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 the basis for 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	A.S degree American Sign Language Studies
Data Collection Period	Fall 2020-Spring 2021
Report Contact	Linda K. Stauffer
Date Submitted to College Dean's Office	10.29.30 to the CHPR Director

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 – any current goals that map to SKIM goals. If you prefer to provide the list as an appendix, type "See appendix: in the box below and attach appendix to this report. For guidance on writing measurable student learning goals and for a list of the 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. (Spring)

    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.).~~ Deleted 2020

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

1. Continuous Improvement Initiatives Base 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?)

As Assessment Reports were not required for 19-20 due to COVID, we did not receive any feedback on our report. We did complete an assessment even though not required.

Of course COVID continued to affect courses throughout the 20-21 academic year. Fall 2020 classes were held face to face, socially distanced, and with masks This reduced class size based on the room measurements which is good for language learning. However, the masks were a problem and students were often out due to COVID exposure or quantine meaning some students were in the clas and some online via ZOOM. The 2021 Spring benchmark exam (Sign Language Proficiency Interview – SLPI) was posponed until Fall 2021. The scores across all language courses were lower than 2019-2020 in Spring 2021. I believe COVID fatigue had set in about that time.

As a result of Stakeholder feedback, our plan was to introduce a new ASL curriculum, ASL Tru+way, was delayed to Fall 2021 due to COVID.

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.

While the program did not meet with Stakeholders during spring 2020 due to COVID, we did meet virtually via ZOOM in 2021. Twenty-three IEP Stakeholders met for the annual meeting via ZOOM on April 7, 2021, from 3:30 – 5:30 pm. Faculty presented on:

1. Submission of an application for a new 5-year grant through the Office of Special Education Programs (OSEP) to fund students majoring in Interpretation with an emphasis on educational interpreting.

2. The decision to implement the new *ASL Tru+Way* curriculum, starting with ASL 1 Fall 2021.This is a virtual curriculum designed for Teachers of ASL and designed by a group of Deaf ASL Teachers. This curriculum may allow us to reach out to teach ASL classes around the state in the future.

The faculty asked Stakeholders three questions for discussion:

1. *Post-COVID what can collaboration look like with your program/agency and our students?*

2. *COVID caused a shift of interpreting and interpreter education (Interpreting 1 and 2 simulations) to VRI. What do you expect of interpreters working VRI and how can we enhance our students' skills and knowledge regarding this type of work?*

3. *Is Power, Privilege and Oppression (PPO) an issue for you or your agency and if so, do you believe that incorporating training of PPO into the program would be a positive move, and if so, how should it be incorporated?*

Stakeholders' responses were collected during the meeting and through a google form after the meeting. Results will be analyzed and reported during the Fall 2021 IEP Faculty meeting and shared with Stakeholders via an email report.

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, Spring - ASL 4)

   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).

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2. **Assessment Methods and Results for Student Learning Goals Assessed This Year**
   Identify and briefly describe the 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. Se list of common assessment Methods in the Guide for reference.

Student Learning Goal #1:	Language Proficiency
	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

Methods	1-3) ASL 1, 2, 3: Final Expressive Grade 4) ASL 4: Final Expressive grade 5) Signed English, INTR 2330 final children's story grade
Data Repository	IEP Google Drive
Target Achievement / Benchmark	1) **ASL 1 (benchmark: 60% at proficient level or above):** Fall-69% and Spring-33% at Proficient or above 2) **ASL 2 (benchmark: 75% at proficient level or above):** Fall -93% and Spring -88% % at Proficient or above 3) **ASL 3 (benchmark: 85% at proficient level or above):** Fall -67% and Spring -67% at Proficient or above 4) **ASL 4 (benchmark: 75% SLPI Intermediate or above):** 54% at Intermediate or above 5) **Manually Coded English (benchmark: 80% at proficient level or above on children's story):** Fall course only -95% at Proficient
Results	**2020-2021 ASL 1:** - Fall Final expressive Grades were above benchmark but fell considerably during the spring semester). We attribute this to COVID fatigue. ---------------------- **2020-2021 ASL 2:** As reported last year, students who successfully complete ASL 1 tend to do well in ASL 2. This is reflected in the final exam scores: 93% fall and 88% spring compared to the benchmark of 75% ---------------------- **2020-2021 ASL 3:** Students in ASL 3 scored lower in 20-21 than previous years. Both Fall and Spring students scored 67% which is below the benchmark set at 85%. ---------------------- **2020-2021 ASL 4:** ASL 4 is only offered spring semesters. This year students scored at 54% compared to the benchmark set at 70-75%. ---------------------- **2020-2021: INTR 2330 Manually Coded English:** Student have typically done well in this class. This class is only offered in the Fall semester. Students scored 95% on their final project, which is above the benchmark set at 80%. Not all of these students are interpreting majors. Some are minors.

