



## ACADEMIC PROGRAM ASSESSMENT PLAN

*This form was designed to assist programs in writing a complete assessment plan. If you choose not to use this form, please submit your plan in the order of the checklist at the end of this document. If some aspect of your program's plan is in development or not yet developed, indicate that in the respective section. For guidance and examples, refer to the Assessment Plan GUIDE or send an email to [assessmentacademy@ualr.edu](mailto:assessmentacademy@ualr.edu).*

**Program Name:** American Sign Language Studies (A.S. degree)

**SKIM Program?** Yes  No  For a list of programs covered by SKIM, see GUIDE.

**Disciplinary Accrediting Body (if applicable):** no accredited, but part of BA in Interpretation: ASL/English accredited by the Commission on Collegiate Interpreter Education (CCIE)

**Department Name:** School of Counseling, Human Performance and Rehabilitation (CHPR)

**Date Submitted:** April 15, 2018

**Submitted by:** Dr. Linda K. Stauffer (Name)

501-569-8508; [lkstauffer@ualr.edu](mailto:lkstauffer@ualr.edu) (Phone & Email)

### Section 1. Program or Departmental Mission Statement.

Your program's student learning goals should tie to your mission. Please state your department's or program's mission.

The mission of the A.S. degree program in American Sign Language Studies is to provide students with basic ASL skills to work with individuals who are deaf, hard of hearing, or deaf-blind in public or private settings. This education is grounded in theories of second language learning with multicultural knowledge.

## Section 2. Student Learning Goals for Academic Program.

List all student learning goals (“At the end of this program, students will be able to...”) for the academic program identified above, and—if your program is covered by SKIM—how the SKIM goals map to your program goals. If you prefer to provide the list as an appendix, type “See appendix” in box below and attach appendix to this document. For guidance on writing measurable student learning goals and for a list of the SKIM goals, please see the GUIDE.

### Program Learning Objectives (PLO)

- 1) Effective Communication
- 2) Critical Thinking
- 3) Global /Cultural Competency
- 4) Community Engagement
- 5) Technical Skills

### Student Learning Goals

#### Language

1. At the end of this program, students will be able to converse in American Sign Language, write and speak in proper English and converse in signed English, and in the contact language varieties used by persons who are hearing, deaf, deaf-blind, or hard of hearing. (PLO 1)
  - 1.1 At the end of this program, students will be able to converse in ASL in a culturally appropriate and participatory fashion, to narrate, and to describe with connected discourse.
  - 1.2 At the end of this program, students will be able to communicate in written, spoken, and signed English that at least enables them to write and converse in a culturally appropriate and participatory fashion, to narrate and to describe with connected discourse.

#### Culture and Diversity

2. At the end of this program students will be able to engage in service-learning community activities and demonstrate civic responsibility to stakeholder communities and apply boundary flexibility when functioning as Deaf community allies. (PLO 2, 3 4)
  - 2.1 At the end of this program students will be able to show respect for individual self-identification, language and/or communication choices.
  - 2.2 At the end of this program students will be able to identify the norms of Deaf Culture and the historical impact of oppression and the effects of discrimination (e.g. audism, racism, sexism).

#### Technology

3. At the end of this program students will be able to effectively use classroom technology (ex: Powerpoint presentations, video recording and uploading (GoReact, YouTube), Blackboard, Videophone, etc.) (PLO 5)

### Section 3. Curriculum Map.

Attach a map of your program's curriculum (electives and required courses) that shows where each outcome is taught. There is no one way to structure a curriculum map; for templates, which can also serve as examples, please see the GUIDE.

### Section 4. Assessment Methods.

Complete the following table to indicate how each student learning goal will be assessed (add more rows if needed). A list of common assessment methods can be found in the GUIDE.

<b>Student Learning Goal</b>	<b>Assessment Method or Learning Activity/Artifact</b>	<b>Course in Which Learning Activity or Assessment Takes Place</b>	<b>Alignment with SKIM goal(s) or disciplinary accrediting body goal(s)</b>
1. At the end of this program students will be able to converse in ASL in a culturally appropriate and participatory fashion, to narrate, and to describe with connected discourse. (1.1)	Sign Language Proficiency Interview (SLPI) Score - Intermediate or Above	INTR 2321 American Sign Language 4	CCIE, 2014. Standard 7.1
2. At the end of this program students will be able to communicate in written, spoken and Signed English that at least enables them to write and converse in a culturally appropriate and participatory fashion, to narrate and to describe in connected discourse. (1.2)	Written English: book reaction papers;  Signed English: MCE Final grade of "C" or better	INTR 1320 ASL 1, INTR 1321 ASL 2  INTR 2330 Manually Coded English	CCIE, 2014 Standard 7.1
3. At the end of this program students will be able to show respect for individual self-identification, language and/or communication choices. (2.1)	Final Presentation	INTR 2344 Service Learning in the Deaf Community	CCIE, 2014 Standard 6.2
4. At the end of this program students will be able to identify the	Final presentations & Test essay question	INTR 1340 Deaf Culture	CCIE, 2014 Standard 6.3

norms of Deaf Culture, the historical impact of oppression, and the effects of discrimination (eg., audism, racism, sexism).(2.2)			
5. At the end of this program students will be able to use classroom technology (ex: Powerpoint presentations, video recording and uploading (GoReact, YouTube), Blackboard, Videophone, etc.). (3.0).	Upload assignment into Blackboard, and Go-React or Youtube	ASL 3	CCIE, 2014 standard 6.5

### Section 5. Assessment Cycle Timeline.

Indicate in the table below when assessment data from each student learning goal will be analyzed (add more rows if needed). It is assumed that artifact collection and continuous improvement efforts will be ongoing.

