BA-American Sign Language

Annual Program Report Template

Year:	2022-2023
Program:	BA in American Sign Language
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Summary of Continuous Improvement Efforts since Last Report

Provide a brief description of how assessment results have been used for program improvement. Point to a specific example of how an assessment provided the program with data it could use for improvement and what that improvement was, if possible, also show evidence of the improvement. You may look at data from the two previous academic years to support this case.

Respond here:

During the 2022-2023 academic year, faculty in the B-ASL program instituted the previous year's SLOs for the ASL classes. Faculty were determined to create more standardization within and between the ASL classes as it was noted that some students were completing coursework with passing grades but were unable to communicate effectively in sign language. The issue was that the students who completed the same course from different instructors demonstrated vastly different communication skills when they transitioned into the next level classes. Faculty reviewed the curricula discussed the matrix and met weekly to discuss course content across the Signing Naturally curriculum and the TruWay ASL (TWA) curriculum. Faculty revised their syllabi to adjust the course assignment percentages to determine a more equitable assessment that allowed students to demonstrate their knowledge and skills.

High school students who take ASL classes are encouraged to test out of lower-level language classes. Utilizing an Advanced Standing Exam (ASE) places students in courses with their linguistic peers and allows more space in entry-level classes for beginner learners. ASL Faculty reviewed current testing procedures and determined that modifications needed to be made to create more rigor and standardization of testing results. Faculty met weekly to develop a new test for ASL 1 and ASL 2. We hope to have the ASL 1 test ready to launch by the fall and the ASL 2 test soon after that period. Guidelines for the revised test were initiated from the Common European Framework of Reference for Languages (CEFR) which is the instrument produced by the Council of Europe for promoting methodological development of communicative approaches to foreign language instruction. CEFR reviews global holistic language development, practical self-assessment, and qualitative aspects of language use through a practical bottom-up, action-oriented approach to language proficiency.

DSDE faculty reviewed short-term and long-term goals set last year. Faculty collaborated with Dawn Sign Press to incorporate a digital version of the Signing Naturally curriculum (ASL 1-5) with the Blackboard forum. Faculty incorporated the program and students were able to access the curriculum through Blackboard. The TWA curriculum remains separate, as it is only accessible through the company. During an end-of-year discussion, faculty again revised the grade percentages for ASL classes. We will continue to tweak the percentages until we find an equitable balance that meets the needs of the students and allows them to demonstrate their skills.

 ASL students were informed that a grade of B or better would be required to demonstrate language competency. Students who earned a grade of B or better were allowed to register for their next level class.

ASL classes require students to attend social events where they could interact with target language users. Faculty, deaf community members, and student organizations sponsored events for the students. A Scooby Doo Event, student interpreted movie and event night, was held in November and the Beaumont Silent Weekend, a professional interpreter event in April. Signing Cardinals, DSDE student organization, held two events per month.

Program Highlights Since Last Report

Identify and briefly discuss any programmatic curriculum changes made since the last report (e.g. new courses, course changes, SLO changes, course deletions).

Respond here:

Four sections of ASL 1 are offered each fall and spring semester. Three face-to-face classes (one night course) and one online 8-week course for non-majors. Data for this report is garnered from the face-to-face courses. Attrition was high in the night class.

Students were polled to determine whether they preferred either curriculum instead of both. Students agreed that both SN and TWA curricula were beneficial.

The Dawn Sign Press curriculum was available to students through Blackboard this academic year. On-going revisions were made to the ASL grading criteria. Grading percentages carried weights of 25% for classroom activities and attendance, TWA activities, SN activities, and 25% for labs and events. Five units had been reduced to four to allow students more time with curriculum content. A decision was made at the end of the year to reduce that to three units per class as the units are content heavy. Curriculum changes submitted required majors to earn a B or better in ASL language classes. That grade change went into effect this past fall. Students majors who did not earn the requisite grade were required to retake this class. GoReact was retained as an evaluation tool, however instructors were not required to use it.

During the spring, one ASL lab tutor worked specifically with the 73 students (fall) 81 students (spring). ASL 1 students. Online classes fall (51 students), and spring (48 students) had separate tutors. 23 of 71 students completed at least 8 of the 10 hours required for lab support.

The night class had high attrition rates. Eight students (out of 20) dropped or stopped attending the class due to other obligations. Many of them did not return to class after the mid-class break at 6:45 PM. We have decided to divide the class into two nights rather than one to give students better opportunity to complete the course successfully.

Table 1. Assessment Results and Analyses for Current Cycle.