Student Learning Goal #2:	**Culture and Diversity**
	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.
Methods	1) Service-Learning final presentation: 2) Deaf Culture test essay questions: oppression, norms discrimination
Data Repository	IEP Google Drive
Target Achievement / Benchmark	1) Service-Learning final presentation – Proficient (B) or Above (benchmark: TBD) 2) Deaf Culture test essay questions - Proficient (B) or above for all three questions (benchark: 80%)
Results	**2020-2021: Service Learning** This class is only ofered in the spring semester. While this was not in our original Assessment Plan, we have decided to include it. Benchmark TBD. Students final presentation score was 91%. ---------------------- **2020-2021: Deaf Culture** ---------------------- This class is only ofered in the Fall. The ssessment artifacts included 3 essay questions on their final exam. a. "oppression" 75% of students scored at the proficient level (80-89%) or above; b. "norms" 67% of students scored at the proficient (80-89%) or above; c. discrimination 75% scored at the proficient leve l (80-89$)or above;

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?

> **LANGUAGE PROFICIENCY:**
>
> **ASL 1-4:** In Fall 2020, 3 faculty members received training in Florida in a new Deaf-developed ASL curriculum, ASL Tru-Way. After sharing with the faculty, this curriculum has been adopted and will be introduced in ASL 1 Fall 2021. We are particularly excited about this curriculum because of the many interactive features for students, the increased quntity and quality of teaching videos with feedback for students, and the digital delivery. In Spring 2022 we will continue ASL Tru+Way in ASL 1 and introduce it in ASL 2, continuing each semester through ASL 5. We hope to see marked improvement in student scores throughout the ASL sequence.
>
> We initiated a *Silent Lunches* program for student to have more "hands up" experience in a casual environment. Students reported anecdotally that this was a help.

We also instituted in *ASL 3 a Final Interview* experience to introduce them to the format for the Sign Language Proficiency Interview (SLPI) benchmark exam during ASL 4. We hope this will increase knowledge on what to expect and to decreatse anxiety over the SLPI benchmark exam in the future.

Action Plan:
1. We are implementing a new curriculum for the ASL sequence. We will continue to monitor SLOs.

2. Students did well in MCE and we will continue to support this level of achievement.

3. We will investigate best practices in teaching beginning ASL online and review our online delivery.

4. We will continue to offer students access to our Language Lab Assistant (deaf) via ZOOM or Facetime if COVID prevents her from returning to the Lab Fall 2021

CULTURE AND DIVERSITY:

Service Learning in the Deaf Community: Students continued strong in their final presentations (91% scored at the proficient level or above)

Deaf Culture: Students are scored on three essays (oppression, norms, and discrimination). Students scoring at proficient or advanced in 2020 75%, 67%, 75%) scored much higher than students in 2019-20 (42%, 85%, 26%). Students scored lowest on norms. These areas will be addressed in more depth during the 2021 Fall course.

Analysis: There was obvious improvement in test scores this year, but there is still needed improvement to achieve the benchmark. Focus on these three areas will be reevaluated.

