



**WILLIAM WOODS
UNIVERSITY**

ASL Studies Program Review 2020

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Program Review 2019-2020

American Sign Language Studies

Program Profile

History

Start with the history of the program at WWU. Discuss relevant trends and issues dealing with the program and the institution. If a program has one or more concentrations, each concentration should be discussed separately. (300 words or less)

The ASL Studies program began as part of the ASL-English Interpreting program at the Woods beginning in 1991 as a 2-year degree program. When the university received federal funding in 1993 to expand the current program to a 4-year degree in Interpreting (1995) the ASL curriculum was an integral part of that degree. The university also designed an independent Minor in ASL as an additional foreign language option. The curriculum was redeveloped in 2010 under the supervision of Dr. Barbara Garrett and the ASL curriculum was pulled out as its own BA degree separate from the Interpreting Degree. At this time, there were students who desired an ASL degree to pair with Social Work, Psychology, and Equestrian (mostly) as a way to work directly with nonverbal populations. The program continued in this format until 2018, when program faculty proposed that the ASL Studies major be modified back to a minor program only. The program transitioned back to a Minor in the 2019-2020 catalog.

Program Mission

Provide the mission of the program and describe how the program supports the university mission. Discuss the philosophy or purpose of your program, how the program relates to the mission, vision and goals of the University.

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

Student Demographics

Student DemographicTemplate

Insert the Data in to the provided template and reattach the data to the review.

	Incoming Freshmen	Transfer	Total
2018-2019	3	3	25
2017-2018	4	7	36
2016-2017	4	1	31
2015-2016	4	4	48
2014-2015	6	4	40

Concentrations

Create a chart that provides the student enrollment in program concentrations. Make a column for each year and a row for each concentration for the identified academic years.

NA

Concentrations Attachment

If it is easier to attach a current program document detailing the enrollment in each program concentration for the time frame requested, please attach it here. Just note in the Text Box above that the document is uploaded.

Program Demographic Data

Upload the program page from the Institutional Research office program data for this program.

Assessment Data										
		10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19
Declared Maj		Incoming Freshmen	8	8	8	6	6	4	4	3
Transfers			4	4	5	6	4	4	1	7
Total			24	28	40	38	40	48	31	36
Undergraduates			1,179	1,079	1,009	1,006	1,006	1,001	973	956
										934
Declared Minors			32	31	32	29	30	31	31	25
										22
Graduated Majors			1	7	15	12	10	9	19	15
Graduated Minors			6	8	4	0	3	5	4	0
Retention Rate: IPEDS definition¹										
University		66.8%	76.2%	70.5%	76.3%	74.5%	74.5%	77.00%	74.0%	
Program		80%	60%	42.8%	87.5%	83.3%	75%	100	100	
Graduation Rate: IPEDS definition²										
University		04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13
University		52.4	50.2	50.5	56.3	52.4	51.2	54.5	59%	57.50%
Program		0/0	0/0	0/0	0/0	50%	100%	50%		63.60%
Graduation Rate: Transfer Students³										
University		71.2%	68.8%	63.2%	66.7%	67.4%	69.9%	68.4%		54.10%
Program		0	0	0	0	0	0	100%		33.30%

¹ = % of full-time, first-time students that return to the institution in the subsequent fall semester

² = % of the full-time, first-time cohort that graduate within 6 years

³ = % of transfer students new to the institution in the fall semester that graduate with a bachelors level degree

Reflection on Program Enrollment Data

Clearly describe the approach of the program maintain or improve student retention and graduation rates. Does the program have an active plan on retention of current students? if so, specify the details of the plan.

Retention numbers vary dramatically depending on the number of declared majors in the incoming freshman cohort. Due to the timing of the numbers, there are many instances when students have not yet determined their major, and so they are not included in the data. That being said, when reviewing the retention numbers for the sophomore year, it is only based on the students who had declared an ASL Studies student by October of their freshman year. ASL is an attractive major for students when they come to campus as many students have seen interpreters on TV or in the classroom, but they often don't know the difficulty of learning ASL. As individuals accustomed to listening to differences linguistically to determine variations in vocabulary and intent, the nuance shifts to a visual medium when dealing with ASL. For many students, this is a sensory input accommodation that takes a while to acclimate. That being said, the program has a higher retention rate than that of the university at 63.60% (2019) and strives to continue to surpass the university rate. The graduation rate for the program is substantially lower at 33%, but it is unclear how many students stayed on campus and how many left the institution.

The program offers a tremendous tutoring program to assist students in their ASL coursework and help them adjust to a visual language. Their interactions in the ASL lab also help connect them with the local deaf community and provide networks for students when they are out at various deaf events. The lab serves numerous purposes, but it is a tremendous avenue for retention of our students. Additionally, the program offers two clubs/honors organizations. The ASL program has a "Hands Up" club and an "ASL Honor Society" for students with honors in their ASL coursework.

Program faculty also work closely with students to identify ways we can be more supportive for our students. The program faculty are responsible for all the advising of program students. This should help students to feel more connected to their major and their faculty.

Additional Program Resources

If your program has any additional syllabi, handbooks, policies that would be beneficial to an external reviewer and the academic council, please upload here.

Final_Walmart_ASL_Refresh_Program_s_Budget.xlsx

Advising

Please describe the advising load, including the average number of advisees for each faculty member within the program. What strategies do program faculty use to achieve successful degree completion and graduation success? How is advising managed by the program faculty?

There are 2 main faculty responsible for the ASL curriculum, but the advising load includes the Interpreting faculty as well. Currently the load is distributed as:

Professor Brown: 16 Active Advisees

Professor Brand: 5 Active Advisees

Professor McCray: 37 Active Advisees

Program faculty use the following strategies to achieve successful degree completion and graduation success:

- Faculty, with their advisees, use a sample 4-year plan template for the ASL/ITP majors. Template is created and distributed by the University's Director of Academic Advising.
- Due to a stringent rotation based on pre-requisites for each classes, students go through the program in a cohort model system.
- Course rotation templates are created and distributed by the University's Director of Academic Advising.
- Faculty are offered yearly training sessions by the University's Advising Office.
- Templates, sample degree plans, degree requirement checklists, general education requirement checklists, and other supplemental materials are made available to faculty by the University's Advising Center. These documents are available on the "Share" Drive.
- Program faculty meet monthly, agenda topics include discussing any advising issues/questions.
- During Advising, last semester, program faculty, meet with advisees, complete a graduation audit to check eligibility for graduation.

How is Advising managed by program faculty?

- Program faculty are assigned advising load by the Academic Advising Director.

Internship & Placement

Student Internship Demographics

Use the attached chart or fill in your own data on the students completing an internship during the 5-year timeframe.

The ASL Studies program does not include an internship within the curriculum as it was developed with the intent to be a supplemental major. The guiding philosophy for this program was that students would double major in ASL Studies and their main professional field of study. The professional field would include the internship component to their education. Any internship opportunities that students in this program experienced would be recorded in their alternative field of study.

Internship Data Upload

If you did not use the above text box for the internship data, please upload your data here.

Internship Placements

What placements outside of the university are used for internship/practicum/student teaching/clinical experience?

NA

Graduate Placement Data

Employment in Field

What types of positions are considered relevant to the "Field" of study with this program? Please define what it means for students to be employed 'within the field' of the professional discipline

This program has a unique challenge in collecting graduate information as a portion of the students are double majors in other programs with their internship and connection to the university being the other program and not the ASL program. The university does not have an official method of collecting graduate data, so all data is anecdotal and collected by faculty through social media or personal connection with the student body. Many of the students are double majors in the Interpreting program so that allows for greater connection and tracking.

For the purposes of this program employment in any of the below listed fields would be considered "in field":

- Case manager for the Deaf,
- Teacher of the Deaf,
- Interpreter,
- Deaf/blind Intervener,
- VR Specialist,
- Social Worker,
- Independent Living Specialist,
- School for the Deaf librarian,
- Conservation Corp employee.

It is very possible that students listed in the "unknown" column are using ASL in their regular employment, but we don't know it. Their complementary majors ranged from Business, Education, Theatre, Management Information Systems, English, to Criminal Justice. These students could encounter a Deaf individual on any given day and in essence use their skills in ASL to communicate.

Graduate Placement Data

Please upload your data in the chart provided, either as an attachment or in the text box as a screenshot.

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Graduated	10	9	19	15	9
Employed in the ASL Field	6	4	10	7	3
Not Employed in the Field	4	2	4	2	2
Graduate School	0	0	2	1	1
Unknown	0	3	3	5	3

Program Curriculum

Curriculum: Rotation

Review enrollment trends by course. Are there particular courses that are not meeting enrollment goals?

Enrolment in the courses in the Minor is traditionally quite full. There are not many seats available in the course that count for General Education, the minor, and the Interpreting a major. The curriculum rotation is sometimes criticized by students in that they don't want to wait a year if they miss or get off rotation on one of the language courses, but we do not have the faculty or the demand to teach each language course each semester. This creates issues for a few students but we work to advise them if they are transferring into the university or work to put them into other program courses so that they are not losing ground or feel like they have a wasted semester. All courses are meeting their enrollment goals, and the only courses that have been offered as a tutorial or independent study are due to cancelled classes due to personnel changes, or specialty courses to assist with honors or unique scheduling conflicts.

Curriculum: Delivery Mode

Does online enrollment impact campus enrollment? Is there a notable difference in enrolment between online and campus classes, where one is regularly more full than the other?

Online does not impact our onground offereings as the student population in the online ASL courses is generally a different demographic. The online program is primarily working adult ASL/interpreting students with many of them working as interpreters for 5-10 years. The level of experience in that population is very different from the on ground traditional student. When we first offered the online courses, several students tried it, and realized very quickly that they would prefer to stay in the on-ground offerings. The online courses have been useful for a handful of students who work during the week or the few who commute longer distances. This allows them to schedule their commute to either a MWF or a TR schedule and not a 5 day a week schedule. The online courses are also sometimes used by our athletes, or students who want to take a summer class to lighten the semester load. This is never more than 1-2 students at any time and it does not impact the need on campus in any way.

Curriculum: Revision

Explain any curricular revisions made since the 1st Program Review. What prompted the changes to curriculum? Were the changes prompted by student learning and assessment data or personnel changes? Did the curriculum changes produce the desired outcomes?

There were several curriculum changes made to the program in the years represented by this report. Some curricular changes were due to faculty changes, as the program has dealt with significant faculty turnover on both ASL and Interpreting sides impacting curriculum.

ASL 240 Fingerspelling and Numbers was added to the curriculum in the 2016-2017 catalog. This course was added by request of students and through faculty concerns on continued issues with students' comfort and ability to understand and produce accurate fingerspelling. This is a skill that most students struggle with as English users do not think about words in the serial fashion in which they are created in fingerspelling.

ASL 450 Senior Capstone was added to the curriculum in 2018-2019 catalog to assist with the creation of the Deaf Human Service program on campus. This course would provide the structure for students to focus on their application of ASL after graduation into their specialty field. The course focused on the development of the professional portfolio, application of vocational ethics and the greater issues of Deaf people in society.

ASL 220 Ethics and Decision making was removed (2019-2020 catalog) as a program specific course and the requirements were opened up to allow for any General Education ethics course to count for the program. This was prompted by a faculty change after Dr. Garrett left the university and the remaining faculty did not consider philosophy a content area. It was decided it was in the best interest of student's faculty load to focus program faculty on ASL/ITP courses and have PHL faculty take on the Ethics coursework.

The 2018-2019 catalog is the last catalog with the ASL Studies as a major course of study. The program transitioned back to a minor in the 2019-2020 catalog. The program is now teaching out the remaining students declared ASL Studies mostly through traditional courses, avoiding tutorials when possible.

Curriculum: Shared Curriculum

List program courses that are required by other academic programs or that are cross-listed with other academic programs. How do these courses impact the program (ie: increased class size/need for faculty overloads to teach additional sections, ect? How often is the shared course offered? Has the rotation changed for shared classes?

The ASL program has worked diligently to ensure that the courses are welcoming to students who are not necessarily comfortable with American Sign Language.

General Education Courses:

- ASL 105 American Sign Language I,
- ASL 120 Deaf Culture, and
- ASL 220 Ethics and Decision Making (until 2019).

ASL-Interpreting Program:

- ASL 101 Career Seminar in ASL Studies
- ASL 120 Deaf Culture
- ASL 220 Ethics and Decision Making (until 2019).
- ASL 345 ASL VI
- ASL 425 Linguistics of ASL
- ASL 430 ASL Literature

Faculty load is not impacted at the current time with the enrolment of these courses. They were designed with the duplication of students in both programs taking the courses and with the current numbers, we do not need additional sections. Additional language in the upper-level courses would be needed if the Interpreting program were to increase in size by 10-15 students. With the change to a Minor program only, there are courses that will take on elective roles as they are not needed for the Minor nor are they required for the Interpreting major. The rotation of ASL 316 Non-Manual Markers ASL 240 Fingerspelling and Numbers will depend on course needs and student demand. Both classes are tremendously beneficial for student learning of ASL and they should have the course, but when staffing or scheduling does not allow, those are the two courses with the most flexibility to move. They are not prerequisites or requisites for other courses in the program.

Curriculum Enrollment

Attach the Curriculum enrollment for all program courses.

ASL STUDIES CURRICULUM ENROLLMENT

Course	Required Courses- 36 Credits																	
	2014-2015		2015		2015-2016		2016		2016-2017		2017		2017-2018		2019-2019		2019	
	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer
ASL 101	Career Semini 29/30	NA	NA	23/30	NA	NA	29/30	NA	N/A	26/30	NA	41/60	NA	N/A	NA	N/A	N/A	
ASL 105	ASL I	34/60	NA	NA	30/60	NA	NA	40/40	NA	N/A	42/60	NA	48/60	NA	N/A	N/A	N/A	
ASL 120	Deaf Culture	NA	30/30	6/10	0/30	28/30	NA	NA	26/31	NA	N/A	19/30	NA	29/30	NA	N/A	N/A	
ASL 120 FA	Deaf Culture				N/A	N/A	6/10	NA	NA	NA	NA	NA	NA	NA	NA	NA	B/10	
ASL 145	ASL II	NA	29/40	NA	NA	25/40	NA	NA	13/20	N/A	N/A	20/40	N/A	33/40	NA	N/A	N/A	
ASL 205	ASL III	NA	NA	NA	25/40	NA	NA	23/40	NA	N/A	26/40	NA	19/40	NA	N/A	N/A	N/A	
ASL 240	Fingerspelling and Numbers				NA	NA	NA	NA	NA	NA	NA	NA	NA	16/16	N/A	N/A	N/A	
ASL 243	ASL IV	NA	18/40	NA	NA	19/40	NA	NA	20/40	N/A	N/A	21/40	N/A	8/20	N/A	N/A	N/A	
ASL 305	ASL V	23/23	NA	NA	16/20	NA	NA	13/20	NA	N/A	20/20	NA	13/20	NA	N/A	N/A	N/A	
ASL 316	Lngstc Non-M 13/20	NA	NA	NA	12/20	NA	NA	10/20	NA	N/A	5/20	NA	10/20	NA	N/A	N/A	N/A	
ASL 316 OLC	Lngstc Non-M 13/20	25/25	16/25	17/25	22/25	NA	18/25	13/25	13/25	20/25	20/25	21/25	14/25	22/25				
ASL 345	[416] ASL VI	NA	20/20	NA	NA	14/20	NA	NA	12/20	N/A	N/A	18/20	N/A	13/20	N/A	N/A	N/A	
ASL 423	Linguistics of 12/30	NA	NA	NA	20/30	NA	NA	9/30	NA	N/A	9/30	N/A	16/30	NA	N/A	N/A	N/A	
ASL 425 OLC	Linguistics of 13/25	13/25	13/25	8/25	14/25	NA	10/25	16/20	8/25	24/25	13/25	17/25	18/25	12/25				
ASL 430	ASL Literatur	NA	010/25	NA	NA	16/25	NA	NA	10/25	N/A	N/A	9/25	N/A	11/25	N/A	N/A	N/A	
ASL 430 OLC	ASL Literatur	16/20	011/30	17/25	19/25	18/25	NA	9/25	16/25	13/25	12/25	25/25	19/25	14/25	11/25			
ASL 430	Senior Capst	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	

Program Checklist

Attach the Program checklist from the most recent Academic Catalog

B.A./B.S. ASL-ENGLISH INTERPRETING – 57 credits**2014-2015 Catalog**

ID#: _____

Name: _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*****

Bachelor of Arts degree programs require a minor and a year of a foreign language.

Foreign Language _____ Minor: _____

REQUIRED COURSES 51 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
ASL101 Career Seminar in ASL Studies	3			
~ASL120 Deaf Culture	3			
ASL220 Ethics and Decision Making	3			
*ASL345 American Sign Language VI	3			
~*ASL425 Linguistics of ASL	3			
*ASL430 ASL Literature	3			
*ITP211 Theory of Interpretation	3			
*ITP217 Comparative Translation	3			
~ITP301 Interpreting I	3			
~ITP310 Interpreting in Adv Settings I	3			
~ITP351 Interpreting II	3			
~ITP375 Interpreting III	3			
~ITP380 Interpreting IV	3			
~ITP410 Interpreting in Adv Settings II	3			
~ITP450 Senior Capstone	3			
~ITP475 Field Practicum	6			

*Students *must* complete the appropriate ASL I-V pre-requisite courses with a grade of C or higher, or demonstrate equivalent experience for instructor waiver of pre-req before they can register for designated courses.

~Students *must* earn a final grade of C or higher to continue on in their sequence of major courses.

Required English Elective 3 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
ENG222 Intro to Rhetoric	3			
ENG301 Grammar & Syntax	3			
ENG411 Rhetorical Analysis & Criticism	3			

Required Elective 3 credits

Course	Credit	Semester Completed	Grade Earned	Substitutions
PSY209 Child Develop & Behavior	3			
PSY221 Educational Psychology	3			
SCA353 Race and Ethnicity	3			
SWK273 Crime Victimization in America	3			
SWK274 Mental Health Svcs & Policies	3			
SWK316 Human Behav in Eviron I	3			
SWK317 Human Behav in Eviron II	3			
SWK388 Social Welfare Policy	3			

Student: _____ Date: _____

Advisor: _____ Date: _____

Division Chair: _____ Date: _____
Substitutions to the coursework above requires the signature of the division chair.

American Sign Language (ASL) minor	18 credits	2018-2019  Checklist
student name:		student ID:
advisor:		

- Students are required to have 122 distinct credits for graduation
- 42 credits of said 122, must be from upper level courses (i.e. 300/400-level)
- All students must complete the 43 credits of General Education for graduation

Required Courses: 15.00 credits

Course	Course Title	15.00	Semester Completed	Grade Earned	Substitutions
ASL 105 *	American Sign Language I - D	3.00			
ASL 120 **	Deaf Culture – D	3.00			
ASL 145 *	American Sign Language II	3.00			
ASL 205 *	American Sign Language III	3.00			
ASL 245 *	American Sign Language IV	3.00			

Required Electives: 3.00 credits

Required ASL Electives – 3.00		Choose ONE	Semester Completed	Grade Earned	Substitutions
ASL 101	Career Seminar in ASL Studies	3.00			
ASL 345	American Sign Language VI	3.00			
ASL 430	ASL Literature	3.00			

*substitutions must be approved by the Department Chair

Course Description

Upload program course descriptions from the most current Academic Catalog.

ASL101 Career Seminar in ASL Studies 3

This course is designed to introduce non-Deaf students to various professions with Inservice to Deaf people. A survey of ASL/English interpreting profession will be conducted, as well as touching on various fields in the behavioral sciences, education, law, etc. Additionally, community services for the Deaf will be covered in depth.

ASL105 American Sign Language I 3

Introduces students to basic expressive and receptive skills in ASL, including conversation strategies, spatial referencing and facial expressions. Awareness of Deaf culture also is included. Attendance in lab is required. Students must earn a C or better for the course to meet the requirements as a prerequisite for subsequent language courses.

ASL120 Deaf Culture 3

Compares, contrasts and analyzes deaf culture and American culture from a variety of perspectives. Examines cultural interactions between deaf and hearing people and provides opportunity for exploring potential cultural conflicts between deaf and hearing people.

ASL145 American Sign Language II 3

Continues to develop basic expressive and receptive skills including classifiers, temporal sequencing, spatial agreement and object identification through description. Study of Deaf culture is continued. Attendance in lab is required. Students must earn a C or better for the course to meet the requirements as a prerequisite for subsequent language courses.

ASL205 American Sign Language III 3

Focuses on expressive and receptive communication skills and culture. Functional language ability in survival and social situations is further developed. Attendance in lab is required. Students must earn a C or better for the course to meet the requirements as a prerequisite for subsequent language courses.

ASL240 Fingerspelling and Numbers 3

This course is designed to help students develop comprehension and production fingerspelling skills (including numerical signs and lexicalized signs) used in American Sign Language. Within a range of contexts and using a variety of topics through extensive fingerspelling drills that emphasize clear form and transitions. Students will use fingerspelled and abbreviated words as well as lexicalized signs in ASL within a range of contexts. The faculty will guide the student through dialogues and short stories that emphasize clear form and transitions.

ASL 245 American Sign Language IV 3

Expressive and receptive communication skills and culture. Functional language ability in survival and social situations is further developed. Attendance in lab is required. Students must earn a 'C' or better for the course to meet the requirements as a prerequisite for subsequent language courses.

ASL305 American Sign Language V 3

Continuation of ASL: Expanded study of ASL with emphasis on conversation skills and storytelling; introduced to study of storytelling features; continued expansion of knowledge of Deaf culture and Deaf community. Vocabulary is expanded through introduction of various content areas dealing with current events, world affairs, literature, the arts and abstract ideas. Students learn how to participate in-group discussions, speculate, make analogies, and give instructions and express feelings and intentions. Students must earn a 'C' or better for the course to meet the requirements as a prerequisite for subsequent language courses.

ASL316 Linguistics of Non-Manual Markers in ASL 3

This course is designed to develop proficiency in the understanding and use of non-manual markers in ASL. Many grammatical structures of ASL are produced as facial expressions, body shifts, and morphemes produced with specific mouth and eye movements. For non-Deaf people, this is perhaps some of the more difficult aspects of ASL to learn and the most important for comprehension and production. Students will learn how to accurately inflect specific meaning in ASL using non-manual markers. The course will also touch on fingerspelling accuracy.

ASL 321 Sociological Perspectives of Deaf Education 3

Deaf Education is a complex and controversial issue in the Deaf community; Is deafness looked upon as a way of life or a disability? Is sign language seen as a resource or a last resort? How do deaf people best learn and thrive? One's education experiences have a profound impact on self-actualization and success as a deaf adult. This population faces unique circumstances regarding their own language and cultural competency, access to equivalent services, and relationships with other people. Students taking this course will learn about these circumstances in a specific context and examine the various options and perspectives facing deaf students in today's educational environments. Examining laws and policies pertaining to this field and being able to discuss such things will better prepare them to assist and advocate for clients in various settings. Prerequisites: ASL 205

ASL 345 American Sign Language VI 3

Upper-level ASL course with a focus on diglossia, variation in sign language use, and viewing the Deaf community as part of a linguistic and cultural minority. Topics that will be covered include perspectives on Deafhood and Deaf/deaf communities, attitudes toward Deaf people and signed languages, technology and communication, history of the Deaf community, contributions of Deaf people to society, communication issues and the politics of language use, choices, and power. Students will expand on vocabulary through working on areas of advanced subject matters, application of non-manual markers, use of classifiers, and proper pronominalization.

ASL425 Linguistics of American Sign Language 3

Students take an analytical approach to language and the field of linguistics as it applies to American Sign Language. ASL phonology, morphology, syntax, semantics, bilingualism and language use and usage will be examined and discussed.

Language samples will be viewed and analyzed for evidence of different language structures and forms. Students will also read and critique research articles pertaining to ASL and other signed languages.

ASL430 ASL Literature 3

This course analyzes and compares the various genres of American Sign Language literature. ASL poetry, narrative, humor, as well as written work by deaf individuals and other language deices will be examined and discussed. Students will create and evaluate original work illustrating the similarities and uniqueness of ASL. Students will become familiar with well-known contributors: Clayton Valli, Patrick Graybill, Ella Mae Lentz, etc. Research articles pertaining to ASL or Deaf literature will be critiqued and discussed as well.

ASL 450 Senior Capstone 3

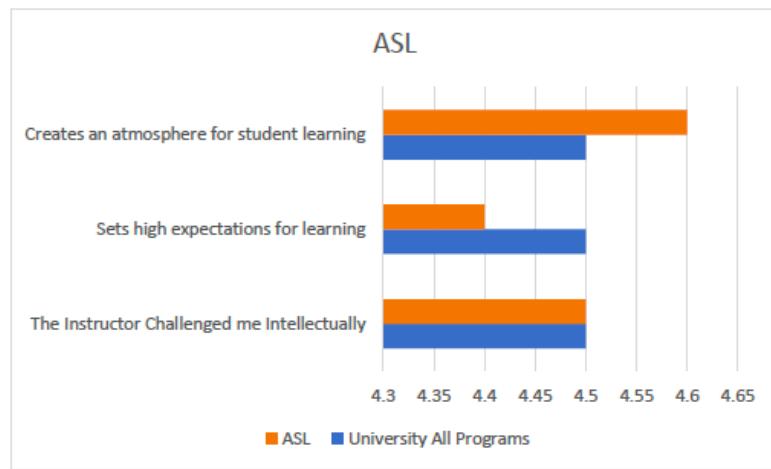
This course is the capstone to the major and prepares students to enter an ASL Studies related field. Students are provided with the opportunity to apply and integrate key concepts from their course study in preparing for their own competency assessment, career development, and ethical decision making. This course is conducted in seminar format where students will apply time-management, business practices, accountability, and life-long learning and professional development. Emphasis given to creating a portfolio and resume for future employment.

Summary of Teaching Effectiveness

This data is compiled by the Office of Institutional Research and is comprised of End of Course evaluation responses of students. The data is comprised of the responses from Q8 "creates an atmosphere for student learning", Q16 "sets high expectations for learning, and Q22 "instructor challenges me intellectually".

ASL Studies: Summary of Teaching Effectiveness

Course Evaluation Summary:



Sample:

N=304

57% Response Rate

- This data is representative of courses listed on the program checklist. Any online courses are not included as the data does not yet align on the end of course evaluations. This data represents end of course surveys from 2017-2018

and 2018-2019 academic years.

Faculty Response to Teaching Effectiveness

How does this information impact faculty perceptions of classroom management and academic rigor? Will any changes be made resulting from this data? Are there other data available from Student Performance Review or alternative measures pertaining to academic success that can be used to discuss teaching effectiveness?

Upon reflection of the EOC data, the program needs to look at the expectations for student learning. The program is pleased with the atmosphere set in the class as well as the perceived challenge. It is a bit confusing how the course is seen as challenging but with less expectations for learning? The data is a bit confusing in how students evaluated the program, but that means we as a faculty need to set goals and ensure that it is clear what we expect and how we set the stage moving forward.

The only changes to the curriculum moving forward based on this data is to ensure that we are clear in our expectation and that we are setting high expectations. This data will be evaluated annually as these questions are on each EOC and we as a program will continue to watch the responses to these questions.

Faculty & Resources

Physical Facilities

Physical Space/Resources

Describe the physical facilities that are unique to your program, including specialized buildings, classroom space, labs, and built in equipment and how they impact student learning. (If none, put N/A)

The ASL Studies program is located on the lower level of the Burton Building. There are 2 classrooms utilized, 3 faculty office, a main front office, a work area for work study students, and copying, an Apple based computer lab and a mentoring lab. The Interpreting suite houses the main classroom and offices, while the other three spaces are still on the basement floor, but down the hall.

BUR 002 classroom is equipped with an Imac computer station with smart board, interactive projector, and DVD player. The room has smaller tables to allow for the room to be shaped like a U. It is critical in ASL to have open lines of sight, as it does not benefit the learning process to have students sitting in rows. When sitting in rows students cannot see questions asked by other students due to the lines of sight.