STAGE 1: PLAN				STAGE 2: DO		STAGE 3: STUDY
Departmental Student Learning Goal	**Program Student Learning Outcome**	**Assessment**	**Assessment Method/Location**	**Benchmark Expectations**	**Data Results**	**Actions/Goals Based on Data Results*** What do the data tell you? How will you use this data? How were data from the last cycle used to make changes during this cycle, and What were the results of those changes?
DSDE will graduate students who are able to utilize ASL discourse and pragmatics skills through authentic language experiences across a variety of forums and topics.	Critical Thinking Students will analyze linguistic input and output and make objective judgements about language learning.	Faculty will incorporate content and activities into coursework that will promote critical thinking. Critical thinking can be difficult to evaluate. Faculty are researching measures which will provide a holistic view of student articulation of issues, analyses and conclusions.	Holistic Critical Scoring Rubric (HCTSR)	80% of students will receive a rating of acceptable or better on the HCTSR.	There is currently no data for this objective.	While instructors met to discuss this objective, we have not yet put it into action.
DSDE will graduate students who can demonstrate cultural and linguistic competencies including understanding diverse Deaf identities and	Communication Competency Students will produce an electronic ASL Portfolio. This portfolio will consist of the resources in the TWA and SN curricula.	Faculty will present content in courses throughout the curriculum that promote communication competency. Faculty will	Portfolio final grades	85% of students will achieve a score of 85 or better on their curricular portfolios.	The electronic portfolios were incorporated into the grading system for all ASL students. Average scores for students	The SN Curriculum was incorporated into Blackboard. Students were able to access all SN course materials with their other assignments. TWA utilizes a different program which is not compatible with Blackboard and must be accessed separately. Students

communication styles utilized within U.S. Deaf communities.		incorporate activities into their instruction that promote student cultural and linguistic communication skills. Portfolio scores are a compilation of their Signing Naturally (expressive), TruWay ASL (receptive), labs and events, as well as attendance and practical activities.			passing ASL was 83%.	appreciated the ease of accessibility and were more prone to complete activities that were accessible in Blackboard.
DSDE will graduate students who are able to utilize ASL discourse and pragmatics skills through authentic language experiences across a variety of forums and topics.	Teamwork Students will collaborate on an ASL story as their midterm assignment – ASL Timber Story.	Faculty will incorporate teamworking activities into their courses. Course content is separated into units that encourage students to work together in pairs and in small groups to practice their linguistic skills. Students completed this assignment in groups of 2-5 individuals.	Peer Evaluation Rubric	Total group score and peer evaluation average, 85% of students will earn a score of 90 or better.	Each course provides an opportunity for students to make presentations in small group or large group settings.	The goal is for students to develop strategies to promote teamwork opportunities amongst students. Instructors will work to refine this process to be more consistent across instructors and across course levels. Students seem to appreciate opportunities to increase their skill and improve their grades.

| DSDE will graduate students who can demonstrate cultural and linguistic competencies including understanding diverse Deaf identities and communication styles utilized within U.S. Deaf communities. | Personal Responsibilities
Students will attend deaf events and tutoring lab. | Faculty will encourage student participation in deaf events and lab hours. Deaf events are posted in the classroom, the doors of the DSDE office, on Blackboard, and in the ASL lab. A running tab of lab hours is available for all teachers to allow them to identify those students who may not be meeting course requirements related to labs and events. | Accumulated documentation of deaf events and cumulative lab hours. | 85% of students will complete all deaf events and lab hours. | Each ASL 1 course provides opportunities for students to share their experiences about deaf events. Students attend lab hours in groups of five or less. Lab tutors attend classes to help track learning needs. Lab attendance was 53%-81% across classes. | While student attendance in lab and at events has increased, we were not able to meet the goal of 85%. Night class students, especially, had difficulty completing lab hours. Attendance was better for events. |
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Table 2. Continuous Improvement Results Since Last Report

Stage 4: ACT		
Actions/Goals Based on Data Results *Copy last cycle's actions/goals and report on progress toward continuous improvement on those here.*	**Status** *C=Complete* *P=Progressing* *N=No Action Taken*	**Discussion of Status** *If C, describe efforts that led to accomplishment of actions/goals.* *If P, provide update on progress made toward accomplishing actions/goals and what tasks remain* *If N, discuss why action toward accomplishing actions/goals has been delayed and what work will be initiated toward accomplishment.*
While instructors met to discuss this objective, we did not put it into action.	N	DSDE ASL 1 faculty need more time to review the measure we have chosen to meet this objective so that it can be administered and assessed appropriately.
The SN Curriculum was incorporated into Blackboard. Students were able to access all SN course materials with their other assignments. TWA utilizes a different program which is not compatible with Blackboard and must be accessed separately. Students appreciated the ease of accessibility and were more prone to complete activities that were accessible in Blackboard.	P	BA-ASL language teaching faculty will alternate classes to avoid students taking all their courses from one instructor. Faculty have discussed changes to the amount of curriculum content giving students more time to conceptualize and practice linguistic content.
The goal is for students to develop strategies to promote teamwork opportunities amongst students. Instructors will work to refine this process to be more consistent across instructors and across course levels. Students seem to appreciate opportunities to increase their skill and improve their grades.	P	Progress is on-going. BA-ASL students are becoming more involved in peer review activities in ASL 1 classes. These activities will assist them evaluating their own linguistic abilities and garnering support from their peers.
While student attendance in lab and at events has increased, we were not able to meet the goal of 85%. Night class students, especially, had difficulty completing lab hours. Attendance was better for events.	P	Faculty have discussed reducing the % requirements for labs and events, while still developing activities to encourage students to participate in practical language activities beyond the classroom setting.