL skills. The student is assessed on how they applied the Registered Interpreter for the Deaf (RID) Code of Professional Conduct correctly to the ethical situation given them. The student is given comments on their areas of strength as well as areas identified for development. The 2018 students seem to struggle most with “Clearly and comprehensively identifies the issues in the vignette”. The two students struggled to apply the correct the Code of conduct correctly because they did not understand the ethical concerns in the scenario or they may not have memorized the code.

Planned Changes Based upon Analysis:

More practice identifying the ethical issues in practice vignettes will be stressed to improve that category. A quiz to help memorize the RID Code of Conduct may help students pass this assessment.

Results of Assessment #5 Educational Interpreters Performance Assessment (EIPA) 2 Assessments

1. Midterm in ITP 399 (Topics in Interpreting) EIPA Performance Test 3.00 = Passing

Professional Development Needed 1	More Professional Development Needed 2	Some Prof Development Needed 3	Somewhat Meets Professional Requirements 4	Meets Professional Requirements 5
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Interpreting from English to ASL of a classroom setting with a teacher speaking	Avg Score Spring 2014 <i>n</i> = 1	Avg Score Spring 2015 <i>n</i> = 5	Avg Score Fall 2016 <i>n</i> = 2	Avg Score Fall 2017 <i>n</i> = 3
Conceptual Accuracy	3.00	3.20	4.00	3.67
Use of PSE	5.00	3.60	4.00	3.33
Affect	5.00	3.60	3.00	4.33
Use of Classifiers	4.00	3.00	4.00	3.33
PSE Production	4.00	3.40	4.00	3.00
Content Accuracy	5.00	3.20	4.00	3.33
ASL Linguistic Choices	4.00	3.40	3.50	4.33
Comfort Level	5.00	4.00	4.50	4.33
Technology	5.00	4.20	4.00	4.66
Professionalism	5.00	5.00	5.00	4.66
Total Score	4.50	3.66	4.00	3.90

2. Final in ITP 420 (Intensive Interpreting) EIPA Performance Test 3.00 = passing

Professional Development Needed 1	More Professional Development Needed 2	Some Prof Development Needed 3	Somewhat Meets Professional Requirements 4	Meets Professional Requirements 5
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Interpreting from ASL to English of a Deaf student being interviewed	Avg Score Fall 2014 <i>n</i> = 1	Avg Score Fall 2015 <i>n</i> = 3	Avg Score Fall 2016 <i>n</i> = 1	Avg Score Spring 2017 <i>n</i> = 2	Avg Score Spring 2018 <i>n</i> = 2
Conceptual Accuracy	3.00	3.00	3.00	3.50	3.50
Use of English	5.00	3.00	5.00	4.00	4.00
Affect	5.00	3.66	3.00	4.00	4.00
Complete Sentences	5.00	3.00	5.00	4.00	4.00
English Production	4.00	3.66	5.00	4.00	4.00
Content Accuracy	3.00	3.33	2.00	3.00	3.00
English Linguistic Choices	5.00	2.66	4.00	4.00	4.00
Comfort Level	5.00	3.66	4.00	3.50	3.50
Technology	5.00	4.66	5.00	5.00	5.00
Professionalism	5.00	5.00	5.00	5.00	5.00
Total Score	4.50	3.56	4.10	4.00	4.00

Analysis of Assessment Results:

The Educational Interpreter Performance Assessment (EIPA) practice DVDs are used as the final in ITP 420 (Intensive Interpreting Practice) so that students can prepare for the national EIPA test. This is a performance test where students are evaluated on their ability to interpret from ASL to spoken English and from spoken English to ASL. All three students passed assessment #1 with a score above the minimum 3.00 required for the national EIPA certification. Student 1: 4.8 Student 2: 3.8 Student 3: 3.1 (This student is double major and so struggles to focus enough on the interpreting major)

Results of Assessment #6 Professional Portfolio 140/200pts or 70% = passing

ITP 330 (Practical and Ethical Applications of Interpreting)

A portfolio of 10 items is built throughout the first eight weeks of the course to showcase the students’ skills and to prepare them for the professional freelance interpreting field. The students present their portfolios in class for the midterm project.

