

Assessment Report - Annual Update

Program Assessment (focus on most recent year)

Department:	Foreign Language/ASL
Program:	ASL/English Interpreter Training Program
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A. List your Program Learning Outcomes (PLOs)/Administrative Unit Outcomes (AUOs)

- 1 Students will demonstrate mastery of English/ASL interpretation, including specific aspects of interp
- 2 Students will objectively evaluate their own work and the work of colleagues in order to improve qu
- 3 3. Students will be able to explain and employ various forms of interpreting, specialized settings, var
- 4 5. Students will join a professional organization, complete a practicum, and develop a résumé in ord

B. How did your outcomes assessment results inform your program planning? Use the bullet points below to organize your response.

The ASL/English Interpreting Program is still in development and not yet a bonafide program. Curriculum has been fully developed and work is underway to attain program approval. Our first classes began five weeks ago; as such, we have no assessment data gathered or available for analysis.

C. How do course level student learning outcomes align with program learning outcomes? Instructional programs can combine questions C and D for one response (SLO/PLO/ILO).

The PLOs listed above are proposed PLOs in anticipation of submitting the application for program approval.

Institutional Learning Outcomes:

Think: Think critically and evaluate sources and information for validity and usefulness.

Communicate: Communicate effectively in both written and oral forms.

Demonstrate: Demonstrate competency in a field of knowledge or with job-related skills.

Engage: Engage productively in all levels of society – interpersonal, community, the state and the nation, and the world.

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PLO 1: Communicate, Demonstrate, and Engage; PLO 2: Communicate, Demonstrate, and Engage; PLO 3: Communicate, Demonstrate, and Engage; PLO 4: Communicate, Demonstrate, and Engage.

E. How do you engage in collegial dialog about student learning outcomes?

ASL/English faculty have successfully engaged in collegial dialogue about SLOs for one year through the process of curriculum development and conference attendance. We will continue this formative dialogue through assessment, analysis, discussion, and curriculum revision.

F. In your previous program review did you specify a major objective or project to implement specifically designed to improve equity?

***How has the objective or project impacted equity in your department or program?**

***What areas have you identified for program improvements that relate directly to equity in the coming year?**

This is our first program review, in advance of our establishment as a program. Our program doesn't seem to have an equity issue, aside from having a two-person faculty that exclude people of color. Our student cohort very much mirrors BC's student body at-large. We will continue to encourage students of color, those from minority communities and disadvantaged backgrounds to participate in our program.