



ASL Studies Annual Assessment

2017-2018

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Annual Assessment 17-18

American Sign Language Studies

Program Profile

Program Mission Statement

Please insert your program mission statement here

The American Sign Language and Interpreting Program at WWU prepares graduates to work as culturally responsible professionals providing excellent service to the Deaf Community.

Program Data

Delivery Method

Traditional On Campus (selected)

Online

Hybrid

	Minors	Majors
2017-2018	31	31
2016-2017	31	48

Concentrations 2016-17

If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.

None

Concentrations 2017-18

If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.

None

Student Demographics

Program goals for student retention, persistence and degree completion are? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be

improved? What is the optimal enrollment for the program?

Retention Rate for the program is at 75% which is consistent with the university as a whole (74.5%). Graduation rate for students who start out in the program and then graduate is at 50% which is less than that of the university (54.5%).

Graduation rate for transfer students is at 100% which exceeds that of the university (68.4%).

Goals:

The ASL program would like to stay consistent with or exceed the university rates.

Activity/Report:

In the past, it seemed recruitment was largely handled within the program, but about 4 years ago, recruitment efforts were moved to the Admissions department. ASL Studies faculty do attend recruitment events held by the Admissions office (Welcome to the Woods, Woods 101) and meet with prospective students who tour campus.

Improved communication between instructors, Advisors, and student might improve student retention and persistence by enhancing student expectation of skills needed to move on and prosper in the program and move on into the Interpreting Program if they wish.

Is the Program Externally Accredited

Yes

No (selected)

External Accreditation

Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation? If no, why?

None

Program Assessment

Standard/Outcome

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

Additional Standards/Outcomes

Identifier	Description
ASL.1.1	Demonstrate a basic foundation of common knowledge of major historical events and individuals influential to

	the Deaf community
ASL.1.2	Demonstrate knowledge of the experience and structure of the Deaf community.
ASL.1.3	Demonstrate knowledge of norms and values related to Deaf culture.
ASL.1.4	Demonstrate ability to exhibit appropriate and ethical behaviors within the Deaf community
ASL.2.1	Demonstrate ability to effectively and accurately use fingerspelled lexicon, numerals, numeral incorporation, and lexicalized signs.
ASL.2.10	Demonstrates ability to analyze/monitor one
ASL.2.2	Demonstrate appropriate vocabulary development and learning techniques spanning different subject area.
ASL.2.3	Demonstrates the ability to use classifiers and classifier predicates appropriately.
ASL.2.4	Demonstrate accurate application of ASL non-manual markers and affective information.
ASL.2.5	Demonstrates ability to use space in accordance to language rules and structure.
ASL.2.6	Demonstrates ability to use a variety of simple and complex ASL sentence structures
ASL.2.7	Demonstrates ability to use appropriate and accurate register, sign-choice, sign production for specific settings.
ASL.2.8	Demonstrates knowledge of and ability to construct different language forms occurring in ASL.
ASL.2.9	Demonstrates fluency and conversant skills in delivery of messages.
ASL.3.1	Demonstrate ability to recognize and identify fingerspelled lexicon numerals, numeral incorporation, and lexicalized signs accurately.
ASL.3.10	Demonstrates ability to analyze and assess language viewed and messages received in ASL for grammatical structure and appropriate use.
ASL.3.2	Demonstrate comprehension of expressive language on the lexical and phrasal level.
ASL.3.3	Demonstrates the ability to recognize and identify classifiers and classifier predicates accurately.
ASL.3.4	Demonstrate accurate interpretation of ASL non-manual markers and affective information.
ASL.3.5	Demonstrates ability to recognize and comprehend use of space in accordance to ASL rules and structure.
ASL.3.6	Demonstrates ability to use a variety of simple and complex ASL sentence structures
ASL.3.7	Demonstrates ability to use appropriate and accurate register, sign-choice, sign production for specific settings.
ASL.3.8	Demonstrates knowledge of and ability to construct different language forms occurring in ASL.
ASL.3.9	Demonstrates fluency and conversant skills in delivery of messages.

General Education Alignment to Program

How do the General Education criteria align with the Program Objectives? What courses within your program build upon skills learned in general education courses (please list the program course and the general education criteria). The General Education clusters are: Critical Analysis, Creative Expression, Quantitative Inquiry, and Society & the Individual. See attached for more detailed breakdown.

Due to the connection of knowledge with expressive and comprehension ability, all General Education courses will have a direct affect on a language learner's ability to either discuss or process information.

Curriculum Map

A - Assessed

R - Reinforced

I - Introduced

M - Master

ASL Studies

	ASL 101	ASL 105	ASL 120	ASL 145	ASL 205	ASL 220	ASL 240	ASL 245	ASL 305
ASL.1.1 Demonstrate a basic foundation of common knowledge of major historical events and individuals influential to the Deaf community	I	I	R, A						
ASL.1.2 Demonstrate knowledge of the experience and structure of the Deaf community.	I	I	R, A						
ASL.1.3 Demonstrate knowledge of norms and values related to Deaf culture.	I	I	R, A						
ASL.1.4 Demonstrate ability to exhibit appropriate and ethical behaviors within the Deaf community	I	I	A, R						
ASL.2.1 Demonstrate ability to effectively and accurately use fingerspelled lexicon, numerals, numeral incorporation, and lexicalized signs.		I			R, A		R, A		
ASL.2.10 Demonstrates ability to analyze/monitor one				I	A			R	
ASL.2.2 Demonstrate appropriate vocabulary development and learning techniques spanning different subject area.				I	A			R	
ASL.2.3 Demonstrates the ability to use classifiers and classifier predicates appropriately.		I			R, A				
ASL.2.4 Demonstrate accurate application of ASL non-manual markers and affective information.				I	A			R	
ASL.2.5 Demonstrates ability to use space in accordance to language rules and structure.		I			R, A				
ASL.2.6 Demonstrates ability to use a variety of simple and complex ASL sentence structures				I	A			R	
ASL.2.7 Demonstrates ability to use appropriate and accurate register, sign-choice, sign production for specific settings.		I			R, A				
ASL.2.8 Demonstrates knowledge of and ability to construct different language forms occurring in ASL.				I	A			R	

