

BA-American Sign Language

Annual Program Report Template

Year:	2021-2022
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 2021-2022 academic year, faculty in the BA-ASL program reviewed the SLOs for the ASL classes. Faculty determined to create more standardization in 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. Students who completed the same course from different instructors demonstrated vastly different communication skills when they transitioned into the next level classes. Dr. Sean Hauschildt reviewed the curricula and created a matrix that matched course content across the Signing Naturally (SN) curriculum and the TruWay ASL curriculum. Merging these curricula allows instructors to better evaluate students expressive and receptive language skills. The SN curriculum is for expressive communication while the TruWay ASL is for receptive communication. To standardize grading across instructors, he also revised the course assignment percentages.

The course matrix, curriculum map, program learning outcomes, and TEA Teacher Certification Standards by class loaded to OneDrive for continued faculty review. Minor changes were made to course requirements for the teaching and the interpreting tracks.

During a second ASL Retreat, DSDE faculty determined goals for the year, divvied up tasks and set short-term and long-term goals. Objectives set for the year were to collaborate with Dawn Sign Press to incorporate a digital version of the Signing Naturally curriculum within the Blackboard forum; continue to revise grade percentages for ASL classes; increase the rigor for ASL students by requiring 80% or better for student majors; alternate BA meetings with faculty meetings; and to evaluate community college course offerings to align coursework for transfer students. Discussions regarding the advocacy track included addition of more deaf studies related content with two new course and to drop the label of advocacy to revert to a general degree plan which would allow us to focus more on the teaching and interpreting tracks.

DSDE 4329 Professional Responsibilities and DSDE 3322 Research Application were eliminated from the curriculum.

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.

Faculty also reviewed assessment tools for expressive communication (GoReact)

Long term goals include utilization of a revision of the CEFR tool for collecting data, and providing reliability and validity for ASL assessment– long term; creating digital grammar modules using diverse signers that would be accessible to students and to lab tutors; development of an additional Fingerspelling course; developing a performance exit exam for interpreting students; create a lab space specifically for interpreting students; establish a weekly activity lab for interpreting track students; developing a Department orientation for incoming students; create an undergraduate listserv for mass emails to student majors (similar to the MS and Ed.D. listservs); as well as to encourage students to join professional organizations.

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:

Five classes that had not been offered in five years were deleted from the catalog. These courses included DSDE 2373 Visual Gestural Communication, DDE 4314 Medical/Legal interpreting, DSDE 2373 Drama & Media, DSDE 1373 Ethics in Interpreting, and DSDE 3322 Research Application (small class numbers). The MATH core requirement was changed from MATH 1314 College Algebra to MATH 1332 Contemporary Math. As SPED 2371 was no longer offered, the BA-ASL teaching track students will take PEDG 2342 Diversity of Learners and PEDG 4620 Clinical Teaching is be taken in lieu PEDG 4630 Clinical Teaching. DSDE 4329 Professional Responsibilities was deleted from the curriculum as it was determined that this course, in its current form no longer met the needs of the students.

The Dawn Sign Press curriculum will be available to students through Blackboard next academic year. On-going revisions were made to the ASL grading criteria. Curriculum changes submitted to require majors to earn 80% or better in ASL language classes. Faculty agreed to maintain using GoReact as an evaluation tool.

In lieu of developing an additional Fingerspelling class, we decided to increase rigor, incorporating advanced linguistic content, and raising the language requirement for taking the course. Dr. Hauschildt and an adjunct faculty member created syllabi for Deafhood and Allyship as well as Global Deaf Communities. A weekly lab was created for providing interpreting students with authentic practice. These weekly sessions were required for upper-level interpreting and practicum students. Faculty also set a lab space specifically for interpreting students.