BUR 006 is equipped with a Wyse client, 2 DVD players, and two projectors. The room is set up like a traditional classroom and is used more for interpreting courses than it is for ASL courses due to the configuration of the room. ASL Lab upgraded all computers in 2014 with the purchase of 17 Apple Imac desktop all in one computers for \$21,233 through coordination with UIT. Each station has a bluetooth keyboard and mouse. There is also a large TV/Monitor at the front of the room to provide clear access to videos for the entire class. A large Mac connected to the TV/Monitor is at the front of the lab for instructor use. There is also a VP set up at the front of the room with an old program TV for students and Lab mentors to use to provide students an opportunity to experience Remote interpreting simulations.

The mentoring room was added in 2012 for native language specialists to work with students in small groups. Prior to 2012 that work was done in the back of the Interpreting lab. In the mentoring room there are 2 stations, each equipped with a large screen monitor, computer, kidney table and chairs for mentors to work with students in small group settings using videos, PowerPoint lessons, and other materials for language acquisition and development. No changes have been made to the mentoring room since implemented in 2012.

Upgrades to Physical Space/Resources

Changes/Upgrades that have been completed within the past 5 years, specifically for your program or are required because of your program along with any impacts to student learning.

Minimal changes or upgrades have been implemented to the physical spaces used by the ASL program faculty. The university UIT manages the projectors and Wyse clients in the classrooms and unsure of any changes made to that equipment.

Faculty member Brown assisted in obtaining some Grant money through Casey's general store and Walmart to purchase supplies and items needed but not covered by program budgets in the 2019 budget cycle. The spreadsheet of purchases is attached to the report.

Recommendations to Improve Resources

Describe any desired changes/upgrades to facilities/resources and how the proposed changes would impact student learning.

It would be nice for all the tables in Burton 002 to be on casters and allowed to move around the room. The tables are small and they fit well in the room, but the program only had enough grant money to purchase 2 of the tables. The size of the tables would allow for easier configurate of the room.

Burton 002 also needs new chairs, as many of them have bent legs under them and students have been known to fall. Also, the chairs are fabric and they collect hair and dirt.

The ASL lab needs new chairs as well. The backs are broken down on many of them and some do not rise or lower as expected. The program would also benefit from the purchase of several green screens. With the use of additional remote interpreting and work, it would benefit students to have more experience setting up a home office understanding the use of screens and lighting.

Technology Resources

List current technology specific for the program. What technology is used on a regular basis? Are there any technology needs for the program, issues with technology that impact the classroom? Is there technology that would benefit the teaching in the classroom that the program would like to investigate?

One of the main technology expenses for the program is the use of Mac computers for program faculty. The faculty all agree that this is a necessary expense due to the dependence on video and video editing in our programs. Listed below is an accounting of the computer expenses for program faculty. It should be noted that the computers have been recycled to the library for student use when they are no longer usable by the program.

2014: 17 IMacs \$21,233 (UIT budget)

2015: Garrett \$2,299

McCray \$2,160

2017: Ward \$2,138

Hoskins \$2,508

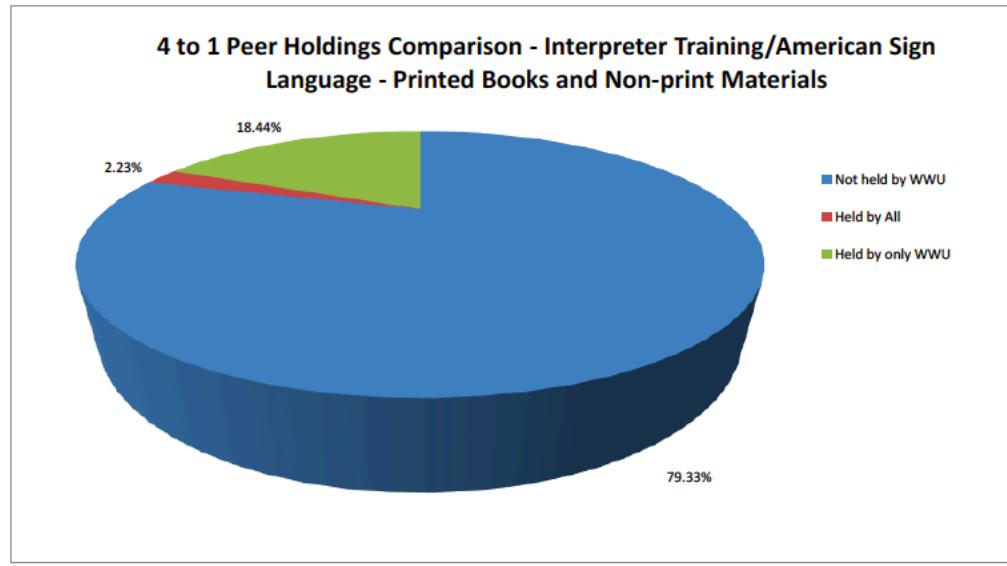
Right now there not any technology needs that are program specific. It is challenging to teach a video based program on an infrastructure lacking in high-speed connectivity. The struggle to connect in class and use the technology in rooms is **not unique to the ASL program, but a campus problem**. When we think we have solution worked out with a classroom and UIT, then a change is made and then the solution is gone. Burton 006 is a prime example. Program faculty asked for an added HDMI cord to the teacher station so that we could use our laptops to as the display. The Wyse clients do not play video fast enough and the buffering does not allow for learning a visual language. UIT set up instead "Apple TV". While this was a nice gesture as all of the faculty needing the connection use a MAC, the connection to 'Apple TV' is a wireless connection. The Wifi in the Burton building once 9 am hits is not strong enough to support long playing videos without buffering through this format. Finally, the addition of a HDMI cord was added, only to be removed the next semester, for the battle to begin again. A detailed inventory of each room is needed, but more than that we need overall technology and internet abilities in all of our classrooms.

Library Resources:

Insert the narrative from library staff pertaining to changes and recommendations to program specific library holdings.

III. Comparison with Peer Institutions (4 to 1 comparison)

Libraries Used for Comparison: [Stephens College](#), [Columbia College](#), [Westminster College](#), [Central Methodist University](#)



IV. Analysis

Interpreter Training/American Sign Language as a discipline taught at the undergraduate level requires both up-to-date materials and materials with an historical perspective. A continued effort is made to acquire materials in both electronic and printed formats, and the Library's holdings in Interpreter Training/American Sign Language are fairly strong. The WWU program is fairly unique in the state and the library has not been able to rely to any great extent on resource sharing with other libraries to meet the resource needs of this program. In addition, the discipline is not supported by commercially available databases nor is it a large enough discipline for aggregators to provide a discipline-specific e-book collection. The WWU library continually looks for new resources to support this program and acquires most everything that is deemed suitable. The websites of Gallaudet University Press and Registry for the Interpreters of the Deaf, among others, are checked regularly for new publications. While the library staff does not receive very many recommendations or requests from the ASL/ITP faculty, we do communicate with them about program changes and new resources. In addition to print materials, the WWU Library acquires DVDs, particularly in support of American Sign Language.

All books, journal articles and non-print materials are available through *Woods OneSearch*. The Library subscribes to a comprehensive database, *Academic Search Complete*, which is available to all students, both traditional and online. The library staff acquires any resources that are not available in existing print and digital collections through interlibrary loan.

As in all other disciplines, WWU faculty and students have access to the resources available in MOBIUS member libraries, which includes the superb collections at the large research institutions in the state of Missouri, i.e., the four campuses of the University of Missouri, Washington University, Missouri State University and St. Louis University. Beginning in 2014, access to the resources of the academic, public and special libraries in Colorado and Wyoming became possible through Prospector, a resources sharing partner of MOBIUS. Prospector provides access to an additional 30 million books, journals, DVDs, CDs, videos and other materials, and includes the collections of the libraries at the campuses of the University of Colorado, Colorado State University, University of Denver, and the University of Wyoming. Resources selected from both MOBIUS and Prospector are delivered by courier, thereby reducing the delivery time.

Library Resources:

Faculty response to the adequacy of library resources provided to the program?

The library holdings for the program are more than adequate. Students and faculty alike are able to find the materials needed and often find new materials that were unfamiliar to the program. The library does an excellent job of seeking out new content in the field of ASL and providing that information to our students.

Library Report

Attach the complete library report that is provided from the director of the Library that details the available resources to students in the program of study.

ITP_ASL_Library_Report_2020_10.pdf

Faculty and Staff Resources**Faculty**

1-list all full time faculty in the program with highest degree, degree granting institution, years of full time teaching experience WWU, and contractual course load. 2-List adjuncts who have taught within the last 3 years with the same qualifying information and which courses they have taught.

Faculty	Highest Education	Rank/Status	When Hired
Jessica Brown	Gallaudet University – Master of Arts Sign Language Education	Instructor	Fall 2019-
John Brand III	Gallaudet University – Master of Arts Sign Language Education	Instructor	Spring 2020-
Andrew Byrne	York University ABD Language, Culture, and Teaching.	Adjunct Faculty OLC	Summer 2015-
Becky Davis	McDaniel College Master of Science: Deaf Education	Instructor	Fall 2011-Fall 2019
Shauna Ward		Instructor	Fall 2011-Spring 2019

Faculty Curriculum Vitae

Attach current Vitae for all full time Faculty

Jessica_Brown.pdf

BrandIII_CV_2020.pdf

Adjunct Faculty Curriculum Vitae

Attach current Vitae for all adjunct faculty in the program.

Andrew_Byrne.pdf

Becky_Davis.pdf

How many staff are designated to support the program?

Staff

Do you feel the program is adequately staffed in order to meet the goals of the program?

Yes (selected)

No

Staff

Are issues with staffing impacting student learning?

Yes

No (selected)

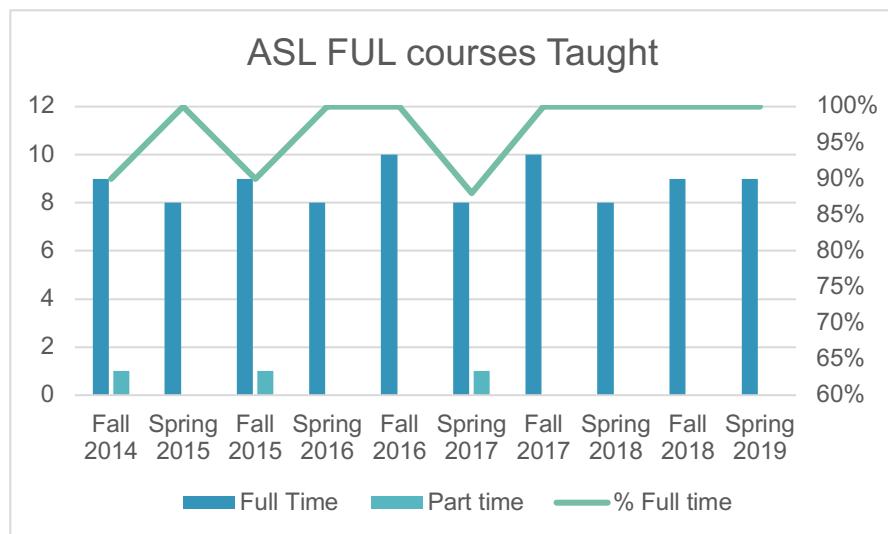
Faculty Percentage of Courses Taught by Full-time vs. Part-time

Please include a chart of the number of classes taught within the program that are taught by full time and part time faculty.

Please include academic years Fall 2013 through Spring 2018

Courses per section	Full Time	Part time	% Full time
Fall 2014	9	1	90%
Spring 2015	8	0	100%
Fall 2015	9	1	90%
Spring 2016	8	0	100%
Fall 2016	10	0	100%
Spring 2017	8	1	88%
Fall 2017	10	0	100%
Spring 2018	8	0	100%
Fall 2018	9	0	100%
Spring 2019	9	0	100%

*Chart reflection only FUL coded courses, no OLC courses are included in the data.

**Faculty Reflection on Teaching Load Distribution**

Please discuss the distribution of courses between full time and part time faculty. What impact if any does this have on students and/or the curriculum?

Faculty are satisfied with the load and are comfortable with the structure of the courses. It is possible to fill the courses needed by the program with the two full time faculty and not include an overload by using online options. Student prefer to

take all on ground classes in the ASL curriculum but if that is not available, then they can take some of the upper-level courses online and then the program can allocate faculty hours on foundational language development. It is always the preference of the faculty to teach on ground, as it is stronger for visual language acquisition. It is the opinion of the faculty that if the university offered an additional section of ASL 105 ASL I, that this increase in enrollment would maintain through the ASL rotation of courses. This addition would initiate the need for a cycle of extra sections, but it could also boost the enrollment in Interpreting. There is a direct relation between the numbers of students in ASL 1 and the number of students who end up in Interpreting I as ASL is the main path into Interpreting.

Recommendation on Personnel

What recommendations to personnel (Faculty/Staff) do the program faculty recommend? What is the rationale for the recommendation?

The program currently employs 2 full time faculty and a group of 6-8 part time deaf mentors. Interpreting faculty while related to the ASL program do not teach the language based courses. Sometimes, Interpreting faculty will teach ASL 101 Career Seminar, but only when one of the ASL faculty are needed for a language course. If enrollment in the program were to grow by an additional 10-20 students we would need to re-evaluate the staffing.

Financial Analysis of the Program

Cost Per Major

This number is from the Academic Dean Report on Program Prioritization.

\$3,140

Financial Analysis by Program

Discuss issues and implications of the program budget. – need more description here to allow for a review of the financial cost of the program. I would like to add a prompt for programs to also report on their program cost per credit hour provided, in many cases this will look totally different to the cost per major, but still provides an alternate route to view the financial cost of a program.

The amount of \$3,140 is the combined numbers for both ASL and Interpreting and the number determined that it costs the university to teach an Interpreting/ASL student. For the university, this is one of the lowest on the scale of cost per major. The program is the 4th lowest cost out of all the programs that are housed within the university. The cost is important to note as programs need to find ways to be more cost effective. The two programs are intertwined to a point that the budgets are not separated. The number of courses and resources that overlap the two programs is extensive, so the programs share the cost per major. There is a lot of work that ASL provides to the university in the General education program with ASL 1 counting as a diversity course that would show another value to the university. It is important to look at the context around each program when looking at the financials in order to determine what is the most appropriate measure for a program's value.

The charts below show the budget of the program and how it has decreased by more than half over the past 6 years. Part of this is due to memberships and fees as well as professional development being removed from individual program responsibilities. The university pulled money from each academic budget to create the Professional Development Budget and that is also part of the decrease in program allocation. In the charts below, the changes in spending are easily recognizable. There are numerous entries in the "supplies" line of the budget that are coded as Credit card reimbursement and the PO was not available to determine if the expense was actually supplies or in fact hospitality, or another expense with the program. This budget is as close as the faculty could get to allocating out the various expenses.

ASL/ITP Budget History			
Operational Budget History			
FY	Budget	Actual	% spent
2019-2020	5,900	4,619	78.28%
2018-2019	6,000	5,547	92.45%
2017-2018	10,000	5,888	58.88%
2016-2017	11,000	8,240	74.90%
2015-2016	14,000	5,927	42.33%
2014-2015	14,000	11,097	78.57%

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Postage	\$42.05	\$14.16	\$14.33	\$27.80	\$32.81	\$4.35
Dues & Mem	\$783.30	\$0	\$20.00	\$20	\$0	\$42
Duplicating	\$807.86	\$781.96	\$508.27	\$864.22	\$1,157.14	\$506.94
Supplies	\$6,447.59	\$2,317.34	\$2,717.99	\$834.02	\$2,852.50	\$1,494.48
Sponsorships	\$500	\$500	\$500	\$800	\$500	\$511
Technology	\$579	\$4,958.00	\$2,138	\$3,066.96	\$0	\$147
Hospitality	\$849.34	\$189.33	\$565.78	\$224.82	\$361	\$608.91
Honaria	\$1,087.86	\$0	\$1,775.64	\$50	\$643.17	\$1,304.57
Deposits	(\$2,834)					
	\$11,097.00	\$5,927.00	\$8,240.01	\$5,887.82	\$5,546.62	\$4,619.00

Instructional Expenses

Discussion of expenses related to instruction. i.e. Internship, clinical, practicums...

The budget provided by the university covers the cost of new books and curriculum, as well as any guest lecturers that we might bring to the classroom. At this time, the budget is appropriate to the needs of the program.

Assessment Planning

University Objectives

Use the Attached copy of the University Student Learning Outcomes and discuss the alignment of your program to these objectives. How do the courses in your program support and contribute to expanding students' knowledge.

Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.

- The ASL Studies programs shows Major Field Competence through the continued excellence in teaching of ASL and Deaf culture content. The program strives to produce students with strong language skills to be models of the language program that we provide. Through continued curriculum alignment and tightening up of assessment, the program is improving outcomes and language learning across the board.

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.

- ASL Studies supports the study of ethics through the curriculum in several of the courses of study, but primarily through building on the basics that are learned in the General Education program. The ASL Studies program reinforces the application of ethics in Deaf Culture as well as the language-based courses. Opportunities to apply ethics are also front and center at sponsored LEAD events for Deaf Awareness week when students are faced with making tough decisions.

Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.

- Students involved in ASL Studies have to take on the mantra that they are aware of what they can and cannot do. Having an honest view of a student's skills in ASL and understanding qualifications on when someone can or cannot accurately communicate is critical to understanding the power exchanges in a communication. Students have to have the inner strength to know and stand by their decision-making skills and work through the process with confidence.

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.

- Students in ASL Studies are generally taking on a second language at a challenging time in their lives. They are no longer in the peak language development phase of language learning, so the need to continue to learn is imperative. Also, any work with ASL requires continuing education requirements reinforcing the need to continue to apply and learn new things.

Institutional_Learning_Outcomes.docx

Program Outcomes

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.

Additional Standards/Outcomes

Identifier	Description
ASL.1	Students demonstrate an academic foundation pertaining to different aspects of Deaf culture essential to interacting in the Deaf Community.
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	Students demonstrate effective use and expression of visual language cues.
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.2.10a	Demonstrates ability to analyze/monitor one
ASL.2.10b	Demonstrates ability to analyze/monitor one's own expressive language for grammatical structure and appropriate use and self-correct
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	Students demonstrate comprehension and self-monitoring of visual language cues.

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.3.9a	Demonstrates comprehension of fluent, native-like or near native-like messages in ASL

Program Assessment Matrix

Please insert a chart that shows the matrix for your program assessment plan/report.

See attached Matrix as pulled from the most recent AIS report.

Assessment Matrix

If your program already has a working document for the program matrix, please upload it here. No need to reproduce it in the text box.

	ASL 101	ASL 105	ASL 120	ASL 145	ASL 205	ASL 220	ASL 240	ASL 245	ASL 305	ASL 316	ASL 345	SPR	
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								R	A, M	A
ASL.1.2 Demonstrate knowledge of the experience and structure of the Deaf community.	I	I	R, A									A, M	A
ASL.1.3 Demonstrate knowledge of norms and values related to Deaf culture.	I	I	R, A								R	A, M	A
ASL.1.4 Demonstrate ability to exhibit appropriate and ethical behaviors within the Deaf community	I	I	A, R								R	A, M	
ASL.2.1 Demonstrate ability to effectively and accurately use finger spelled lexicon, numerals, numeral incorporation, and lexicalized signs.		I			R, A		R, A			M, A	M	A, M	A
ASL.2.2 Demonstrate appropriate vocabulary development and learning techniques spanning different subject area.				I	A			R		M, A	M	A, M	A

										SPR
ASL.2.3 Demonstrates the ability to use classifiers and classifier predicates appropriately.		I		R, A		R		M, A	A, M	A
ASL.2.4 Demonstrate accurate application of ASL non-manual markers and affective information.			I	A			M, A	M, A	A, M	A
ASL.2.5 Demonstrates ability to use space in accordance to language rules and structure.		I		R, A			M, A		A, M	A
ASL.2.6 Demonstrates ability to use a variety of simple and complex ASL sentence structures			I	A		R	M, A		A, M	A
ASL.2.7 Demonstrates ability to use appropriate and accurate register, sign-choice, sign production for specific settings.		I		R, A			M, A	M	A, M	A
ASL.2.8 Demonstrates knowledge of and ability to construct different language forms occurring in ASL.			I	A		R	M, A		A, M	A
ASL.2.9 Demonstrates fluency and conversant skills in delivery of messages.		I		R, A			M, A		A, M	A
ASL.2.10b Demonstrates ability to analyze/monitor one's own expressive language for grammatical structure and appropriate use and self-correct				A						A
ASL.3.1 Demonstrate ability to recognize and identify finger spelled lexicon numerals, numeral incorporation, and lexicalized signs accurately.		I		R, A		R, A	M, A	M	A, M	A
ASL.3.2 Demonstrate comprehension of expressive language on the lexical and phrasal level.			I	A		R	M, A	M	A, M	A
ASL.3.3 Demonstrates the ability to recognize and identify classifiers and classifier predicates accurately.		I		R, A			M, A		A, M	A
ASL.3.4 Demonstrate accurate interpretation of ASL non-manual markers and affective information.			I	A		R	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.		I		R, A			M, A		A, M	A
ASL.3.6 Demonstrates ability to use a variety of simple and complex ASL sentence structures			I	A		R	M, A		A, M	A

										SPR
	ASL.3.7 Demonstrates ability to use appropriate and accurate register, sign-choice, sign production for specific settings.		I	R, A		R		M, A	M	A, M
	ASL.3.8 Demonstrates knowledge of and ability to construct different language forms occurring in ASL.		I	A						A, M
	ASL.3.9 Demonstrates fluency and conversant skills in delivery of messages.		I	R, A				M, A		A, M
	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		M, A	M	A, M
ASL 101		I								
ASL 105										
ASL 120										
ASL 145										
ASL 205										
ASL 220										
ASL 240										
ASL 245										
ASL 305										
ASL 316										
ASL 345										
ASL 425										
ASL 430										
SPR										

Assessment Data

Annual Assessment Report 2018-2019

American_Sign_Language_Studies__Annual_Assessment_2018_2019.pdf

Annual Assessment Report 2017-2018

ASL_Studies__Annual_Assessment_17_18.pdf

Annual Assessment Report 2016-2017

ASL_Studies_Annual_Assessment_2016_2017.pdf

Annual Assessment Report 2015-2016

ASL_Studies_Annual_Assessment_Report_2015_2016.pdf

Annual Assessment Report 2014-2015

ASL_Studies_Annual_Assessment_2014_15_.pdf

Snapshot on Assessment (5-year)

Please refer back to the program Annual Assessment report and create a graph showing a 5-year trend on assessment data for your program objectives. This should show a quick view of how programs are meeting or not meeting set benchmarks from student assessment. Each objective should have its own graph in order to keep it organized and easy to track. Each graph should have a short narrative explaining what is happening with the data and what implications that has on the program and student learning.

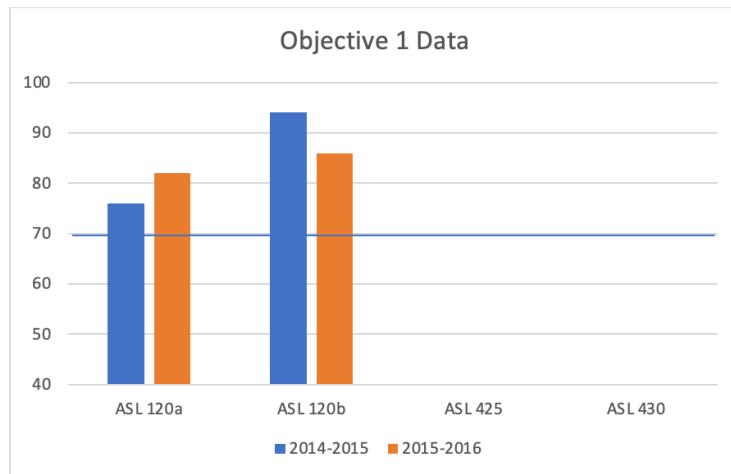
See attached document

Snapshot on Assessment

If the program already has a document with the charts created, then that document can be uploaded here for the purposes of this report.

ASL_Studies_Snapshot_on_Assessment.pdf

ASL Studies Objective 1 Data



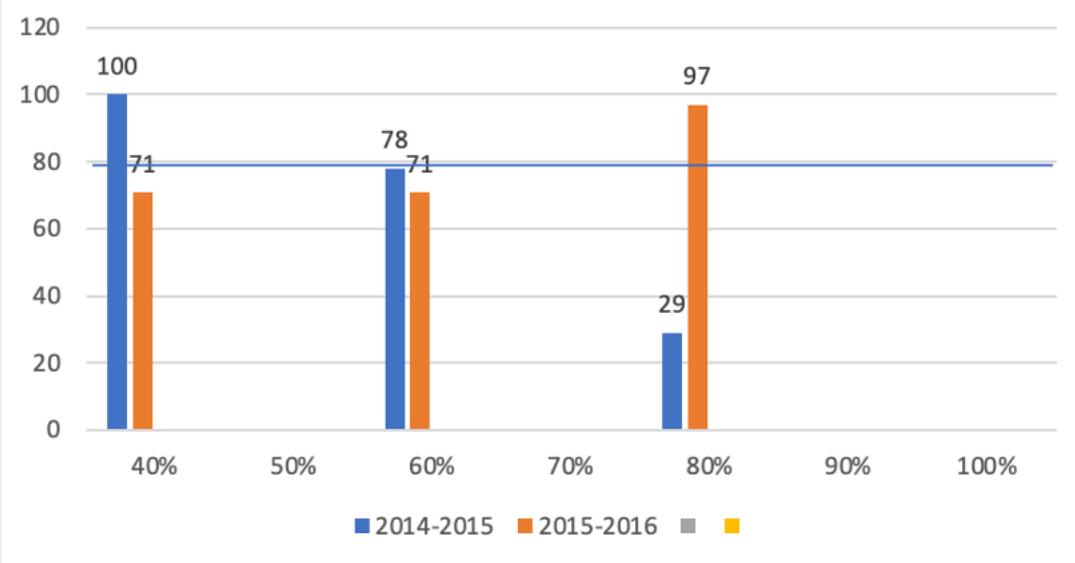
ASL 120a – Assessment was a Deaf culture quiz administered to the course, the benchmark at 70%.

ASL 120b—Assessment was a presentation made to the group with the benchmark at 70%

ASL 425 Assessment marked on the matrix but never articulated (Added 2015)

ASL 430 Assessment marked on the matrix but not articulated (Added 2015)

Objective 1 ASL 145, 245, 345 Data



Benchmarks for the different language classes were staggered on this assessment

ASL 145 – 40% or higher

ASL 245 – 60% or higher

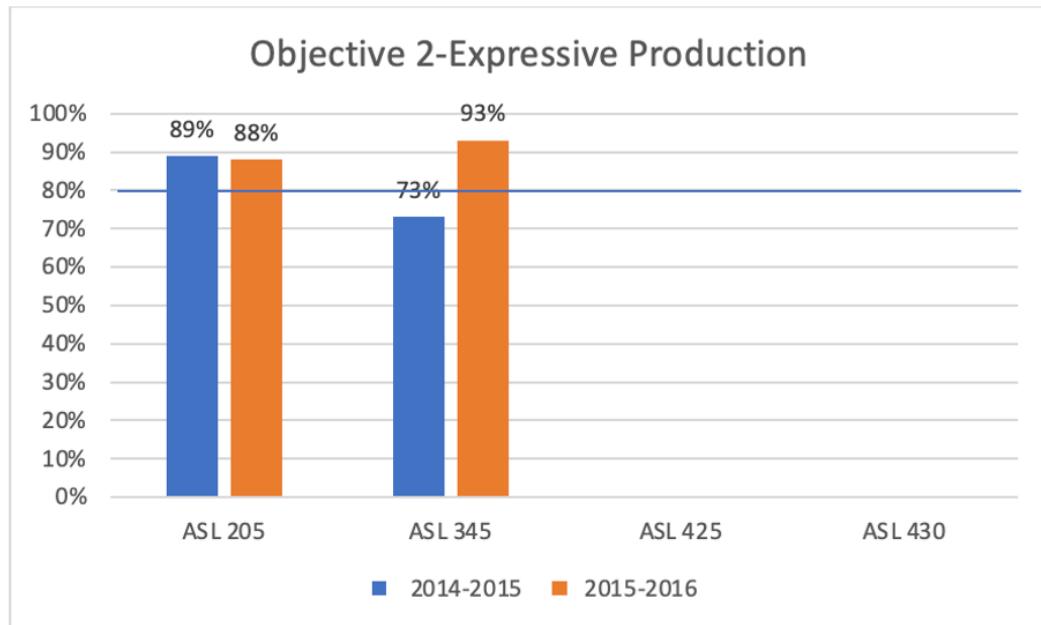
ASL 345 – 80% or higher

The data reflected is the percentage of students in each class that scored at the appropriate level. So, in 2014-2015, 100% of students scored at the 40% or higher mark, while in 2015 -2016, only 71% met the benchmark. The data reflected is only through 2016 as the program modified the objectives and expanded the domains into sub domains.