ASL.2.9 Demonstrates fluency and conversant skills in delivery of messages.		I			R, A				
ASL.3.1 Demonstrate ability to recognize and identify fingerspelled lexicon numerals, numeral incorporation, and lexicalized signs accurately.		I			R, A		R, A		
ASL.3.10 Demonstrates ability to analyze and assess language viewed and messages received in ASL for grammatical structure and appropriate use.			I	A			R		
ASL.3.2 Demonstrate comprehension of expressive language on the lexical and phrasal level.			I	A			R		
ASL.3.3 Demonstrates the ability to recognize and identify classifiers and classifier predicates accurately.		I			R, A				
ASL.3.4 Demonstrate accurate interpretation of ASL non-manual markers and affective information.			I	A			R		
ASL.3.5 Demonstrates ability to recognize and comprehend use of space in accordance to ASL rules and structure.		I			R, A				
ASL.3.6 Demonstrates ability to use a variety of simple and complex ASL sentence structures			I	A			R		
ASL.3.7 Demonstrates ability to use appropriate and accurate register, sign-choice, sign production for specific settings.		I			R, A				
ASL.3.8 Demonstrates knowledge of and ability to construct different language forms occurring in ASL.			I	A			R		
ASL.3.9 Demonstrates fluency and conversant skills in delivery of messages.		I			R, A				

	ASL 316	ASL 345	ASL 425	ASL 430	ASL 450	Student Performance Review
ASL.1.1 Demonstrate a basic foundation of common knowledge of major historical events and individuals influential to the Deaf community			R		A, M	A
ASL.1.2 Demonstrate knowledge of the experience and structure of the Deaf community.					A, M	A
ASL.1.3 Demonstrate knowledge of norms and values related to Deaf culture.			R		A, M	A
ASL.1.4 Demonstrate ability to exhibit appropriate and ethical behaviors within the Deaf community			R		A, M	

ASL.2.1 Demonstrate ability to effectively and accurately use fingerspelled lexicon, numerals, numeral incorporation, and lexicalized signs.		M, A	M		A, M	A
ASL.2.10 Demonstrates ability to analyze/monitor one		M, A			A, M	A
ASL.2.2 Demonstrate appropriate vocabulary development and learning techniques spanning different subject area.		M, A	M		A, M	A
ASL.2.3 Demonstrates the ability to use classifiers and classifier predicates appropriately.		M, A			A, M	A
ASL.2.4 Demonstrate accurate application of ASL non-manual markers and affective information.	M, A	M, A			A, M	A
ASL.2.5 Demonstrates ability to use space in accordance to language rules and structure.		M, A			A, M	A
ASL.2.6 Demonstrates ability to use a variety of simple and complex ASL sentence structures		M, A			A, M	A
ASL.2.7 Demonstrates ability to use appropriate and accurate register, sign-choice, sign production for specific settings.		M, A	M		A, M	A
ASL.2.8 Demonstrates knowledge of and ability to construct different language forms occurring in ASL.		M, A			A, M	A
ASL.2.9 Demonstrates fluency and conversant skills in delivery of messages.		M, A			A, M	A
ASL.3.1 Demonstrate ability to recognize and identify fingerspelled lexicon numerals, numeral incorporation, and lexicalized signs accurately.		M, A	M		A, M	A
ASL.3.10 Demonstrates ability to analyze and assess language viewed and messages received in ASL for grammatical structure and appropriate use.		M, A	M		A, M	A
ASL.3.2 Demonstrate comprehension of expressive language on the lexical and phrasal level.		M, A	M		A, M	A
ASL.3.3 Demonstrates the ability to recognize and identify classifiers and classifier predicates accurately.		M, A			A, M	A
ASL.3.4 Demonstrate accurate interpretation of ASL non-manual markers and affective information.	M, A	M, A			A, M	A
ASL.3.5 Demonstrates ability to recognize and comprehend use of space in accordance to ASL rules and structure.		M, A			A, M	A
ASL.3.6 Demonstrates ability to use a variety of simple and complex ASL sentence structures		M, A			A, M	A
ASL.3.7 Demonstrates ability to use appropriate and accurate register, sign-choice, sign production for specific settings.		M, A	M		A, M	A
ASL.3.8 Demonstrates knowledge of and ability to construct different language forms occurring in ASL.		M, A			A, M	A
ASL.3.9 Demonstrates fluency and conversant skills in delivery of messages.		M, A			A, M	A

Assessment Findings

Assessment Findings for the Assessment Measure level for ASL Studies

ASL.1.1 Demonstrate a basic foundation of common knowledge of major historical events and individuals influential to the Deaf community				
Assessment Measures				
ASL 120				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score 80% or higher accuracy on questions related to ASL.1.1. been met yet? Not met	Due to faculty change and assessment plan changes, data is insufficient.		- Refine Assessment Tool: Assessment Tool: ASL120 Exam must be reorganized to better gather data by objective.
ASL 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 90% of students will score a rank of 5 on objective-based rubric. been met yet? Not met	Due to change in assessment plan, data insufficient to report objective results.		- Refine Assessment Tool: Portfolio Assignment must be developed and submitted.
SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion 80% of students who have completed ASL 1 will score 45% or higher accuracy on questions on the related to ASL.1.1. been met yet? Not met	Due to faculty change and changes in assessment plan, data insufficient for objective report.		- Refine Assessment Tool: Assessment Tool-Deaf Culture Quiz should be edited and restructured to better align with objectives.
Direct - Quiz/Exam	Has the criterion 80% of students who have completed ASL 3 will score 65% or higher accuracy on questions on the related to ASL.1.1. been met yet? Not met			

	Has the criterion 80% of students who have completed ASL 5 will score 85% or higher accuracy on questions on the related to ASL.1.1. been met yet? Not met			
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ASL.1.2 Demonstrate knowledge of the experience and structure of the Deaf community.				
Assessment Measures				
ASL 120				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score 80% or higher accuracy on questions related to ASL.1.2. been met yet? Not met	Due to faculty change and assessment plan changes, data is insufficient.		
ASL 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 90% of students will score a rank of 5 on objective-based rubric. been met yet? Not met	Due to change in assessment plan, data insufficient to report objective results.		
SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion 80% of students who have completed ASL 1 will score 45% or higher accuracy on questions on the related to ASL.1.3. been met yet? Not met	Due to change in assessment plan, data insufficient to report objective results.		
Direct - Quiz/Exam	Has the criterion 80% of students who have completed ASL 3 will score 65% or higher accuracy on questions on the related to ASL.1.3. been met yet? Not met			
Direct - Quiz/Exam	Has the criterion 80% of students who have completed ASL 5 will			

	score 85% or higher accuracy on questions on the related to ASL.1.3. been met yet? Not met			
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ASL.1.3 Demonstrate knowledge of norms and values related to Deaf culture.				
Assessment Measures				
ASL 120				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion 80% of students will score 80% or higher accuracy on questions related to ASL.1.3. been met yet? Not met	Due to faculty change and assessment plan changes, data is insufficient.		
ASL 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 90% of students will score a rank of 5 on objective-based rubric. been met yet? Not met	Due to change in assessment plan, data insufficient to report objective results.		
SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion 80% of students who have completed ASL 1 will score 45% or higher accuracy on questions on the related to ASL.1.3. been met yet? Not met	Due to change in assessment plan, data insufficient to report objective results.		
Direct - Quiz/Exam	Has the criterion 80% of students who have completed ASL 3 will score 65% or higher accuracy on questions on the related to ASL.1.3. been met yet? Not met			
Direct - Quiz/Exam	Has the criterion 80% of students who have completed ASL 5 will score 85% or higher accuracy on questions on the related to ASL.1.3. been met yet? Not met			

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ASL.1.4 Demonstrate ability to exhibit appropriate and ethical behaviors within the Deaf community
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Assessment Measures

ASL 120				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion 80% of students will score 80% or higher accuracy on questions related to ASL.1.4. been met yet? Not met	Due to faculty change and assessment plan changes, data is insufficient.		

