



ACADEMIC PROGRAM ASSESSMENT ANNUAL REPORT

*All programs must submit an annual assessment report to their College Dean's Office by **May 15** for posting on the college assessment website. For purposes of demonstrating growth in program assessment practices to HLC, all programs are asked to submit what assessment work they have done, regardless of whether or not this work is captured by the questions in this form. By **October 31**, the College Assessment Committee will provide the program with feedback on their report and will use the report as basis for an executive summary of all college assessment activity to be submitted to the College Dean and Office of the Provost. If you have any questions, comments or ideas about this form, please consult the **GUIDE** or email assessmentacademy@ualr.edu.*

Academic Program	Sign Language Studies
Data Collection Period	Fall 2018-Spring 2019
Report Contact	Linda K. Stauffer
Date Submitted to College Dean's Office	9.13.2019

A. Academic Program Overview

1. Is your program covered by SKIM legislation? Yes No

Refer to the Guide for a list of SKIM-legislated programs.

2. Academic Program Mission

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.

3. 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—identify any current goals that map to SKIM goals. If you prefer to provide the list as an appendix, type "See appendix" in box below and attach appendix to this report. For guidance in writing measurable student learning goals and for a list of SKIM goals, please see the GUIDE.

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.
 - 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. (Spring)
 - 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. (Fall)

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.

2.1 At the end of this program students will be able to show respect for individual self-identification, language and/or communication choices. (Spring)

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). (Fall)

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.).

B. Reflecting on Last Year's Improvement Plans and Communication

1. Continuous Improvement Initiatives Based on Results from Last Year's Report

Describe actions taken based on results from your last assessment report (For example, what aspects of the curriculum or student support were revised, developed, or maintained? Did you adjust assessment methods, change learning objectives or revise target achievement levels? If you received feedback from your college assessment committee, how did you incorporate it?)

This is our first Assessment Report. We submitted our Assessment Plan in 2018. The learning curve has been steep as we figure out the bugs in our Assessment Plan and how to realistically assess our SLOs. We did learn that we need to focus on ASL 1 to improve the percentage of students completing at a grade of "C" or better. We also need to adjust our SLOs, and set target achievement levels.

2. Involvement/Communication with Program Stakeholders Based on Results from Last Year's Report

All program assessment reports are posted on college websites. Beyond posting, did you communicate your results with your program's stakeholders? If so, how, and what feedback did you receive (if any)? (The Guide includes more information on communicating assessment results and involving stakeholders in assessment analysis and results.)

The program faculty met with Stakeholders on April 3, 2019. We reviewed the new Assessment Plan, data from our benchmark exams, graduation data, and received feedback and input from Stakeholders. Overall stakeholders want graduates to have higher level skills that students currently exhibit on state interpreting tests. The results of the 2018 - 2019 Assessment Report will be shared with Stakeholders in Spring 2020.

Based on our Assessment Plan, we developed rubric to assess each SLO during the 2018-2019 academic

year and began collecting data and analyzing it.

C. Current Year's Assessment Report

1. Student Learning Goal(s) Assessed for This Report

List which specific goals are assessed in this report, including any SKIM goals. If these map to the SKIM goals, please indicate which ones. Refer to the Guide or ualr.edu/assessment/skim/ or the GUIDE for a list of SKIM goals and a schedule of SKIM assessment.

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.

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. (Fall and Spring - ASL 1, ASL2, ASL 3)

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. (Fall, MCE)

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.

2.1 At the end of this program students will be able to show respect for individual self-identification, language and/or communication choices. (Spring, Service Learning)

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). (Fall, Deaf Culture)

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.). (ASL 3)

2. Assessment Methods and Results for Student Learning Goals Assessed This Year

Identify and briefly describe method or methods used for each learning goal assessed and identify the location where the data are stored. Identify the target achievement level for each learning outcome and describe the assessment results. See list of common assessment methods in the Guide for reference.