The data for Objective 1 in 2016-2019 is not chartable as it is presented. It provides an average score for all test-takers, when the benchmark is set on individual parameters.

Data from Student Performance Review was not collected on the individual objectives in 2016 or 2017. Only data from the 2018-2019 cycle is represented in the report on the expanded objectives.

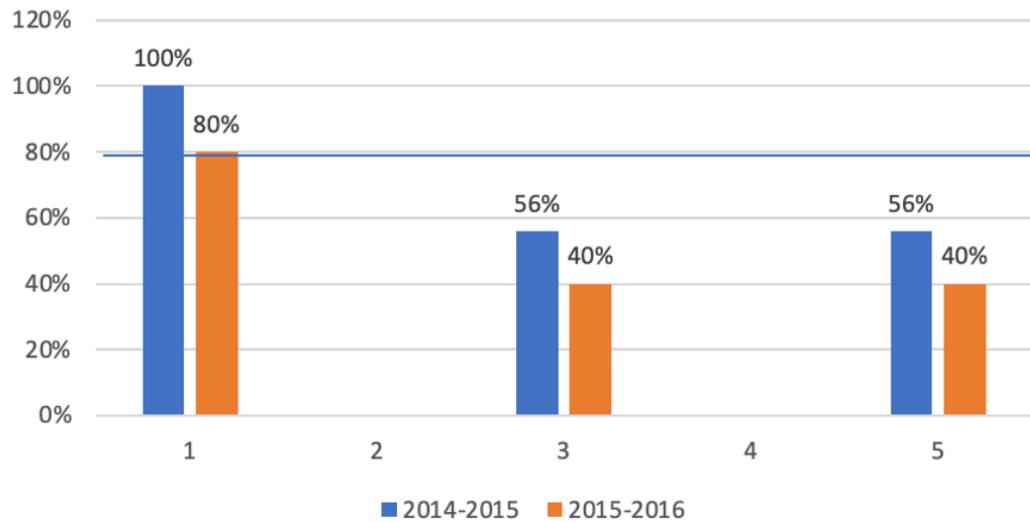
Objective 2



Students in 205 and 345 use the final video in each course. The video shows both expressive and receptive language.

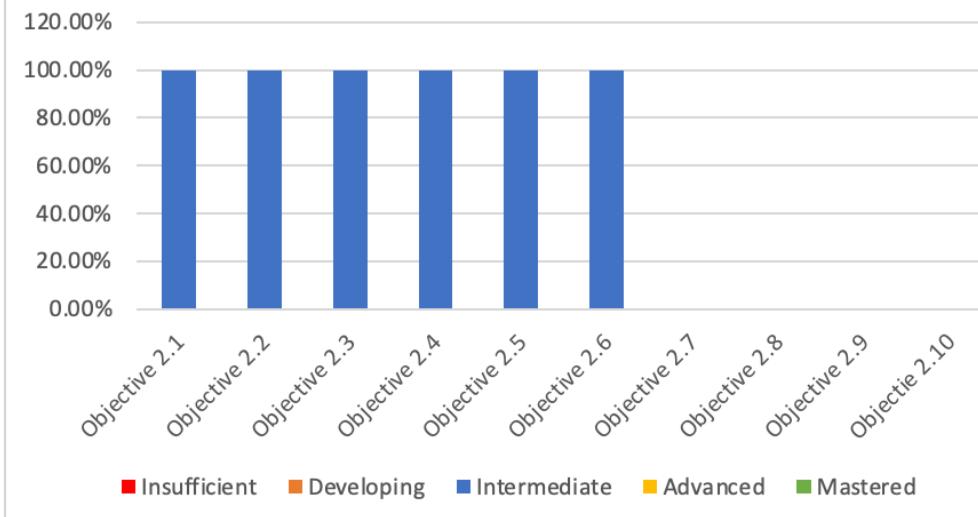
ASL 425 and 430 were added to the assessment report in 2015-2016 but no data was reported

Objective 2 Language Assessment

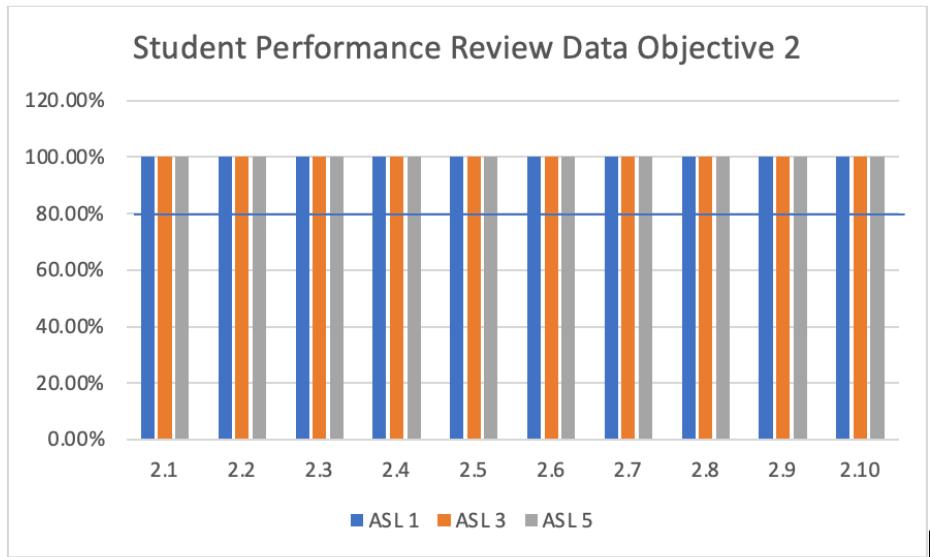


The first set of Data is the scores from ASL 105, the second is from ASL 2-5 and the last data set is from ASL 305. ASL 1 students were to achieve a score of 1 or higher on the program rubric for Object 2, ASL 3 students were to score a 3 or higher, and ASL 5 students a 5 or higher

Objective 2 ASL 205 Language Assessment



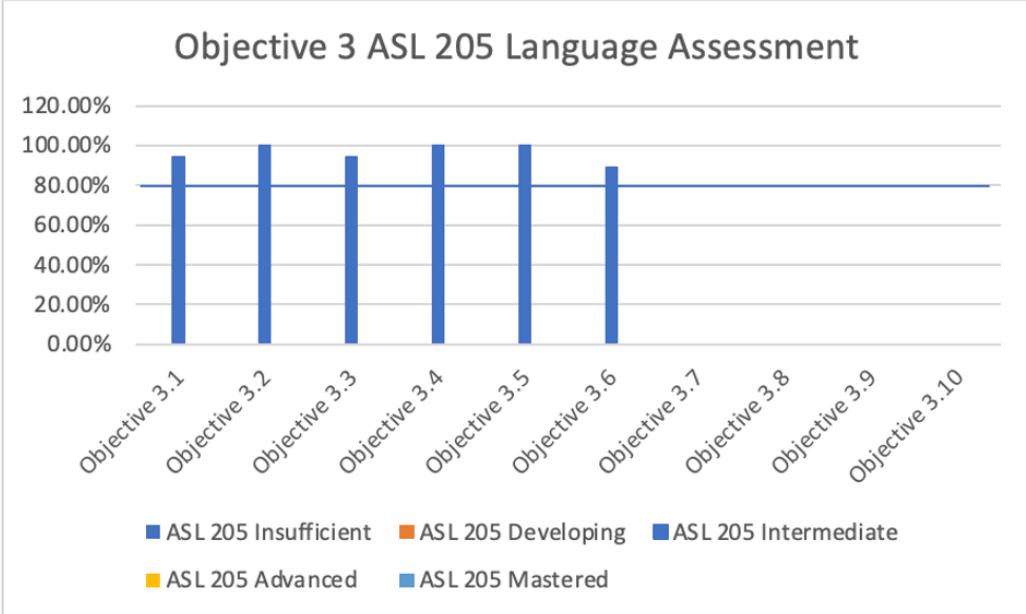
The objectives were modified in 2016, but no data was collected in 2016 or 2017. The 2018-2019 data is the most current since the objective changes. The benchmark was for students to reach the Intermediate level on the assessment, and that was successful 100% of the time for Objectives 2.1-2.6. The data reflected that there needed to be a curricular change in order for the assessment to meet the objectives of 2.7-2.10.



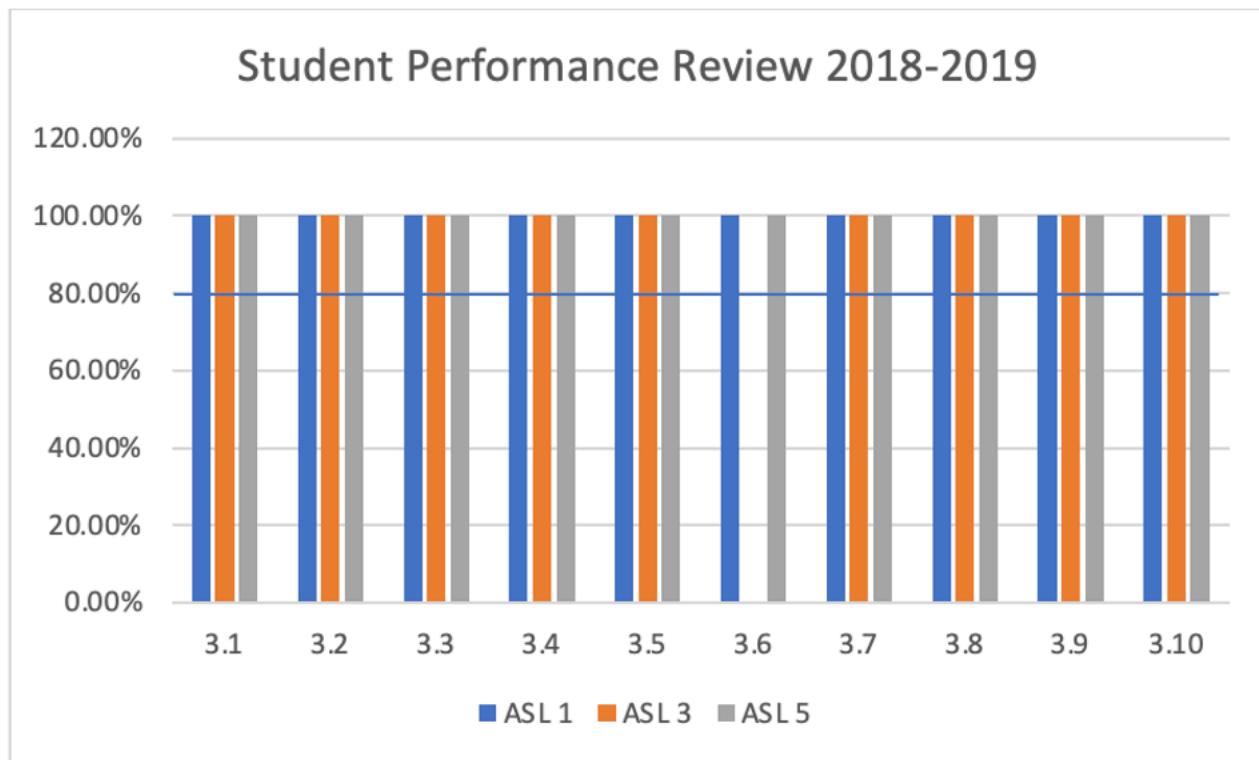
Again, this is 2018-2019 Data and there is no data for the 2 years preceding this data set. The Benchmark was at 80% for each class of students.

The program listed additional courses with assessment data, but the data was not collected.

Objective 3



The objectives were modified in 2016, but no data was collected in 2016 or 2017. The 2018-2019 data is the most current since the objective changes. The benchmark was for students to reach the Intermediate level on the assessment 80% of the time. The data reflected that there needed to be a curricular change in order for the assessment to meet the objectives of 3.7-3.10.



The program will look at the internal assessment and review the benchmarks to determine if they are appropriate for the assessment since students are flying through this component. It might be helpful to bring in external reviewers or have a neutral eye reviewing student work on this evaluation. Also, the program might replace this evaluation with the ASLPI that many students are already doing and using that assessment data as a form of external evaluation on the language courses.

Summary Points:

*2016-2017 The program failed to mark any assessment in the matrix, therefore none was reported on the annual assessment. The 2017-2018 academic year no assessment was collected due to upheaval in the program and personnel changes with ASL faculty. There is greater data support for the 2018-2019 academic year, some courses are still missing data, but there is a marked improvement on data submission and using the assessment avenues available to the program.

There is a marked lack of consistency in the assessment processes and data collection within the program due to curriculum modifications, personnel changes, and subsequent course oversight changes. It is the hope of the program that assessment will settle into a consistent process. It is the goal of the current faculty to maintain the set assessment processes for a minimum of 4 years before any changes are proposed.

Analysis on Assessment

What is the assessment process for the program overall? What general activities are used to collect assessment information? Are all faculty involved in the assessment process?

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There is a marked lack of consistency in the assessment processes and data collection within the program due to curriculum modifications, personnel changes, and subsequent course oversight changes. It is the hope of the program that assessment will settle into a consistent process. It is the goal of the current faculty to maintain the set assessment processes for a minimum of 4 years before any changes are proposed.

The turnover in the program created great upheaval in the assessment results. It is the goal of the program with the reduction of the program back to a minor that we can refocus and narrow the assessment to a sustainable point. Assessment is valued and understood as a necessary component moving forward but we have to find a more efficient approach. Moving forward, the ASL program will use the data that interpreting students use on the ASLPI as a linguistic measure to inform faculty on the success of language courses. This will not be all students in the ASL minor, but it will be a critical mass of students and provide a solid enough foundation. Additionally, during Student Performance Review, the program will continue to administer the Deaf Culture evaluation which will provide for assessment points on each of the objectives in the major and in a way that we can maintain.

Conclusions and Recommendations

Program Response to the External Review Report

Response

Please respond to all scores of a "Needs Improvement" or "Not Evidenced" made by the reviewer. Please note in the text which question you are discussing and then proceed with the response. Be thorough in your response.

NA

Program Identified Strengths

Discuss strengths of the program as they impact student learning.

The faculty are strong language models focused on helping students develop their ASL skills in an encouraging and supportive environment. They go out of their way to find real life examples and bring that application into the classroom (cooking demonstrations, changing a tire). They also have the necessary skills to teach the content above and beyond what is expected at the Baccalaureate level. Both full time ASL faculty are young and motivated to excel at what they do and students can feel that passion for the job.

The ASL lab is also a strength of the program compared to other ASL Interpreting programs around the country. The lab is staffed with local deaf mentors who showcase a great diversity of linguistic register and vocabulary for the students. This is a huge benefit to students, as signs are regional, cultural, and generational. The organized nature of the lab is also a benefit. It is laid out to supplement the work completed in the classroom and while in the past the lab has been chaotic, it is now set up to successfully align with the program curriculum.

The program is also innovative in that faculty are working with textbooks for embedded curriculum into the new D2L platform. For many programs this is common, but it is emergent technology for our field. The added video resources that this opens up to faculty on a secure location is tremendously beneficial for the students.

Program Identified Challenges

Discuss any challenges of the program as they impact student learning. What is the program doing to combat these challenges?

The program has not been without challenges, and those primarily have been a recent turnover of 100% in the ASL program. It is always an opportunity for growth when personnel changes, but when there is a complete turnover there is a loss of institutional knowledge that impact program growth.

The needs of the ASL lab, while a strength of the program, is also a substantial challenge. The training needs for the lab mentors has been a weakness of the program and one that being pushed to the front of the list of things to do. It is critical that lab mentors have additional training on ASL grammar and syntax for their work to be successful in the lab. It has been a challenge to complete due to overloaded faculty schedules and a lack of human resources to devote to the task. Another challenge of the program is not faculty or staff based, but student commitment based. Acquiring a second language through college is difficult at best and we are asking students to develop linguistic and cultural fluency in a few

years' time. This is a complicated and challenging ask, with most students not understanding the out of class time commitment in order to be successful. This is something that as a faculty we work to educate students from the first time they talk to us as visiting students, and then we try to reinforce in all ASL courses.

Action Plan

What is the plan for the program moving forward. What anticipated changes will be implemented as a result of this report?

The ASL faculty are looking to restructure the curriculum within the established courses. ASL is a language independent of English and continues to grow, reinforcing the need to update and realign curricular components. Work will focus on ASL 3 and 6 for the upcoming year as those two courses have the leanest curricular resources. Now that the faculty anticipates more stability, a more thorough review of assessments and evaluations will be completed and designed into the curriculum.

The program is also going to look at strengthening the training for Lab mentors. This will become an annual training with sessions midsemester as well to ensure that lab mentors are comfortable with the material and the approach to mentoring with our students. Communication is critical to maintaining a strong ASL lab and this is part of that need.

Academic Council Review

Recommendation of Academic Council

After thorough review of the provided program report and external review, it is the recommendation of the Academic Council:

Accept Report as submitted, no further action. (selected)

Accept Report with recommended changes

Revisions requested and resubmit the report

Program did not meet minimum standards and is placed on an improvement plan.

Academic Council Evaluation for Program Review

3=Exemplary

2=Adequate

1=Needs Improvement

0= Not Evidenced

Program Profile		
1.1	History of the program is succinct, but detailed. (-300 words)	2
Comments:		
1.2	Program's purpose/mission is clear, including relationship to the university's mission statement.	2
Comments:		
1.3	Clearly describes the approach to maintain or improve student retention and graduation rates.	2
Comments:		
1.4	Program has clearly defined strategies for retention and graduation rates of students.	2
Comments:		
1.5	Program advising loads are appropriately delegated throughout the program	2
Comments: With more time, hopefully the advising disparity will level out. Both ASL Faculty are new and hold reduced course loads, so with more time, they can take on more students.		
1.6	Program has clearly articulated advising processes followed by all faculty within the program.	2
Comments:		
1.7	Comprehensive accounting of graduates in internship placements	2
Comments:		
1.8	Provides detailed description of possible employment positions for graduated students.	2
Comments:		
1.9	Post-graduation data is complete and provides a picture of where students go after graduation.	2
Comments: The faculty provided a strong explanation of student post-graduation.		
Curriculum		
2.1	Course rotation is followed in the way courses are offered with minimal tutorial/independent study courses.	2
Comments:		
2.2	Reflection on course offerings and enrollment of courses, rotation, and demand.	2
Comments:		
2.3	Course offerings appear appropriate for the needs of the program.	2
Comments:		
2.4	Issues involving curriculum clearly explained	2

Comments:		
2.5	Discussion on curriculum changes based on assessment	3
Comments: The report articulated the various curricular changes over the past 5 years.		
2.6	Teaching effectiveness summary within the program is detailed and faculty respond to successes and deficiencies within the evaluation.	2
Comments:		
2.7	Course descriptions are detailed and specific. They reflect the levels of rigor identified by Curriculum Committee in their descriptions. (100-400 level)	2
Comments:		
Physical, Human, and Financial Resources		
3.1	Summarizes all physical equipment needs and supplies noting any deficiencies and the impact on student learning.	2
Comments: Needs to complete a formal request for tables and chairs needed for effective teaching.		
3.2	Summarizes the physical space available to the program	2
Comments:		
3.3	Summarizes the Technology equipment needs and supplies noting any deficiencies and the impact on student learning.	2
Comments:		
3.4	Provides summary analysis of library holdings, noting specifically how deficiencies, if any, affect student learning	2
Comments:		
3.5	Faculty qualifications and specific competencies are fully and accurately described	2
Comments:		
3.6	Provides a sound rationale for current staffing and/or future recommendations related to student learning.	2
Comments:		
3.7	Provides rationale and recommendations to improve resources that would address such deficiencies and link student learning.	2
Comments:		
3.8	Provides sound rationale on the financial aspects of the program. Reflects on the cost per major and fiscal needs of the program.	3
Comments: Provided a strong summary of financial history of the program. The detail was beneficial to see the changes within the budget cycles.		
Assessment		
4.1	Includes University learning outcomes and assessment measures, which are clearly explained.	2
Comments:		
4.2	Includes Program learning outcomes and assessment, which are clearly explained.	2

Comments:		
4.3	Standards for performance and gaps in student learning are clearly identified with action plans for improvement if needed.	3
Comments: Program objectives are detailed		
4.4	The student learning objectives are appropriate for the specific discipline.	2
Comments:		
4.5	Includes a longitudinal view of assessment for each program learning outcome	3
Comments: While there were some gaps in assessment, the program continues to provide a detailed assessment process.		
4.6	Discussion on the assessment process over the 5 year span.	3
Comments: Noted needs to produce a more efficient assessment moving forward.		
External Review		
5.1	Program response to all criteria marked as a 2 or lower on the External Review report is complete with specific strategies for improvement.	NA
Comments:		
5.2	Response to the external review is complete and detailed	NA
Comments:		
Conclusion		
6.1	Strengths of the program are discussed	2
Comments: Noted in the report		
6.2	Challenges of the program are discussed.	2
Comments: Noted in the report		
6.3	Action plan for the program is visionary, showing evidence that the program is aiming for a higher level of student learning.	2
Comments: Noted in the report		

Program Strengths

The program is a strong niche program for the university and while there has been great turnover in the faculty within the program, the current faculty are student centered and focused on student learning. Both faculty are strong, native language users who provide a strong language model for student learning. The faculty are inventive and consistently find new, engaging ways to introduce language. Enrollment in ASL courses is strong and the program continues to administer fully enrolled courses to the university. As a unique General Education support, the courses in ASL and Deaf culture also support student's ability to take a variety of courses for their Diversity credit.

Program Weaknesses

The program faculty are a strength just as a weakness. The extreme turnover in faculty has allowed for new ideas, at the cost of institutional history of what has and what has not worked in teaching students ASL. Faculty are getting caught up on best teaching and how to meet the goals and objectives of higher education teaching. One challenge of the program deals with classroom set up. The needs for teaching ASL in the most effective setting is often in conflict with how a room is set up for a more traditional course. The university does not generally assign rooms for specific courses, but the university does try to keep all ASL courses in one area when possible, to reduce this issue.

Recommendations

It is the recommendation of Academic Council that the ASL Studies minor look at the overall set up of the program. Now would be the appropriate time to review objectives and potentially reduce the number of objectives used for assessment in the program. The program matrix and assessment plan seems overly robust, and while assessment is strong, it needs to be consistent and manageable for faculty to oversee. There are gaps in the assessment, and while mostly due to faculty turnover, it could benefit the program to identify a handful of key assessments to focus on for program purposes. This could make the assessment more meaningful and beneficial for program advancement.

It is also recommended that the program review university processes for requesting needs for the classroom. There is a formal request for tables and chairs that should be followed to document the need for such in the specific classrooms that are used by the program faculty. Talk with your School Director about how to officially make the upgrade requests needed to make the classrooms more effective.

Appendix A

Finalized William Woods University's American Sign Language Refresh Program's Budget					
Item	Quantity	Price per Item	Shipping and Tax	Special Notes/Store	Total
60" x 24" Flip Top Nesting Table by Office Source	2	\$279	\$0	Officefurniture2go.com	\$558
24 pack small magnetic white board erasers	2	\$10	\$1	Amazon.com	\$21
Basic Signing Vocabulary Cards Set A	2	\$10.95		Discontinued	
Basic Signing Vocabulary Cards Set B	2	\$10.95		Discontinued	
Basic Signing Vocabulary Cards Set C	2	\$10.95		Discontinued	
SIGN-O ASL Bingo Game CD-ROM	1	\$24.95	\$0.00	Harris Communications	\$24.95
How to Rob a Bank Board Game	1	\$10.49	\$0.81	Target	\$11.30
Trebisky Quiz Answer Game Buzzer (System 2nd Gen)	1	\$99.50	\$0.00	Amazon.com	\$99.50
Set of 10 Write & Wipe U.S.A. Dry Erase Tabletop Map	1	\$38		Lakeshore Products	\$38
Splash! Reading Games - Complete Set	1	\$49.99	\$9.60	Lakeshore Products	\$59.59
Scholastic Race Across the USA game	2	\$19.99	\$17.04	Classroom Connection	\$57.02
HedBanz Game	2	\$13.85		Fulton Walmart	\$27.70
Classic Guess Who Board Game	1	\$9.97		Fulton Walmart	\$9.97
Scotch Thermal Lamination Pouches 200 count	1	\$19.99		Fulton Walmart	\$19.99
Astrobrights Colored Cardstock, 11x8.5x2.27, 50 sheets	3	\$3.97	\$4.59	Fulton Walmart	\$16.50
Grand Total					\$943.53



5 Year Review _ASL

Results By		Survey Responses			People Focused Questions									Compare				
		Svy Rcv	Exp	%	Creates an atmosphere for student learning.			Presents thought-provoking questions and problems.			Sets high expectations for learning.							
Course Number					5-pt			5-pt			5-pt			5-pt				
					Mean	Resp	SD	Mean	Resp	SD	Mean	Resp	SD	Score	Compare			
ASL 101		40	65	62	4.3	40	.79	4.3	40	.85	4.7	40	.52	4.4				
ASL 105		41	90	46	4.8	41	.58	4.6	39	.63	4.8	41	.53	4.7				
ASL 120		37	59	63	4.4	37	.79	4.5	36	.73	4.6	37	.59	4.5				
ASL 145		35	53	66	4.9	35	.35	4.6	35	.77	4.8	35	.48	4.7				
ASL 205		28	43	65	4.8	28	.38	4.7	28	.54	4.8	28	.51	4.8				
ASL 220		10	24	42	4.5	10	.50	4.7	10	.46	4.6	10	.49	4.6				
ASL 240		20	28	71	4.3	20	.84	3.9	20	.99	4.3	20	.89	4.2				
ASL 245		22	37	59	4.3	22	.76	3.9	21	.99	4.3	22	.70	4.2				
ASL 305		15	33	45	4.3	15	.87	4.3	15	1	4.3	15	.94	4.3				
ASL 316		4	15	27	4.5	4	.50	4.5	4	.50	4.8	4	.43	4.6				
ASL 321		1	1	100	5.0	1	0	5.0	1	0	5.0	1	0	5.0				
ASL 345		24	34	71	4.4	24	.70	4.5	24	.58	4.7	24	.47	4.5				
ASL 425		13	25	52	4.4	13	.62	4.5	13	.50	4.5	13	.63	4.5				
ASL 430		14	22	64	3.8	14	.77	3.9	14	.88	4.1	14	.88	3.9				
Grand Total *:		304	529	57	4.5	304	.72	4.4	300	.80	4.6	304	.65	4.5				

* Filtering on columns does not affect grand total

Heat Map:

ANDREW PATRICK JOSEPH BYRNE

1407 Fannin Street Nederland, TX 77627	E-mail (W): Videophone (W): E-mail (H): Videophone (H):	andrew.byme@lamar.edu 409-299-4672 andrew.pj.byme@hotmail.com 409-299-4683
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EDUCATION:

Doctor of Philosophy (ABD), York University, Toronto, ON, 2003 – 2005; 2009 – Present
 Education: Language, Culture, and Teaching

Master of Science, McDaniel College, Westminster, MD, 1996 – 2001
 Deaf Education

Diploma Deaf Education, York University, Toronto, ON, 1994 – 1995
 Deaf Education Specialist

Ontario Teacher's Certificate, York University, Toronto, ON, 1994 – 1995
 Primary/Junior Divisions

Permanent Letter of Standing, York University, Toronto, ON, 1992 – 1993
 Teacher Preparation Programme

Bachelor of Arts, Gallaudet University, Washington, DC, 1985 – 1989
 History, Magna Cum Laude

PROFESSIONAL DEVELOPMENT:

Sixth National American Sign Language Roundtable: Handiwork, Hone, Historify!,
 Kansas School for the Deaf, Olathe, KS, November 7 – 9, 2012

Fifth Biennial Deaf Studies Today! Conference,
 Utah Valley University, Orem, Utah, April 12 – 14, 2012

Fourth Biennial Deaf Studies Today! Conference,
 Utah Valley University, Orem, Utah, April 8 – 10, 2010