ASL 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 90% of students will score a rank of 5 on objective-based rubric. been met yet? Not met	Due to change in assessment plan, data insufficient to report objective results.		

ASL.2.1 Demonstrate ability to effectively and accurately use fingerspelled lexicon, numerals, numeral incorporation, and lexicalized signs.
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Assessment Measures

ASL 205				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 3 or higher on objective based rubric. been met yet? Not met	Due to changes in assessment plan; data is insufficient to measure objective.		- Refine Assessment Tool: Final exam for ASL205 must be more comprehensive to gather sufficient data for all objectives.

ASL 240				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion Students will score with 80% accuracy and fluency on final exam. been met yet?			- Refine Assessment Tool: Assessment Tool-Final exam must be developed/edited to better align with course objectives.

	Not met			
ASL 345				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 5 on objective based rubric. been met yet? Not met	Due to change in assessment plan, data insufficient to report objective results.		- Refine Assessment Tool: Assessment Tool-Final exam may need to be revised in order to better align with measurement of objectives.
ASL 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 90% of students will score a rank of 5 on objective-based rubric. been met yet? Not met	Due to change in assessment plan, data insufficient to report objective results.		
SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Interview	Has the criterion 80% of students who have completed ASL I, will score a rating of 1 or higher on an objective-based rubric. been met yet? Not met	Due to change in assessment plan, data insufficient to report objective results.		
Direct - Interview	Has the criterion 80% of students who have completed ASL III, will score a rating of 3 or higher on an objective-based rubric. been met yet? Not met			
Direct - Interview	Has the criterion 80% of students who have completed ASL V, will score a rating of 5 on an objective-based rubric. been met yet? Not met			

ASL.2.2 Demonstrate appropriate vocabulary development and learning techniques spanning different subject area.

Assessment Measures

ASL 205				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 3 or higher on objective based rubric. been met yet? Not met	Due to changes in assessment plan; data is insufficient to measure objective.		
ASL 345				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 5 on objective based rubric. been met yet? Not met	Due to change in assessment plan, data insufficient to report objective results.		
ASL 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 90% of students will score a rank of 5 on objective-based rubric. been met yet? Not met	Due to change in assessment plan, data insufficient to report objective results.		
SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Interview	Has the criterion 80% of students who have completed ASL I, will score a rating of 1 or higher on an objective-based rubric. been met yet? Not met	Due to change in assessment plan, data insufficient to report objective results.		
Direct - Interview	Has the criterion 80% of students who have completed ASL III, will score a rating of 3 or higher on an objective-based rubric. been met yet? Not met			
Direct - Interview	Has the criterion 80% of students who have completed ASL V, will score a rating of 5 on an objective-based rubric. been met yet? Not met			

ASL.2.3 Demonstrates the ability to use classifiers and classifier predicates appropriately.				
Assessment Measures				
ASL 205				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 3 or higher on objective based rubric. been met yet? Not met	Due to changes in assessment plan; data is insufficient to measure objective.		
ASL 345				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 5 on objective based rubric. been met yet? Not met	Due to change in assessment plan, data insufficient to report objective results.		
ASL 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 90% of students will score a rank of 5 on objective-based rubric. been met yet? Not met	Due to change in assessment plan, data insufficient to report objective results.		
SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Interview	Has the criterion 80% of students who have completed ASL I, will score a rating of 1 or higher on an objective-based rubric. been met yet? Not met	Due to change in assessment plan, data insufficient to report objective results.		
Direct - Interview	Has the criterion 80% of students who have completed ASL III, will score a rating of 3 or higher on an objective-based rubric. been met yet? Not met			
Direct - Interview	Has the criterion 80% of students who have completed ASL V, will			

	score a rating of 5 on an objective-based rubric. been met yet? Not met			
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ASL.2.4 Demonstrate accurate application of ASL non-manual markers and affective information.				
Assessment Measures				
ASL 205				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 3 or higher on objective based rubric. been met yet? Not met	Due to changes in assessment plan; data is insufficient to measure objective.		
ASL 316				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion Students will score 80% accuracy on the final exam. been met yet? Not met	Due to faculty change and change in assessment tool, data is insufficient to measure objective.		- Refine Assessment Tool: Assessment Tool-final exam must be developed and submitted to meet objective.
ASL 345				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 5 on objective based rubric. been met yet? Not met	Due to change in assessment plan, data insufficient to report objective results.		
ASL 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 90% of students will score a rank of 5 on objective-based rubric. been met yet? Not met	Due to change in assessment plan, data insufficient to report objective results.		
SPR				
Assessment	Criterion	Summary	Attachments of the	Improvement

Measure			Assessments	Narratives
Direct - Interview	Has the criterion 80% of students who have completed ASL I, will score a rating of 1 or higher on an objective-based rubric. been met yet? Not met	Due to change in assessment plan, data insufficient to report objective results.		
Direct - Interview	Has the criterion 80% of students who have completed ASL III, will score a rating of 3 or higher on an objective-based rubric. been met yet? Not met			
Direct - Interview	Has the criterion 80% of students who have completed ASL V, will score a rating of 5 on an objective-based rubric. been met yet? Not met			

ASL.2.5 Demonstrates ability to use space in accordance to language rules and structure.				
Assessment Measures				
ASL 205				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam				
	Has the criterion 80% of students will score a rank of 3 or higher on objective based rubric. been met yet? Not met	Due to changes in assessment plan; data is insufficient to measure objective.		
ASL 345				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam				
	Has the criterion 80% of students will score a rank of 5 on objective based rubric. been met yet? Not met	Due to change in assessment plan, data insufficient to report objective results.		
ASL 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review				
	Has the criterion 90% of students will score a rank of 5 on objective-based rubric. been met yet? Not met	Due to change in assessment plan, data insufficient to report objective results.		

SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Interview	Has the criterion 80% of students who have completed ASL I, will score a rating of 1 or higher on an objective-based rubric. been met yet? Not met	Due to change in assessment plan, data insufficient to report objective results.		
Direct - Interview	Has the criterion 80% of students who have completed ASL III, will score a rating of 3 or higher on an objective-based rubric. been met yet? Not met			
Direct - Interview	Has the criterion 80% of students who have completed ASL V, will score a rating of 5 on an objective-based rubric. been met yet? Not met			

ASL.2.6 Demonstrates ability to use a variety of simple and complex ASL sentence structures				
Assessment Measures				
ASL 205				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 3 or higher on objective based rubric. been met yet? Not met	Due to changes in assessment plan; data is insufficient to measure objective.		
ASL 345				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 5 on objective based rubric. been met yet? Not met	Due to change in assessment plan, data insufficient to report objective results.		
ASL 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio	Has the criterion 90% of students will score a rank of 5	Due to change in assessment plan, data		

Review	on objective-based rubric. been met yet? Not met	insufficient to report objective results.		
SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Interview	Has the criterion 80% of students who have completed ASL I, will score a rating of 1 or higher on an objective-based rubric. been met yet? Not met	Due to change in assessment plan, data insufficient to report objective results.		
Direct - Interview	Has the criterion 80% of students who have completed ASL III, will score a rating of 3 or higher on an objective-based rubric. been met yet? Not met			
Direct - Interview	Has the criterion 80% of students who have completed ASL V, will score a rating of 5 on an objective-based rubric. been met yet? Not met			

ASL.2.7 Demonstrates ability to use appropriate and accurate register, sign-choice, sign production for specific settings.				
Assessment Measures				
ASL 205				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 3 or higher on objective based rubric. been met yet? Not met	Due to changes in assessment plan; data is insufficient to measure objective.		
ASL 345				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 5 on objective based rubric. been met yet? Not met	Due to change in assessment plan, data insufficient to report objective results.		

ASL 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 90% of students will score a rank of 5 on objective-based rubric. been met yet? Not met	Due to change in assessment plan, data insufficient to report objective results.		
SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Interview	Has the criterion 80% of students who have completed ASL I, will score a rating of 1 or higher on an objective-based rubric. been met yet? Not met	Due to change in assessment plan, data insufficient to report objective results.		
Direct - Interview	Has the criterion 80% of students who have completed ASL III, will score a rating of 3 or higher on an objective-based rubric. been met yet? Not met			
Direct - Interview	Has the criterion 80% of students who have completed ASL V, will score a rating of 5 on an objective-based rubric. been met yet? Not met			

ASL.2.8 Demonstrates knowledge of and ability to construct different language forms occurring in ASL.				
Assessment Measures				
ASL 205				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 3 or higher on objective based rubric. been met yet? Not met	Due to changes in assessment plan; data is insufficient to measure objective.		
ASL 345				

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 5 on objective based rubric. been met yet? Not met	Due to change in assessment plan, data insufficient to report objective results.		

ASL 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 90% of students will score a rank of 5 on objective-based rubric. been met yet? Not met	Due to change in assessment plan, data insufficient to report objective results.		

SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Interview	Has the criterion 80% of students who have completed ASL I, will score a rating of 1 or higher on an objective-based rubric. been met yet? Not met	Due to change in assessment plan, data insufficient to report objective results.		
Direct - Interview	Has the criterion 80% of students who have completed ASL III, will score a rating of 3 or higher on an objective-based rubric. been met yet? Not met			
Direct - Interview	Has the criterion 80% of students who have completed ASL V, will score a rating of 5 on an objective-based rubric. been met yet? Not met			

ASL.2.9 Demonstrates fluency and conversant skills in delivery of messages.				
Assessment Measures				
ASL 209				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 3 or higher on objective based	Due to changes in assessment plan; data is insufficient to measure		

	rubric. been met yet? Not met	objective.		
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ASL 345				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 5 on objective based rubric. been met yet? Not met	Due to change in assessment plan, data insufficient to report objective results.		

ASL 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 90% of students will score a rank of 5 on objective-based rubric. been met yet? Not met	Due to change in assessment plan, data insufficient to report objective results.		

SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Interview	Has the criterion 80% of students who have completed ASL I, will score a rating of 1 or higher on an objective-based rubric. been met yet? Not met	Due to change in assessment plan, data insufficient to report objective results.		
Direct - Interview	Has the criterion 80% of students who have completed ASL III, will score a rating of 3 or higher on an objective-based rubric. been met yet? Not met			
Direct - Interview	Has the criterion 80% of students who have completed ASL V, will score a rating of 5 on an objective-based rubric. been met yet? Not met			

ASL.2.10 Demonstrates ability to analyze/monitor one										
Assessment Measures										
<table border="1"> <thead> <tr> <th>ASL 205</th><th></th><th></th><th></th><th></th></tr> <tr> <th>Assessment Measure</th><th>Criterion</th><th>Summary</th><th>Attachments of the Assessments</th><th>Improvement Narratives</th></tr> </thead> </table>	ASL 205					Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
ASL 205										
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives						

Direct - Final Exam	Has the criterion 80% of students will score a rank of 3 or higher on objective based rubric. been met yet? Not met	Due to changes in assessment plan; data is insufficient to measure objective.		
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ASL 345				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 5 on objective based rubric. been met yet? Not met	Due to change in assessment plan, data insufficient to report objective results.		

ASL 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 90% of students will score a rank of 5 on objective-based rubric. been met yet? Not met	Due to change in assessment plan, data insufficient to report objective results.		

SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Interview	Has the criterion 80% of students who have completed ASL I, will score a rating of 1 or higher on an objective-based rubric. been met yet? Not met	Due to change in assessment plan, data insufficient to report objective results.		
Direct - Interview	Has the criterion 80% of students who have completed ASL III, will score a rating of 3 or higher on an objective-based rubric. been met yet? Not met			
Direct - Interview	Has the criterion 80% of students who have completed ASL V, will score a rating of 5 on an objective-based rubric. been met yet? Not met			

ASL.3.1 Demonstrate ability to recognize and identify fingerspelled lexicon numerals, numeral incorporation, and lexicalized signs accurately.

Assessment Measures

ASL 205				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 3 or higher on objective based rubric. been met yet? Not met	Due to changes in assessment plan; data is insufficient to measure objective.		

ASL 240				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion Students will score with 80% accuracy on final exam. been met yet? Not met	Dues to changes in faculty and assessment plan, data is insufficient to report on objective		- Refine Assessment Tool: Assessment Tool-Final exam must be developed/edited to be better aligned with program objectives.

ASL 345				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 5 on objective based rubric. been met yet? Not met	Due to change in assessment plan, data insufficient to report objective results.		

ASL 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 90% of students will score a rank of 5 on objective-based rubric. been met yet? Not met	Due to change in assessment plan, data insufficient to report objective results.		

SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Interview	Has the criterion 80% of students who have completed ASL I, will score a rating of 1 or higher on an objective-based rubric. been met yet? Not met	Due to change in assessment plan, data insufficient to report objective results.		

Direct - Interview	Has the criterion 80% of students who have completed ASL III, will score a rating of 3 or higher on an objective-based rubric. been met yet? Not met			
Direct - Interview	Has the criterion 80% of students who have completed ASL V, will score a rating of 5 on an objective-based rubric. been met yet? Not met			

ASL.3.2 Demonstrate comprehension of expressive language on the lexical and phrasal level.				
Assessment Measures				
ASL 205				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 3 or higher on objective based rubric. been met yet? Not met	Due to changes in assessment plan; data is insufficient to measure objective.		
ASL 345				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 5 on objective based rubric. been met yet? Not met	Due to change in assessment plan, data insufficient to report objective results.		
ASL 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 90% of students will score a rank of 5 on objective-based rubric. been met yet? Not met	Due to change in assessment plan, data insufficient to report objective results.		
SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Interview	Has the criterion 80% of students who have completed ASL I, will score a rating of 1 or higher on an objective-based rubric. been met yet? Not met	Due to change in assessment plan, data insufficient to report objective results.		
Direct - Interview	Has the criterion 80% of students who have completed ASL III, will score a rating of 3 or higher on an objective-based rubric. been met yet? Not met			
Direct - Interview	Has the criterion 80% of students who have completed ASL V, will score a rating of 5 on an objective-based rubric. been met yet? Not met			

ASL.3.3 Demonstrates the ability to recognize and identify classifiers and classifier predicates accurately.				
Assessment Measures				
ASL 205				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 3 or higher on objective based rubric. been met yet? Not met	Due to changes in assessment plan; data is insufficient to measure objective.		
ASL 345				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 5 on objective based rubric. been met yet? Not met	Due to change in assessment plan, data insufficient to report objective results.		
ASL 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 90% of students will score a rank of 5 on objective-based rubric. been met yet? Not met	Due to change in assessment plan, data insufficient to report objective results.		

SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Interview	Has the criterion 80% of students who have completed ASL I, will score a rating of 1 or higher on an objective-based rubric. been met yet? Not met	Due to change in assessment plan, data insufficient to report objective results.		
Direct - Interview	Has the criterion 80% of students who have completed ASL III, will score a rating of 3 or higher on an objective-based rubric. been met yet? Not met			
Direct - Interview	Has the criterion 80% of students who have completed ASL V, will score a rating of 5 on an objective-based rubric. been met yet? Not met			

ASL.3.4 Demonstrate accurate interpretation of ASL non-manual markers and affective information.				
Assessment Measures				
ASL 205				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 3 or higher on objective based rubric. been met yet? Not met	Due to changes in assessment plan; data is insufficient to measure objective.		
ASL 316				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion Students will score with 80% accuracy on the final exam. been met yet? Not met	Due to faculty change and assessment plan revision, data is insufficient by which to report objective results.		- Refine Assessment Tool: Assessment Tool-Final exam must be developed/edited and submitted.
ASL 345				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Final Exam	Has the criterion 80% of students will score a rank of 5 on objective based rubric. been met yet? Not met	Due to change in assessment plan, data insufficient to report objective results.		
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ASL 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 90% of students will score a rank of 5 on objective-based rubric. been met yet? Not met	Due to change in assessment plan, data insufficient to report objective results.		

SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Interview	Has the criterion 80% of students who have completed ASL I, will score a rating of 1 or higher on an objective-based rubric. been met yet? Not met	Due to change in assessment plan, data insufficient to report objective results.		
Direct - Interview	Has the criterion 80% of students who have completed ASL III, will score a rating of 3 or higher on an objective-based rubric. been met yet? Not met			
Direct - Interview	Has the criterion 80% of students who have completed ASL V, will score a rating of 5 on an objective-based rubric. been met yet? Not met			

ASL.3.5 Demonstrates ability to recognize and comprehend use of space in accordance to ASL rules and structure.				
Assessment Measures				
ASL 205				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 3 or higher on objective based rubric. been met yet? Not met	Due to changes in assessment plan; data is insufficient to measure objective.		

ASL 345				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 5 on objective based rubric. been met yet? Not met	Due to change in assessment plan, data insufficient to report objective results.		

ASL 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 90% of students will score a rank of 5 on objective-based rubric. been met yet? Not met	Due to change in assessment plan, data insufficient to report objective results.		

SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Interview	Has the criterion 80% of students who have completed ASL I, will score a rating of 1 or higher on an objective-based rubric. been met yet? Not met	Due to change in assessment plan, data insufficient to report objective results.		
Direct - Interview	Has the criterion 80% of students who have completed ASL III, will score a rating of 3 or higher on an objective-based rubric. been met yet? Not met			
Direct - Interview	Has the criterion 80% of students who have completed ASL V, will score a rating of 5 on an objective-based rubric. been met yet? Not met			

ASL.3.6 Demonstrates ability to use a variety of simple and complex ASL sentence structures				
Assessment Measures				
ASL 205				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 3	Due to changes in assessment plan; data is		

	or higher on objective based rubric. been met yet? Not met	insufficient to measure objective.		
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ASL 345				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 5 on objective based rubric. been met yet? Not met	Due to change in assessment plan, data insufficient to report objective results.		

ASL 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 90% of students will score a rank of 5 on objective-based rubric. been met yet? Not met	Due to change in assessment plan, data insufficient to report objective results.		

SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Interview	Has the criterion 80% of students who have completed ASL I, will score a rating of 1 or higher on an objective-based rubric. been met yet? Not met	Due to change in assessment plan, data insufficient to report objective results.		
Direct - Interview	Has the criterion 80% of students who have completed ASL III, will score a rating of 3 or higher on an objective-based rubric. been met yet? Not met			
Direct - Interview	Has the criterion 80% of students who have completed ASL V, will score a rating of 5 on an objective-based rubric. been met yet? Not met			

ASL.3.7 Demonstrates ability to use appropriate and accurate register, sign-choice, sign production for specific settings.
Assessment Measures

ASL 205				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 3 or higher on objective based rubric. been met yet? Not met	Due to changes in assessment plan; data is insufficient to measure objective.		
ASL 345				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 5 on objective based rubric. been met yet? Not met	Due to change in assessment plan, data insufficient to report objective results.		
ASL 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 90% of students will score a rank of 5 on objective-based rubric. been met yet? Not met	Due to change in assessment plan, data insufficient to report objective results.		
SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Interview	Has the criterion 80% of students who have completed ASL I, will score a rating of 1 or higher on an objective-based rubric. been met yet? Not met	Due to change in assessment plan, data insufficient to report objective results.		
Direct - Interview	Has the criterion 80% of students who have completed ASL III, will score a rating of 3 or higher on an objective-based rubric. been met yet? Not met			
Direct - Interview	Has the criterion 80% of students who have completed ASL V, will score a rating of 5 on an objective-based rubric. been met yet? Not met			

ASL.3.8 Demonstrates knowledge of and ability to construct different language forms occurring in ASL.

