

**BA American Sign Language: ASLG**  
2023-2024 Assessment Plan

	<b>Student Learning Outcome #1</b>	Students will demonstrate the ability to successfully navigate in educational, community, and social settings by participating in practicum/internship courses.
<b>PLAN</b>	<b>Assessment Method(s)</b>	Student hours are tracked by digital form. Internship and practicum placement Supervisors will assist students in tracking their hours.  30 hours for practicum.  350 hours for internship.
	<b>Proficiency</b>	The student/s will demonstrate their ability navigate educational, community, and social settings through participation in practicum/internship courses and earning an overall grade of B or better.
<b>DO</b>	<b>Benchmark</b>	100% of students will successfully complete the required number of hours.
	<b>Results of Assessment</b>	During 2023-2024, eight students participated in practicum and one in internship.  1/1 (100%) of the advocacy students completed the requisite number of internship hours and earn an overall grade of B or better.  6/8 (75%) completed the requisite number of practicum hours and earn an overall grade of B or better.

<b>S T U D Y</b>	<b>Analysis of Results</b>	<p>Outcome #1 was partially met. Two students were experiencing mental health issues that were unresolved during the semester.</p>
<b>ACT</b>	<b>Improvement Plan for 2024-2025</b>	<p>Faculty will work with students to become more proactive regarding student mental health issues and resolve issues better in-house. Faculty will be more assertive in reporting student concerns.</p>



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	<b>Student Learning Outcome #2</b>	Students will demonstrate proficiency of cultural and linguistic constructs of the Deaf community by composing signed presentations.
<b>PLAN</b>	<b>Assessment Method(s)</b>	Presentations allow students to demonstrate their knowledge of cultural and linguistic constructs of ASL in the target language. Presentation rubrics will be utilized to evaluate students' organization, content knowledge, and language skills.
	<b>Proficiency</b>	The student/s will be able to evaluate cultural and linguistic content, as shown through their organization, content knowledge, and language skills. A score of 80% or better will show proficiency.
<b>DO</b>	<b>Benchmark</b>	75% of students will earn a score of 80% or better when presenting content related to cultural and linguistic aspects of ASL in various classes, and within the professional community.
	<b>Results of Assessment</b>	17/20 (85%) of the students attained a score of 80% or better when presenting content related to cultural and linguistic aspects of ASL (DSDE 4310 and DSDE 3312). Advocacy Final Group Project Presentation (20/20, 100%) students earned a score of 80% or better.
<b>S T U D Y</b>	<b>Analysis of Results</b>	Outcome #2 was met. Students were able to attain scores on cultural and linguistic constructs that satisfied the learning outcome.

<b>ACT</b>	<b>Improvement Plan for 2024-2025</b>	Faculty will evaluate the content of the threads and revise existing rubrics to more effectively quantify the impact of change on the Deaf community. Faculty will provide examples of effective posts and specify methods and proficiencies.
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	<b>Student Learning Outcome #3</b>	Students (DSDE 3322: Research Theory) will demonstrate effective use of APA 7 <sup>th</sup> citation and formatting in APA by developing a literature review on a topic of their choosing.
<b>PLAN</b>	<b>Assessment Method(s)</b>	Writing Rubric will evaluate clarity of topic, cohesion of ideas and appropriate APA 7 <sup>th</sup> Edition citing and formatting.
	<b>Proficiency</b>	The student/s will foster development of the process for writing a literature review with 80% accuracy.
<b>DO</b>	<b>Benchmark</b>	80% of students will achieve a minimum score of 80% on their literature review.
	<b>Results of Assessment</b>	Students completed a literature review on a chosen topic: 7/11 (64%) of the students earned a score of 80% or better.
<b>S T U D Y</b>	<b>Analysis of Results</b>	Outcome #3 was not met. 36% of students struggled to complete the review of literature and demonstrate proficiency in writing.