American Sign Language Teachers Association 2009 Conference
 Arizona Biltmore Resort & Spa, Phoenix, AZ, October 29 – November 1, 2009

ASL-PA Assessor Training: Day #2 – #5
 E.C. Drury School for the Deaf, Milton, ON, November 2008 – May 2009

ASL-PA Assessor Training: Day #1
 E.C. Drury School for the Deaf, Milton, ON, September 26, 2008

Mentor Academy VII: From Awareness to Applications and Artifacts
 The New Teacher Center, Honolulu, HI, November 27 – 29, 2006

Mentor Academy IV: Providing Professional Development for Beginning Teachers
 The New Teacher Center, Honolulu, HI, April 19 – 21, 2006

Deaf Studies Today! Conference,
 Utah Valley State College, Orem, Utah, April 6 – 8, 2006

Revolutions in Sign Language Studies (Linguistics, Literature, Literacy): An International Conference
 Gallaudet University, Washington DC, March 22 – 24, 2006

Mentor Academy III: Using Student Work to Guide Instruction
 The New Teacher Center, Honolulu, HI, February 15 – 17, 2006

Mentor Academy II: Coaching & Observation Strategies for Working with Beginning Teachers
 The New Teacher Center, Honolulu, HI, November 21 – 23, 2005

Mentor Academy I: Foundations in Mentoring
 The New Teacher Center, Honolulu, HI, September 21 – 23, 2005

ASL Conference: PM Benchmark (ASL)

E.C. Drury School for the Deaf, Milton, ON, May 14, 2005

Boys' Literacy Symposium

Ontario Ministry of Education, Mississauga, ON, January 25 – 26, 2005

ASL Conference: Bill 4

York University, Toronto, ON, November 6, 2004

Deaf Studies Today! Conference,

Utah Valley State College, Orem, Utah, April 12 – 14, 2004

ASL / English Literacy Conference,

York University, Toronto, ON, November 1 – 2, 2003

ASL / English Literacy Conference,

York University, Toronto, ON, June 1 – 2, 2002

Deaf Heritage Literature Conference,

Mississauga, ON, February 4 – 7, 1999

Bilingual and Bicultural Education, ASL Linguistics, Deaf Culture Workshops,

E. C. Drury School for the Deaf, Milton, ON, 1995 – 1997

ASL Literature Conference,

Rochester, NY, March 1996

First and Second Language Acquisition Workshop,

E. C. Drury School for the Deaf, Milton, ON, Spring 1995

American Sign Language Linguistics Course,

E. C. Drury School for the Deaf, Milton, ON, Fall 1994

TEACHING EXPERIENCE:

Lamar University, Deaf Studies and Deaf Education Department, Beaumont, TX

Instructor, August 2009 – Present

Courses: Spring 2013:

DSDE 1372 – ASL II

DSDE 4310 – Sign Languages and Sign Codes

DSDE 5319 – ASL/English Bilingual Methodology/Literacy

DSDE 3307 – Intro. to ASL Literature and Visual Media

DSDE 5309 – Advanced Practicum (Internship)

DSDE 5311 – ASL V: Advanced ASL Linguistics

DSDE 1376 – Fingerspelling and Numbers in ASL

DSDE 4350 – Interpreting: Strong Language

DSDE 1371 – ASL I (3 classes)

DSDE 4310 – Sign Languages and Sign Codes

DSDE 1374 – Introduction to Deaf Studies

DSDE 2375 – ASL I

DSDE 3307 – Intro. to ASL Literature and Visual Media

DSDE 4350 – ASL/English Bilingual Theories

DSDE 1376 – Fingerspelling and Numbers in ASL

DSDE 2375 – ASL I (3 classes)

DSDE 1374 – Introduction to Deaf Studies

DSDE 2376 – ASL II

DSDE 3307 – Intro. to ASL Literature and Visual Media

DSDE 5311 – ASL V: Advanced ASL Linguistics

DSDE 1376 – Fingerspelling and Numbers in ASL

DSDE 4307 – ASL IV

Becky M. Davis

Education		
1999	University of Missouri Columbia, MO	B.S. Secondary Education- English
2003	McDaniel College Westminster, MD	M.S. Deaf Education
Experience		
Teacher 2003-Present	State of Indiana-Deaf School Indianapolis, IN <ul style="list-style-type: none">• Plan lessons in accordance with curriculum and state standards• Plan lessons using bilingual strategies to enhance language & literacy development• Manage a classroom environment conducive to learning• Manage family-student situations and IEP processes as Teacher Of Record (TOR)• Participate in committee and professional development activities	
Certified Mentor 2008-Present	Center of ASL/English Bilingual Education Research (CAEBER) Washington, D.C. <ul style="list-style-type: none">• Present research/application seminars• Provide assignment feedback• Facilitate discussion and activity• Report to researching agency	
Interpreter 2002-2003	Access Interpreter Referral Services Fulton, MO <ul style="list-style-type: none">• Comprehensive Certification 5, 5• Provide services in the educational, medical, legal, industrial, and mental health fields.	
Job Coach, Interpreter 1994-2002	Advent Interpreter Referral Service Columbia, MO <ul style="list-style-type: none">• Comprehensive Certification 5, 5• Provide services in the educational, medical, legal, industrial, and mental health fields• Provide training & preparation for employment• Collaborate with local employers for clientele employment• Provide community ASL Adult Learning classes	
Staff Interpreter 1993-1994	State of Missouri-Department of Mental Health Jefferson City, MO <ul style="list-style-type: none">• Provide Interpreting services to the Director• Provide Intradepartmental ASL Classes• Conduct language assessments of clientele	
Certification & Professional Development		
2009	State of Indiana-Teacher's License 5-12 English	
2009	State of Indiana-Teacher's License K-12 Hearing Impaired	
2010	Indiana Deaf Educators & Educational Interpreters Conference Presenter "Being Bilingual"	
2005	"Interpretation Strategies for Teaching Deaf Children Reading"	
2005	"Strategic Use of ASL and English in the Classroom"	
2001	School Improvement Plan Committee Missouri Commission for the Deaf and Hard of Hearing, Commissioner	

*References are available upon request.

CURRICULUM VITA

Merrilee (Mizzy) R. Gietz

Ed.D. Candidate and Full-Time Non-Tenure-Track, American Sign Language Instructor
Lamar University, Beaumont, TX

EDUCATION

- **Ed.D. Candidate, *Deaf Studies and Deaf Education***, Lamar University, Beaumont, TX. Expected date of completion: Spring 2013.
Dissertation: Comparison of American Sign Language and English phonograms: The effectiveness of reading vocabulary instruction. Expected completion: Spring 2013
- **M.S., *Deaf Education***, with a concentration in ASL Specialist, McDaniel College, Westminster, MD, 2003.
- **B.A., *History***, Gallaudet University, Washington, D.C. 1996.

PROFESSIONAL HISTORY

Instructor

Lamar University, Beaumont, TX

2007-Present

- Observe and supervise American Sign Language (ASL) practicum and intern student placements outside of the Lamar University area in the greater Houston high school districts.
- Teach and lead undergraduate classes and scholastic activities, with extensive use of Blackboard and *Signing Naturally* curriculum combined with other materials as needed.
- Advise and counsel more than 100 undergraduates in ASL program majors; and an advisor to Deaf Cardinal club organization, 2011-present.
- Serve as librarian representative for Department of Deaf Studies and Deaf Education, 2011-present; and serve on Fine Arts and Communication Curriculum committee, 2008-present.
- Work with team in developing objectives and checklists for ASL I and II curricula, 2011 to present.
- Supervised ASL lab providing educational DVDs, books, other materials; staff included five ASL tutors, 2007-2009.
- Developed a report to Southern Association of Colleges and Schools (SACS) with an assistant professor, assessing more than 102 students in 2007-2008, 2008-2009, and 2009-2010 including goal benchmarks for the ASL program to SACS.
- Participated in committee search to fill ASL professor position in 2008.

Adjunct Professor

Lone Star College System-Cy-Fair, Cypress, TX

2011-Present

- Teach SLNG 1347 (online) - Deaf Culture.
- Utilize computer technology on quizzes, assignment submissions, discussion forums, written reports and presentations.

Summer 2012

Adjunct Professor*Gallaudet University, Washington, D.C.*

- Taught 1st extensive session for two weeks; ASL 4 and Beginning Fingerspelling courses, June 18-29; 2nd extensive session for two weeks; ASL 4 and Classifiers I, July 2-13.
- Frequently utilized embedded multimedia collaboration to provide feedback to students on their American Sign Language performances via webcam.

Communication Skill Workshop Facilitator*Texas School for the Deaf, Austin, TX*

2010, 2011, and 2012

- Taught ASL depiction: Storytelling techniques, ASL linguistics jeopardy; techniques for ASL and English language usage in the ASL classroom; computer techniques for using Edmodo in the ASL Classroom to beginning, intermediate, and advanced ASL teachers and interpreters from 8am to 5pm in three summer sessions: July 15-19, 2012, July 22-25, 2012, July 10-13, 2011, July 17-20, 2011, and July 11-14, 2010.
- Provided hand-on activities to our participants working with other facilitators during the evenings.

Adjunct Instructor*Lone Star College System-North Harris, Woodlands, TX*

2010

- Taught SGNL 1402- ASL II in Summer 2010.
- Utilized Blackboard for PowerPoint presentations.

Adjunct Instructor*Austin Community College, Austin, TX*

2007 and 2009

- Taught SGNL 1401 in Spring 2007; and taught SLNG 1317-Introduction to Deaf Community in Summer 2007.
- Taught SGNL 1401-ASL I and SGNL 1402- ASL II in Summer 2009.
- Utilized Blackboard for PowerPoint presentations and ASL lab for students.

Distance Learning Teacher*Texas School for the Deaf, Austin, TX*

2006-2007

- Utilized distance learning/videoconferencing technology to teach ASL to nearly 100 hearing students from different high schools.
- Conducted student learning style assessments and results to plan instructional activities.
- Collaborated with students, parents, and other staff members to develop individualized education plans.

Adjunct Professor*Mesa Community College, Mesa, AZ*

2006

- Taught ASL I and IV courses utilizing the *Signing Naturally* curriculum.
- Evaluated students' ASL expressive and receptive skills.

ASLPI Rater/Interviewer*Western Oregon University, Monmouth, OR*

2000-2005

- Interviewed and rated candidates for the ASL Proficiency Interview (ASL PI) twice a year.
- Evaluated candidates from education and human services fields and other professions in the northwest region.

	2005-2006
Teacher <i>Sequoia School and Sequoia School for the Deaf, Mesa, AZ</i>	
<ul style="list-style-type: none">• Taught ASL I-IV to more than 50 hearing high school students utilizing the <i>Signing Naturally</i> curriculum.• Taught Deaf Studies to 20+ plus Deaf high school students.• Developed ASL sequence map of curriculum.• Supported two teachers who taught ASL to hearing parents of deaf and hard-of-hearing children.	
	2004-2005
Instructor <i>The Hearing, Speech and Deaf Center (HSDC), Seattle, WA</i>	
<ul style="list-style-type: none">• Demonstrated and encouraged ASL use among approximately 15 families and among professionals working with deaf and hard-of-hearing children.• Utilized the <i>A Basic Course in ASL</i> curriculum.	
	2000-2005
Adjunct Professor <i>Shoreline Community College, Shoreline, WA</i>	
<ul style="list-style-type: none">• Taught ASL 101-103 on quarterly schedule.• Utilized the <i>Signing Naturally</i> curriculum.• Supervised and provided leadership to ASL Club.• Assisted with developing ASL Academic Bowl events for high school students.	
	1999-2005
Adjunct Instructor <i>Seattle Central Community College, Seattle, WA</i>	
<ul style="list-style-type: none">• Taught ASL 101-103 and 201-203 quarterly utilizing the <i>Signing Naturally</i> curriculum along with other tools.• Prepared students for enrollment in interpreter training program.• Assisted with development of ASL curriculum and articulation with high schools in King County.• Utilized computer technology in class for streaming videos of signing action; used the ASL lab and faculty website for students.• Received a grant from the Seattle Central Community College District Summer Institute for project on Deaf norms and etiquette.	

AREAS OF SPECIALIZATION:

American Sign Language L1 and L2 approaches, Deaf culture, ASL structure, ASL poetry, and ASL Storytelling.

CERTIFICATIONS:

American Sign Language Teacher Association (ASLTA), Provisional Level
American Sign Language Proficiency Interview: Training Certification
Deaf-Blind Service Center Support Service Provider Training
Certified Online Instructor- Lone Star College District

PROFESSIONAL MEMBERSHIPS:

Registry of Interpreters (RID)
American Sign Language Teacher Association (ASLTA)

TEACHING ASSIGNMENTS:

Lamar University, Beaumont, TX:

DSDE 1371 American Sign Language I
DSDE 1372 American Sign Language II
DSDE 1374 Introduction to Deaf Studies
DSDE 2371 American Sign Language III
DSDE 2372 American Sign Language IV
DSDE 2373 Visual/Gesture Communication
DSDE 2377 Introduction to ASL Structure
DSDE 3301 American Sign Language V
DSDE 3302 American Sign Language VI
DSDE 4310 Sign Language and Sign Codes
DSDE 4311 ASL Linguistics

Lone Star Community District, Cy-Fair, Cypress, TX:

SLNG 1347 Deaf Culture (online)

Gallaudet University, Washington, D.C.

PST 102 Classifiers I
PST 136 Beginning Fingerspelling
PST 304 American Sign Language IV

Lone Star Community District, North Harris, Woodlands, TX:

SGNL 1402 American Sign Language Beginning II

Austin Community College, Austin, TX:

SGNL 1401 American Sign Language I
SGNL 1402 American Sign Language II
SLNG 1317 Introduction to the Deaf Community

Mesa Community College, Mesa, AZ:

SLG 101 American Sign Language I
SLG 202 American Sign Language IV

Seattle Central Community College, Seattle, WA:

ASL 121 American Sign Language I
ASL 122 American Sign Language II
ASL 123 American Sign Language III
ASL 221 American Sign Language IV

ASL 222 American Sign Language V
ASL 223 American Sign Language VI

Shoreline Community College, Shoreline, WA:

ASL 121 American Sign Language I
ASL 122 American Sign Language II
ASL 123 American Sign Language III

The Hearing, Speech, and Deaf Center, Seattle, WA

American Sign Language I (non-credit)
American Sign Language II (non-credit)

PRESENTATIONS:

Gietz, M. (2012). *American Sign Language depiction: Storytelling techniques*. Communication Skills Workshop, Texas School for the Deaf, Austin, TX, July 15-18 and July 22-25.

Gietz, M. (2012). Presentation proposal accepted. *Introducing Haiku poems in utilizing same American Sign Language handshapes for pedagogical purposes*. Deaf Studies Today! Conference, Orem, UT, April 12-14.

Gietz, M. (2011). *American Sign Language linguistics jeopardy*. Communication Skills Workshop, Texas School for the Deaf, Austin, TX, July 17-20.

Gietz, M. (2011). *Computer techniques for using Edmodo in the ASL classroom*. Communication Skills Workshop, Texas School for the Deaf, Austin, TX, July 10-13.

Gietz, M. (2011). *Increasing American Sign Language (ASL) vocabulary using phonological handshapes for adult ASL 1/2 learners*. Poster Presentation accepted to the Association of College Educators of the Deaf and Hard of Hearing Conference, Fort Worth, TX, February 17-19.

Gietz, M. (2010). *Techniques for ASL and English language usage in the ASL classroom*. Communication Skills Workshop, Texas School for the Deaf, Austin, TX, July 11-14.

Gietz, M. & Moore, M. (2010). *Techniques for allocating ASL and English language usage for students in the ASL classroom*. Deaf Studies Today! Conference, Orem, UT, April 8-10.

Gietz, M. (2009). *Friendly approach to Deaf clients and their rights*. Lamar University, Speech and Hearing Department, Beaumont, Texas.

Rusher, M., Jackson, K., & Gietz, M. (2009). *Where's the Deaf in deaf education?* Paper accepted at the Association of Council Educators of Deaf and Hard of Hearing conference, New Orleans, LA, March 5-8.

PUBLICATIONS

Gietz, M. (in press). Introducing Haiku poems: Utilizing American Sign Language for pedagogical purposes. *Proceedings of the Deaf Studies Today: Beyond Talk (April 12-14, 2012)*. Orem, UT: Utah Valley University Press.

GRANTS/AWARDS

Training Grant. *Connecting eTools, Learning Styles, and Student Success*. Seattle Central Community College District, Summer Institute, Seattle, WA, 2004.

Service to Education Award. Presented in recognition of five years of service. Seattle Central Community College District, Seattle, WA, 2004.

UNIVERSITY SERVICE ACTIVITIES:

Representative. Serve as librarian representative for Department of Deaf Studies and Deaf Education, Lamar University, Beaumont, TX, Spring 2011- Present.

Member. Committee of Fine Arts and Communications Curriculum. Lamar University, Beaumont, TX. 2008- Present.

Member, Search Committee for Assistant Professor for the Deaf Studies and Deaf Education Department Lamar University, Beaumont, TX. Fall 2010.

Member, Search Committee for Assistant Professor for the BA-ASL program, Lamar University, Beaumont, TX, Spring 2008.

REGIONAL SERVICE ACTIVITES:

Online Moderator, American Sign Language Greater Houston Faculty, standard curriculum for ASL I and II, 2011-present.

Board Advisor, Houston Community College, American Sign Language Program and Interpreting Training Program, 2007- 2010.

COMMUNITY SERVICE ACTIVITIES:

ASL Consultant, Optischool, Mesa, AZ, 2005-2006.

Volunteer, Arizona Deaf Festival, Phoenix Library, Phoenix, AZ, 2006.

ASL Judge, ASL Academic Bowl, Shoreline Community College, Shoreline, WA, 2005.

Performer, Signs of Change, University of Washington, Seattle, WA, 2005.

Support Service Provider/Deaf Interpreter, Deaf-Blind Retreat, Seattle Lighthouse for the Blind, Seabeck, WA, 2004.

Service Advocate, Abused Deaf Women Advocate Services, Seattle, WA, 2002-2003.
Committee Member, Washington/Northwest American Sign Language Association Conference, Portland, OR, 2001.
Committee Member, ASL Festival, Gallaudet University, Washington, D.C., 1994 and 1996.
Researcher, Deaf Canada Heritage, Gallaudet Research Institute, Washington, D.C., 1990-1991.

Education

MA. Gallaudet University. Sign Language Education. 2016
B.A. University of Illinois at Urbana-Champaign. Community Health. 2006

Teaching Experience

- **William Woods University** Jan. 2020 - Present
 - ASL 105 (ASL 1)
 - ASL 145 (ASL 2)
 - ASL 205 (ASL 3)
 - ASL 305 (ASL 5)
 - ASL 345 (ASL 6)
 - ASL 425 (Linguistics of American Sign Language)
 - ASL 120 (Deaf Culture)
- **Proximity Learning Inc.** Sept. 2015 - Present
 - ASL 1
 - ASL 2
 - ASL 3
 - ASL 4
- **DePaul University** Sept. 2018 – Nov. 2019
 - ASL 101
 - ASL 102
 - ASL 103
- **University of Wisconsin-Milwaukee** Aug. 2017 – May 2018
 - American Sign Language I
 - American Sign Language II
- **Moraine Valley Community College** Aug. 2015 – Aug. 2016
 - ASL 101(ASL 1)
 - ASL 102 (ASL 2)
 - ASL 110 (Deaf Culture)
- **Parkland Community College** Jan. 2009 – Dec. 2014
 - Communications 160 (ASL 1)
 - Speech 160 (ASL 1)
 - Speech 161 (ASL 2)
 - Speech 150 (ASL 1)

- **Danville Area Community College** Aug. 2012 – May 2012
 - Language 110 CE04 (ASL 1)
 - Language 110 C1 (ASL 1)
- **University of Illinois at Urbana-Champaign** Aug. 2006 – Dec. 2008
 - Speech and Hearing Science 121 (ASL 1)
 - Linguistics 221 (ASL 2)
 - Speech and Hearing Science 221 (ASL 2)
 - Speech and Hearing Science 321 (ASL 3)
 - Speech and Hearing Science 199 (ASL 1)
- **Community Teachings** Aug. 2003 – Aug. 2014
 - Private Students
 - Windsor Road Christian Church
 - University of Illinois
 - Various Dorms

Presentations

- **University of Illinois Special Education 117** 2005 - 2014
 - Frequently invited to speak about life as a Deaf Individual.

Research Experience

- **Participant in Neuroscience study** 2012
 - Took part in study on peripheral vision in Deaf people.
- **Assisted Ph.D. student transcribe ASL videos** 2002
 - Translated ASL signs into English text

Course History

- **LIN 510-OL** (Gallaudet University) Fall 2014
 - Introduction to First and Second Language Acquisition
- **ASL 709** (Gallaudet University) Summer 2014

- Sign Language Media Production
- **ASL 741** (Gallaudet University) Summer 2014
 - Methods of Sign Language Teaching
- **ASL 743** (Gallaudet University) Summer 2014
 - Curriculum Development for Sign Language Teaching

Professional Development

- **Proximity Learning Inc.** 2017
 - Teachers Professional Development Services
 - Classroom Management
 - Integrating Culture into the World Language
 - Differentiating Instruction
 - Tips for Managing Gradebooks and Efficient Online Grading
 - Differentiation Customizing courses and Cultural Proficiency
- **GoReact Webinar** 2017
 - Teaching the 5 C's for ASL
- **Center of Excellence in Teaching and Learning** (Parkland) 2014
 - Adobe Connect
- **Center of Excellence in Teaching and Learning** (Parkland) 2012
 - Portfolio Development

Affiliations/Memberships

- American Sign Language Teachers Association June 2014 – June 2017

Skills

- **Learning Management Systems**
 - Desire2Learn
 - Blackboard
 - Canvas

- **Video Recording & Editing**

- Canon 60D
- Final Cut Pro X

- **Learning Tools**

- Kahoot
- YouTube Videos

Jessica Brown

Tebbetts, Missouri 65080

Phone: 573.544.4254 E-Mail: JeskBrown@outlook.com

Objective

To be a lead Sign Language Teacher for the Hearing in a community school or university specializing in the education of the Hearing and CODA's.

Education

Bachelor of Arts – History, William Woods University, Fulton, Missouri May 2010

Degree in History with Coursework in Special Education, Elementary Education and Deaf Studies.

Master of Arts-Sign Language Education, Gallaudet University, Washington D.C. May 2015

Degree in Sign Language Education with coursework in Research, Linguistics, ASL.

Experience

Substitute Teacher, Missouri School for the Deaf, Fulton, Missouri 2009 – Present As needed

Supervision of students. Provide a planned lesson based upon plans and curriculum designed by regular classroom teacher.

ASL Instructor, Columbia Public Schools Adult Education, Columbia, Missouri 2009 - Present

Provide ASL instruction to the community, supplement in class learning and curriculum with hands on education and practice.

ASL Lab Liaison/Mentor, William Woods University, Fulton, Missouri 2005 - Present

Provide mentoring services to students in ASL and Interpreting. Supplement in class learning and curriculum with additional hands on education and practice.

Staff Aid, SLP (Sign Language Professional), ACT Columbia, Columbia, Missouri 2007 - 2008

Provide client care by administering medication and assisting in client movement. Maintain a safe environment and provide for client welfare and safety. Additional SLP services when needed.

Staff Aide, Dillahunt Group Home, Columbia, Missouri 2006 - 2007

Provide client care by administering medication and assisting in client movement. Maintain a safe environment and provide for client welfare and safety.

Staff Aid, Braun Group Home, Fulton, Missouri 2005 - 2009

Provide client care by administering medication and assisting in client movement. Maintain a safe environment and provide for client welfare and safety.

500

Extensive knowledge and experience in History, Special Education, American Sign Language and Deaf Culture and Direct Personal Care Services.

Excellent verbal and written communication skills in English and its corresponding sign language equivalence.

Excellent social and interpersonal skills for getting along with staff and students.

Excellent technology knowledge of new and upcoming programs and softwares beneficial to the lab.

Certificates

ASLTA In progress

Mentoring in ASL 2005-2011

Community ASL Instructor 2003

References

to be furnished upon request

William Woods University - Dulany Library
COLLECTION ANALYSIS
October 2020

In Support of the Following Academic Program: Interpreter Training/American Sign Language

I. MOBIUS Holdings (Subject Search):

American Sign Language – 849 catalog entries
Interpreters for the deaf -258 catalog entries
Deaf – 4,125 catalog entries
Deaf education – 1,342 catalog entries

II. William Woods University Holdings:

Ebooks

American Sign Language – 48 catalog entries
Interpreters for the deaf -27 catalog entries
Deaf – 334 catalog entries
Deaf education – 30 catalog entries

Journals (Print and full-text)

Deaf (9)
Deaf education (3)
Deaf studies (1)
Language and linguistics (37)

Streaming Video

American Sign Language – 31 catalog entries
Interpreters for the deaf -0 catalog entries
Deaf – 3 catalog entries
Deaf education – 0 catalog entries

Books, Visual Materials

By Publication Date

Subject	Totals	1960-1969	1970-1979	1980-1989	1990-1999	2000-2009	2010-2014	2015-2019	2020	Other
Philology, Linguistics	30	5	1	4	7	9	1	3	0	0
Sign Language, Gesture	3	0	0	0	0	2	1	0	0	0
Sociolinguistics	6	0	3	0	1	1	0	1	0	0
Study & Teaching	23	1	1	1	10	8	0	1	0	1
Translating & Interpreting	13	0	1	0	4	1	2	4	1	0

Subject	Totals	1800-1849	1850-1899	1900-1909	1910-1919	1920-1929	1930-1939	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2009	2010-2014	2015-2019	2020	Other
Disability Studies	529	2	6	3	1	1	2	4	22	13	50	60	120	155	44	37	2	7

Subject	Totals	1960-1969	1970-1979	1980-1989	1990-1999	2000-2009	2010-2014	2015-2019	2020	Other
Ed. of the Exceptional, Gifted & Handicapped	282	6	15	26	94	73	30	36	0	2
Education of Linguistic Minorities, Bilingual Ed.	25	0	0	1	14	5	1	4	0	0
Special Aspects of Education	70	1	2	6	26	24	5	6	0	0

By Material Type

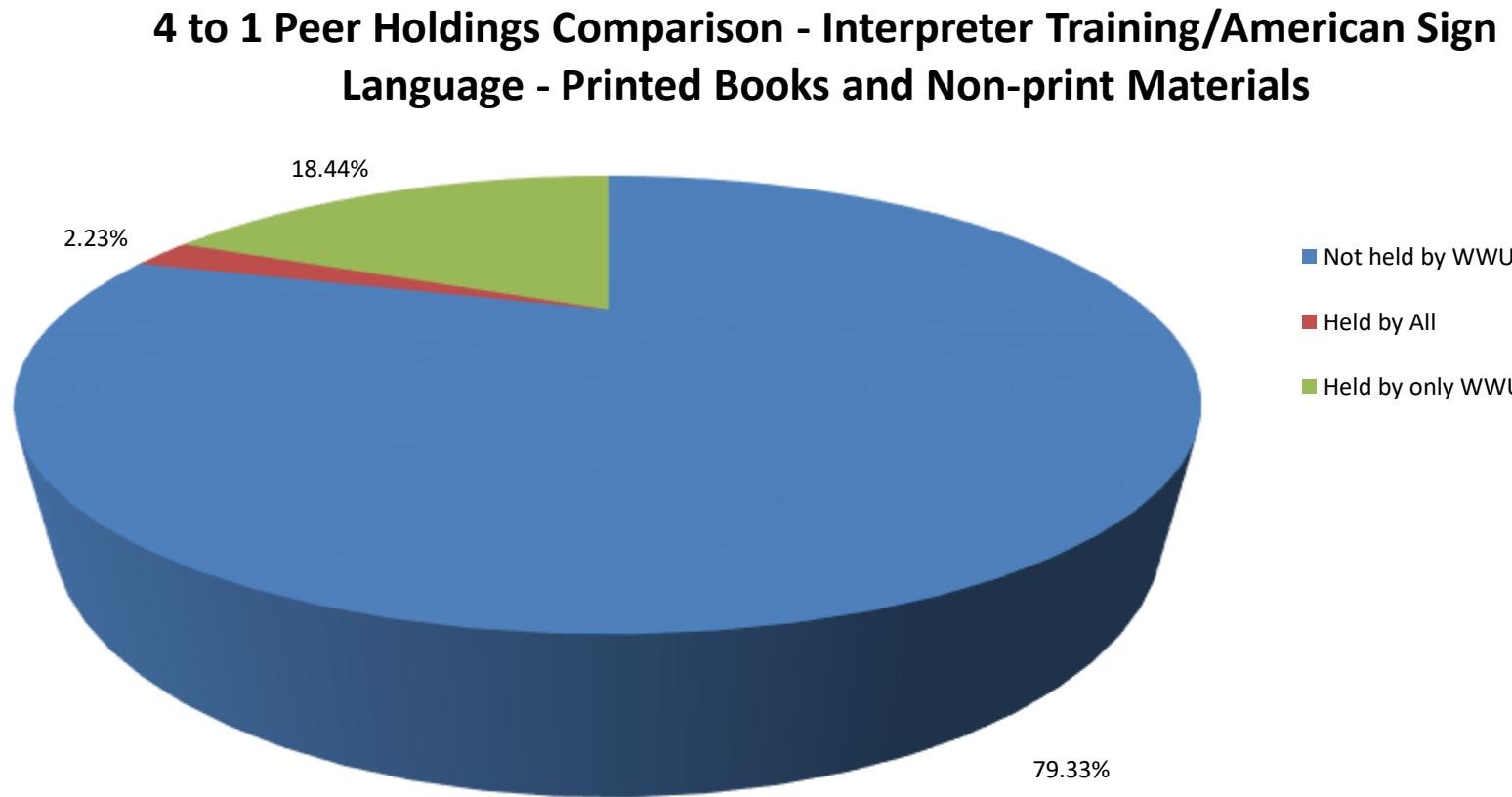
Subject	Totals	Books	Journals/Magazines	Videos
Philology, Linguistics	30	16	13	1
Sign Language. Gesture	3	3	0	0
Sociolinguistics	6	5	1	0
Study & Teaching	23	12	9	0
Translating & Interpreting	13	10	3	0

Subject	Totals	Books	Journals/Magazines	Newspapers	Videos
Disability Studies	529	448	25	1	55

Subject	Totals	Books	Images	Journals/Magazines	Videos
Ed. of the Exceptional, Gifted & Handicapped	282	228	1	40	12
Education of Linguistic Minorities, Bilingual Ed.	25	21	0	3	1
Special Aspects of Education	70	49	0	16	5

III. Comparison with Peer Institutions (4 to 1 comparison)

Libraries Used for Comparison: Stephens College, Columbia College, Westminster College, Central Methodist University



IV. Analysis

Interpreter Training/American Sign Language as a discipline taught at the undergraduate level requires both up-to-date materials and materials with an historical perspective. A continued effort is made to acquire materials in both electronic and printed formats, and the Library's holdings in Interpreter Training/American Sign Language are fairly strong. The WWU program is fairly unique in the state and the library has not been able to rely to any great extent on resource sharing with other libraries to meet the resource needs of this program. In addition, the discipline is not supported by commercially available databases nor is it a large enough discipline for aggregators to provide a discipline-specific e-book collection. The WWU library continually looks for new resources to support this program and acquires most everything that is deemed suitable. The websites of Gallaudet University Press and Registry for the Interpreters of the Deaf, among others, are checked regularly for new publications. While the library staff does not receive very many recommendations or requests from the ASL/ITP faculty, we do communicate with them about program changes and new resources. In addition to print materials, the WWU Library acquires DVDs, particularly in support of American Sign Language.