Assessment Measures

ASL 205				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 3 or higher on objective based rubric. been met yet? Not met	Due to changes in assessment plan; data is insufficient to measure objective.		

ASL 345				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
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ASL 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
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SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Interview	Has the criterion 80% of students who have completed ASL I, will score a rating of 1 or higher on an objective-based rubric. been met yet? Not met	Due to change in assessment plan, data insufficient to report objective results.		
Direct - Interview	Has the criterion 80% of students who have completed ASL III, will score a rating of 3 or higher on an objective-based rubric. been met yet? Not met			
Direct - Interview	Has the criterion 80% of students who have completed ASL V, will score a rating of 5 on an objective-based rubric. been met yet? Not met			

ASL.3.9 Demonstrates fluency and conversant skills in delivery of messages.				
Assessment Measures				
ASL 205				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 3 or higher on objective based rubric. been met yet? Not met	Due to changes in assessment plan; data is insufficient to measure objective.		
ASL 345				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 5 on objective based rubric. been met yet? Not met	Due to change in assessment plan, data insufficient to report objective results.		
ASL 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
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SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Interview	Has the criterion 80% of students who have completed ASL I, will score a rating of 1 or higher on an objective-based rubric. been met yet? Not met	Due to change in assessment plan, data insufficient to report objective results.		
Direct - Interview	Has the criterion 80% of students who have completed ASL III, will score a rating of 3 or higher on an objective-based rubric. been met yet?			

	Not met			
Direct - Interview	Has the criterion 80% of students who have completed ASL V, will score a rating of 5 on an objective-based rubric. been met yet? Not met			

ASL.3.10 Demonstrates ability to analyze and assess language viewed and messages received in ASL for grammatical structure and appropriate use.				
Assessment Measures				
ASL 205				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 3 or higher on objective based rubric. been met yet? Not met	Due to changes in assessment plan; data is insufficient to measure objective.		
ASL 345				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion 80% of students will score a rank of 5 on objective based rubric. been met yet? Not met	Due to change in assessment plan, data insufficient to report objective results.		
ASL 450				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Portfolio Review	Has the criterion 90% of students will score a rank of 5 on objective-based rubric. been met yet? Not met	Due to change in assessment plan, data insufficient to report objective results.		
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Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Interview	Has the criterion 80% of students who have completed ASL I, will score a rating of 1 or higher on an objective-based rubric. been met yet? Not met	Due to change in assessment plan, data insufficient to report objective results.		
Direct - Interview	Has the criterion 80% of students who have completed ASL III, will score a rating of 3 or higher on an			

	objective-based rubric. been met yet? Not met			
Direct - Interview	Has the criterion 80% of students who have completed ASL V, will score a rating of 5 on an objective-based rubric. been met yet? Not met			

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program is using course work and or assessment day activities for program assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.

Domain 1 is related to cultural competence. The ASL Studies course is using ASL 120: Deaf Culture, ASL450: ASL Capstone, and Student Performance Day Activity to measure these objectives.

ASL 120: Deaf Culture: The final exam from this course will be organized in such a way to align with course objectives. Student performance data will be collected and compared to objective goals.

ASL450: ASL Capstone: In this course students will be developing a portfolio. Contents of the portfolio will exhibit knowledge and skills aligned with objectives. Students will be scored on an objective-based rubric. Results will be compared to objective goals.

Student Performance Day Activity: To get a spontaneous sample of student ability to address cultural matters. During an interview, students will be responding to issues concerning topics covered in the objectives. Data will be collected and compared to objective goal.

Domain 2 is related to ASL production skills. The activity in the following courses will be documented and used as data by which to compare to objective goals: ASL 205, ASL 240, ASL 316, ASL 345, ASL 450, and Student Performance Day Activity

ASL 205: ASL III: Students will take a comprehensive final exam that will cover course objectives for productive skills. Student data will be rated according to an objective-based rubric and compared to objective goals.

ASL 240: Fingerspelling and Numbers: Students will take a final exam. Results from the final exam will be collected and compared to objective goal.

ASL 316: Linguistics of Non-Manual Markers: Students will take a final exam. Results from the final exam will be collected and compared to objective goal.

ASL 345: ASL VI: Students will take a comprehensive final exam that will cover course objectives for productive skills. Student data will be rated according to an objective-based rubric and compared to objective goals.

ASL 450: ASL Capstone: In this course students will be developing a portfolio. Contents of the portfolio will exhibit knowledge and skills aligned with objectives. Students will be scored on an objective-based rubric. Results will be compared to objective goals.

Student Performance Day: Students will participate in a live interview spontaneously interacting and responding to prompts that will cover knowledge and skills contained in objectives. Students will be scored on an objective-based rubric. Results will be compared to objective goal.

Domain 3 is related to ASL comprehension skills. The activity in the following courses will be documented and used as data by which to compare to objective goals: ASL 205, ASL 240, ASL 316, ASL 345, ASL 450, and Student Performance Day Activity

ASL 205: ASL III: Students will take a comprehensive final exam that will cover course objectives for productive skills. Student data will be rated according to an objective-based rubric and compared to objective goals.

ASL 240: Fingerspelling and Numbers: Students will take a final exam. Results from the final exam will be collected and compared to objective goal.

ASL 316: Linguistics of Non-Manual Markers: Students will take a final exam. Results from the final exam will be collected and compared to objective goal.

ASL 345: ASL VI: Students will take a comprehensive final exam that will cover course objectives for productive skills. Student data will be rated according to an objective-based rubric and compared to objective goals.

ASL 450: ASL Capstone: In this course students will be developing a portfolio. Contents of the portfolio will exhibit knowledge and skills aligned with objectives. Students will be scored on an objective-based rubric. Results will be compared to objective goals.

Student Performance Day: Students will participate in a live interview spontaneously interacting and responding to prompts that will cover knowledge and skills contained in objectives. Students will be scored on an objective-based rubric. Results will be compared to objective goal.

Improvement Narrative List

Assessment Findings for the Assessment Measure level

Standard/Outcome	ASL.1.1 Demonstrate a basic foundation of common knowledge of major historical events and individuals influential to the Deaf community					
Legend	A					
Course/Event	ASL 120					
Assessment Measure	Direct - Final Exam					
Assessment Findings	Not met					
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td>Refine Assessment Tool</td> <td>Assessment Tool: ASL120 Exam must be reorganized to better gather data by objective.</td> </tr> </tbody> </table>		Improvement Type	Summary	Refine Assessment Tool	Assessment Tool: ASL120 Exam must be reorganized to better gather data by objective.
Improvement Type	Summary					
Refine Assessment Tool	Assessment Tool: ASL120 Exam must be reorganized to better gather data by objective.					