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 ready to enter the profession as competent practitioners, including achieving field-specific certifications at the state and/or national levels.	<u>Professional Competency</u> Demonstrate the ability to successfully navigate in educational, community, and social settings.	Faculty will incorporate content and activities into coursework that will promote successful completion of certification tests. Workshops and study sessions offered teach students to review the skills needed to pass the tests. Interpreting students will complete an electronic portfolio which they can use during interviews for internship positions or employment.	State certification exam results for TEA certification and BEI Test of English Proficiency.	85% of students will successfully pass state certification exams as preparation for their professional career. 85% of interpreting students will pass the BEI TEP.	100% of this year's clinical teachers passed their state exams by the second attempt. Less than 50% of interpreting students successfully completed the TEP.	DSDE teaching track students met their goal, while DSDE interpreting track students did not. Instruction for interpreter practicum and internship is handled in-house so that we can better manage student placement and evaluation. Barbara Johnson, staff interpreter, manages practicum and internship classes.

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.	<u>Communication Competency</u> Students will compose signed presentations that will demonstrate cultural and linguistic constructs of Deaf identities.	Faculty will present content in courses throughout the curriculum that promote cultural and linguistic competencies in ASL.	Presentations allow students to demonstrate their knowledge of cultural and linguistic aspects of ASL in the target language.	75% of students will successfully present content related to cultural and linguistic aspects of ASL in various classes.	Each course provides an opportunity for students to make presentations in small group or large group settings.	Faculty are working with students on how to conduct formal Academic ASL presentations. They have a rubric for the PowerPoint and worked with students to make them more visual. Some students still struggle with the signing component; however, their PowerPoints have become more effective.
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.	<u>Cultural and Linguistic Competency</u> Students will comprehend Deaf Cultural norms and increase their fluency in ASL as they take higher level ASL courses.	Faculty will present content in courses throughout the curriculum that promote cultural and linguistic competencies in ASL.	Presentations allow students to demonstrate their knowledge of cultural and linguistic aspects of ASL in the target language.	All students will take at least one of the following courses. Coursework in DSDE 3303 Diverse Deaf Communities, DSDE 3311 Advocacy & Services, DSDE 3312 Social Justice Advocacy, DSDE 3322 Research Theory, DSDE 4308 Teaching ASL as a Second Language or DSDE 4313 K-12 Interpreting. Each of these courses requires students to make presentations related to	Each course provides an opportunity for students to make presentations in small group or large group settings.	The goal is for students to develop professional demeanor, academic expertise, and communication skills. However, self-assessment is subjective. 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. Ongoing work on a DSDE rubric for each level of ASL has begun and is continuing.

				academic content.		

Table 2. Continuous Improvement Results Since Last Report

Stage 4: ACT		
Actions/Goals Based on Data Results <i>*Copy last cycle's actions/goals and report on progress toward continuous improvement on those here.</i>	Status <i>C=Complete P=Progressing N=No Action Taken</i>	Discussion of Status <i>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.</i>
DSDE teaching track students met their goal, while DSDE interpreting track students did not. Instruction for interpreter practicum and internship is handled in-house so that we can better manage student placement and evaluation. Barbara Johnson, staff interpreter, manages practicum and internship classes.	P	LU staff interpreter is now responsible for practicum and internship classes. Barbara Johnson is also responsible (with Dr. Hauschildt and Autumn Barker) for the interpreter training sessions and labs. Four workshops per year are provided to teaching track students and additional sessions were offered or the Professional Responsibilities (PPR) test.
Faculty are working with students on how to conduct formal Academic ASL presentations. They have a rubric for the PowerPoint and worked with students to make them more visual. Some students still struggle with the signing component; however, their PowerPoints have become more effective.	P	BA-ASL language teaching faculty will alternate classes to avoid students taking all their courses from one instructor.
The goal is for students to develop professional demeanor, academic expertise, and communication skills. However, self-assessment is subjective. 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. Ongoing work on a DSDE rubric for each level of ASL has begun and is continuing.	P	Progress is on-going. BA-ASL students are becoming more involved in academic research.

