

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.

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

SKIM Program? Yes \square **No** \boxtimes *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)

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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.

Student Learning Goal	Assessment Method or Learning Activity/Artifact	Course in Which Learning Activity or Assessment Takes Place	Alignment with SKIM goal(s) or disciplinary accrediting body goal(s)
1. At the end of this program students will be able to converse in ASL in a culturally appropriate and participatory fashion, to narate, 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.

Length of assessment cycle: 4 years

Best practices state that assessment cycles vary between 3-5 years; if your assessment cycle is longer than 5 years, explain why.

Date for next review of assessment plan: 2023

(typically at the end of a cycle, unless a need for revision arises before)

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

participatory			
fashion, to narrate,			
and to describe			
with connected			
discourse.			
(1.1).			
2. At the end of this	Fall	Coming	INTR 2330 offered
program students	ran	Spring	every fall
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).			
3. At the end of this	Spring	Spring	Service Learning in
program students		-	the Deaf Community
will be able to			offered every spring
show respect for			
individual self-			
identification,			
langauge and/or			
communication			
choices.			
(2.1)			
4. At the end of this	Fall	Spring	Deaf Culture offered
program students			every fall
will be able to			
identify the norms			
L	l		

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).	Spring	Summer	ASL offered each fall and spring semester

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.

- 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 Lammda 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 places 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.

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CCIE Standards 6, 7, 8				HVTR 2320 ASL 3	INTR 2320 ASL 4	INTR 1340 Deaf Culture	INTR 2280 Fingerspelling	INTR 2330 Monantly Coded English	INTR 2344 Comp. Linguistics	INTR 2260 Service Leurning	INTR 3320 ASL 5	INTR 3344 Interp Theory & Practice		INTR 3350 Artistic Interpreting	INTR 3363 Specialized Terminology	INTR 3364 Sign to Voke I/T	INTR 3366 Voke ta Sign LT	INTR 3372 Interp Hard of Hearing	INTR 3380 Intro Interp Resentch	INTR 4330 Interpreting I	IVTR 4346 Princ Educational Interp	INTR4358 Interpreting Deaf-Blind	INTR 4370 Ethics	INTR 4332 Interpreting 2	INTR 4380 Advanced Transliteration	INTR 4382 Advanced Interpreting	INTR 4384 Academic Subjects	INTR 4978 Internship
Pre	requisites ASL and English Competence																											·
	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. English: Possess proficiency in spoken and/or written	K	A	A	Ś		A		A	A	s	s		A	A	A	A			s	s	s		S		S	S	S
	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	Ā	A	A	s	s		A	A	A	A	A	A	s	s	s		s	s	s	S	s
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