Standard/Outcome	ASL.2.1 Demonstrate ability to effectively and accurately use fingerspelled lexicon, numerals, numeral incorporation, and lexicalized signs.	
Legend	A	
Course/Event	ASL 205	
Assessment Measure	Direct - Final Exam	
Assessment Findings	Not met	

Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th><th>Summary</th></tr> </thead> <tbody> <tr> <td>Refine Assessment Tool</td><td>Final exam for ASL205 must be more comprehensive to gather sufficient data for all objectives.</td></tr> </tbody> </table>		Improvement Type	Summary	Refine Assessment Tool	Final exam for ASL205 must be more comprehensive to gather sufficient data for all objectives.
Improvement Type	Summary					
Refine Assessment Tool	Final exam for ASL205 must be more comprehensive to gather sufficient data for all objectives.					

Standard/Outcome	ASL.2.1 Demonstrate ability to effectively and accurately use fingerspelled lexicon, numerals, numeral incorporation, and lexicalized signs.					
Legend	A					
Course/Event	ASL 240					
Assessment Measure	Direct - Final Exam					
Assessment Findings	Not met					
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td>Refine Assessment Tool</td> <td>Assessment Tool-Final exam must be developed/edited to better align with course objectives.</td> </tr> </tbody> </table>		Improvement Type	Summary	Refine Assessment Tool	Assessment Tool-Final exam must be developed/edited to better align with course objectives.
Improvement Type	Summary					
Refine Assessment Tool	Assessment Tool-Final exam must be developed/edited to better align with course objectives.					

Standard/Outcome	ASL.3.1 Demonstrate ability to recognize and identify fingerspelled lexicon numerals, numeral incorporation, and lexicalized signs accurately.					
Legend	A					
Course/Event	ASL 240					
Assessment Measure	Direct - Final Exam					
Assessment Findings	Not met					
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th> <th>Summary</th> </tr> </thead> <tbody> <tr> <td>Refine Assessment Tool</td> <td>Assessment Tool-Final exam must be developed/edited to be better aligned with program objectives.</td> </tr> </tbody> </table>		Improvement Type	Summary	Refine Assessment Tool	Assessment Tool-Final exam must be developed/edited to be better aligned with program objectives.
Improvement Type	Summary					
Refine Assessment Tool	Assessment Tool-Final exam must be developed/edited to be better aligned with program objectives.					

Standard/Outcome	ASL.2.4 Demonstrate accurate application of ASL non-manual markers and affective information.	
Legend	A	
Course/Event	ASL 316	
Assessment Measure		
Assessment Findings	Not met	

Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th><th>Summary</th></tr> </thead> <tbody> <tr> <td>Refine Assessment Tool</td><td>Assessment Tool-final exam must be developed and submitted to meet objective.</td></tr> </tbody> </table>		Improvement Type	Summary	Refine Assessment Tool	Assessment Tool-final exam must be developed and submitted to meet objective.
Improvement Type	Summary					
Refine Assessment Tool	Assessment Tool-final exam must be developed and submitted to meet objective.					

Standard/Outcome	ASL.3.4 Demonstrate accurate interpretation of ASL non-manual markers and affective information.					
Legend	A					
Course/Event	ASL 316					
Assessment Measure	Direct - Final Exam					
Assessment Findings	Not met					
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th><th>Summary</th></tr> </thead> <tbody> <tr> <td>Refine Assessment Tool</td><td>Assessment Tool-Final exam must be developed/edited and submitted.</td></tr> </tbody> </table>		Improvement Type	Summary	Refine Assessment Tool	Assessment Tool-Final exam must be developed/edited and submitted.
Improvement Type	Summary					
Refine Assessment Tool	Assessment Tool-Final exam must be developed/edited and submitted.					

Standard/Outcome	ASL.2.1 Demonstrate ability to effectively and accurately use fingerspelled lexicon, numerals, numeral incorporation, and lexicalized signs.					
Legend	A					
Course/Event	ASL 345					
Assessment Measure	Direct - Final Exam					
Assessment Findings	Not met					
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th><th>Summary</th></tr> </thead> <tbody> <tr> <td>Refine Assessment Tool</td><td>Assessment Tool-Final exam may need to be revised in order to better align with measurement of objectives.</td></tr> </tbody> </table>		Improvement Type	Summary	Refine Assessment Tool	Assessment Tool-Final exam may need to be revised in order to better align with measurement of objectives.
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Refine Assessment Tool	Assessment Tool-Final exam may need to be revised in order to better align with measurement of objectives.					

Standard/Outcome	ASL.1.1 Demonstrate a basic foundation of common knowledge of major historical events and individuals influential to the Deaf community	
Legend	A	
Course/Event	ASL 450	
Assessment Measure	Direct - Portfolio Review	
Assessment Findings	Not met	
Improvement		

Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th><th>Summary</th></tr> </thead> <tbody> <tr> <td>Refine Assessment Tool</td><td>Portfolio Assignment must be developed and submitted.</td></tr> </tbody> </table>		Improvement Type	Summary	Refine Assessment Tool	Portfolio Assignment must be developed and submitted.
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Refine Assessment Tool	Portfolio Assignment must be developed and submitted.					

Standard/Outcome	ASL.1.1 Demonstrate a basic foundation of common knowledge of major historical events and individuals influential to the Deaf community					
Legend	A					
Course/Event	Student Performance Review					
Assessment Measure	Direct - Quiz/Exam					
Assessment Findings	Not met					
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th><th>Summary</th></tr> </thead> <tbody> <tr> <td>Refine Assessment Tool</td><td>Assessment Tool-Deaf Culture Quiz should be edited and restructured to better align with objectives.</td></tr> </tbody> </table>		Improvement Type	Summary	Refine Assessment Tool	Assessment Tool-Deaf Culture Quiz should be edited and restructured to better align with objectives.
Improvement Type	Summary					
Refine Assessment Tool	Assessment Tool-Deaf Culture Quiz should be edited and restructured to better align with objectives.					