All books, journal articles and non-print materials are available through *Woods OneSearch*. The Library subscribes to a comprehensive database, *Academic Search Complete*, which is available to all students, both traditional and online.

The library staff acquires any resources that are not available in existing print and digital collections through interlibrary loan.

As in all other disciplines, WWU faculty and students have access to the resources available in MOBIUS member libraries, which includes the superb collections at the large research institutions in the state of Missouri, i.e., the four campuses of the University of Missouri, Washington University, Missouri State University and St. Louis University. Beginning in 2014, access to the resources of the academic, public and special libraries in Colorado and Wyoming became possible through Prospector, a resources sharing partner of MOBIUS. Prospector provides access to an additional 30 million books, journals, DVDs, CDs, videos and other materials, and includes the collections of the libraries at the campuses of the University of Colorado, Colorado State University, University of Denver, and the University of Wyoming. Resources selected from both MOBIUS and Prospector are delivered by courier, thereby reducing the delivery time.

Annual Assessment Report

ASL Studies BA

Barbara Garrett, Carrie McCray, Shauna Ward, Becky Davis

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

Annual Assessment Report

Program Profile

Program: ASL Studies						
		10/11	11/12	12/13	13/14	14/15
Declared Majors (as of Oct. 15)	Incoming Freshman	8	8	8	6	6
	Transfers	4	4	5	6	4
	Total	24	28	40	38	40
	Undergraduate Enrollment	1,179	1,079	1,009	1,006	1,006
Declared Minors		32	31	32	29	30
Graduated Majors		1	7	15	12	6
Graduated Minors		6	8	4	0	0
Retention Rate: IPEDS definition¹						
University		66.8%	76.2%	70.5%	76.3%	NA
Program		8/10	3/5	3/7	7/8	NA
Graduation Rate: IPEDS definition²		04/05	05/06	06/07	07/08	08/09
University		52.4	50.2	50.5	56.3	52.4%
Program		0/0	0/0	0/0	0/0	1/2
Graduation Rate: Transfer Students³						
University		71.2%	68.8%	63.2%	66.7%	67.4%
Program		0/0	0/0	0/0	0/0	0/1

¹ = % of full-time, first-time students that return to the institution in the subsequent fall

semester				
² = % of the full-time, first-time cohort that graduate within 6 years				
³ = % of transfer students new to the institution in the fall semester that graduate with a bachelors level degree				

Program Delivery (HLC 3A3)

Traditional on-campus **X**

Online Program _____

Evening Cohort _____

Analysis: Program goals for student retention, persistence and degree completion are? How does the program see the current enrollments trends within the program, could they be improved?

Our program does not have specific goals for retention, persistence and degree completion. Where to get that data and how to track it is unknown.

To assist and support student language development and cultural competency, our program offers a variety of mechanisms and opportunities.

-One-on-one skill & knowledge development

-Advising; academic and career options based on aptitude

-Host events that support linguistic and cultural development

-Announce community opportunities for student involvement

-Provide online language mentoring

Outside Accreditation:

The ASL Studies program does not have a current outside accreditation body.

Program Objectives: (from most recent Assessment Plan)

Objective 1. Students demonstrate an academic foundation pertaining to different aspects of Deaf culture essential to effectively participating in the Deaf community

Objective 2 Students demonstrate effective use and expression of visual language cues.

Objective 3. Students demonstrate comprehensive and self-monitoring of visual language cues.

Program Objectives Matrix (from most recent Assessment Plan)

	Objective 1	Objective 2	Objective 3
	<i>Cultural Know & Comp</i>	<i>Expressive</i>	<i>Receptive</i>
ASL101: Car Sem	I		
ASL105: ASL 1	I	I	I
ASL120: Culture	I-A		
ASL145: ASL 2	I-A	I	I
ASL205: ASL 3	R	R-A	R-A
ASL220: Ethc & Dcn	R		
ASL245: ASL 4	R-A	R	R
ASL305: ASL 5	R	R	R
ASL316: NMM	R	R	R
ASL345: ASL 6	M-A	M-A	M-A
ASL425: ASL Ling	M-A	M	M
ASL430: ASL Lit	M-A	M-A	M-A

All objectives must be assessed either yearly or as articulated on a cycle. Objectives are not necessarily assessed each time they are listed as a Program objective for the course. The faculty in the program determine when the objective will be assessed, in which course, with which artifact, and what if any outside assessment will occur.

Fill in the chart with Program Specific Content- Much of this can come from past annual reports. When identifying the methods, consider fall and spring courses and assignments to identify appropriate assessments for the objectives. Best practices recommend multiple measures of assessment for each objective

Assessment of Program Objectives

Objective 1 <i>Cultural Knowledge & Properties</i>	Students demonstrate an academic foundation pertaining to different aspects of Deaf culture essential to effectively participating in the Deaf community
Methods	<ol style="list-style-type: none"> 1. Quizzes & Presentation (ASL 120) 2. Multiple Choice Exam (Assessment Day)
Benchmark	<ol style="list-style-type: none"> 1. Quizzes scored at 70% or higher 1. Presentation graded by rubric scoring 70% or higher 2. Multiple Choice Exam <ul style="list-style-type: none"> • Students in ASL 2 (ASL145) scoring 40% or higher • Students in ASL 4 (ASL245) scoring 60% or higher • Students in ASL 6 (ASL345) scoring 80% or higher
Data Collected (course specific)	<p>1. ASL 120: Quizzes pertaining to different aspects of Deaf culture discussed and researched. Quizzes administrated: 4 (ATTACHED)</p> <p>1. ASL 120: Presentations pertaining to a selected topic related to Deaf culture were given in class. (ATTACHED)</p>
Data Collected (Assessment Day, external tests, Senior Achievement)	2. A 35-question, multiple-choice quiz pertaining to different aspects of American Deaf Culture was completed by 41 students. Two groups of students took the exam depending on their course level (ASL 2, 4, or 6).
Results/Outcomes	<p>1. Quizzes</p> <p>28 students participated in ASL 120 SPRING 2014. Quiz average: 76%</p> <p>1. Presentations</p> <p>28 students participated in ASL 120 SPRING 2014. Each student gave 2 presentations each, average grade according to Rubric (ATTACHED) was 94%</p> <p>2. Assessment Day</p> <p>ASL 2 students: 8 participated, 8 scored 40% or higher (Success rate:</p>

	<p>100%; Average score: 60%)</p> <p>ASL 4 students: 9 participated, 7 scored 60% or higher (Success rate: 78%; Score average 66%)</p> <p>ASL 6 students: 24 participated, 7 scored 80% or higher (Success rate: 29%; Score average 69%)</p>
<p>Proposed changes to the assessment process</p>	<p>1. No changes</p> <p>1. No changes</p> <p>2. Deaf Culture Assessment will be modified this year after test analysis. Wording on the Deaf Culture Assessment will be modified for clarity or topic to be better aligned with course content.</p>
<p>Budget needs related to the objective?</p>	<p>No budget needs for the program are needed at this time to make the assessment more effective.</p>

Objective 2 <i>Expressive</i> <i>Productive</i>	<p>Students demonstrate effective use and expression of visual language and cues.</p>
Methods	<ol style="list-style-type: none"> 1. Video of 3-4 minutes conducted in ASL via video demonstrating and discussing topics and structures covered in the final unit of the course (ASL 205). 2. Video of 3-4 minutes conducted in ASL via video demonstrating and discussing topics and structures covered in the final unit of the course (ASL 345) 3. Video of 3-5 minutes conducted in ASL demonstrating language skills in answering 4-5 prompts given to them in written English. (Assessment Day)
Benchmark	<ol style="list-style-type: none"> 1. Students will be graded by rubric and score 80% 2. Students will be graded by rubric and score 90% 3. Students will be graded by rubric <ul style="list-style-type: none"> • Students having completed ASL 5 will be rated at a level 4 or higher • Students having completed ASL 3 will be rated at a level 3 or higher • Students having completed ASL 1 will be rated at a level 1 or higher
Data Collected (course specific)	<ol style="list-style-type: none"> 1. ASL 205: Students completed a narrative in ASL incorporating ASL structure and characteristics. Assignment sheets (ATTACHED) were to be used as story starters and students were to complete their story using original ideas. 2. ASL 345: Students constructed and recorded a video completing different tasks in order to demonstrate language competency and fluency. Assignment Sheet (ATTACHED).
Data Collected (Assessment Day, external tests, Senior Achievement)	<ol style="list-style-type: none"> 3. ASL Skills Assessment: Students were given a list of tasks to perform using ASL skills in order to demonstrate language competency and fluency. Sheet (ATTACHED) Participants: 5-ASL I, 22-ASL III, 11-ASL V.

Results/Outcomes	<p>1. ASL 205 Video: 16 students participated in ASL 205 Fall 2014. 32 students achieved a grade of 80% or higher. (Success rate: 89%; Average grade on final presentation according to rubric (ATTACHED) was 89%)</p> <p>2. ASL 345 Video: 22 students participated in ASL 345 Spring 2015. students achieved a grade of 90% or higher. (Success rate: 73%; Average grade on final presentation according to rubric (ATTACHED) was 89%.)</p> <p>3. ASL Expressive/Productive Skills Assessment:</p> <p>27 Students having completed ASL 5 or higher participated. 3 people scored a rating of 4 or higher (Success rate 11%; Rating average 3.5)</p> <p>9 Students having completed ASL 3 participated. 5 students scored a rating of 3 or (Success rate: 56%; Rating average 2.5)</p> <p>8 Students having completed ASL 1 participated. 8 students scored a rating of 1 or higher. (Success rate: 100%; Rating average 1.6)</p>
Proposed changes to the assessment process	All data collection for Assessment to be saved on the H: Drive. The data for students in ASL 205 was lost this year. This report reflects results from 2014.
Budget needs related to the objective?	<p>To run the assessments as we have them documented, no other budget items are necessary.</p> <p>We would like to discuss and consider having students who have completed ASL 5, or prior to graduation, to take the American Sign Language Proficiency Interview. Cost is around \$185 to take the assessment from a remote location. Adding this as a final component of our assessment program would not only offer an outside, unbiased, measurement upon which we could compare our own assessment, but it is also a respected measurement to add to student portfolios.</p>

Objective 3 <i>Receptive</i> <i>Comprehension</i>	Students demonstrate comprehensive and self-monitoring of visual language and cues.
Methods	1. Video of 3-4 minutes conducted in ASL will be viewed for

	<p>comprehension. Students will identify fingerspelling, ASL vocabulary, and ASL sentences (ASL 205).</p> <p>2. Video of 3-4 minutes conducted in ASL will be viewed for comprehension. Students will identify fingerspelling, ASL vocabulary, and ASL sentences (ASL 345).</p> <p>3. Video of 3-5 minutes conducted in ASL will be viewed for comprehension. Students will answer questions pertaining to the language and content of the video (Assessment Day).</p>
Benchmark	<p>1. Students will be graded by rubric and score 80%</p> <p>2. Students will be graded by rubric and score 90%</p> <p>3. Students will be graded by rubric</p> <ul style="list-style-type: none"> • Students having completed ASL 5 will score 80% or higher • Students having completed ASL 3 will score 60% or higher • Students having completed ASL 1 will score at 40% or higher
Data Collected (course specific)	<p>1. ASL 205: Comprehension/Receptive Skills Assessment during final unit of course (ATTACHED) 16 students participated in the assessment.</p> <p>2. ASL 345: Comprehension/Receptive Skills Assessment during final unit of course (ATTACHED) 22 students participated in the assessment.</p>
Data Collected (Assessment Day, external tests, Senior Achievement)	<p>3. After watching a video of an ASL narrative, students completed a 10-question quiz (ATTACHED) covering fingerspelling, vocabulary, and overall events. Participants: 8-ASL I; 10-ASL III; 23-ASL V</p>
Results/Outcomes	<p>1. ASL 205: Comprehension/Receptive Skills Assessment</p> <p>37 students participated in the assessment. 32 students received a score of 80% or higher (86% Success rate; Average score 68.6)</p> <p>2. ASL 345: Comprehension/Receptive Skills Assessment</p> <p>22 students participated in the assessment. 9 Students received a score of 90% or higher (41% Success rate: Average score 85%)</p> <p>3. ASL Comprehension Assessment</p> <p>8 students who had finished ASL I participated. 5 students received a</p>

	<p>score of 40% or higher (Success rate: 63%; Average test score: 7.2)</p> <p>10 students who had finished ASL 3 participated. 8 students received a score of 60% or higher (Success rate: 80%; Average test score: 10.9)</p> <p>23 students who had finished ASL 5 participated. 17 students received a score of 80% or higher (Success rate: 74%; Average test score: 12)</p>
Proposed changes to the assessment process	<p>All data collection for Assessment to be saved on the H: Drive. The data for students in ASL 205 was lost this year. This report reflects results from 2014.</p> <p>Student transfer information was not included this time. The quiz forms need to be consistent to show this data as it assist us in interpretation of data</p>
Budget needs related to the objective?	<p>The ASLPI, if used to measure students, would also cover this aspect of language competency and provide us with an outside, unbiased measure of our students regarding this skill (2014)</p> <p>We have continued discussion, as we completed our 5 year review. The ASLPI would cost \$175, need a site manager, and is conducted remotely with Gallaudet University.</p>

Attach Rubrics and or other explanatory documents pertaining to program assessment discussed in the chart to the report (portfolio guidelines, assignment sheet)

Analysis of Assessment:

What concerns do you have about the data provided? In the results of the assessment, what worked and what did not work? Does the data represent an identifiable trend in the level of activity/ achievement/ accomplishment? Does the data represent an acceptable level of activity/accomplishment/achievement given our mission and values? (HLC 4B1).

Data was lost due to a damage external hard drive device. All assessment data will be stored on the H: Drive from ASL205 and ASL345.

Due to some adjustments made in how students were rated according to benchmarks, data next year will be more comparable for seeing student achievements or norms.

Analysis of the Assessment Process (Empirical & Non-Empirical) (HLC4B3)

Our assessment process, as stated above, occurs in the classroom and during Assessment Day.

For Assessment Day, changes from last year include:

- Different but comparable level of videotext was used for comprehension
- Scheduling (ATTACHED) was also different from last year where parts of the assessment were done as a huge group.
- New version of the Deaf Culture Knowledge Assessment

Discussion about changes in assessment were discussed during Program Meetings of the ASL-English Interpreting/ASL Studies programs.

Program Changes Based on Assessment:

This section requires that you review the previous year's annual assessment and determine whether the actions suggested were implemented and to what affect those actions had on student learning from data you collected. Changes can be: course rotation, assessment activities, and assignment changes... Also indicate changes you made to the program outside of data collection and why. How did those changes impact the student results?

Change in Deaf Culture Assessment; modifications were made. After test analysis, it seems some questions do not reflect the purpose of the question or are not clear in their intent.

General Education Assessment:

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 areas are: Communication, Mathematics, Value, Meaning, Historical Perspective, Critical Thinking, Diversity, Creative and Aesthetic Sensibility, Natural Science and Social Science. (HLC 4B1)

Program Activities:

Student Performance Day Activities (Assessment Day):

Describe the department assessment day activities. 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?

See: ASL Expressive/Productive Skill Assessment 2014 & ASL Comprehension/Receptive Skill Assessment 2014 (Announcement, Schedule, Description, and Materials are provided.)

Senior Achievement Day Presentations:

Describe program Senior Achievement Day activities? What benefit does the program gain from the activities? What if any assessment of students happens on this day? What changes if any will occur due to what is learned by faculty on Senior Achievement Day's?

We began this discussion earlier this year. The ASL Studies Program will explore developing a separate Capstone Course which includes portfolio development and reflection of experiences obtained throughout course of study.

Service Learning Activities:

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?

This is an area we continue to investigate. With the development of a field experience/practicum component as part of a Capstone course, we feel students will have more opportunity to be out in the community on a local, state, and even national level.

Program Sponsored 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.

Fall 2014

ASL 101

ASL Film: The Hammer

Deafropolis

ASL Film: The Wrong Game

Spring 2016

ASL Performance

ASL Film: See What I'm Saying

DPN Lecture

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.

Faculty Accomplishments:

Shauna Ward, President, MoAD Central Chapter

Becky Davis, Treasurer, Greater Columbia Association of the Deaf

Becky Davis, BEI Rater, Missouri Commission for the Deaf and Hard of Hearing

Alumni (Recent Graduates) Accomplishments (past year graduating class):

Results of Alumni survey and how well the program prepared them for their profession, this data is collected ourselves from contact with students. We can ask the alumni office to share what information they have on your graduates and then provide your own input to the data. Discuss special honors or positions earned by recent graduates of the program. This can be done on survey software, facebook, or an alternative platform that allows the information to be collected.

This is an area that needs to be investigated. We do have a organization site that keeps us connected to alumni. Development of a Capstone Course will also aid in this relationship/contact building.

OBJECTIVE 1:

ASL 120: QUIZ 1

Name: _____

date: _____

ASL 120_1st Quiz (1.5 pts each)

1. Who supported the spread of oral philosophy? _____
2. The first school for the deaf established in the United States was in Hartford, Connecticut. The school was the American Asylum for the Education and Instruction of Deaf and Dumb persons, when was this school established?
 - a. 1918
 - b. 1817
 - c. 1880
 - d. 1902
3. Who was the president at Gallaudet University for 46 years?
 - a. Alexander Graham Bell
 - b. Laurent Clerc
 - c. Edward Miner Gallaudet
 - d. Thomas Hopkins Gallaudet
4. When someone is referring to the label “deaf”, what are they talking about?
 - a. A cultural identity
 - b. A degree of hearing loss
 - c. A user of American Sign Language
 - d. Someone who attended a residential school
5. How do you get a Deaf person’s attention?
 - a. _____
 - b. _____
 - c. _____
 - d. _____
6. What are the 5 aspects of the Deaf Culture?
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
7. This man is known as the Father of Deaf Education in America, what is his name?

- a. Jean Masseau
- b. Thomas Gallaudet
- c. Edward Gallaudet
- d. Laurent Clerc

8. Education for the deaf was much advanced in France compared to the United States in the 1700's. _____ went to Europe with the goal to learn how to teach the deaf here at home. While in Europe he met _____ and convinced him to come to the states to help set up the first school for the deaf here in America.

- a. Edward Gallaudet, Laurent Clerc
- b. Thomas Gallaudet, Abbe de l'Epee
- c. Edward Gallaudet, Laurent Sicard
- d. Thomas Gallaudet, Laurent Clerc

9. What does CODA stand for? (2 points)_____

10. What are the four characteristics of the Deaf Community?

- a. _____
- b. _____
- c. _____
- d. _____

11. Deaf Culture is known as a(n) _____ Culture.

- a) Individualist
- b) Collectivist
- c) Communalism
- d) Monarchism
- e) None of the above

ASL 120: QUIZ 2

Name: _____

April 1, 2014

Deaf Culture: 2nd Quiz (1.5 pts each)

1. The definition of a contact signing is?

- a) When two languages have been blended for the purpose of communication
- b) When words are initialized to represent concepts in the other language.

- c) When one language takes precedence over a minority language.
- d) When two languages are blended to create a new language on its own, with unique grammar and syntax.
- e) None of the Above

2. What are the four characteristics of the Deaf Community?

- a. _____
- b. _____
- c. _____
- d. _____

3. According to Dr. Garrett's model, what are the four characteristics of the Deaf/ASL Community?

- a. _____
- b. _____
- c. _____
- d. _____

4. Match with the correct definition (12 points)

- 1- Rehab Act 1973
- 2- Education for All handicapped Children Act of 1975
- 3- Individualized Education Plan
- 4- Residential School
- 5- Day School
- 6- Self Contained (Resource) Classroom
- 7- Inclusion (Mainstreamed Classroom)
- 8- Americans with Disabilities Act

_____ provides a description of the current academic and social level of the child, includes goals and lists specific educational needs and services for the child.

_____ provides educational opportunities for students to attend the local public school with no restrictions placed upon their academics. The student generally attends classes with an interpreter, but not always.

_____ provides for a free and appropriate education for all children, and that schools cannot discriminate against any child, no matter their specific needs for a successful education.

_____ provides for accommodations to be provided by all entities no matter if they are public or private. This ensures that disabled individuals have access to entities that were not accessible to them before.

_____ provides educational opportunities for students in suburban/metropolitan areas in a program focused on deaf students. The teachers can sign but the curriculum is normally not the most aggressive.

_____ Provides educational opportunities for students to attend the local public school but attend classes in a restricted environment. Academic work is completed in a separate area with a special educator trained in working with deaf students.

_____ provides protection for children with special needs and assures them services starting at the age of 3 in the least restrictive environment possible. These services are available to them through the local public school.

_____ provides educational opportunities for educational success in an environment where the student is not the minority in the class. They are in an all deaf environment both academically and socially.

6. We discussed in class the positives and negatives of educational placements for deaf children. Please identify the most common educational placements and tell me positive and negative characteristics of each. Be complete. (5 pts)

7. We discussed in class the positives and negatives of Hearing vs. Deaf families. Tell me positive and negative characteristics of each. Be complete. (5 pts)

ASL 120 QUIZ 3

Name: _____

April 17, 2014

Deaf Culture: 3rd Quiz (1.5 pts each)

1. Give 2 examples of oppression that Deaf people face everyday in their daily lives.

2. Give examples of Deaf Rights

a. _____

b. _____

c. _____

d. _____

e. _____

3. Give examples of what Deaf people can't do

a. _____

b. _____

c. _____

d. _____

e. _____

3. What does ADA stand for? _____

4. What does TTY stand for?

- Telecommunications Device for the Deaf
- Teletypewriter
- Teleprinter
- Textphone

5. Who invented the acoustic modem (TTY) in the 1960's.

- Matthew S. Moore
- Robert F. Panara
- Robert Weitbrecht
- Harry G. Lang

6. The acronym NFSD stands for? _____

7. The acronym WRAD stands for? _____

8. What does NTID stand for? _____

9. What does VRS stand for and how does it work? (5 points)

10. Martha's Vineyard - which of the following statements is false?

- Deaf weren't full participants in town and were denied civil rights
- Blended home signs with the American Asylum for the Deaf signs
- People viewed the deafness as simply something that had occasionally happened, and not as something to be ashamed of.
- Deaf were full participants in town and were not denied civil rights

11. The acronym NAD stands for? _____

12. Martha's Vineyard is an example of _____ into the majority culture as the deaf held positions of authority and all members of the community signed to ensure communication was effective.

- Mainstreaming
- Oppression
- Assimilation
- Acceptance

13. The acronym GUAA stands for? _____

14. Which Deaf organization uses the following Motto?

Preserve, protect, and promote the civil, human, and linguistic rights of deaf and hard of hearing people in the United States of America.

15. The high desirability of having deaf children is _____ of the culture.

- a. tacit
- b. emblematic
- c. explicit

ASL 120: QUIZ 4

Name: _____

Deaf Culture: 4th Quiz (1.5 pts each)

1. The acronym GUAA stands for? _____

2. There were 4 Demands in return for opening the campus (the 1988 Protest).

1. _____
2. _____
3. _____
4. _____

3. This protest originated in 1988 and concerned the selection of a hearing president for Gallaudet University. The announcement of the hearing candidate sent the campus into a student protest. What was the name of this protest?

- a) Unity for Gallaudet
- b) Deaf President for Gallaudet
- c) Unity for a Deaf President
- d) Deaf President Now
- e) None of the Above

4. One of the demands was Spilman's resignation from the board – why? (3 pts)

5. What is another name for Captioned Telephone?

6. What were the 5 aspects of the Deaf Culture?

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

7. Identify each acronym (1.5 pt) and define the purpose of each organization. (1.5 pt)

1. WRAD
2. NFSD
3. WFD
4. DWU

ASL 120: PRESENTATION RUBRIC

Name: _____

SCORING RUBRIC FOR Deaf Culture In-class Presentation (Spring 2015)

Objective	5 Excellent	4 Good	3 Fair	2 Poor
Presentation (5 points) Include: Title Slide, PowerPoint/Graphics,	The presentation is well coordinated. All material is presented using language that is original. It does not appear written down. Student varies from slides; does not simply read from slide. Title Slide lists the title, your name, presentation title, any important information and is formatted correctly. Slides are clear. Text is legible. No grammatical errors. Graphics and effects are used throughout to enhance presentation. Information is at the advanced level and consistently supports images.	The presentation is well coordinated. Most material is presented in new form and not as it is written on the screen or page. Title Slide lists most of the required elements and is formatted correctly. Slides are clear. Text is legible. No grammatical errors. More than half of the slides use graphics and effects to enhance presentation. Information adequately supports images.	The presenter makes minimal eye contact with the audience. Everything is read directly from the screen or page. Title Slide lists some of the required elements. or is not formatted correctly. Slides are legible. Amount of text is too great for the amount of space provided. Some grammatical errors. Less than half the slides have graphics or effects. Information supports images at times.	The presenter makes no contact with the audience. Everything is read directly from the screen of page. Title slide is missing most required elements and is not formatted correctly. The slides are not legible. The amount of text is too great for the space provided. There are several grammatical errors. There is little use of graphics or effects. The information does not consistently support images.
Historical Information (10 points)	Required slides or more with relevant information. Topic is discussed clearly and adequate points are made.	Required slides with relevant information. Topic is somewhat discussed but more information is required.	Required slides with relevant information. Topic is slightly discussed but more material is needed.	Slides or less slides OR slides do not contain relevant information. Topic is addressed but not discussed or elaborated on.
Personal Achievements (15 points)	Personal Achievements explanation demonstrated clearly and effectively	Personal Achievements explanation demonstrated sufficiently	Personal Achievements explanation demonstrated adequately	No Personal achievements explanation.
Influence/Relevance to the Deaf Community (15 points)	Influence to the Deaf Community explanation demonstrated clearly and effectively	Influence to the Deaf Community explanation demonstrated sufficiently	Influence to the Deaf Community explanation demonstrated adequately	No Influence/Relevance to the Deaf Community explanation
Reflection (10 points)	Response demonstrates an in-depth reflection on the topic. Clear, detailed examples are provided, as applicable.	Response demonstrates a general reflection on the topic. Appropriate examples are provided, as applicable.	Response demonstrates a minimal reflection on the topic. Examples, when applicable, are not provided or are irrelevant to the assignment.	Response demonstrates a lack of reflection on the topic. Examples, when applicable, are not provided.

