

Department of Linguistics
Plan for Assessment of Student Learning Outcomes
The University of New Mexico

A. College, Department and Date

1. College: College of Arts and Sciences
2. Department: Linguistics
3. Date: May 23, 2008

B. Academic Program of Study

B.S. in Signed Language Interpreting

C. Contact Person(s) for the Assessment Plan

Sherman Wilcox, Chair

D. Broad Program Goals & Measurable Student Learning Outcomes

Goal A: Language Knowledge and Skills

To be able to communicate expressively and receptively with individuals representing a cross-section of the Deaf community.

1. Students will demonstrate grammatical structures of ASL.
2. Students will comprehend and produce finger spelled words, loan signs, and numerical systems in ASL.
3. Students will apply basic principles of linguistics to the study of signed languages.
4. Students will recognize and use ASL vocabulary associated with daily activities, emotions, and descriptions of concrete and abstract concepts.

Goal B: Interpreting Skills

To be able to interpret and transliterate in a variety of settings at an entry level of proficiency.

1. Students will apply appropriate communication mode, style, and register.
2. Students will construct discourse in the target language equivalent in meaning to the source language.
3. Students will describe and demonstrate the difference between interpreting and transliterating and will be able to select each as appropriate.

Goal C: Professional and Ethical Knowledge

To understand and be able to apply best professional and ethical practices in the interpreting field.

1. Students will describe the role of the professional interpreter.
2. Students can interpret, at an entry level, in a manner reflecting awareness of and sensitivity to culturally, educationally, and ethnically diverse groups.
3. Students will apply the tenets of the RID Code of Professional Conduct to interpreting situations.

Goal D: Cultural Knowledge

To familiarize students with the literature, history, and culture of Deaf communities.

1. Students can apply the concept of culture to the study of deaf people’s lives and histories.
2. Students will describe the values, behaviors, customs, and traditions of American deaf people.
3. Students will describe the history of deaf education from a cultural and political point of view.
4. Students will come to an appreciation of the visual and performing arts, poetry, folklore, and literature as expressions of deaf culture.

E. Assessment of Student Learning Three-Year Plan

1. Student Learning Outcomes

University of New Mexico Student Learning Goals				
Program SLOs	Knowledge	Skills	Responsibility	Program SLO is conceptually different from university goals
<i>C.1. Students will describe the role of the professional interpreter</i>	X			
<i>A.1. Students will demonstrate grammatical structures of ASL</i>	X	X		
<i>B.1. Students will apply appropriate communication mode, style, and register</i>	X	X		

2. How will learning outcomes be assessed?

C.1 Students will describe the role of the professional interpreter

(i) *Means of Assessment:* The Signed Language Interpreting Program currently uses the National Registry of Interpreters for the Deaf written examination as an assessment instrument. Graduating seniors take the examination at the end of the fall semester (late December). Program faculty will assess the scores received in appropriate categories, specifically on those portions of the exam that target our SLO C.1, on a 3-point rubric: 1=less than adequate, 2=adequate, 3=more than adequate.

(ii) This is a *direct* measure of this SLO.

(iii) The *criterion for success* is that at least 75% of exams will receive a score of either 2 or 3.

A.1. Students will demonstrate grammatical structures of ASL

Means of Assessment: Make videotapes of presentations of 3-5 minutes of all students in ASL III (capstone ASL course). Select a sample of 10 videotapes to assess for ability to apply grammatical structures of ASL. The program faculty will assess the videotapes on a 3-point rubric: 1=less than adequate, 2=adequate, 3=more than adequate.

(ii) This is a *direct* measure of this SLO.

(iii) The *criterion for success* is that at least 67% of videotapes will receive a score of either 2 or 3.

B.1. Students will apply appropriate communication mode, style, and register

Means of Assessment: All interpreting majors enroll in a two semester capstone course, "Practicum in Signed Language Interpreting." Students are sent on a variety of interpreting assignments, each supervised by a program-approved professional interpreter supervisor. At the end of the semester supervisors turn in assessments of each student's performance throughout the semester. Program faculty will collect a sample of 50% of these and assess them on a 3-point rubric: 1=less than adequate, 2=adequate, 3=more than adequate.

(ii) This is a direct measure of this SLO.

(iii) The *criterion for success* is that at least 75% of the reports will receive either a 2 or 3.

3. When will learning outcomes be assessed? When and in what forum will the results of the assessment be discussed?

Our plan for developing assessment of these student learning outcomes, in terms of timetable and forums for discussions, is as follows:

2008-2009

Assessment of C.1 will begin by having graduating majors take the RID written examination in December 2008. Assessment of the scores will be conducted Spring 2009.

2009-2010

Assessment of A.1 will begin in Fall 2009 by collection of the videotape samples and evaluation on the 3-point rubric by a three-person committee (program coordinator, tenured faculty, lecturer). Assessment of the scores will be conducted Spring 2010. The committee will report results to the entire program faculty and will discuss need for revision of the assessment procedure, course curriculum, or pedagogy before the end of the Spring 2010 semester.

Plans for assessment of B.1 will begin in the Spring 2010 by informing all practicum supervisors of the need to pay special attention to, and report in appropriate detail about, each student's ability to apply appropriate communication mode, style, and register during interpreting assignments.

2010-2011

Assessment of B.1 will begin in the fall semester 2010 by collecting the sample of supervisor reports. The reports will be evaluated on the 3-point rubric by a three-person committee (program coordinator, tenured faculty, lecturer) Spring 2011.

4. What is the unit's process to analyze/interpret assessment data and use results to improve student learning?

The faculty will discuss the need for revision to the C.1 assessment procedure or to program curriculum by the end of the spring 2009 semester. If necessary, curriculum revision will begin to be implemented Fall 2009. The program coordinator will report to the full department faculty at the end of the Spring 2009 semester.

The committee will report results on assessment of A.1 to the entire program faculty and will discuss the need for revision of the assessment procedure, course curriculum, or pedagogy before the end of the Spring 2010 semester. Any changes adopted will be implemented beginning Fall 2010. The program coordinator will report to the full department faculty at the end of the Spring 2010 semester.

The committee will report results on assessment of B.1 to program faculty during the Spring 2010 semester. If changes to the assessment procedure are required they will be implemented Fall 2010. If curricular changes are indicated, the program faculty will review all interpreting courses during the Fall 2010 and Spring 2011 semester, and plan for implementation of revised curricula beginning Fall 2011. The program coordinator will report to the full department faculty at the end of the Spring 2011 semester.