Standard/Outcome	ASL.2.1 Demonstrate ability to effectively and accurately use fingerspelled lexicon, numerals, numeral incorporation, and lexicalized signs.					
Legend	A					
Course/Event	Student Performance Review					
Assessment Measure	Direct - Interview					
Assessment Findings	Not met					
Improvement Narrative	<table border="1"> <thead> <tr> <th>Improvement Type</th><th>Summary</th></tr> </thead> <tbody> <tr> <td>Refine Assessment Tool</td><td>Assessment Tool-Interview Questions may need revision to better measure student skills according to objectives.</td></tr> </tbody> </table>		Improvement Type	Summary	Refine Assessment Tool	Assessment Tool-Interview Questions may need revision to better measure student skills according to objectives.
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Refine Assessment Tool	Assessment Tool-Interview Questions may need revision to better measure student skills according to objectives.					

Program Activities

Student Performance Review

Describe the department assessment day activities if not already described previously. Please articulate the nature of the assessments are conducted, explain the process for assessment that happens on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?

Described in Assessment Description.

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

ASL_Skills_Assessment_Sign_up_2018.docx

Senior Showcase

Describe program Senior Showcase activities if not detailed previously in the report? What benefit does the program gain from the activities? What if any assessment of students happens during this event? What changes if any will occur due to what is learned by faculty on Senior Showcase?

Without a capstone course, the ASL Studies program did not require a Senior Showcase. The program hopes to pursue this endeavor in order for students to exhibit and explain portfolios.

Assessment Rubrics

Upload rubrics used for Senior Showcase or Student Performance Reviews for student assessment.

Service Learning

Does the Program include projects/ course content that uses the philosophy of service learning?

Yes

No (selected)

Service Learning Component

If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?

LEAD Events

Highlight lead events sponsored by program faculty that are connected to program or general education objectives for the past academic year. Include a total number of lead events program faculty sponsored.

ASL 101 (LEAD)

ASL Film Night (LEAD)

Visual Gestural Communication (VGC) (LEAD)

Joel Barish No Barrier Presentation (LEAD)

African Sign Language (LEAD)

Student Accomplishments

Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishments that a student achieved outside of course work or the normal expectations of student success.

N/A

Faculty Accomplishments

Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature.

N/A

Assessment Rubric

◀ Annual Assessment Rubric 6.000 pts 40.00%					
	 3.00 Assessment Reflects Best Practices	 2.00 Assessment Meets the Expectations of the University	 1.00 Assessment Needs Development	 0.00 Assessment is Inadequate	N/A
Learning Objectives weight: 1.000	<input checked="" type="checkbox"/> • Detailed, measurable program learning objectives • Objectives are shared with students and faculty	<input checked="" type="checkbox"/> • Measurable program learning objectives. • Learning objectives are available to students.	<input checked="" type="checkbox"/> • Program learning objectives are identified and are generally measurable	<input checked="" type="checkbox"/> • Program learning objectives are not clear or measurable	<input checked="" type="checkbox"/> N/A
Comment:	<p>On the GE description, the program would benefit from additional discussion on how the skills of the GE courses are expanded upon within the academic program. Noting why the skills are important and what the program does to expand those skills is important to the success of students.</p>				
Assessment Measures weight: 1.000	<input checked="" type="checkbox"/> • Multiple measures are used to assess a student-learning objectives. • Rubrics or guides are used for the measures. • All measurements are clearly described. • External evaluation of student learning included.	<input checked="" type="checkbox"/> • Assessment measures relate to program learning objectives. • Various measures are used to assess student learning. • Measures chosen provide useful information about student learning.	<input checked="" type="checkbox"/> • Assessment focuses on class content only. • Minimal description of how the assessment relates to the objective. • Minimal assessment measures established.	<input checked="" type="checkbox"/> • Assessment measures not connected to objectives. • Assessment measures are not clear. • No assessment measures are established.	<input checked="" type="checkbox"/> N/A
Comment:	<p>On the Deaf Culture Exam, do you have it mapped out which questions related the various program objectives? That way in the data it is clear which questions are being shown as evidence for the statement. Thank you for including the documents that are used for assessment measures as well as rubrics. This shows that the assessment is thought out and intended to be comprehensive and beneficial.</p>				
Assessment Results weight: 1.000	<input checked="" type="checkbox"/> • All objectives are assessed annually, or a rotation schedule is provided. • Data are collected and analyzed to show learning over time. • Standards for performance and gaps in student learning are clearly identified.	<input checked="" type="checkbox"/> • Most objectives assessed annually. • Data collected and analyzed showing an annual snapshot of student learning. • Data are used to highlight gaps in student learning. • Some data from non-course based content.	<input checked="" type="checkbox"/> • Data collected for at least one program objective. • Data collection is incomplete. • Gaps in student learning not identified. • Lacking external data to support course data.	<input checked="" type="checkbox"/> • Learning objectives are not routinely assessed. • Routine data is not collected. • No discussion on gaps in student learning. • No use of external data to support student learning. • Assessment data not yet collected.	<input checked="" type="checkbox"/> N/A
Comment:	<p>There is no data collected for this academic year. This is a result of faculty changes that in turn impacted the collection of and availability of assessment data. The remaining program faculty used the year as an opportunity of reorganization and structure to set up an assessment that would be valid and sustainable.</p>				
Faculty Analysis and Conclusions weight: 1.000	<input checked="" type="checkbox"/> • Data is shared that incorporates multiple faculty from the program. • Discussions on data results incorporate multiple faculty. • Opportunities for adjunct faculty to participate. • Includes input from external sources when possible.	<input checked="" type="checkbox"/> • Multiple program faculty receive assessment results. • Assessment results are discussed. • Specific conclusions about student learning are made based on the available assessment results.	<input checked="" type="checkbox"/> • Minimal faculty input about results is sought. • Data not used to determine success or not to the objective. • Minimal conclusions made.	<input checked="" type="checkbox"/> • Faculty input is not sought. • Conclusions about student learning are not identified. • N/A Program recently started or too few graduates to suggest any changes.	<input checked="" type="checkbox"/> N/A
Comment:	<p>This is due to the lack of assessment data. The plan is articulated on how it will go forward.</p>				
Actions to Improve Learning and Assessment weight: 1.000	<input checked="" type="checkbox"/> • All assessment methods, timetable for assessing, and evaluating the effectiveness modifications are included. • Changes to assessment are inclusive of multiple faculty. • Description of changes is detailed and linked to assessment results.	<input checked="" type="checkbox"/> • More than one change to assessment is proposed, timetable for assessment, and evaluating the change is provided. • Changes to assessment measures is highlighted. • Changes are realistic, with a good probability of improving learning or assessment.	<input checked="" type="checkbox"/> • At least one change to improve learning or assessment is identified. • The proposed action(s) relates to faculty conclusions about areas for improvement. • Adjustments to the assessment are proposed but not clearly connected to data	<input checked="" type="checkbox"/> • Lacking actions to improve student learning. • Actions discussed lack supportive data. • Lacking discussion of the effectiveness of the assessment plan	<input checked="" type="checkbox"/> N/A
Comment:					