Points scored _____/55 Points possible = _____ %

~~ASL Studies & ASL/English Interpreting Majors Assessment~~

- 1. Which of the following is the most significant determinant of whether an individual is perceived as part of the American Deaf culture?**
 - A. Cause of deafness
 - B. Other family members' participation in the Deaf community
 - C. Involvement in Deaf political issues and organizations
 - D. Proficiency in ASL
- 2. Andrew Foster, the first African American to graduate from Gallaudet University, is most famous for his work in:**
 - A. Establishing schools for deaf students in Africa.
 - B. Recruiting and training deaf African Americans to teach in residential schools for the deaf in the United States.
 - C. Defending the civil rights of deaf African Americans who were discriminated against in the workplace.
 - D. Writing plays about the experiences of deaf people in Africa.
- 3. Individuals who are deaf and associate with the Deaf community refer to themselves as:**
 - A. Hearing handicapped
 - B. deaf
 - C. Deaf
 - D. Hearing impaired
- 4. To express the meaning 'you-HATE-me', the verb moves from the:**
 - A. Signer toward the Addressee
 - B. Addressee toward the Signer
 - C. Addressee to the third person space
 - D. Signer toward the third person space
- 5. AUDISM means:**
 - A. The aural abilities of deaf consumers
 - B. Discrimination based on hearing status
 - C. The study of hearing
 - D. A disorder characterized by lack of appropriate social interaction
- 6. Ella Mae Lentz, Clayton Valli, and Patrick Graybill are all well known for their contributions to what aspect of the Deaf community/culture?**
 - A. Political
 - B. Literary
 - C. Educational
 - D. Legal
- 7. While watching another person sign, it is appropriate to focus on the signer's:**
 - A. Hands
 - B. Torso
 - C. Face
 - D. Entire body
- 8. Psycholinguistics is:**

- A. The study of the interrelationship of language and cognitive structures
- B. The study of language acquisition
- C. Psychiatric vocabulary used in the documentation of patient records
- D. The study of how one processes linguistic information in production and perception

9. When someone shows up late to a meeting, instead of slipping in, a deaf person would feel they needed to express why they were late. What cultural norm or value is being expressed here?

- A. Information access
- B. Collectivism
- C. Individualism
- D. Language fluency

10. ASL The verb 'LIKE' is an example of a:

- A. Plain verb
- B. Subject-object agreement verb
- C. Object-Only verb
- D. Complex Verb

11. If your path is blocked by two signers conversing with each other, you should:

- A. Wait until they stop talking before you pass
- B. Bend down very low in order to avoid passing through their signing space
- C. Proceed and walk through between the signers
- D. Touch one on the shoulder and make them move so you can go around

12. The use of two languages or of two varieties of the same language in a community in which one has a higher status than the other is known as:

- A. Diglossia
- B. Bilingualism
- C. Code Switching
- D. Transcommunication

13. What is the main concern of the Deaf Community when it comes to the cochlear implant?

- A. Deaf people and their culture will diminish
- B. Parents of deaf children are not given all the options and realities of their child's future
- C. It cannot be removed once the implant is put in no matter the side effects
- D. It is invasive and unnecessary to a deaf child's success of language acquisition

14. Which of the following signs are arbitrary and NOT iconic?

- A. DRINK
- B. ASK
- C. WALK
- D. SCISSORS

15. The role of facial expressions, head movements, and eye gaze in ASL is primarily:

- A. Grammatical
- B. Stylistic
- C. Emotive
- D. Attention getting

16. For a deaf individual, which of the following perceptions of Deaf culture is most likely to foster self-determination and a sense of empowerment?

- A. A culture made up of people who have a hearing loss that interferes with the normal reception of speech
- B. A culture made up of people who primarily relate to the world visually and share a language that is visually received and gesturally produced
- C. A culture made up of people who have learning challenges due to hearing loss
- D. A culture made up of people who seek to assimilate themselves as much as possible into hearing culture.

17. The most important outcome of William Stokoe's original 1960 study of ASL was:

- A. The recognition that ASL is a natural language with its own distinct grammatical structure.
- B. The invention of a notational system for writing ASL.
- C. The recognition that ASL has a number of morphemes that do not correspond to any morphemes in English.
- D. The discovery that distinct registers of ASL are used in different contexts.

18. Deaf folklore and traditions are most often passed from generation to generation through which of the following means?

- A. Written records and documents
- B. Face-to-face interactions with community members
- C. Visual media such as photos and videotapes
- D. Contact between family members

19. What is the significance of Alexander Graham Bell to the Deaf-ASL using community?

- A. He was a proponent of the first school for deaf children in Hartford, Connecticut
- B. He was an avid opponent to sign language and deaf marriage
- C. He fought for deaf rights in colonial America and passed laws protecting deaf people
- D. He was the first man to recognize the sign language has its own syntax/grammar

20. Which of the following discourse features would best indicate that a signer is using an informal register of ASL?

- A. Using a larger than normal signing space
- B. Executing two-handed signs with only the dominant hand
- C. Using rhetorical questions instead of topicalization
- D. Executing signs at a slower than normal pace

21. What was the name of the first school for the deaf in America?

- A. The American Deaf School
- B. The American Asylum for the Deaf and Dumb
- C. The Connecticut school for the Deaf
- D. The Hartford School

22. Which of the following is a prominent use of humor among minority groups?

- A. Add laughter into the lives of the oppressed
- B. Bring to the forefront inequities and ironies of majority culture
- C. To avoid confrontation and power struggles with the majority culture
- D. To deinstitutionalize autism, covert and overt

23. Who said the following: "As long as we have Deaf people on earth, we will have signs and as long as we have our films, we can preserve our beautiful sign language in its original purity. It is my hope that we will all love and guard our beautiful sign language as the noblest gift God has given to Deaf people."

- A. Charles Krauel
- B. George Veditz
- C. A.E. Fay
- D. Marlee Matlin

24. In ASL, the handshape for a sign may change to match the handshape of another sign in a sequence (e.g., in

the ASL phrase WHY NOT, the signs WHY and NOT are reduced together to create one sign with the sign WHY initiated with an open B handshape anticipating the sign NOT). This is an example of which of the following phonological processes in ASL?

- A. Alternative locations of signs
- B. Assimilation
- C. Two-hand relationships within signs
- D. Reduplication

25. A beginning ASL student tells his teacher that someone showed him how to distinguish between the meanings of "jungle" and "forest" by using initialized signs. The student demonstrates by making the citation sign for TREE, first with the handshape for J and then with the handshape for F. The teacher tells the student not to use these signs. Which of the following is the best rationale for the teacher's response?

- A. These signs represent a dialectal variation of ASL that may not be understood universally.
- B. Mastering the use of initialized signs such as these is a topic generally reserved for advanced ASL courses.
- C. Initialized signs are primarily used in formal situations such as lectures given in ASL and are not likely to be of much use to the student.
- D. These signs are from a sign system of Manually Coded English and are inappropriate to use in ASL.

26. Ben Bahan's *Bird of a Different Feather* in ASL is an example of which of the following literary forms in Deaf culture?

- A. ABC story
- B. Legend of origins
- C. Anecdote
- D. Allegorical fable

27. In which of the following ways is American Deaf culture most similar to hearing culture in the United States?

- A. In the importance it places on achieving a single common means of communication
- B. In its social institutions
- C. In the ways in which it passes cultural knowledge from parent to child
- D. In the diversity of its membership

28. Who is known as the first deaf teacher in the United States to teach deaf children?

- A. Thomas Gallaudet
- B. Abbe Sicard
- C. Laurent Clerc
- D. William Stokoe

29. What was the name of the 7 day protest at Gallaudet University where students closed down the university and marched the streets of Washington, D.C. in attempts to have a deaf representation on university goals and services as well as a deaf candidate selected for the president's position?

- A. We Still Have a Dream
- B. Deaf President Now
- C. Deaf Civil Rights Movement
- D. Gally Rally

30. In Deaf culture, which of the following best describes the significance of events such as Deaf conferences and Deaf sports events?

- A. Such events highlight important similarities between Deaf and hearing communities.
- B. Such events are important expressions of Deaf identity and the maintenance of cultural traditions.
- C. Such events demonstrate the significance attached to individual achievement within the Deaf community.
- D. Such events allow the Deaf community to teach hearing individuals about their culture.

31. Which of the following accurately describes a relationship between a community's language and other aspects of a community's culture?

- A. Members of a community hold similar central beliefs & moral values because they share a common language.
- B. Concepts & relationships that play an important role in community life are often reflected in the language.
- C. Social customs are most often transmitted from one generation to the next through written forms of the language.
- D. Cultural practices prevent outside linguistic influences & internal social changes from affecting language forms.

32. The Total Communication approach focuses on using:

- A. Oral and auditory approaches only
- B. Sign language only
- C. Speech-reading only
- D. The student's preferred mode of communication

33. Which of the following best describes people who self-identify as culturally Deaf?

- A. They advocate full integration of the hearing and deaf communities.
- B. They use ASL as their primary language of communication.
- C. They are the children of parents who are deaf or hard of hearing.
- D. They live in geographical areas with large deaf populations.

34. Which of the following laws ensures qualified interpreter services for deaf or hard-of-hearing individuals?

- A. IDEA
- B. ADA
- C. NCLB
- D. LRE

35. Which of the following statements is true according to the cultural definition of 'Deaf community'?

- A. All people with a hearing loss are members of the Deaf Community.
- B. There is a single distinguishing characteristic which all members of the Deaf Community share.
- C. There may be different levels of acceptance into the Deaf Community depending on the person's skills and experience as well as attitudes.
- D. The Deaf community has clear defining lines to determine who is in and who is out of the community.

ASL Studies & ASL/English Interpreting Majors Assessment

LAST ASL CLASS COMPLETED: 1 2 3 4 5 6

LAST INTERPRETING CLASS COMPLETED: 1 2 3 4

If you have transferred to another university, please indicate which class was the first upon

1. _____

19. _____

2. _____

20. _____

3. _____

21. _____

4. _____

22. _____

5. _____

23. _____

6. _____

24. _____

7. _____

25. _____

8. _____

26. _____

9. _____

27. _____

10. _____

28. _____

11. _____

29. _____

12. _____

30. _____

13. _____

31. _____

14. _____

32. _____

15. _____

33. _____

16. _____

34. _____

17. _____

35. _____

18. _____

OBJECTIVE 2:

ASL 205: Final Presentation

Your final presentation will be a storytelling event. You will be given one of three story sequences: The Table Maker, Fish Tales, Baker's Delight. You will create an introduction, follow the events of the sequence, and you will tell the story. At the end, you will add your own idea for the ending and provide a conclusion.

Think about how you would use label and classifiers to describe the events. Think about using ASL signs and ASL sentence structure. How your non-manuals add to the grammar and affect of your story. All that comes into play here. SHOW YOUR STUFF!!!

Your video should be 3-4 minutes. You have time to practice, so map it out, decide what details to include or not, and get feedback. Use any resource you want. We have some great mentors in the lab who would be willing to help and you can always pop in and see me.

On the day of the final, you will be evaluation each other's work. This will also be included in your grade.

You will be rating each other on the following:

Sign Use: clear, accurate use of ASL signs

Fingerspelling: clear, easy to read

Organization: story followed sequence and was easy to understand

Language Structure: ASL structure, variety of sentence structures

Space: Use of space was clear, accurate, consistent

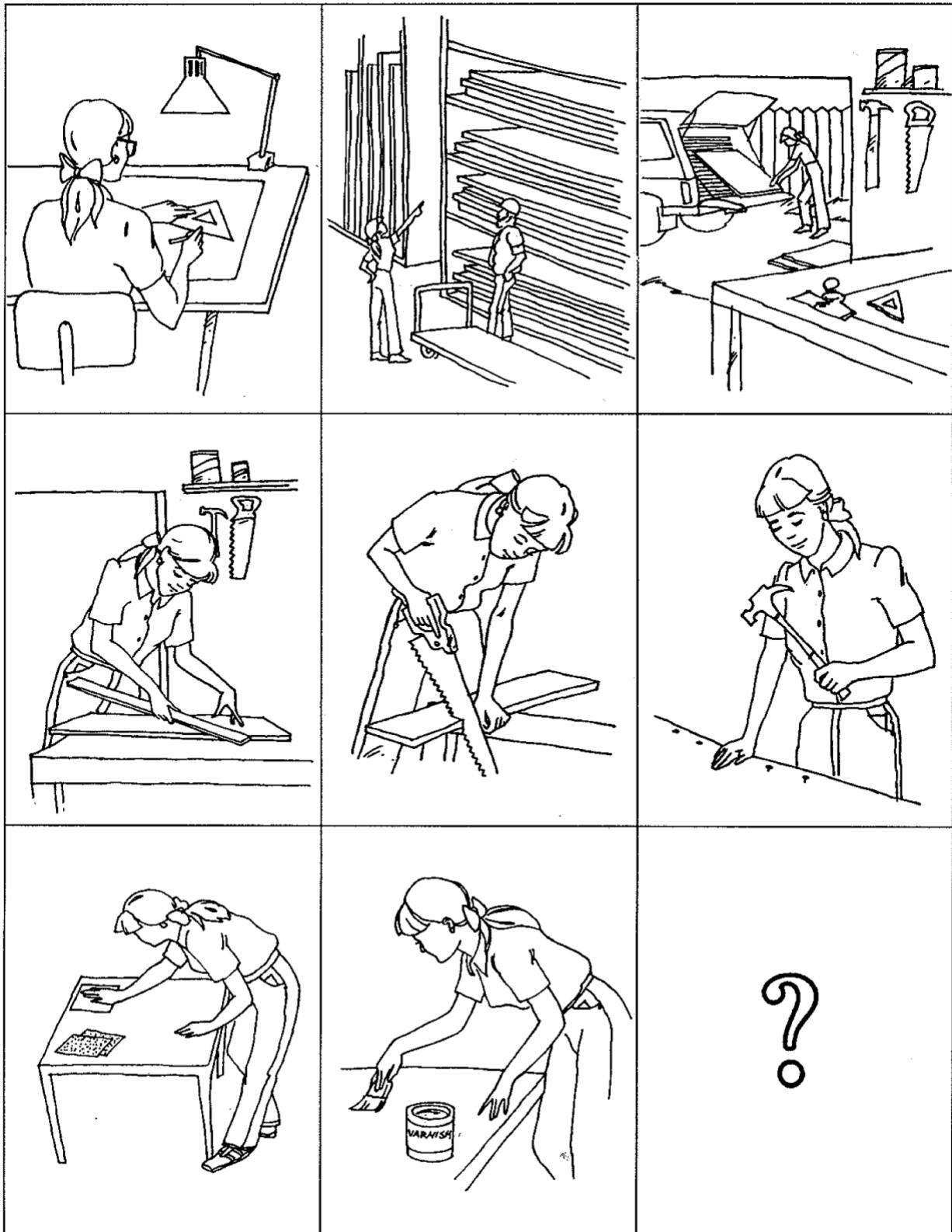
Classifiers: Classifiers were labeled before use, appropriate handshapes used

Non-Manual Markers: accurate, consistent for grammar

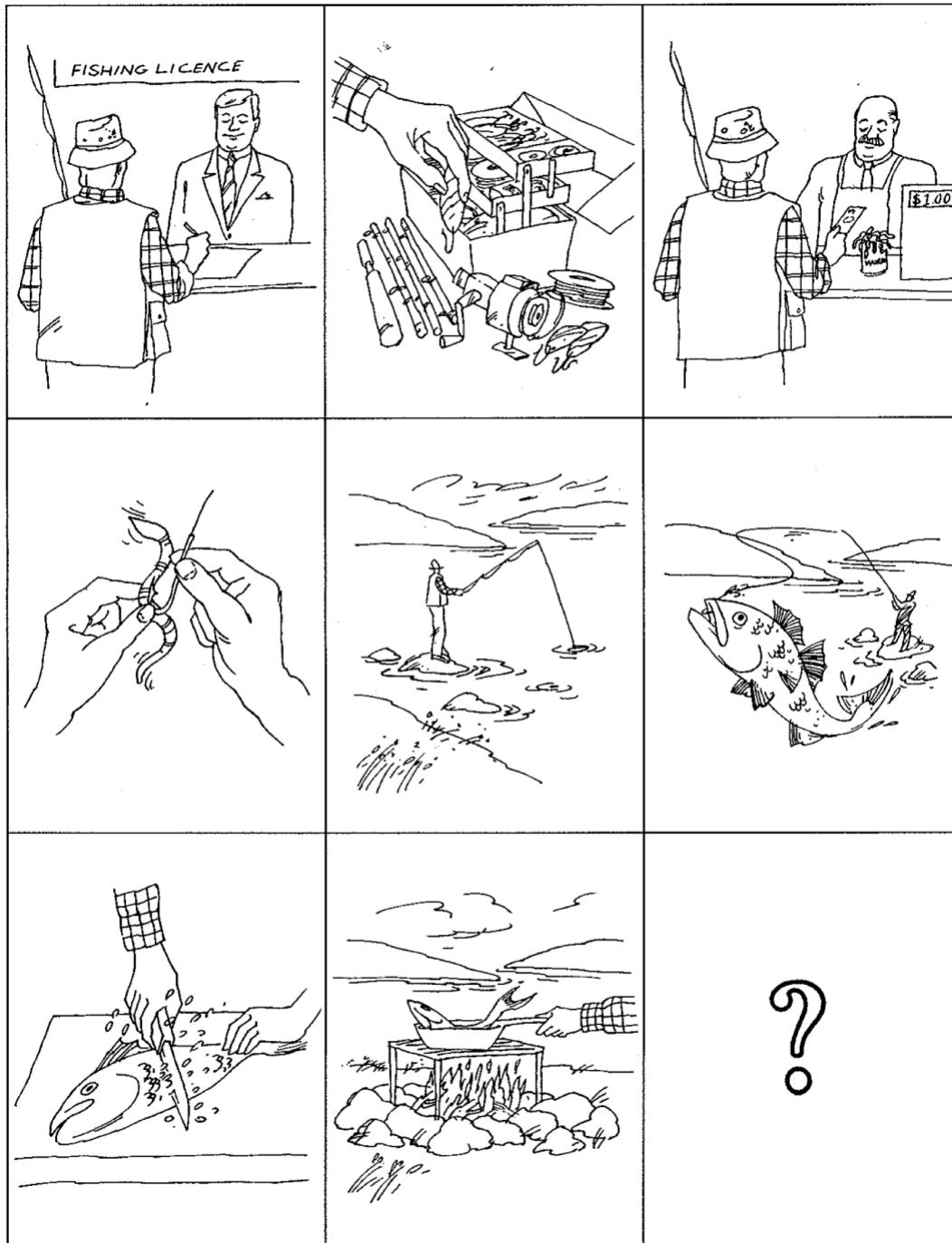
Affect: Clear, easy to comprehend, matched task

Fluency: Story moved smoothly, easy to follow

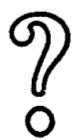
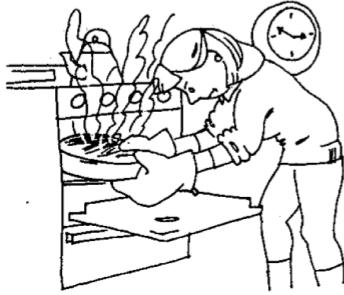
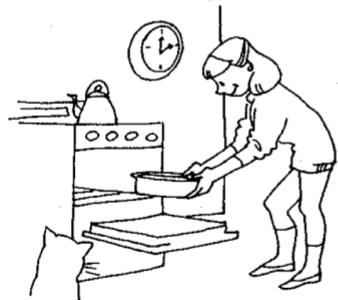
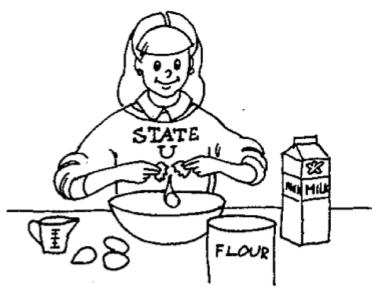
Then What Happened?: Table Maker



Then What Happened?: Fish Tales



Then What Happened?: Baker's Delight



ASL 205 RUBRIC FOR FINAL ASSIGNMENT

STUDENT:		Comments:	
Characteristic			
Sign production & use	1 2 3 4 5		
Fingerspelling	1 2 3 4 5		
Organization	1 2 3 4 5		
Language Structure	1 2 3 4 5		
Classifiers	1 2 3 4 5		
Non Manual Markers	1 2 3 4 5		
Affect	1 2 3 4 5		
Fluency	1 2 3 4 5		

Presentation

You will all assemble to view and evaluate video presentations given by yourself and your classmates. ☺

Your overall presentation must be between 8-10 minutes.

Time is of an essence. You will need to map out and plan what you are going to include and how you are going to include it within the time constraints.

Your presentation needs to follow the sequence of tasks as listed on the chart below.

Resources. You now have about 2 weeks to plan and produce this presentation.

On the day of the final, your class will meet, view presentations, and evaluate each other according to a rubric. The rubric will have students rate you on the following:

Signs: accurate, clear

Organization: Narrative items organized clearly, easy to follow

Structure: ASL sentence structure used, accurate

Classifiers & Space: Classifiers clear, space was used appropriately

Non-manual markers: NMS clearly used for structural purposes, clear

Date due: Monday, May 5th – Upload on OwlNet

Best of luck!

Tasks (please include negation, rhetorical question, conditional clause, contrastive structure, use of space, emphatic form, repetition/continuous inflections, & adverbial behaviors) More specific for each task

Think of a situation when you had a strong reaction, either positive, negative, or sympathetic towards something. Describe the situation, the cause, and then explain how and why you felt or reacted the way you did.

Provide a picture of a person you know. Introduce the person and tell of the relationship you have to this person. The picture must show attire and body type and general appearance features. First describe the person in detail to your viewers. Secondly, describe the person's personality and tendencies. When you are done, you will show the picture to your audience.

Name one item you think is priced ridiculously and why.

Describe your overall experience with sports growing up. Whether they are of interest to you or not. If they are not, what activities do you enjoy or dislike.

Interesting Facts: Choose one to describe in ASL. Elaborate and use classifiers appropriately

Name an activity you find bothersome or uninteresting; something you do not wish to be involved with and explain why you feel that way

Describe one of your rooms

ASL 345 Final Presentation Rubric

Student Name:	
Organization	1 2 3 4 5
Signs: clear	1 2 3 4 5
ASL structure	1 2 3 4 5
Use of space & Classifiers	1 2 3 4 5
Non-manual markers	1 2 3 4 5

ASL Studies Major
Student Performance Days
March 4-5, 2014

Tuesday, March 4

Deaf Culture Knowledge Measure

ASL Comprehension Skills Measure

Burton 002

9:00-10:00 If you are currently in ASL 2, ASL 4, or have ASL Studies
as a Major but not yet taken language courses

10:30-11:30 If you are currently in ASL 4, ASL 6, or have completed
these courses and have ASL Studies as a Major

Wednesday, March 5

ASL Productive Skills Measure

Burton 008

9:00-12:00 All Students in ASL Studies Major
(30 minute sessions)

Sign-up sheets are located on Professor Davis's office door.

ASL Productive Skills Assessment

ASL Mac Lab, Wednesday, March 5

For this assessment a language sample of your ASL skills will be videotaped. You will be given different items to explain, describe, or answer to the best of your ability, demonstrating your knowledge and use of ASL.

The assessment will be given on Wednesday, March 5 between 9:00-12:00. Please sign up below for a session that suits your schedule. The assessment should take 15 to 20 minutes to complete.

Tuesday, March 5 @ 9:00-9:20

Tuesday, March 4 @ 9:30-9:50

Tuesday, March 4 @ 10:00-10:20

Tuesday, March 4 @ 10:30-10:50

Tuesday, March 4 @ 11:00-11:20

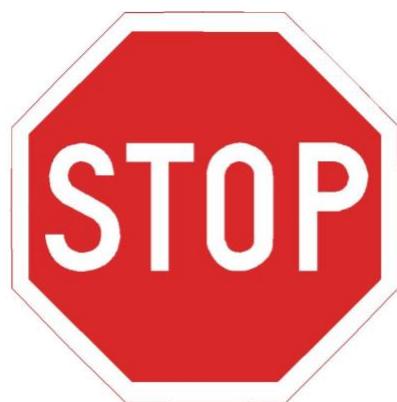
ASL Productive Skills Assessment

For each of the following items provide an answer using ASL. Think about the use of ASL vocabulary, structure, space, non-manual markers. It all comes into play here ☺ Show us what you got! You will have 20 minutes to complete the assessment. Complete as many of the items as you can. If you are at your computer when the lights blink, please finish the item you are doing and stop. All videos should be completed in Photobooth. When you are done, leave the videos of your work on Photobooth to be collected.

1. Name and describe something you see or have seen that you think is beautiful.
2. If you won the lottery and did not have to think about money at all, name 3 things you would like to do.

3. Name someone you look up to, admire. Explain why you think highly of this person or what characteristic(s) you admire.

4. What is the difference between the traffic signs below? What rules are associated with each one?



5. Identify a specific behavior you consider rude. Explain why you think it is rude for people to do this.

6. What animal do you think has an odd appearance? Describe the animal and explain why you think it is odd.

7. Explain how a bicycle works. How does someone operate it?

8. What does the English phrase 'on the fence' mean? Suppose someone had not heard/read that phrase before and asked you?

ASL Expressive/Productive Skills Assessment Rubric

WWU ASL Proficiency Assessment Person interviewed: _____ Date: _____

	0	1	2	3	4	5
Vocabulary	Vocabulary inadequate for simple conversations	Vocabulary limited to basic personal and survival topics	Choice of vocabulary sometimes inaccurate, limitations of vocabulary prevent discussions of some common professional and social topics	Professional vocabulary adequate to discuss special interests; general vocabulary permits discussion of any non-technical subject with some circumlocutions	Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.	Vocabulary apparently as accurate and extensive as that of an educated native speaker.
Grammar & Spatial Use	Grammar almost entirely inadequate or absent	Constant errors showing control of very few major patterns and frequently preventing communication of precise message	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding	Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding	Few errors, with no patterns of failure	No more than a few errors during the interview
Affect/NMM	NMM and affect not apparent	Little control of NMM demonstrated; continuous errors	Frequent errors using NMM; misunderstanding resulted	Occasional errors; not precise; misunderstanding still possible	Few errors using NMM; slight weakness	Native-like use of NMM and affect
Fluency	Language is so halting and fragmentary that conversation is virtually impossible	Language is slow and uneven except for short or routine sentences	Language is frequently hesitant and jerky; sentences may be left uncompleted	Language is occasionally hesitant, with some unevenness caused by rephrasing and groping for words	Language is effortless and smooth, but perceptibly non-native in speed and evenness	Language on all professional and general topics as effortless and smooth as a native speaker
Production	Production frequently unintelligible	Frequent gross errors and very heavy accent make understanding difficult, require frequent repetition	"Foreign accent" requires concentrated listening and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.	Marked "Foreign accent" and occasional mispronunciations which do not interfere with understanding.	No conspicuous mispronunciations, but would not be taken for a native speaker.	Native pronunciations, with no trace of "foreign accent."
Audience Feedback	No feedback is given to the signer	Little feedback is given to the signer; communication is hindered	Little feedback is given, yet insufficient to meet the intent; communication is hindered due to uncertainty	Appropriate feedback is given to signer; occasional errors lead to some interruptions in communication due to uncertainty	Appropriate feedback is given to signer; few errors; communication is not affected	Appropriate and sufficient feedback is given to the signer; native-like usage

OBJECTIVE 3:

ASL 205 Comprehension/Receptive Skills Assessment

Unit 17

Fingerspelling: Watch the videotext and write down the fingerspelled item for each sentence.