Rubric:

- 1) Resume’- Based on job advertised, Design/logo; interesting; easy to read; Information organized- brief but clear; Strengths emphasized but truthful; Objective clear; Education; Experience; Activities; one page
- 2) Cover Letter- Design/logo; well written; match job on resume’; brief but clear; expounds strengths without bragging; your information to contact; you will contact them with time
- 3) Business Card- Design/logo; interesting; clear
- 4) Intake Form- Design-easy to use; assignment information; billing information
- 5) Contract Letter- Design/logo; matches job applying for; information clear and concise; “what if” scenarios included; contact information; signatures needed; well written
- 6) Invoice- Design/logo; match job; information easy to understand; ADA info; tax deduction info; signature; thank you; information correct; charge miles
- 7) Billing Spreadsheet- first job matches invoice; information/math correct; 10 more other jobs; some charge miles/ drive time some not; totals; show cell formulas on another sheet
- 8) Mileage Deduction Spreadsheet- deductions for miles charged for correct; calculations correct; show cell formulas on another sheet
- 9) Expenses Deduction Spreadsheet- expenses for conference/CEU; other expenses; calculations correct; Show cell formulas on another sheet
- 10) Professionalism/Date Book/ Tool kit- date book current, organized and filled in; tool kit- why need items

Assessment Results: Ten scoring items each worth 20 points = 200 points 140pts or 70% = passing

Portfolio	Class not offered in 2014//2015	Avg Score <i>n</i> = 6 Spring 2016	Class not offered in 2016/2017	Avg Score Fall 2017 <i>n</i> = 2 Spring 2018 <i>n</i> = 1
Resume		14.66		15.00
Cover Letter		16.66		15.00
Business Card		18.33		18.00
Intake Form		16.00		15.00
Contract Letter		15.00		18.00
Invoice		15.00		10.66
Billing Spreadsheet		16.66		5.00
Mileage Deduction Spreadsheet		18.33		20.00
Expense Deduction Spreadsheet		17.33		20.00
Date book / Tool Kit		18.33		20.00
Avg Score		163.66 81.8%		156.66 78.33%

Analysis of Assessment Results:

All three students passed with at least the minimum score of 70%. Students were given ample feedback on drafts of each part of the portfolio. The instructor offered to meet with the students before midterm to instruct on how to improve each part of the portfolio, however, only one student redid the pieces of the portfolio. The other two students were asked to show second and third drafts but did not follow through with the instructor. Examples of previous student’s portfolios were given to students.

Results of Assessment #7 DVD of Interpreting Work (4 samples)

ITP 485 (Professional Experience)

3.50 = passing

Professional Development Needed 1	More Professional Development Needed 2	Some Prof Development Needed 3	Somewhat Meets Professional Requirements 4	Meets Professional Requirements 5
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Interpreting from English to ASL	2015 Avg Scores <i>n</i> = 3	2016 Avg Scores <i>n</i> = 3	2017 Avg Scores <i>n</i> = 2	2018 Avg Scores <i>n</i> = 3
Conceptual Accuracy	4.00	4.00	4.00	4.00
Use of ASL	4.08	4.00	4.50	4.00
Affect	4.16	4.25	4.00	4.25
Complete Sentences	4.08	4.08	4.00	4.08
ASL Production	4.08	4.08	4.50	4.08
Content Accuracy	4.66	4.50	4.25	4.25
ASL Linguistic Choices	4.16	4.16	4.50	4.50
Comfort Level	4.66	4.66	5.00	4.00
Technology	4.66	4.33	5.00	4.00
Professionalism	4.91	4.58	5.00	5.00
Average Grade	4.34	4.26	4.48	4.22

