

Academic Year 2025-2026

BA in American Sign Language - BA-ASLG Learning Outcomes

APA Fluency **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
APA Fluency Writing Rubric will evaluate clarity of topic, cohesion of ideas and appropriate APA 7th Edition citing and formatting. Direct - Assignment <i>Research Theory: DSDE 3322</i> Target 80% of students will achieve a minimum score of 80% on their literature review Research Theory DSDE 3322 Spring 2026.pdf	MET Summary Students taking DSDE 3322 addressed APA fluency through homework activities. As per the spring course syllabus, "Students will receive some homework to practice and expand their understanding of the research process and its functions as a journal entry." Students completed this objective. Analysis The instructor reviewed student homework assignments to evaluate their APA fluency. These activities constituted 10% of their course grade.	<i>No actions have been added.</i>

Conclusion

As a component of their course grade, students were required to complete homework assignments to develop their APA fluency.

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
Social Change 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. 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. Direct - Assignment <i>Advocacy/Services for D/HH: DSDE 3311</i> Target 80% of students will successfully complete five posts and 3 responses to their peers.	MET Summary Students taking DSDE 3311 Advocacy & Services were able to meet this objective through student learning outcomes: 1. Demonstrate understanding of the historical, ethical, socio-emotional, and legal issues related to Deaf, hard-of-hearing, and DeafBlind people. 2. Delineate and discuss how broader social changes can and have impacted integration, empowerment, advocacy, and acceptance for the Deaf, hard-of-hearing, and DeafBlind populations. 3. Apply advocacy theories/concepts into practice to advocate for Deaf, hard-of-hearing, and DeafBlind individuals and the institutions that serve those populations. 4. Develop advocacy tools and strategies for Deaf, hard-of-hearing, and DeafBlind	<i>No actions have been added.</i>

Advocacy Services for D-HH DSDE 3311 Spring 2025-1.pdf	individuals, their families, and their communities. Students also reviewed a practical guide to strategic advocacy planning and created their own strategic plan to advocate for a selected deaf, hard-of-hearing, or Deaf-blind organization. Analysis The instructor evaluated students' strategic plans and their formal presentation. Formal presentations were recorded.	
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Conclusion

Students created their own strategic plan to advocate for a specific deaf, Deaf-blind, or hard-of-hearing organization. A rubric was utilized to provide feedback to their students on their developed plan.

ASL Proficiency **NOT MET**

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

MEASURES	RESULTS	ACTIONS
ASL Proficiency 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. 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. Direct - Assignment <i>Social Justice Advocacy: DSDE 3312</i> Target 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. Social Justice Advocacy DSDE 3312 Fall 2024.pdf	NOT MET Summary The objective for this class was not met in 2025. The instructor was on sabbatical, and not enough students needed the class for it to be offered. Analysis This objective is appropriate to indicate the "proficiency of cultural and linguistic constructs of the Deaf community by composing signed presentations." The course will be offered in 2026, and the evaluation of proficiency can be addressed. The following course activity, "Social Justice Project & Advocacy Project: Students will identify a social injustice, the individual affected, and the target audience to respond to social injustice through their advocacy. Detailed guidelines on the project will be shared in class. (150 points)" is sufficient to meet the objective when the course is offered again.	<i>No actions have been added.</i>

Conclusion

The objective was not met, as the course was not offered in 2025. The course will be offered in 2026.

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
Privilege and Oppression 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. The student/s will be able to qualify the concept of intersectionality as it applies to the Deaf community with 80% accuracy. Direct - Assignment <i>Advocacy/Services for D/HH: DSDE 3311</i> Target 80% of students will successfully score of 80% or better on the rubric for this assignment. Advocacy Services for D_HH_DSDE 3311_Spring_2025-1.pdf	MET Summary The objective was met. The students analyzed intersectionality and determined how individuals could experience privilege and oppression depending on their social network. Course learning outcome 2: Delineate and discuss how broader social changes can and have impacted integration, empowerment, advocacy, and acceptance for the Deaf, hard-of-hearing, and DeafBlind populations was evaluated through weekly discussions where students posted thought-provoking questions/comments/quotes based on the week's assigned readings/media. Analysis Students completed 12 postings during the semester. Homework questions provided a platform for weekly class discussions and ensured that students completed course assignments in a timely manner.	Restructure Outcome Statement Not Started Students will be able to analyze intersectionality and determine how a person can experience privilege and oppression depending on their social network. Recommended Due Date: 03/24/2026

Conclusion

Students completed 12 postings during the semester. Homework questions provided a platform for weekly class discussions and ensured that students completed course assignments in a timely manner.