1. _____
2. _____
3. _____

4. _____
5. _____

Vocabulary: Watch the videotext for each item and write down the closest English gloss that conveys the same idea.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Sentences/Scenarios: Watch the videotext for each section and translate the sentence into an English sentence that most closely conveys the same ideas and content.

1. _____

2. _____

3. _____

4. _____

5. _____

Receptive Skills:

Fingerspelling: Watch the videotext and write down the fingerspelled item for each sentence.

1. Pumpkin
2. Country Kitchen
3. Fault Line
4. Kettle corn
5. Virus

Vocabulary: Watch the videotext for each item and write down the closest English gloss that conveys the same idea.

1. All Afternoon	11. Exercise
2. Always	12. Frustrated
3. Bored	13. Hunt
4. Camping	14. Often
5. Celebrate	15. Piss off
6. Get together	16. Planting
7. Daily	17. Play games
8. Detest	18. Summer
9. Miss, disappointment	19. Worn out
10. Excited	20. Year round

Sentences/Scenarios: Watch the videotext for each section and translate the sentence into an English sentence that most closely conveys the same ideas and content.

1. I enjoy running; during running I feel exhausted, but after I'm done, it feels great!
2. Skiing is supposed to be fun, but not for me; it totally stresses me out!
3. After the funeral, I asked my friend if they were okay. They said they were, just sad, but they looked more depressed.
4. I planned and cooked this big family dinner and it went off without a hitch, very smoothly.
5. Black Friday is fun? It can be hard work with the all people shopping; hustling and bustling everywhere.

ASL 345: Comprehension/Receptive Skills Assessment

ASL 6

Fingerspelling: Watch the videotext and write down the fingerspelled item for each sentence.

1. _____
2. _____
3. _____

4. _____
5. _____

Vocabulary: Watch the videotext for each item and write down the closest English gloss that conveys the same idea.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Sentences/Scenarios: Watch the videotext for each section and translate the sentence into an English sentence that most closely conveys the same ideas and content.

1. _____
2. _____
3. _____
4. _____
5. _____

• • •

FINGERSPELLING

1. Mango
2. Vegan
3. Boulevard
4. Beverage
5. Thesaurus

VOCABULARY

1. AVAILABLE	11. CHERRY
2. CRUISE	12. LEAVE-ALONE
3. DOUBT	13. LONG DISCUSSIONS
4. GOAL	14. INTERNATIONAL
5. DECLARATION	15. TAKE-OVER, OCCUPY
6. WORSE	16. DON'T-WANT (Y)
7. ALL-OVER AGAIN	17. CLEARLY GONE
8. PROCEED, GO AHEAD	18. PROFITABLE
9. BARELY MISS	19. TAKE-ADVANTAGE-OF
10. COMMUTE	20. LOUD

SENTENCES

1. I realize class is ending soon; students bid school good riddance and will play all summer. Looking back what did they learn?
2. The seesaw at the park was vandalized; children seeking revenge? I doubt it, but don't know who did it.
3. Being overly cautious makes you freeze up; like having a brain fart.

ASL Comprehension/Receptive Skills Assessment: Assessment Day 2014

Last ASL Class Completed: 1 2 3 4 5 6

Last Interpreting Class Completed: 1 2 3 4 NONE

If transferred, into what class: _____

ASL Comprehension Assessment 2014

1. Why do the caterpillars want to move to another location?

2. What location do they want to reach?

7. How did the bird get ready to eat the caterpillar?

3. What is the difference in appearance between the three worms?

8. How many arms did the narrator say the caterpillar was using?

- They are all different lengths
- They are all different breadths
- They are all different colors
- They are all different patterns

- 4
- 6
- 8
- 10

4. What passes over the worms as they cross the field to the new location?

9. What did the caterpillar call the bird? You will be my _____.

5. What word best describes the appearance of the bird?

- TALL
- FAT
- SKINNY
- TINY

6. What word does the second worm use to describe the third worm?

10. What did the third caterpillar do when the bird tried to eat him?

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ASL Studies

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ASL Studies

5-Year Program Review

2015

History, Mission, and Vision of the Program

The current mission statement of the program is: "The American Sign Language and Interpreting Program at WWU prepares graduates to work as culturally responsible professionals providing excellent service to the Deaf Community."

The American Sign Language Studies program supports the mission of William Woods University in that it is professions-oriented, promotes and reinforces respect for the diversity of many opportunities where students can volunteer with the Deaf Community. The program at WWU started in 2009. The program values diversity and courses that meet general education requirements for students campus wide.

The ASL Studies program began as a part of the ASL-English Interpreting program at William Woods which began in 1991 as a two-year degree. In 1993 the university received federal funding to expand to a four-year interpreting program. Eventually, development and revision of this program expanded and the ASL Studies program was a result. We have the distinct advantage of being located in the same community (within walking distance) as the Missouri School for the Deaf.

Section 1: Student Data

A: Demographics Chart

**William Woods University
Assessment Data**

Program: ASL Studies

		10/11	11/12	12/13	13/14	14/15
Declared Majors (as of Oct. 15)	Incoming Freshman	8	8	8	6	6
	Transfers	4	4	5	6	4
	Total	24	28	40	38	40
	Undergraduate Enrollment	1,179	1,079	1,009	1,006	1,006
Declared Minors		32	31	32	29	30
Graduated Majors		1	7	15	12	6

Graduated Minors	6	8	4	0	0
Retention Rate: IPEDS definition¹					
University	66.8%	76.2%	70.5%	76.3%	NA
Program	8/10	3/5	3/7	7/8	NA
Graduation Rate: IPEDS definition²					
University	04/05	05/06	06/07	07/08	08/09
Program	52.4	50.2	50.5	56.3	52.4%
	0/0	0/0	0/0	0/0	1/2
Graduation Rate: Transfer Students³					
University	71.2%	68.8%	63.2%	66.7%	67.4%
Program	0/0	0/0	0/0	0/0	0/1

¹ = % of full-time, first-time students that return to the institution in the subsequent fall semester

² = % of the full-time, first-time cohort that graduate within 6 years

³ = % of transfer students new to the institution in the fall semester that graduate with a bachelors level degree

Reflection on the Demographic Data:

The addition of the ASL studies program has been beneficial to the students at William Woods as it provides another alternative to students who wish to work in a field related to deafness but not be interpreters. The program continues to grow and has finally almost been around long enough for retention numbers for the first cohort group. The program currently does not have a plan for retention and persistence but will create one may 2015. The numbers remain constant around 40 total majors and 30 total minors. Enrollment goals will be included in the retention/persistence plan for the program.

B: Placement Numbers

	2009-2010	2010-2011	2011-2012	2012-1013	2013-2014	2014-2015
Number of Graduates	0	1	7 (our data says 6)	15 (our data says 13)	12	NA
Employed Within Field	0	0	1	2	0	

Employed Outside of Field	0	0	1	0	2	
Graduate School	0	0	0	2	0	
Not known	0	1	5	9	10	

What types of positions are considered relevant to the “Field” of study with this program? Please define what it means for students to be employed ‘within the field’ of the professional discipline. (100-word limit)

For graduates with an ASL Studies degree our goal is that they enter full-time employment within the Deaf Community. Settings in which our graduates might find such employment may include, but are not limited to the following: educational para-professionals, community-based agencies that serve the deaf community, state and federal agencies that serve the deaf population. Most will enter the field and continue skill development on the job with experience. Some graduates may choose to continue to fields of more specific natures that serve both deaf and non-deaf communities. We consider these students as employed within the field.

C. Courses (chart)

Course	Year 2010-2011 (course enrollment)	Year 2011-2012 (course enrollment)	Year 2012-2013 (course enrollment)	Year 2013-2014 (course enrollment)
ASL 101 Career Seminar	FALL (25/30) SPRING NA	FALL (25/30) SPRING NA	FALL (27/30) SPRING NA	FALL 29/30 SPRING
ASL 105 * ASL I	FALL (59/60) SPRING NA	FALL (45/60) SPRING NA	FALL (69/80) SPRING NA	FALL 54/60 SPRING
ASL 120 * Deaf Culture	FALL NA SPRING (30/30)	FALL NA SPRING (31/30)	FALL NA SPRING (31/30)	FALL NA SPRING
ASL 145 ASL II	FALL NA SPRING (42/60)	FALL NA SPRING (30/60)	FALL NA SPRING (45/60)	FALL NA SPRING
ASL 205 ASL III	FALL (30/40) SPRING NA	FALL (27/40) SPRING NA	FALL (21/40) SPRING NA	FALL 24/40 SPRING
ASL 220 * Ethics and Decision Making	FALL (30/30) SPRING (17/30)	FALL (21/30) SPRING NA	FALL (26/30) SPRING NA	FALL NA SPRING
ASL 220 ONLINE Ethics and	FALL NA SPRING NA	FALL NA SPRING NA	FALL (08/25) SPRING (18/20) SUMMER (5/20)	FALL 23/25 SPRING

Decision making					
ASL 245 ASL IV	FALL NA SPRING (23/40)	FALL NA SPRING (23/40)	FALL NA SPRING (17/40)	FALL NA	FALL NA
ASL 305 ASL V	FALL (14/20) SPRING NA	FALL (16/20) SPRING NA	FALL (21/20) SPRING NA	FALL 23/23	SPRING
ASL 316 Ling of NMM	FALL NA SPRING NA	FALL NA SPRING (20/20)	FALL (18/20) SPRING NA	FALL 13/20	SPRING
ASL 316 ONLINE Ling of NMM	FALL NA SPRING NA	FALL NA SPRING NA	FALL NA	FALL 15/20	SPRING
ASL 245 (416) 416-Deaf People in society 245-ASL VI	FALL NA SPRING (16/20)	FALL (12/30) SPRING (23/40)	FALL NA SPRING (27/30)	FALL NA	FALL NA
ASL 425 Linguistics	FALL (25/30) SPRING NA	FALL (10/30) SPRING NA	FALL (12/30) SPRING NA	FALL 12/30	SPRING
ASL 425 ONLINE Linguistics	FALL NA SPRING NA	FALL NA SPRING NA	FALL NA SPRING (2/30)	FALL 15/25	SPRING
ASL 430 ASL Lit	FALL NA SPRING (11/20)	FALL NA SPRING (13/25)	FALL NA SPRING (14/20)	FALL NA	FALL NA
ASL 430 ONLINE ASL Lit	FALL NA SPRING NA	FALL NA SPRING NA	FALL NA SPRING NA	FALL 16/20	SPRING

* Signifies course is part of the General Education curriculum

Identify courses that support other major programs each year (on campus, cohort, or on line). Report from registrar office identifying courses that are required in other programs).

Course offered	Supported Programs
ASL 101 Career Seminar in ASL Studies	ASL-English Interpreting
ASL120 Deaf Culture	ASL-English Interpreting
ASL220 Ethics and Decision Making	ASL-English Interpreting
ASL345 ASL IV	ASL-English Interpreting
ASL425 Linguistics	ASL-English Interpreting
ASL430 ASL Literature	ASL-English Interpreting

The ASL-English Interpreting program relies heavily on the courses listed above as prerequisites to enter their program. Without the listed courses, students would not have the structured instruction for language learning and development and cultural awareness needed for successful preparation for the interpreting profession.

Section 2. Faculty and Resources

A. Physical Facilities

1. The ASL Studies Program is located on the lower level of the Burton Building. There are (2) classrooms utilized, three (3) faculty offices, a main front office, a work area for work study students and copying, a Apple based computer lab and a mentoring lab.
2. One classroom is equipped with one whiteboard and another with two whiteboards. One classroom uses a Mac computer with projector and the other one has a PC Symposium with a projector. One classroom has a open, arranged setting for easy viewing and interactive learning, the other classroom is arranged for a more lecture style course.
3. The lab has increased to 16 recently updated stations that are Apple desktop computers. This lab is essential to student progress due to students learning and working with a visual language as well as utilizing different video-capable software to analyze videotext and their own work. During the summer of 2014, the lab was updated to include a large screen TV/Monitor at the front of the room to provide clear access to videos fro the entire class. A large Mac connected to the TV/monitor is at the front of the lab for instructor use.
4. The mentoring room was added in 2012 for native language specialists to work with students in small groups. Previously, such work was done in the computer lab, but with the expansion, was moved to another location. In the new location, there are 2 stations, each equipped with a large screen monitor, computer, kidney table and chairs for mentors to work with students in small group settings using videos, PowerPoint lessons, and other materials for language acquisition and development.

B. Library Holdings-

William Woods University - Dulany Library
COLLECTION ANALYSIS
December 2014

In Support of the Following Academic Program: Interpreter Training/American Sign Language

I. MOBIUS Holdings (Subject Search):

• • •

American Sign Language – 628 catalog entries
Interpreters for the deaf -173 catalog entries
Deaf – 5,414 catalog entries

II. William Woods University Holdings:

Journals

	2006	2014
Print	6	4
Electronic Full-text	9	16
Electronic Index Only	36	20

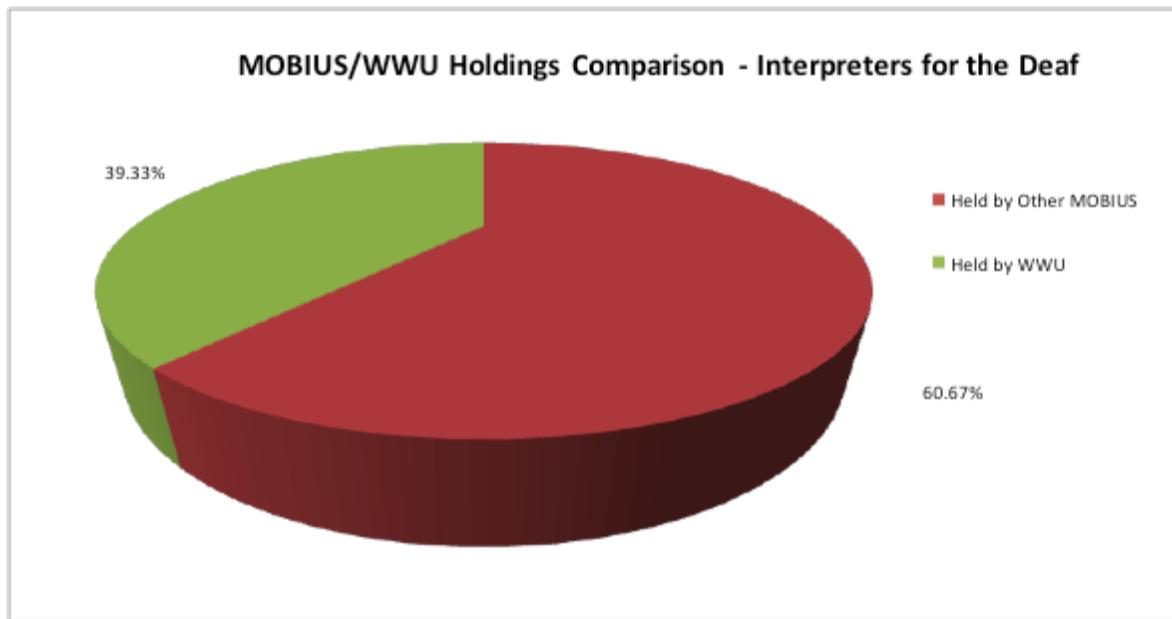
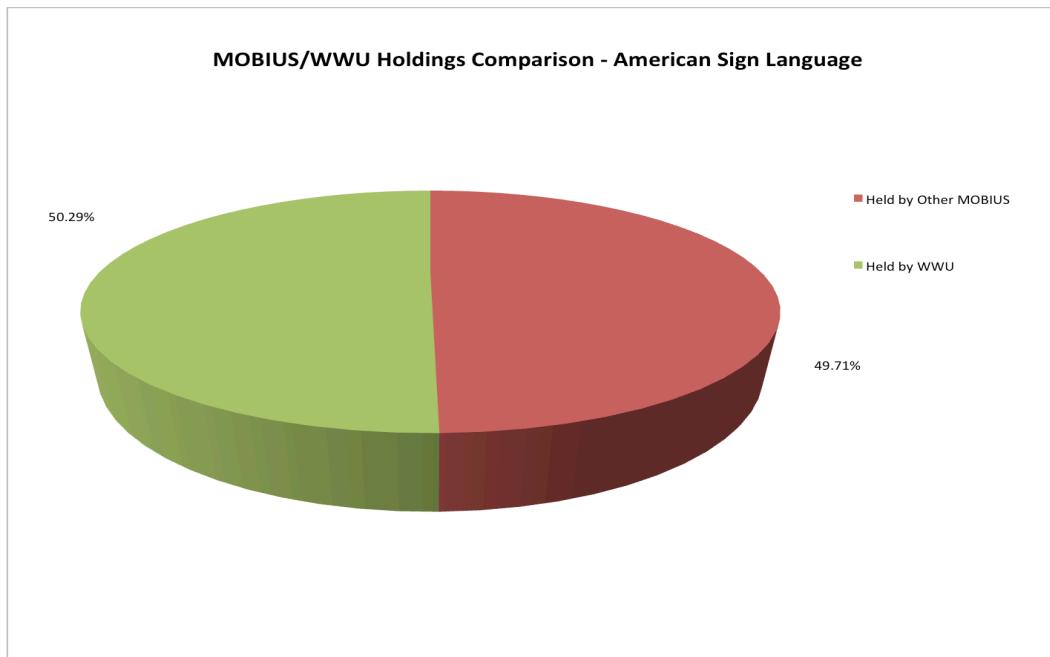
Books, Journals, Visual Materials, Electronic Books

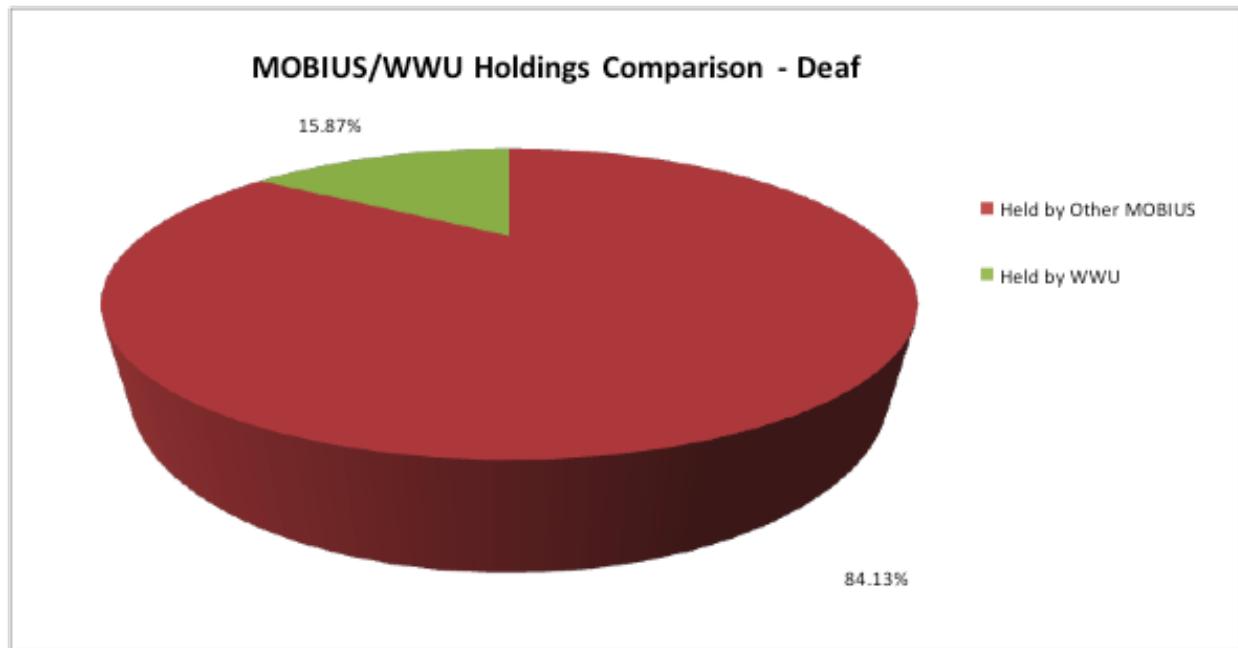
American Sign Language – 247 catalog entries
Interpreters for the deaf – 87 catalog entries
Deaf – 856 catalog entries

III. Comparison with Peer Institutions

It is currently impossible to drill down to the necessary level within social sciences using the OCLC Collection Analysis software to find resources relevant to the American Sign Language/Interpreter Training program in order to compare WWU library holdings with peer institutions. As an alternative, WWU holdings are compared by subject with the holdings of the other MOBIUS libraries (64).

• • •





IV. Analysis

The WWU Library's holdings in American Sign Language and Interpreter Training are quite strong. The comparisons above reflect WWU holdings as compared to all other MOBIUS libraries (64). The WWU program is fairly unique in the state and the library has not been able to rely on resource sharing with other libraries to meet the resource needs of this program. In addition, the discipline is not supported by commercially available databases nor is it a large enough discipline for aggregators to provide a discipline-specific e-book collection. The WWU library continually looks for new resources to support this program and acquires most everything that is deemed suitable. The websites of Gallaudet University Press and Registry for the Interpreters of the Deaf, among others, are checked regularly for new publications. While the library staff does not receive very many recommendations or requests from the ASL/ITP faculty, we do communicate with them about program changes and new resources. In addition to print materials, the WWU Library acquires DVDs, particularly in support of American Sign Language.

As in all other disciplines, WWU faculty and students have access to the resources available in MOBIUS member libraries, which includes the superb collections at the large research institutions in the state of Missouri, i.e., the four campuses of the University of Missouri, Washington University, Missouri State University and St. Louis University. Beginning in 2014, access to the resources of the academic, public and special libraries in Colorado and Wyoming became possible through Prospector, a resources sharing partner of MOBIUS. Prospector provides access to an additional 30 million books, journals, DVDs, CDs, videos and other materials, and includes the collections of the libraries at the campuses of the University of Colorado, Colorado State University, University of Denver, and the University of Wyoming.

Resources selected from both MOBIUS and Prospector are delivered by courier, thereby reducing the delivery time.

C. Faculty

1. Present full-time faculty teaching specifically for this program.
2. Adjuncts for the program: taught within the last 3 years for the program
3. Designated faculty for a concentration if possible.

Chart 2C: 1

Name of Faculty	Highest Degree Earned (Concentration)	Degree Granting Institution	Years Full-time Teaching in Higher Ed	Contracted Course Load
Becky Davis	MSED	McDaniel College, Westminster, MD	4	12
Shauna Ward	MSED	University of Phoenix	23	12
Barbara Garrett	PhD Cross-Cultural Teaching and learning	Biola University	17	9
Carrie McCray	PhD Educational Leadership and Policy Analysis	University of Missouri-Columbia, MO	9 years	6
Patrick Adams	BA	Gallaudet University, Washington, D.C.	12	3-9
Bethany Peterson	MSED	Lamar University	5+	Adjunct
Paula MacDonald	Master of ASL/English Interpreting with an emphasis in Interpreting pedagogy	University of North Florida	2	adjunct
David Kingsbury	M.A. Marriage and Family Therapy/Psychology	Bethel University	1	Adjunct

Do you feel your program is adequately staffed in order to meet the goals of the program? Do you feel that your faculty are qualified for the program: yes/no/why?

How many staff are designated to support the program? Do you feel your program is provided adequate administrative (full time/part time) staff to meet the needs of the

program? Why/why not?

The ASL Studies program is supported with adequate faculty who are qualified to work on campus and in the online program. Our faculty members have the degrees, certifications, and experience required for teaching in our program. When adjunct instructors are needed, the university has a pool of which to pick from who have been interviewed and screened to meet university expectations.

The program is housed in the Humanities and Languages department. Administratively, the program is supervised by the Department Chair and staffed with one administrative assistant. For on campus needs, this is adequate. For the online program, support is necessary for goals and development of that program if progress is to be made.

The ASL lab is adequately staffed. The mentors do have the skills necessary to promote language learning and development, yet they would benefit from in-depth training regarding specific aspects of language development and teaching strategies.

D. Internship Experiences

1. Currently our program does not require any field or internship experience. Revisions to our curriculum are being explored regarding this need.

Section 3: Financial Analysis of Program

Program	Total Cost (Personnel, budget and special expenses)	Total Income (Course Fees, tickets, sales)	Number of majors (2013)	Cost per Major
ASL/ITP	\$340,790	\$2520	84	\$4,087

Section 4: Objectives and Assessment

Annual Assessment 2013-2014

Program Profile

	2012-2013	2013-2014
Majors (total, majors 1,2,3)	40	38
Minors	28	27
Concentrations (Add Rows if needed)	NA	NA
Full Time Faculty	2	2
Part Time Faculty	1	3

Program Delivery (HLC 3A3)

Traditional on-campus X

Online Program _____

Evening Cohort _____

Analysis: Program goals for student retention, persistence and degree

Our program does not have specific goals for retention, persistence and degree completion. Where to get that data and how to track it is unknown.

To assist and support student language development and cultural competency, our program offers a variety of mechanisms and opportunities.

- One-on-one skill & knowledge development
- Advising; academic and career options based on aptitude
- Host events that support linguistic and cultural development
- Announce community opportunities for student involvement
- Provide online language mentoring

Outside Accreditation:

The ASL Studies program does not have a current outside accreditation body.

Program Objectives: (from most recent Assessment Plan)

Objective 1. Students demonstrate an academic foundation pertaining to different aspects of Deaf culture essential to effectively participating in the Deaf community

Objective 2. Students demonstrate effective use and expression of visual language and cues.

Objective 3. Students demonstrate comprehensive and self-monitoring of visual language and cues.

Program Objectives Matrix (from most recent Assessment Plan)

	Objective 1	Objective 2	Objective 3
	<i>Cultural Know & Comp</i>	<i>Expressive</i>	<i>Receptive</i>
ASL101: Car Sem	I		
ASL105: ASL 1	I	I	I
ASL120: Culture	I-A		
ASL145: ASL 2	I-A	I	I
ASL205: ASL 3	R	R-A	R-A
ASL220: Ethc & Dcn	R		
ASL245: ASL 4	R-A	R	R
ASL305: ASL 5	R	R	R
ASL316: NMM	R	R	R
ASL345: ASL 6	M-A	M-A	M-A
ASL425: ASL Ling	M-A	M	M
ASL430: ASL Lit	M-A	M-A	M-A

Assessment of Program Objectives

Objective 1 <i>Cultural Knowledge & Properties</i>	Students demonstrate an academic foundation pertaining to different aspects of Deaf culture essential to effectively participating in the Deaf community
Methods	1. Quizzes & Presentation (ASL 120) 2. Multiple Choice Exam (Assessment Day)
Benchmark	1. Quizzes scored at 70% or higher 1. Presentation graded by rubric scoring 70% or higher 2. Multiple Choice Exam • Students in ASL 2 scoring 50% or higher

	<ul style="list-style-type: none"> Students in ASL 4 scoring 70% or higher Students in ASL 6 scoring 90% or higher
Data Collected (course specific)	<p>1. ASL 120: Quizzes pertaining to different aspects of Deaf culture discussed and researched. Quizzes administrated: 4 (ATTACHED)</p> <p>1. ASL 120: Presentations pertaining to a selected topic (historical or well known people and various research topics) related to Deaf culture were given in class. (ATTACHED)</p>
Data Collected (Assessment Day, external tests, Senior Achievement)	<p>2. A 35-question, multiple-choice quiz pertaining to different aspects of American Deaf Culture was completed by 52 students. Two groups of students took the exam depending on their course level (ASL 2, 4, or 6).</p>
Results/Outcomes	<p>1. Quizzes 23 students participated in ASL 120 SPRING 2014. Quiz average: 84%</p> <p>1. Presentations 23 students gave 2 presentations each, average grade according to Rubric (ATTACHED). The first presentation average was 97% covering important people in the Deaf Community; the second presentation average was 99% covering different topics of research/interest within the Deaf Community.</p> <p>2. Assessment Day Students who had finished ASL I: 8 participated, 4 scored 50% or higher (Success rate: 50%; Average score: 60%) Students who had finished ASL III: 22 participated, 8 scored 70% or higher (Success rate: 36%; Score average 63%) Students who had finished ASLV: 14 participated, 3 scored 90% or higher (Success rate: 21%; Score average 76%)</p>
Proposed changes to the assessment process	<p>1. After looking at the broad data collection of using quizzes throughout the semester, we will use the final Deaf Culture exam as comprehensive data collection for future assessment reports.</p> <p>1. Rubric for presentation focuses mostly on presentations skills and not enough weight is on content and knowledge. Rubric will be modified.</p> <p>2. Deaf Culture Assessment was modified this year. Wording on the Deaf Culture Assessment will be modified for clarity. Benchmarks may be too high according to level of course. Proposed changes: ASL 2 students will score 40% or higher; ASL 4 students will score 60% or higher; ASL 6 students will score 80% or higher</p>
Budget needs related to the objective?	No budget needs for the program are needed at this time to make the assessment more effective.