Analysis of Assessment Results:

Each student compiles a professional DVD portfolio of four outstanding samples of their interpreting work. This DVD is evaluated during Professional Experience (ITP485). The time required to record samples of the student's work considered practicum hours. The DVD is labeled with "QU" in ASL fingerspelled letters and has the student's name and "Bachelors of Arts Interpreter Studies". Students can make copies of the labels and DVD and send to prospective employers along with their resume and cover letter. All students passed above the minimum score of 3.00. Principals and superintendants of schools have commented to the instructor that the DVDs are beneficial in the hiring process of QU graduates. Since May 2010, 22 students have graduated from the program. Fifteen graduates have interviewed for educational interpreting jobs and used these DVDs during interviews. All fifteen graduates were hired by school districts as educational interpreters.

Planned Changes Based upon Analysis:

Technology now allows students to show interpreting work from both spoken English into ASL and ASL into spoken English. This allows viewers to see a Deaf person signing a text in ASL while showing the interpreter voicing for the Deaf person on the other side of the screen and allows the viewer to see the English speaker and the interpreter side by side. This shows both skills: spoken English to ASL and ASL to spoken English. One student worked with the Communications department to add a split screen, one student figured out the technology on her own and one student failed to use the technology correctly and it is reflected on her grade for the project. In the future a draft of the samples will be required (not just suggested) earlier in the semester to give students time make changes to interpreting work and to learn how to use the technology properly.

Results for Assessment #8 Ethical Scenario Papers (9) (2-4 pages)

50 points each 35 points = passing

ITP 330 (Practical and Ethical Applications of Interpreting)

Practical and Ethical Scenario Paper Requirements:

- 1) Sum up the scenario at the beginning of the paper. Do not just retype it as written. Anyone should be able to pick up your paper and understand what the situation is that you are writing about.
- 2) Explain what the options are for the interpreter. Explain what the outcomes would be for each option.
- 3) Tell which option you could choose if you were the interpreter. Decide which you would choose and tell why you choose that option based on which of the tenets of the NAD/RID Code of Ethics. Explain what you would say/sign to those in the scenario. You can use quotations.
- 4) Paper must be over 2 pages and in 12 size font without spaces between paragraphs. No more than 3 lines on top of paper for your name, date, and class.
- 5) Paper must be well written, interesting and grammatically correct.

Papers	Avg Score Spring 2016 <i>n</i> = 6	Not offered in Spring 2017	Avg Score Fall 2017 <i>n</i> = 2 Spring 2018 <i>n</i> = 1
Education	38		42
Religious	42		36
Medical	44		40
Medical	42		45
Legal	42		40
Mental Health	43		45
ADA Laws	43		45
Team Interpreting	46		40
Employment setting interpreting	44		43
Avg Score each student	43		42

Analysis of Assessment Results:

All three students passed the assessment. This is a writing intensive course. Students are given opportunity to redo the papers, however, one student did not redo any papers in order to raise her scores.

VII. Changes in assessment methods for the future:

The Sign Language Interpretation major will no longer be offered at Quincy University due to the inability to obtain a replacement professor of Interpreting for the fall 2018 semester. The ASL minor will continue. Two assessments that apply to ASL classes would be Assessment #1 - American Sign Language Proficiency Interview (ASLPI) which can be found on the Gallaudet University website at Gallaudet.org. and Assessment #2 Deaf Culture Awareness Reflection papers.

The Sign Language Interpretation Degree program was successful in creating, implementing and altering assessments to ensure student success. The assessments were intended to prepare students for the professional interpreter certification process and employment readiness. The program has a 98% pass rate of graduating students on their first attempt taking a certification test. Since 2010, 22 students have graduated from the program. As of date this report written –June 2018- 18 students have secured interpreting jobs soon after graduation; of the three students graduated in May 2018, two students are still searching for a job.