<p><b>Length of assessment cycle:</b> 4 years  Best practices state that assessment cycles vary between 3-5 years; if your assessment cycle is longer than 5 years, explain why.</p> <p><b>Date for next review of assessment plan:</b> 2023  (typically at the end of a cycle, unless a need for revision arises before)</p>
---

Student Learning Goal	Semester(s) Artifacts are Collected	Semester Assessment Data is Analyzed	Notes
1. At the end of this program students will be able to converse in ASL in a culturally appropriate and	Spring	Summer	SLPI given every spring

<p>participatory fashion, to narrate, and to describe with connected discourse. (1.1).</p>			
<p>2. At the end of this program students will be able to communicate in written, spoken and Signed English that at least enables them to write and converse in a culturally appropriate and participatory fashion, to narrate and to describe in connected discourse. (1.2).</p>	Fall	Spring	INTR 2330 offered every fall
<p>3. At the end of this program students will be able to show respect for individual self-identification, language and/or communication choices. (2.1)</p>	Spring	Spring	Service Learning in the Deaf Community offered every spring
<p>4. At the end of this program students will be able to identify the norms</p>	Fall	Spring	Deaf Culture offered every fall

<p>of Deaf Culture, the historical impact of oppression, and the effects of discrimination (eg., audism, racism, sexism). (2.2).</p>			
<p>5. At the end of this program students will be able to use classroom technology (ex: Powerpoint presentations, video recording and uploading (GoReact, YouTube), Blackboard, Videophone, etc.). (3.0).</p>	<p>Spring</p>	<p>Summer</p>	<p>ASL offered each fall and spring semester</p>

**Section 6. Continuous Improvement Process.**

Document the process your program will use for implementing changes to improve curriculum, student support and assessment practices based on assessment findings.

1. The faculty (full and part-time) has a full day's retreat at the beginning of each fall and spring semester (August & January) to discuss program issues including implementation of student suggestions, benchmark exams, SLO assessment results and stakeholder recommendations for program improvement.
2. When improvement needs are identified, faculty will research best practices to address the issue, brainstorm, informally survey current and past students to gain feedback. An improvement plan will then be developed with guidelines and timelines for implementation.
3. Faculty meets every two weeks during the regular 15-week semester to review program needs and review implementation progress.

4. Students and faculty will evaluate progress. Adjustments will be made based on the results as needed. Results will be reported to the Stakeholders for further feedback.

### **Section 7. Stakeholder Involvement/Communication Plan.**

Who are the stakeholders in your program, and how will they be involved in your assessment process? How will they learn about your assessment results and continuous improvement? For more information on involvement and communication with stakeholders, see the GUIDE.

A. Who are your stakeholders?

Our Stakeholders include representatives of the following groups/organizations/agencies:

Arkansas Administrative Offices of the Courts (court interpreter)  
Arkansas Association of the Deaf  
Arkansas Black Deaf Advocates  
Arkansas Deaf-Blind Community  
Arkansas Department of Education  
Arkansas Hands and Voices  
Arkansas Registry of Interpreters for the Deaf  
Arkansas Rehabilitation Services  
Arkansas School for the Deaf  
Communication Plus+ Interpreter Services  
Hard of Hearing Community Representative  
Interpreter Education Program faculty – full time and part time  
Interpreter Education Program current students  
Interpreter Education Program alumni  
Interpreter Education Program alumni working interpreters (community, video, relay, educational)  
Pulaski County Special School District  
Speech to Text Service Provider  
Sprint Relay, Arkansas & Oklahoma  
Sorenson Video Relay Services  
UA-Little Rock Department of Audiology  
UA-Little Rock Disability Support Services  
UA-Little Rock Sigma Lambda Kappa (SLK - Student Sign Language Club)  
UA-Little Rock School of Nursing  
UA-Pulaski Technical College Sign Language Classes

B. How will they be involved in your assessment process?

Each year in the spring semester over 45 Stakeholders representing partnering agencies, community representatives, interpreter representatives, parent organizations, schools, deaf and deaf-blind organizations, and current and former students are invited to our Stakeholders meeting. This meeting takes place on an afternoon and is held at the Arkansas School for the Deaf. Information is shared with the Stakeholders on changes and highlights in the program since the previous year, results of benchmark exams, SLO assessment outcomes. Stakeholders respond to the data and activity reports and make recommendations for improvement in the program. Minutes are sent out after each meeting.