Fingerspelling fluency **MET**

Students will be able to decode fingerspelling at a normal

MEASURES	RESULTS	ACTIONS
Fingerspelling Fluency 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. The student/s will be able to increase their receptive fingerspelling comprehension by utilizing interactive online tools including http://asl.ms with 80% accuracy. Direct - Assignment	MET Summary Students enrolled in ASL 1-6 were required to complete a fingerspelling assessment conducted by the Rochester Institute for the Deaf using the following: - Link: https://apps.ntid.rit.edu/SOAAP_ASLEFANCT. Test scores are cumulative. The students take the same test across each language course level. Students are evaluated based on their previous scores. Results indicate that students are making effective progress on fingerspelling fluency as they progress through the various ASL classes.	<i>No actions have been added.</i>

<i>Linguistics of Fingerspelling: DSDE 2384</i> Target 80% of students will earn an overall score of 80% or better per assessment.	Analysis Rochester Institute for the Deaf (RID) utilizes growth curve modeling and ANOVA to evaluate student progress over time. A continuous variable accounts for the fact that students start at different baselines. ASL 1 scores establish a baseline for each student. Students' scores in subsequent courses indicate improvement over time.	
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Conclusion

Rochester Institute for the Deaf (RID) utilizes growth curve modeling and ANOVA to evaluate student progress over time. A continuous variable accounts for the fact that students start at different baselines. ASL 1 scores establish a baseline for each student. Students' scores in subsequent courses indicate improvement over time.

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
Practicum and Internship 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. 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. Direct - Counts Target 100% of students will successfully complete the required number of hours.	MET Summary DSDE teaching and interpreting students have demonstrated the ability to successfully navigate educational, community, and social settings in practicum/internship courses. During 2025, eight (8) practicum students (advocacy - N=2, interpreting - N=6), and 12 internship students (teaching - N=6, interpreting - N=5, advocacy - N=1) completed their field experiences and graduated from our program. All graduates are employed in their field of study. Teaching (N=5) are fully certified by the Texas Education Association. One teaching graduate who has not successfully passed a content performance exam is in remediation. Of the interpreting students (N=6), three have full certification through the Board of Evaluators of Interpreters. The remaining three graduates have passed the Test of English Proficiency (TEP) and are in remediation for the performance test. Local interpreting agencies are providing training to enhance interpreting candidates' linguistic and performance skills and assist them in passing the Texas basic-level certification test. Analysis DSDE practicum/internship students (N=8/12; 67%) are fully certified in their	<i>No actions have been added.</i>

	area of study. Students who have not passed the performance section of their tests are currently in remediation through Lamar or one of the local interpreting agencies. Most students pass their test following their first remediation.	
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Conclusion

DSDE practicum/internship students (N=8/12; 67%) are fully certified in their area of study. Students who have not passed the performance section of their tests are currently in remediation through Lamar or one of the local interpreting agencies. Most students pass their test following their first remediation.

Assessment Report Summary

DSDE students have met the department goals of developing APA fluency, identifying and impacting social change, identifying privilege and oppression within social structures, and developing fingerspelling fluency. The goal to demonstrate ASL fluency was met in other classes; the objective addresses a specific course (DSDE 3311). ASL proficiency is addressed in all DSDE language and linguistic courses (ASL 1-6, Introduction to ASL Structure, ASL Linguistics, and Linguistics of Fingerspelling). Proficiency is also addressed in upper-level DSDE courses, which require a level of fluency for students to be able to effectively interact with their peers and instructors in the target language. Practicum and internship courses assist students in navigating social, academic, and community field experiences in preparation for real-world employment.