<p><b>ACT</b></p>	<p><b>Improvement Plan for 2024-2025</b></p>	<p>Faculty will provide more rehearsal, and extensive, quantifiable feedback to students regarding their literature reviews to foster the writing process.</p>
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	<b>Student Learning Outcome #4</b>	Students will be able to distinguish how broader social change can and has impacted integration, empowerment, advocacy, and acceptance for the Deaf, hard of hearing, and DeafBlind populations.
<b>PLAN</b>	<b>Assessment Method(s)</b>	5 video posts on the listed discussion threads are required as well as 3 responses to colleagues' posts.  Videos must be 2 minutes and 30 seconds per post.
	<b>Proficiency</b>	The student/s will participate in discussion threads, demonstrating their understanding of the impact of social change on the Deaf community, earning a score of 80% or better.
<b>DO</b>	<b>Benchmark</b>	80% of students will successfully complete five posts and 3 responses to their peers.
	<b>Results of Assessment</b>	DSDE 3311: 20 students completed 12 posts. They were required to share at least one peer online (Blackboard) and to bring their own posting to class for a live group discussion. Class discussion of the postings was based on individual students' initial posts.  17/20 (85%) students met the criteria and earned a score of 80% or better on their discussions.
<b>S T U D Y</b>	<b>Analysis of Results</b>	Outcome #4 was met. Students completed the requisite number of posts, discussed the content in class, but were not provided with analytic, graded assessment.



<b>ACT</b>	<b>Improvement Plan for 2024-2025</b>	Faculty will provide more rehearsal, and extensive, quantifiable feedback to students regarding their impact on social change. Faculty will revise the rubrics for this assignment to more effectively evaluate students' discussion threads.
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	<b>Student Learning Outcome #5</b>	Students will be able to analyze intersectionality and determine how a person can experience privilege and oppression depending on the social and political context.
<b>PLAN</b>	<b>Assessment Method(s)</b>	Student will be evaluated on their knowledge of group identities including cultural, ethnic, religious, linguistic, racial, and economic aspects, and how said aspects privilege or oppress individuals within their social and political contexts.
	<b>Proficiency</b>	The student/s will be able to qualify the concept of intersectionality as it applies to the Deaf community with 80% accuracy.
<b>DO</b>	<b>Benchmark</b>	80% of students will successfully score of 80% or better on the rubric for this assignment.
	<b>Results of Assessment</b>	<p>DSDE 3311: Students completed an advocacy project on a specific issue as it relates to deaf people, the deaf community, deafblind Deaf culture that demonstrated how they could use negotiation, education, and persuasion to describe intersectionality. Students were graded on the quality of presentation, audience interaction and engagement, teamwork, and your involvement in the process of developing the various components of the projects.</p> <p>17/20 (85%) students met the criteria and earned 80% or better on this assignment.</p>
<b>S T U D Y</b>	<b>Analysis of Results</b>	Outcome #5 was met. Students were able to define intersectionality and apply that concept to their project.

<b>ACT</b>	<b>Improvement Plan for 2024-2025</b>	Faculty will provide more rehearsal, and extensive, quantifiable feedback to students regarding the analysis of intersectionality, privilege and oppression in social and political contexts.
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	<b>Student Learning Outcome #6</b>	Students will be able to decode fingerspelling at a normal rate of speed.
<b>PLAN</b>	<b>Assessment Method(s)</b>	Students will utilize the app <a href="http://asl.ms/">http://asl.ms/</a> , which allows students to practice receptive fingerspelling at different rates of speed. Students receive an overall score at the end of each practice session.
	<b>Proficiency</b>	The student/s will be able to increase their receptive fingerspelling comprehension by utilizing interactive online tools including <a href="http://asl.ms">http://asl.ms</a> with 80% accuracy.
<b>DO</b>	<b>Benchmark</b>	80% of students will earn an overall score of 80% or better per assessment.
	<b>Results of Assessment</b>	Every ASL student (ASL 1-6 and Fingerspelling Linguistics) participated in a receptive fingerspelling assessment sponsored in collaboration with:  Occhino, C., Lidster, R., Geer, L. C., Listman, J., & Hauser, P. C. (2023). Development of the American Sign Language Fingerspelling and Numbers Comprehension Test (ASL FaN-CT). Language Testing, 02655322231179494.
<b>S T U D Y</b>	<b>Analysis of Results</b>	Comprehensive scores have yet to be released. Data is pending.

<b>ACT</b>	<b>Improvement Plan for 2024-2025</b>	<p>The goal is valid; however, the outcome as presented is not measurable. Fingerspelling will be evaluated in individual classes (ASL I &amp; ASL II). ASL faculty will track fingerspelling progress at the beginning, middle, and end of the semester to evaluate whether receptive and expressive skills have improved.</p>
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