C. How will they learn about your assessment results and continuous improvement?

Information on SLO assessment results, recommended improvements, implementation of changes for improvement, and evaluation of the changes will be shared annually with stakeholders.



The INTR Curriculum Map is designed to show alignment of IEP Interpreting Curriculum with CCIE 2014 Standards

### CURRICULUM MAP

## CCIE Standards 6, 7, 8

INTR 1320 ASL 1	INTR 1321 ASL 2	INTR 2320 ASL 3	INTR 2320 ASL 4	INTR 1340 Deaf Culture	INTR 2260 Fingerspelling	INTR 2320 Manually Coded English	INTR 2344 Comp. Linguistics	INTR 2260 Service Learning	INTR 3320 ASL 5	INTR 3344 Interp Theory & Practice	INTR 3347 Intro to Interpreting	INTR 3350 Artistic Interpreting	INTR 3363 Specialized Terminology	INTR 3364 Sign to Voice I/T	INTR 3365 Voice to Sign I/T	INTR 3372 Interp Hand of Hearing	INTR 3380 Intro Interp Research	INTR 4330 Interpreting 1	INTR 4346 Frbie Educational Interp	INTR 4353 Interpreting Deaf-Blind	INTR 4370 Ethics	INTR 4332 Interpreting 2	INTR 4380 Advanced Transliteration	INTR 4382 Advanced Interpreting	INTR 4384 Academic Subjects	INTR 4979 Internship
-----------------	-----------------	-----------------	-----------------	------------------------	--------------------------	----------------------------------	-----------------------------	----------------------------	-----------------	------------------------------------	---------------------------------	---------------------------------	-----------------------------------	-----------------------------	-----------------------------	----------------------------------	---------------------------------	--------------------------	------------------------------------	-----------------------------------	------------------	--------------------------	------------------------------------	---------------------------------	-----------------------------	----------------------

#### Prerequisites ASL and English Competence

3a. American Sign Language: Possess proficiency in ASL that at least enables them to converse in a culturally appropriate and participatory fashion, to narrate, and to describe with connected discourse.	K	A	A	S		A	A	A	S	S		A	A	A	A			S	S	S		S		S	S	S
2b. English: Possess proficiency in spoken and/or written English that at least enables them to converse in a culturally appropriate and participatory fashion, to narrate and to describe with connected discourse.	A	A	A	K		K	A	A	A	S	S		A	A	A	A	A		S	S	S		S	S	S	S

#### Standard 6.0: Knowledge Competencies

<b>6.1 Competencies Related to Interpreting Theory &amp; Knowledge</b>																												
a. Theories of interpretation and translation																												
b. Historical foundations of the profession																												
c. Interpreter role, function, and responsibilities																												
d. Ethical theory, practice, and decision-making																												
e. Interpreting needs of Deaf, DeafBlind, and hearing consumers																												
e.1. Strategies and techniques to meet the needs of various DeafBlind consumers																												
e.2. Needs of individuals with disabilities and/or conditions that impact communications																												
e.3. Teaming protocols in Deaf/Deaf interpreting teams																												
e.4. Teaming protocols used in Deaf/hearing interpreter teams																												
e.5. Teaming protocols used in hearing/hearing interpreting teams																												
e.6. Protocols used in a variety of settings (e.g., VRS, VRI, medical, educational, conference, legal, mental health and theatrical)																												
f. One's own personal mental and physical self-care (e.g., managing vicarious trauma, potential stressors, burnout, and repetitive motion injury)																												
<b>6.2 Competencies Related to Human Relations and Professionalism</b>																												
a. Service-learning community engagement/civic responsibility to stakeholder communities, professional roles, and boundary flexibility when functioning as Deaf community allies																												
b. Professional and ethical boundaries																												
c. Commitment to continue self-assessment and professional development																												
d. Respect for individual self-identification, language and/or communication choices.																												
<b>6.3 Competencies Related to Multiculturalism and Diverse Populations</b>																												
a. The effects of oppression and discrimination (e.g., audism, racism, sexism)																												
b. The influence of power and privilege within multicultural and diverse populations																												
c. Majority and minority culture dynamics																												
d. Dynamics of cross-cultural interaction																												
<b>6.4 Competencies Related to Knowledge of the Interpreting Profession and Relevant Resources</b>																												
a. Professional credentialing (e.g., RID Certifications, and, if relevant, state tests and licensure, and/or their equivalents in other countries)																												
b. NAD-RID Code of Professional Conduct (or its equivalent in other countries) and other relevant guidelines for professional behavior																												
c. Availability of community resources, organizations and agencies that serve D/deaf people																												
d. Local and national interpreting professional organizations																												
e. Relevant state and federal legislation																												
f. Business practices																												



**KEY**

**K = Knowledge/Comprehension**

**A = Application / Analysis**

**S = Synthesis / Evaluation**