Action Plan:
1. For 2020-2021, given the continuation of the pandemic and uncertainty about how courses will be delivered, we hope to maintain high percentages of students scoring at the proficient or advanced levels across Service Learning, and Deaf Culture. We did learn a lot about service learning on a virtual platform and using ZOOM to introduce Deaf guest speakers.

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.
   >
   > Spring 2021, we met via ZOOM with our Stakeholders due to COVID restructions
   >
   > We reported our Student Demographics, number of Graduates and Internship Placements, Benchmark Exam outcomes, and COVID adjustments to teaching and learning during our Stakeholders Meeting. We also had three open ended questions we asked Stakeholders to answer both during the meeting and via Google Doc after the meeting. Responses will be tabulated as "actionable items," shared with the faculty in Fall 2021. Faculty will develop responses and then shared with the Stakeholders.
   >
   > We will share the 2020-2021 report with stakeholders in 2022 and solicit feedback on potential target benchmarks and also report on our curriculum change with the goal of boostingASL 1 student success.
   >
   > We are posting our Assessment Plans on our Webpage. We are also planning to post our Strategic Plan on our web page.

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%

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 and our professional accreditation requirements.

We work closely with our Stakeholders throughout the year, therefore we do not need professional development at this time.

Assessment Report Table 2020-2021

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	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**	Final Expressive Grade N= 36 total students N2=29 students	**60% proficient or above**	90-100% 9 9/29 = 31%	80-89% 11 11/29=38%	70-79% 6 6/29 = 21%	69% & below 3 3/29 =10%	7	69% of students scored at the proficient level or above
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**	Final Expressive Grade N=20 Total students N2=15 students	**75% proficient or above**	90-100% 9 9/15=60%	80-89% 5 5/15=33%	70-79% 1 1/15=7%	69% & below 0	5	93% scored proficient or above exceeding benchmark of 75% at that level
	INTR 2320 **ASL 3**	Final Expressive Grade N= 16 Total students N2=12	**85% proficient or above**	90-100% 5 5/12=42%	80-89% 3 3/12=25%	70-79% 1 1/12=8%	69% & below 3 3/12=25%	4	67% scored proficient or above; 18% below the 85% benchmark level

	Course	Assessment	Benchmark	90-100%	80-89%	70-79%	69% & below		Results
	INTR 2321 **ASL 4**	Final Expressive Grade N=8	**70-75% proficient or above**	0	5 5/8=63%	3 3/8-37%	0	0	**100%** scored at the proficient or above level exceeding benchmark of 75%
1.2 … communicate in written, spoken and Signed English that at least enables them to write and converse in culturally appropriate and participatory fashion, to narrate and to describe connected discourse.	INTR 2330 **Manually Coded English** (MCE)	Final grade of "C" or better on children's story. N= 19 total students N2 = 18 students	**80% proficient or above**	10 10/18 = 56%	7 7/18 = 39%	0	1 1/18 = 5%	1	Over half of the students scored at the advanced level; **95%** scored at the proficient or above level; exceeded benchmark of 80% at proficient or above.
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**	3 Test essay questions N=23 total students a. oppression (n=23) (n2=20) b. norms (n=22) (n2=21) c. discrimination (n=23) (n2=20)	**80% proficient or above Across all three**	a = 5 5/20 = 25% b = 9 9/21 = 43% C = 5 5/20 = 25%	a = 10 10/20 = 50% b = 5 5/21 = 24% C = 10 10/20 = 50%	a = 1 1/20 = 5% B = 6 6/21 =28% C = 0 0%	a = 4 4/23 = 20% b = 1 1/21 = 5% C = 5 5/20 = 25%	a = 3 b = 1 c = 3	a. oppression – 75% of students scored at proficient or advanced level. b. norms – 67% of students scored at proficient or advanced level. c. discrimination – 75% of students scored at proficient or advanced level.

2.1 … show respect for individuals self Identification, language and/or communication choices.	INTR 2260 **Service Learning in the Deaf Community** Spring 2021	Final Presentation **N= 12**	TBD	90-100% 7/12 =58%	80-80% 4/12 = 33%	70-79% 1/12 =8%	60% & below		91% at the proficient or above level