Student Learning Goal: Language Proficiency	
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.	
If this goal maps to SKIM, indicate which SKIM goal: Click to Select Goal	
Methods	1) ASL: Sign Language proficiency Interview; 2) Written English: Reaction Papers; 3) Signed English, INTR 2330 final grade
Data Repository	Faculty Offices
Target Achievement / Benchmark	1) SLPI - Intermediate or Above; 2) Did not assess 3) INTR 2330 Manually Coded English final grade of "C" or better
Results	<p>1)</p> <p>ASL 1 - Final Expressive Grade - FALL 59.4% of students taking the Final Expressive score at the proficient level or above. SPRING 55% of students scored at the proficient level or above.</p> <p>ASL 2 - Final Expressive Grade - FALL 77% of students taking the Final Expressive scored at the proficient (advanced beginner) level or above. SPRING 68.4% of students scored at the proficient level or above.</p> <p>ASL 3 -- Final Interviews SPRING 81.3% of students scored at the proficient (80-89%) level or above.</p> <p>ASL 4 - 27 students took the SLPI in Fall and Spring 2018-19. 18/27 (67%) scored at the Intermediate level or Above. Eight students (30%) scored one level below Intermediate. 81.3% of students scored at the proficient or above level</p> <p>2) Did not assess Written English via Reaction Papers.</p> <p>3) INTR 2330 Manually Coded English: 17 students completed this course. 15/17 (88%) earned a "B" or an "A" as their final grade. SEE ATTACHED FORM FOR MORE SPECIFIC DATA</p>

Student Learning Goal: 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.	
If this goal maps to SKIM, indicate which SKIM goal: Click to Select Goal	
Methods	1) Service Learning final presentation; 2) Deaf Culture test essay question;

Data Repository	Faculty Offices
Target Achievement / Benchmark	1) grade of "B" or better; 2) grade of "B" or better
Results	1) Service Learning - 100% of students scored at the advanced level (90-100%) on their final presentation; 2) Deaf Culture had 3 essay questions of their final exam. a. "oppression" 100% of students scored at the proficient (80-89%) or above; b. "norms" 100% of students scored at the proficient (80-89%) or above; c. discrimination 35% scored at proficient; 40% score at novice and 25% scored at the "Not Met" level. SEE ATTACHED FORM FOR MORE SPECIFIC DATA

Student Learning Goal: 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.).	
If this goal maps to SKIM, indicate which SKIM goal: Click to Select Goal	
Methods	Upload assignments into Blackboard and GoReact in ASL3
Data Repository	
Target Achievement / Benchmark	Successfully upload ing assignments in Blackboard, Go React, Youtube
Results	Did not assess during 2018-2019. Need to rethink how to evaluate this, or to drop this from the Assessment Plan

3. Action Plan Based on Assessment Results for This Year's Report

Describe conclusions drawn from assessment results and any plans for improvement. For example, what aspects of the curriculum will be revised, developed, or maintained? Will assessment methods be adjusted? Will learning objectives or benchmarks be revised?

This is our first year to collect data as per our Assessment Plan:

We decided to assess outcomes for ASL 1, 2, 3, each Fall and Spring semester; this is more often than we presented in the Assessment Plan. ASL 4 is taught only once a year.

Since progression to ASL 2 is dependent upon students earning a "C" or better in ASL 1, we need to consider how to address coursework to increase the number of students successfully achieving this grade in ASL 1. It seems that the students who are successful and go on to ASL 2, 3, or 4 have higher success rates.

We want to establish target bechnmarks for the classes after we consider two or three cycles of data and receive feedback from our Stakeholders.

We need to reconsider if we need to assess technology as all students must use technology beginning in ASL 1. If we keep the SLO then we need to consider how to evaluate this item. If not, we need to update the Assessment Plan.

We need to reconsider the method to evaluate written English proficiency and which class(es) is/are the best place to assess this skill, or revise the SLO in the Assessment Plan

4. Communication to Stakeholders

All program assessment reports are posted on college websites. Beyond posting, will you communicate or have you communicated your results with your program's stakeholders? If so, how, and what feedback did you receive (if any)? (The Guide includes more information on communicating assessment results and involving stakeholders in assessment analysis and results.)

