

Academic year 2024-2025
BA in American Sign Language - BA-ASLG Learning Outcomes

APA Fluency **NOT MET**

Students (DSDE 3322: Research Theory) will demonstrate effective use of APA 7th citation and formatting in APA by developing a literature review on a topic of their choosing.

MEASURES	RESULTS	ACTIONS
<p>APA Fluency</p> <p>Writing Rubric will evaluate clarity of topic, cohesion of ideas and appropriate APA 7th Edition citing and formatting.</p> <p>Direct - Assignment</p> <p><i>Research Theory: DSDE 3322</i></p> <p>Target</p> <p>80% of students will achieve a minimum score of 80% on their literature review</p>	<p>NOT MET</p> <p>Analysis</p> <p>The instructor did not address APA fluency during instruction for this class. APA 7th edition was discussed in research labs. Dr. Williams (Summer Undergraduate Research Fellowship grant) and Dr. Hauschildt (research lab - Fingerspelling research) mentored students in APA fluency.</p>	<p>Restructure Outcome Statement</p> <p>Not Started</p> <p>Students will design a research project with a focus on deaf studies, interpreting, or education utilizing APA format.</p> <p>Recommended Due Date: 05/14/2026</p>

Conclusion

While APA 7th edition citations were emphasized in research labs, the instructor focused on more generalized research topics, including research development and statistics.

Social Change **MET**

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.

MEASURES	RESULTS	ACTIONS
<p>Social Change</p> <p>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.</p> <p>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.</p> <p>Direct - Assignment</p> <p><i>Advocacy/Services for D/HH: DSDE 3311</i></p> <p>Target</p> <p>80% of students will successfully complete five posts and 3 responses to their peers.</p>	<p>MET</p> <p>Social Change</p> <div><div></div><div>Met</div></div> <div><div></div><div>0%</div><div>100%</div></div> <p>Values are not shown when too close to each other. Click or use arrow keys to see details.</p> <p>Met: 100%</p> <p>Met Total: 100%</p> <p>Not Met Total:</p> <p>Analysis</p> <p>Students participated in ten discussion sessions, demonstrating their understanding of the impact of social change on the Deaf community, earning a score of 80% or better. Out of 180</p>	<p>No actions have been added.</p>

	possible posts (10 posts per student), 162 were made. Five posts required responses. Including an initial slow start, an average of 33.4 responses were made per assignment. Posts were written and in video formats.	
	Discussion Posts	
	Posts	Replies
Post #1	17	No response required
Post #2	17	No response required
Post #3	16	8
Post #4	15	No response required
Post #5	17	No response required
Post #6	17	No response required
Post #7	14	39
Post #8	16	41
Post #9	17	44
Post #10	16	35

Conclusion

Students met this objective by exploring aspects of broader social change and discussing the impact on integration, empowerment, advocacy, and acceptance for these unique populations using online discussions, course reflections, and completion of a social justice & advocacy project, which required students to identify a social injustice, identify those affected, determine a target audience, and develop a plan address those concerns.

ASL Proficiency **MET**

Students will demonstrate proficiency of cultural and linguistic constructs of the Deaf community by composing signed presentations

MEASURES	RESULTS	ACTIONS
<p>ASL Proficiency</p> <p>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.</p> <p>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.</p> <p>Direct - Assignment</p> <p><i>Social Justice Advocacy: DSDE 3312</i></p> <p>Target</p> <p>75% of students will earn a score of 80% or better when presenting content related to cultural and linguistic aspects of ASL in</p>	<p>MET</p> <p>Analysis</p> <p>Students participated in online and round table discussions regarding social justice and advocacy issues. Students completed eight reflections. Students also completed social justice quilts highlighting a specific social issue for individuals who are deaf/hard-of-hearing, deaf/blind, or deaf with additional disabilities. Scores of 80% or better were achieved on these assignments.</p>	<p><i>No actions have been added.</i></p>

various classes, and within the professional community.		
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Conclusion

Students were able to meet the 80% or better objective for developing presentations, participating in Round Table discussions, and writing reflections that emphasized cultural and linguistic constructs of the Deaf community.