We report student and program data to our Stakeholders in a meeting held each spring. Beginning Spring 2020, we will share the assessment results of SLO and our action plan with the Stakeholders. We will solicit feedback on potential benchmarks and also ways to increase ASL 1 student success.

5. Faculty Involvement

For the assessment roles and activities listed below, indicate what percentage of the program's faculty members were involved in the roles listed below. (This information is requested for reporting to HLC and will not be used for purposes of evaluating faculty workload.)

Creating assessment plan	91-100%
Learning activity design	91-100%
Rubric design	91-100%
Rubric norming	91-100%
Evaluating learning activities	91-100%
Analyzing data	91-100%
Developing improvement plans	91-100%

Communication with stakeholders 91-100%

Other (please describe below) Click to select Tier

Click or tap here to enter text.

6. Future Professional Development

Are there any areas of assessment, continuous improvement and/or communication with stakeholders in which you would like to have professional development in the coming year?

None at this time. The Interpreter Education Faculty tend to stay current in pedagogy and trends through professional development in our field.

AS, ASL Studies: 2018-2019: Assessment Results

9/11/19

Results

Learning Outcome Goal At the end of the program students will be able to...	Course	Method	Bench mark	Advanced 4	Proficient 3	Novice 2	Not Met 1	Absent t	Analysis
1.1a ... converse in ASL in a culturally appropriate and participatory fashion, to narrate, and to describe with connected discourse at a beginner level.	INTR 1320 ASL 1 Fall 2018	Final Expressive Grade N=81 students N2=81-10=71	TBA	90-100%	80-89%	70-79%	69% & below	10	59.4% of students taking the Final Expressive scores at the proficient level (80-89%) or above.
				23	15	15	18	10	
				(23/71 = 32.4%)	(15/71 = 21.1%)	(15/71 = 21.1%)	(18/71 = 25.3%)	0%	
1.1b. converse in ASL in a culturally appropriate and participatory fashion, to narrate, and to describe with connected discourse at an advanced beginner level.	INTR 1321 ASL 2 Fall 2018	Final Expressive Grade N=26 students	TBA	90-100%	80-89%	70-79%	69% & below	2	77% of students taking the Final Expressive scored at the proficient (80-80%) level or above.
				13	7	4	2	0	
				(13/26 = 50%)	(7/26 = 27%)	(4/26 = 15.3%)	(2/26 = 7.7%)	0	

ASL Studies: 2018-2019: Assessment Results

fashion, to narrate and to describe connected discourse.									(70-79%) level or above.
2.1 ... show respect for individuals self identification, language and/or communication choices.	INTR 2344 Service Learning in the Deaf Community Spring only 2019	Final Presentation N=19	TBA	90-100% 19/19= 100%	80-80% 0 0%	70-79% 0 0%	60% & below 0	0	100% of students scored at the advanced (90-100%) level on their final presentation.
2.2 ... able to identify the norms of Deaf Culture, the historical impact of oppression and the effects of discrimination (eg. audism, racism, sexism).	INTR 1340 Deaf Culture Fall only 2018	Three (3) Test essay questions a. oppression b. norms c. discrimination N=21	TBA	90-100% 11 = 52.4% 14 = 70% 0 = 0%	80-89% 10 = 47.6% 6 = 30% 7 = 35%	70-79% 0 0 8 = 40%	69% & below 0 0 5 = 25%	0 1 1	a. oppression – 100% scored at proficient or above. b. norms – 100% scored at proficient of above. c. discrimination – 35% scored at proficient; 40% score at novice and 25% scored at the “Not Met” level.
3.0 ... use classroom technology (ex: Power-point, video recording and uploading (GoReact, YouTube), Blackboard, Videophones, etc.).	INTR 2320 ASL 3	Upload assignments in Blackboard, Go React, Youtube N= 17	TBA	Not reported	Not reported	Not reported	Not reported	Not reported	Did not assess during 2018-2019. Need to rethink how to evaluate this.