Privilege and Oppression MET

Students will be able to analyze intersectionality and determine how a person can experience privilege and oppression depending on the social

MEASURES	RESULTS	ACTIONS
<p>Privilege and Oppression</p> <p>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.</p> <p>The student/s will be able to qualify the concept of intersectionality as it applies to the Deaf community with 80% accuracy.</p> <p>Direct - Assignment</p> <p><i>Advocacy/Services for D/HH: DSDE 3311</i></p> <p>Target</p> <p>80% of students will successfully score of 80% or better on the rubric for this assignment.</p>	<p>MET</p> <p>Analysis</p> <p>The student/s were able to qualify the concept of intersectionality as it applies to the Deaf community with 80% accuracy.</p> <p>Students demonstrated 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 throughout the course. Student participated in discussions and presentations where they demonstrated their understanding of these concepts. Course activities included Round Table group discussions using social justice quilts illustrating a specific social justice issue (racism, classism, ableism, ageism, religious oppression, sexism, and heterosexism) to encourage healing and storytelling in the face of social injustice, students leading discussion on a series of readings relating to social justice and advocacy, and weekly online reflections.</p>	<p><i>No actions have been added.</i></p>

Conclusion

Students met this objective through in-depth discussion (reflections and round table discussions) of group identities, and the impact those identities have on the people around us.

Fingerspelling fluency MET

Students will be able to decode fingerspelling at a normal

MEASURES	RESULTS	ACTIONS
Fingerspelling Fluency	MET	Restructure Outcome Statement

<p>Students will utilize the app http://asl.ms/, which allows students to practice receptive fingerspelling at different rates of speed. Students receive an overall score at the end of each practice session.</p> <p>The student/s will be able to increase their receptive fingerspelling comprehension by utilizing interactive online tools including http://asl.ms with 80% accuracy.</p> <p>Direct - Assignment</p> <p><i>Linguistics of Fingerspelling: DSDE 2384</i></p> <p>Target</p> <p>80% of students will earn an overall score of 80% or better per assessment.</p>	<p>Screenshot 2025-06-16 at 10553 PM(1).png</p> <p>Analysis</p> <p>In addition to the app http://asl.ms/, which allows students to practice receptive fingerspelling at different rates of speed, students participated in category (closed set) fingerspelling activities (expressive and receptive), and speed trials during instruction. The ASL students reviewed the rules of fingerspelling and applied those rules while communicating with their peers. These activities were conducted during the first 10-15 minutes of each ASL class. Students indicated an increased comfort level with receptive and expressive fingerspelling.</p> <p>Students in ASL1-6 courses were required to participate in the RID fingerspelling fluency assessment. The results indicate that ASI students are making measurable gains in their fingerspelling fluency across class levels. The results are as follows:</p> <p>FaNCT & 3 ASL Levels correlation: $r(114) = +.603, p < .001$. Significant FaNCT group differences: $F(1, 113) = 32.132, p < .001, PES = .367$ Beginner vs. Intermediate = $p < .001$ Beginner vs. Advanced = $p < .001$ Intermediate vs. Advanced = $p < .05$</p> <p>This indicated that students made significant gains in fingerspelling fluency across language levels.</p>	<p>COMPLETE</p> <p>ASL students will be assessed through the RID FANCT Assessment project, which provides measurable data regarding fingerspelling fluency.</p> <p>Recommended Due Date: 05/14/2026</p>
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Conclusion

The FaNCT indicates that students made significant gains in fingerspelling reception and fluency across language levels.

BA in American Sign Language - BA-ASLG Success Outcomes

Practicum and Internship **MET**

Students will demonstrate the ability to successfully navigate in educational, community, and social settings by participating in practicum/internship courses.

MEASURES	RESULTS	ACTIONS
<p>Practicum and Internship</p> <p>Student hours are tracked by digital form. Internship and practicum placement Supervisors will assist students in tracking their hours. 30/75 hours for practicum. 350 hours for internship.</p> <p>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.</p> <p>Direct - Counts</p> <p>Target</p>	<p>MET</p> <p>Analysis</p> <p>Students in practicum coursework (DSDE 4309) were required to complete 75 hours with an organization or agency. Ten students participated in practicum/internship (8 practicum, 2 interns). All participating students were able to complete their requisite hours. One student was unable to secure placement and was presented with the option of six additional credit hours to complete her degree.</p>	<p><i>No actions have been added.</i></p>

100% of students will successfully complete the required number of hours.		
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Conclusion

All DSDE practicum and internship students completed their placement hours, accumulating more than the required minimum of 75/350 hours.