Objective 2 <i>Expressive Productive</i>	Students demonstrate effective use and expression of visual language and cues.
Methods	<ol style="list-style-type: none"> 1. Video of 3-4 minutes conducted in ASL via video demonstrating and discussing topics and structures covered in the final unit of the course (ASL 205). 2. Video of 3-4 minutes conducted in ASL via video demonstrating and discussing topics and structures covered in the final unit of the course (ASL 345) 3. Video of 3-5 minutes conducted in ASL demonstrating language skills in answering 4-5 prompts given to them in written English. (Assessment Day)
Benchmark	<ol style="list-style-type: none"> 1. Students will be graded by rubric and score 80% 2. Students will be graded by rubric and score 90% 3. Students will be graded by rubric <ul style="list-style-type: none"> • Students having completed ASL 5 will be rated at a level 4 or higher • Students having completed ASL 3 will be rated at a level 3 or higher • Students having completed ASL 1 will be rated at a level 1 or higher
Data Collected (course specific)	<ol style="list-style-type: none"> 1. ASL 205: Students completed a narrative in ASL incorporating ASL structure and characteristics. Assignment sheets (ATTACHED) were to be used as story starters and students were to complete their story using original ideas. 2. ASL 345: Students constructed and recorded a video completing different tasks in order to demonstrate language competency and fluency. Assignment Sheet (ATTACHED).
Data Collected (Assessment Day, external tests, Senior Achievement)	<ol style="list-style-type: none"> 3. ASL Skills Assessment: Students were given a list of tasks to perform using ASL skills in order to demonstrate language competency and fluency. Sheet (ATTACHED)
Results/Outcomes	<ol style="list-style-type: none"> 1. ASL 205 Video: 37 students participated in ASL 205 Fall 2013. 32 students achieved a grade of 80% or higher. (Success rate: 89%; Average grade on final presentation according to rubric (ATTACHED) was 89%) 2. ASL 345 Video: 13 students participated in ASL 345 Spring 2014. 5 students achieved a grade of 90% or higher. (Success rate: 30%; Average grade on final presentation according to rubric (ATTACHED) was 88%). 3. ASL Expressive/Productive Skills Assessment: 11 Students having completed ASL 5 or higher participated. 2 people scored a rating of 4 or higher (Success rate 18%; Rating average 3.6) 22 Students having completed ASL 3 participated. 22 students scored a rating of 3 or (Success rate: 100%; Rating average 3.6) 5 Students having completed ASL 1 participated. 5 students scored a rating of 1 or higher. (Success rate: 100%; Rating average 2.5)
Proposed changes to the assessment	<p>ASL 205 and 345 Video Assessments seem to show appropriate figures for what would be expected of a group.</p> <p>ASL Assessment rating of 1 for ASL 1 students seems low. We will be</p>

process	raising it to 2. The inter-rater reliability for the Assessment Day tasks needs be addressed due to discrepancies during cross-checking the higher levels. Categories of Classifier Use and Eye Gaze will also be added to the rubric.
Budget needs related to the objective?	To run the assessments as we have them documented, no other budget items are necessary. We would like to discuss and consider having students who have completed ASL 5, or prior to graduation, to take the American Sign Language Proficiency Interview. Cost is around \$185 to take the assessment from a remote location. Adding this as a final component of our assessment program would not only offer an outside, unbiased, measurement upon which we could compare our own assessment, but it is also a respected measurement to add to student portfolios.

Objective 3 <i>Receptive Comprehension</i>	Students demonstrate comprehensive and self-monitoring of visual language and cues.
Methods	<ol style="list-style-type: none"> 1. Video of 3-4 minutes conducted in ASL will be viewed for comprehension. Students will identify fingerspelling, ASL vocabulary, and ASL sentences (ASL 205). 2. Video of 3-4 minutes conducted in ASL will be viewed for comprehension. Students will identify fingerspelling, ASL vocabulary, and ASL sentences (ASL 345). 3. Video of 3-5 minutes conducted in ASL will be viewed for comprehension. Students will answer questions pertaining to the language and content of the video (Assessment Day).
Benchmark	<ol style="list-style-type: none"> 1. Students will be graded by rubric and score 80% 2. Students will be graded by rubric and score 90% 3. Students will be graded by rubric <ul style="list-style-type: none"> • Students having completed ASL 5 will score 80% or higher • Students having completed ASL 3 will score 60% or higher • Students having completed ASL 1 will score at 40% or higher
Data Collected (course specific)	<p>Explain the specific assignment/portfolio/case study... used for assessment from course content. Identify the total number of students in the assessment. Refer to specific Rubric if possible and attach to the report.</p> <p>1. ASL 205: Comprehension/Receptive Skills Assessment during final unit of course (ATTACHED)</p> <p>2. ASL 345: Comprehension/Receptive Skills Assessment during final unit of course (ATTACHED)</p>
Data Collected (Assessment Day, external tests, Senior Achievement)	<p>3. After watching a video of an ASL narrative, students completed a 10-question quiz (ATTACHED) covering fingerspelling, vocabulary, and overall events. Participants: 9-ASL I; 21-ASL III; 12-ASL V</p>
Results/Outcomes	<p>1. ASL 205: Comprehension/Receptive Skills Assessment</p> <p>37 students participated in the assessment. 32 students received a score</p>

	<p>of 80% or higher (86% Success rate; Average score 68.6)</p> <p>2. ASL 345: Comprehension/Receptive Skills Assessment 13 students participated in the assessment. 5 Students received a score of 90% or higher (38% Success rate: Average score 88%)</p> <p>3. ASL Comprehension Assessment 9 students who had finished only ASL I participated. 7 students received a score of 40% or higher (Success rate: 78%; Average test score: 4.9) 21 students who had finished up to ASL 3 participated. 16 students received a score of 60% or higher (Success rate: 76%; Average test score: 6.3) --included 2 students who transferred into ASL III, not having taken ASL I-II here at WWU. Students scored 60% and 80%. --included 3 students who transferred into ASL IV, not having taken ASL I-III here at WWU. All students scored 80-90%. 12 students who had finished ASL 5 or higher participated. 9 students received a score of 80% or higher (Success rate: 75%; Average test score: 7)</p>
Proposed changes to the assessment process	<p>1. No changes</p> <p>2. Being that the material in ASL 5 should be more complex than in ASL 3, the need for the success rate to be at different percentages seems unnecessary. This will be discussed and possibly changed on our plan of assessment.</p> <p>3. No changes</p>
Budget needs related to the objective?	<p>Are there any budget needs for the program to make the assessment more effective?</p> <p>The ASLPI, if used to measure students, would also cover this aspect of language competency and provide us with an outside, unbiased measure of our students regarding this skill.</p>

Analysis of Assessment:

OBJECTIVE 1: Cultural Knowledge and Competencies

Instead of using 4 quizzes given throughout the semester, we will focus in on one tool, the final exam given at the end of the semester. This will provide us with a measure of comprehensive knowledge of students completing the course.

As stated, the rubric used for ASL 120 Presentations will be revised to be more content heavy and less focused on presentation and presentation skills.

Assessment used on Assessment Day will be reworded for clarity.

OBJECTIVE 2: Expressive/Productive Skills

Rubric used for rating videos from Assessment Day will be modified to include Eye Gaze and Classifier use. Inter-rater reliability will also be addressed for consistency of rating.

OBJECTIVE 3: Receptive/Comprehension Skills

No changes

Analysis of the Assessment Process (Empirical & Non-Empirical) (HLC4B3)

Our assessment process, as stated above, is done in the classroom and during Assessment Day. This year was the first time samples for assessment were taken directly from the course material. The final units in each ASL course (III, VI) are being analyzed for data to help guide coursework, curriculum changes.

For Assessment Day, changes from last year include:

- Different but comparable level of videotext was used for comprehension
- Scheduling (ATTACHED) was also different from last year where parts of the assessment were done as a huge group.
- New version of the Deaf Culture Knowledge Assessment

Discussion about changes in assessment were discussed during Program Meetings of the ASL-English Interpreting/ASL Studies programs.

Although data collected from coursework assessment is interesting to compare from year to year, if it is course material we are checking, the data will basically tell us how strong or weak of a group we have that particular year. It may benefit us as instructors on our effectiveness or weakness for a particular topic, and so instruction is modified every year for more effective strategies, but we feel it does not give an illustration of how students are progressing in the program as a whole.

The Assessment Days, using one assessment tool (maybe varying a little each year) seems a better tool by which to measure student progress and seems to have a stronger effect on our curriculum or course components and focus.

Program Changes Based on Assessment:

In previous years, changes had been made regarding adding more cultural information to sign language classes, how we assessed units, etc. This year we do not feel any programming assessment change is necessary. We will remain alerted to the measuring tools we are using, rubrics specifically, to see if our construction, contents, and intent are what we intend for them to be. We will be changing the rubric used in ASL 120 as stated before.

General Education Assessment:

Communication- Students will transmit information effectively in written or spoken form.

The communication GE requirement serves as the foundation for ASL Studies students.

Writing skills are necessary in order for an individual to express ideas and opinions about new topics related to ASL and Deaf culture. Students use their writing skills to synthesize and apply information in journal and reflection assignments.

Developing verbal communication skills in an individuals first language are necessary for the development of such skills in their second language. Students build such skills during in-class activities, assessments, and presentations. Students also use such skills when using

ASL in communicating with Deaf individuals.

Mathematics, - Students will solve problems through an analysis of quantitative relationships.

The GE requirement of math serves as a foundation for our research sequence specifically understanding statistics. Students use interpretation skills of statistics in learning how to translate and convey such information into ASL using specific form and structure.

Meaning –Students will analyze texts (broadly defined) in order to identify central themes and interpret underlying meaning.

The meaning GE is supported throughout our curriculum where students learn about and apply information regarding a cultural minority group living among the American public. Students view and discuss videotext and films that illustrate different aspects of language and culture of the Deaf community. Interpreting skills help students compare and look for deeper meaning and influence within the information provided.

Historical Perspective – Students will think historically, meaning that they will understand both how the present is shaped by the past and how the past informs our understanding of the present.

The History GE is supported throughout the ASL Studies curriculum in that students learn of the history of the US and worldwide history as well as the history of the Deaf community in the US and worldwide and how the two coincided and conflicted.

Critical Thinking-Students will use the principles of logic to develop analytical and reasoning skills.

Critical thinking and analytical reasoning is a necessary skill for a second language learner and a person learning about a foreign culture to their own. Comparing and contrasting is required throughout their language and culture learning process. Critical thinking is expected in each course and is assessed through journal activities and research activities.

Diversity – Students will analyze the traditions and values of a variety of cultures.

Diversity awareness and sensitivity is imperative for a person learning a second language and culture with the goal of working in that community. As a collective group, the Deaf community is also composed of many smaller factions; all with different perspectives and experiences that a person who works in the community would have to be familiar and comfortable.

Creative and Aesthetic Sensibility –Student will examine the products of human creativity in such endeavors as painting, sculpture, theatre and music.

The Deaf community, like any other cultural group, has their own body of art; painting, sculpture, acting, music, etc. Creative and Aesthetic Sensibility skills are utilized in the ASL Studies program when students learn about Deaf artists and observe, analyze, and interpret the work and how it conveys cultural meaning or not.

Natural Science-Students will understand the natural world through systematic observation, by analyzing data and by forming, testing and revising hypotheses.

Understanding of Natural Science serves as a foundation for understanding human body and processes experienced in daily life. Learning this information in a person's first language serves as a basis for students deciphering how to convey such information in their second language. In all courses, the concepts of different processes, sequences, and developments are used in the language learning experience. In ASL V, students explicitly research illnesses and how they affect the body and present that information to their peers using ASL.

Social Science- Students will study the behavior of people and employ the principles of science to explain both group and individual behavior.

The knowledge gained through the Social Science GE requirement serves as a foundation for students being able to discuss such things that happen within the American and Deaf cultures in their second language. Throughout the language classes in the ASL Studies program, students learn how to talk about daily experiences of their own and of people within the Deaf community. They learn how the Deaf community functions within the majority culture and aspects of culture that relate specifically to that structure.

Program Activities:

Student Performance Day Activities (Assessment Day):

See: ASL Expressive/Productive Skill Assessment 2014 & ASL Comprehension/Receptive Skill Assessment 2014 (Announcement, Schedule, Description, and Materials are provided.)

Senior Achievement Day Presentations:

This is part of our program we have begun to discuss. Currently the ASL Studies program does not have students developing portfolios or doing different activities (field experience) we feel necessary for someone going to find employment with an ASL Studies degree.

Service Learning Activities:

Due to coordinating issues, our program did not do any service learning activities this past school term. Students in ASL 6 do volunteer 4 hours of their time to a function in the Deaf community. Again, we feel this is a weak part of our program and have begun recent discussions to address this.

Program Sponsored LEAD Events:

The ASL/English Interpreting Program and the ASL Studies Program work jointly on offering LEAD events to students who are developing their linguistic and cultural competencies.

ASL 101: Students can learn basic signs and phrases in American Sign Language

ASL Film: *Gerald* is a film produced by ASL Films. The actors are all deaf and use American Sign Language. Students watch the film with subtitles and discuss different cultural issues or different aspects of the film afterwards.

ASL Film: *Legend of the Mountain Man* is a film produced by ASL Films. The actors are all deaf and use American Sign Language. Students watch the film with subtitles.

Silent Film: *The Artist* is a silent film. No voice, subtitles, or sign language is used by actors.

• • •

Students watch the film and discuss different aspects of the film afterwards.

ASL Performance Fall: Performers (ASL students) entertain audience with different song interpretation and skits performed in ASL.

ASL Performance Spring: Performers (ASL students and staff) entertain audience with different song interpretation and skits performed in ASL.

BaFaBaFa Cultural Simulation: Students participate in a cultural simulation and discuss cultural conflicts that occur during simulation.

Student Accomplishments:

Two students in ASL 3 were chosen to serve as Student Representatives for the Missouri Statewide Interpreter Conference.

Opportunities for adult second language learners to be recognized for achievement is limited and often comes in the way of gaining employment.

Faculty Accomplishments:

ASL Honor Society was established this year within the ASL Studies Program.

Alumni (Recent Graduates) Accomplishments (past year graduating class):

Historically we have not collected and stored this data. A survey will be developed and information will begin to be tracked for the recent 2014 Graduates. Contact information will be sought from the Alumni Office and our Student Organization Facebook page.

Section 5: External Review

Guide for External Reviewers of Major Programs

Name of Reviewer(s) Nanci A. Scheetz

Program Reviewed ASL Studies Program

Date of Review & Campus Visit April 27, 2015

Introduction

Your role as an outside reviewer is to verify the information provided by the on-campus program review team. Your evaluation helps identify the program's strengths and recommend ways to address areas of concern.

The following guide is intended to facilitate your work as a reviewer. The questions provide a quality rating of 5 to 1 (high to poor or not evident). Please provide a justification for your rating immediately following the question. Use as much space as necessary for your response. At the conclusion of the questionnaire please provide a summary that addresses overall aspects of the program.

Submit your completed evaluation to the Academic Dean, copied to the division chair and program review team.

1. At what level is the program's curriculum framework aligned with the mission and vision of William Woods University?

1 Not Evident	2	3 Somewhat Aligned	4	5 Completely Aligned
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Response:

5, Completely Aligned

Reports and interviews state that the mission of William Woods University is “a student-centered and professions-oriented university committed to the values of ethics, self-liberation, and lifelong education of students in the world community.” “The current mission statement of the program is: The American Sign Language (ASL) and Interpreting Program at WWU prepare graduates to work as culturally responsible professionals providing excellent service to the Deaf Community.” The ASL Studies Program supports the broader mission of the University in that it is “professions-oriented, promotes and reinforces respect for the diversity of many cultures.” Furthermore, within the mission and vision of the program an emphasis is placed on preparing “graduates to work as culturally responsible professionals providing excellent service to the Deaf Community.” Required classes included in the major consist of thirty-nine credit hours of professional course work that focus on professional competencies including: American Sign Language (ASL), Linguistics, Ethics, ASL

Literature, Deaf Culture, and a course in Non-Manual Markers.

2. At what level has the program clearly articulated its educational goals and Objectives for majors/minors in its self-study document?

1 not-evident	2	3 somewhat	4	5 completely
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Response:

4

According to the ASL Studies 5-Year Program Review, subsequently referred to as the program review document, there is one major goal and there are 3 objectives. The major goal in the program review document states: "For graduates with an ASL Studies Degree our goal is that they enter full-time employment within the Deaf Community. Settings in which our graduates might find such employment may include, but are not limited to the following: Educational para-professionals, community-based agencies that serve the deaf community, state and federal agencies that serve the deaf population." Objectives include: 1. Demonstrate an academic foundation pertaining to different aspects of Deaf culture essential to effectively participating in the Deaf Community, 2. Demonstrate effective use and expression of visual language and cues, 3. Demonstrate comprehensive and self-monitoring of visual language and cues."

As an outside reviewer, it would be helpful if the program goal and the objectives were written as behavioral objectives when initially stated in the program review document. Although benchmark indicators are listed in the Assessment of Program Objectives section, stating these as measurable objectives, from the beginning, alerts the reader to what the mastery level expectations are before looking at specific course assignments.

In the Program Objectives section a matrix has been included indicating when the objectives are introduced, reinforced, mastered, and assessed. If a Course Matrix/Curriculum Map has been developed for this major I would recommend it be inserted in your program review in place of the Program Objectives Matrix. This would provide the reviewer a more comprehensive look at where the objectives are being met. It would also provide the reader with a quick overview to determine if all of the competencies are being met and if any courses are responsible for multiple objectives.

Before inserting the Course Matrix/Curriculum map I would strongly suggest that you add the Commission on Collegiate Interpreter Education (CCIE) Standards. These have been established by the accreditation board for interpreter education programs of which American Sign Language is a key component, and should be used as external benchmarks to verify your program is meeting the guidelines established by the national accrediting body. When the program faculty collectively reviews these standards and includes them in their objectives, syllabi, and assessments, it provides administrators, faculty, and students with insights as to how the program is aligned with programs throughout the nation. It also provides all three entities with external checks and

balances to insure competencies are being addressed.

3. At what level has the program articulated its assessment plan for student learning?

1 not-evident	2	3 somewhat	4	5 completely
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Response:

4

The section titled Assessment of Program Objectives includes a chart that clearly identifies the objectives, methods of assessing the objectives, the benchmark that is used, the data collected and the results. It also includes sections regarding proposed changes to the assessment process and budget needs related to the objectives. This section represents a wide variety of assessments reflecting the breadth and depth of what is evaluated.

After evaluating the program review document and talking with program faculty I would make the following suggestions:

- Add more external evaluations. The only external evaluation that was noted was from the mentors. Use the ASLPI or the SLPI to evaluate language proficiency in ASL rather than an internal measure. This will provide credibility to your program.
- If there are any data that can be collected and triangulated I would highly recommend you do so. This will strengthen your assessments and provide you with a more comprehensive view of your students' achievement levels.
- Identify key course assessments and program assessments. Noted throughout your program are Assessment Day evaluations. I am assuming these are your program assessments. Explain how these relate to the key course assessments listed in your Program Objectives section.
- In your courses, add more pre/post data. Several of your courses have assessments already in place that lend themselves nicely to a pre/post format. This will provide faculty with evidence of what the students have learned.
- Begin collecting more of your data in GoReact. If you begin in ASL I tracking student progress (both expressively and receptively) and end with video clips captured during the final field experience you will have evidence of student learning from start to finish.
- When reporting data in your assessment section, perhaps you could add or substitute a chart with bar graphs demonstrating student progress. This will provide the reader with a visual of student progress further indicating strengths and weaknesses of the student population.

4. To what degree are the student learning objectives sufficient for the discipline?

1 Inadequate	2	3 Adequate	4	5 Superior
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Response:

4

Included in the program review document is a Program Objectives Matrix providing the reader with indicators of when course content is introduced, reinforced, mastered and, assessed. It would be helpful for external evaluators if a Comprehensive Curriculum Map could be included here. By delineating course and CCIE objectives, and adding assessments to demonstrate mastery of course, program and CCIE standards it would strengthen the objectives section. By including the CCIE objectives here it would further demonstrate how your course objectives/assessments are aligned with the national standards established for the language portion of ASL English Interpreting programs.

5. At what level are the students performing in regards to benchmarks established for each objective?

1 Below	2	3 Average	4	5 Exceeding
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Response:

3-5

Data reported for Objective 1 indicate that the quiz average for students completing ASL 120 was 84%; the benchmark was set at 70%. Averages reported for the presentation covering important people in the Deaf community were listed at 97% for the first presentation and 99% for the second presentation; the benchmark was also set at 70%. Program faculty analyzed the data and has determined that the final Deaf Culture exam should be used as a comprehensive exam for future assessment report. Program faculty also suggests that the rubric used to score the presentation be modified for clarity. It is strongly recommended that the Deaf Culture exam be utilized as a pre/post assessment to document evidence of student learning.

Data reported for Objective 2 indicate that students are capable of demonstrating competency in ASL. Students met the 89% average grade established as the benchmark for the fall assessment, and in the spring 5/13 students achieved a grade of 90% or higher with the average grade on the final presentation reflecting 88%. Program faculty have reviewed all of the video assessments and determined that they seem to show appropriate figures for what they anticipated as a group. However, the faculty has questioned their program assessments for Objective 2 and is considering requiring students to take the American Sign Language Proficiency Interview (ASLPI)

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after they complete ASL V. I would highly recommend the use of this external evaluation as it will provide more credibility to this program.

Data reported for Objective 3 revealed that the objectives and the benchmarks set for the assessments were aligned with each other. No changes were recommended for this objective.

6. How do the students compare to the performance at comparable institutions?

1 Well Below	2	3 Comparable	4	5 Well Above
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Response:

I did not see anything in the annual report that addresses how students enrolled in other ASL Studies Programs do at comparable institutions. No mention was made of comparative data during the visit on campus.

7. How quickly does the program make changes to address student needs, i.e., when students do not perform at expected levels?

1 Not Reactive	2	3 Somewhat Reactive	4	5 Highly Reactive
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Response:

4

The program review document clearly makes reference to areas where program improvement can and should be made. Assessments have been analyzed, discussions have taken place, and the program faculty has indicated where the strengths and areas needing improvement are located. The report indicates that discussion about program changes in assessment were discussed during program meetings. However, no indication of how frequently these meetings occur was discussed. I recommended that program meetings be held monthly, and that someone, either a lead faculty member, or the Program Director develops an agenda and then posts the minutes for faculty members to review. This will provide an on-going record of strengths and weaknesses in the program and furnish evidence of program improvement.

While meeting with the students I also asked them about program improvement. They stated that faculty members were very open to suggestions and when they made valid recommendations for program improvement that their suggestions were adopted and implemented by program faculty.

8. How reasonable is the program's projected growth in light of the current student population in the major?

1 Unreasonable	2	3 Somewhat	4	5 Reasonable
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Response:

3-4

During the meeting with the Division Chair I asked about the recruitment plan for the program. He indicated that the University has recently undergone reorganization and that the person in charge of recruiting is also responsible for other duties. I was not made aware of any projections for enrollment while on campus. If the intent of the University is to "grow the program" a recruitment plan needs to be developed. As part of that plan, 2-year "feeder schools" with ASL programs (both high school and 2-year colleges) need to be contacted, AA degree programs in Deaf Studies or ASL need to be identified, and students from those programs should receive information regarding your 4-year degree programs. A lead faculty member or a Program Director should work closely with Admissions to insure that potential students are informed of your offerings and encouraged to attend the University.

According to the program review document the program currently does not have a plan for retention but will create one in May of 2015. In addition to creating a retention plan, a recruitment plan should be established to foster growth in the program.

9. Is the retention of students within the program comparable to other programs in the discipline?

1 Below	2	3 Standard	4	5 Exceeding
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Response:

N/A

I did not see any documentation that compared students attending William Woods University with other students across the nation. I don't feel that I can respond to this question.

10. At what level have courses been offered regularly and in a manner that students are able to take all courses in a two-year period?

1 Inadequate	2	3 Adequate	4	5 Excellent
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Response:

5

According to Course Enrollment Data, courses are offered on a regular and timely basis thus allowing students to complete their program in a two-year period.

11. To what degree is the nature and quality of program offerings adequate for the number of majors in the program?

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1 Inadequate	2	3 Adequate	4	5 Excellent
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Response:

4

When student responses were solicited, students indicated that they were able to get their courses in a timely fashion. However, the following concerns were voiced:

- in one class no feedback had been given since February, and students were at a loss to describe their progress and what steps they needed to take to master the content
- students indicated that there was so much content in ASL VI and if this content could be spread out over other courses that would be beneficial
- A number of students expressed a desire to have a separate class in Fingerspelling, Classifiers, and Numbers
- A recurring theme indicated there was an emphasis on ASL structure in I and II but some instructors never reviewed the structure in ASL III and IV
- Students noted the need for more feedback in the language classes

12. To what degree are there adequate offerings of internships, practicums, student teaching, or other workplace experiences to prepare the student for a profession?

1 Inadequate	2	3 Adequate	4	5 Superior
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Response:

4/5

Currently there is no internship or practicum requirement for this program. The goal of the ASL Studies Program is to prepare “culturally responsible professionals” who will provide excellent service to the Deaf Community. It is highly recommended that an internship or practicum be added to this program. Students could complete these internships in community based agencies that serve D/HH clients, in schools as paraprofessionals, or working with Vocational Rehabilitation. By adding this component the major will be more closely aligned with the ASL English Interpreting major.

13. To what degree does the program provide employment resources to the student? [or How important to the discipline is it that the program provide employment resources to the student?]

1 Not Evident	2	3 Somewhat	4	5 Substantial
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Response:

1

I did not see any mention of program faculty working with ASL Studies students

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to secure employment once they complete the program. Perhaps this is due to the fact that several of them are double majors and that they seek employment within the area of their other major. However, if an internship were established, working closely with program faculty in the case of double majors, it might provide future employment opportunities for these program graduates. This is an area that needs to be explored further. If it is determined that an internship will be included students will have the opportunity to be mentored in areas that might hold future employment for them.

One recommendation is to establish an online network of professionals that will provide program faculty with job openings, requirements, etc. for geographic areas where students will be residing. Perhaps this can be delegated to individual advisors as part of the advising process. If faculty had an idea where students wanted to work upon graduating from the program, job requirements, as well as job availability could be examined periodically throughout the student's program. This might make the transition from program to employment more viable.

14. To what degree does the faculty appear to have expertise in the subject areas they teach?

1 Inadequate	2	3 Adequate	4	5 Superior
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Response:

5

A review of program faculty indicates that they are highly qualified to teach in the ASL English Interpretation program. Two faculty members hold terminal degrees, and all others, with the exception of one, hold a master's degree. Two of the eight faculty members are nationally certified through the Registry of Interpreters for the Deaf (RID). Degrees reported include ASL/English with an emphasis in Interpreting, Cross-Cultural Teaching and Learning, Educational Leadership and, Marriage and Family Therapy.

15. To what degree are the teaching loads equitably and reasonably determined?

1 Inadequate	2	3 Adequate	4	5 Superior
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Response:

4

According to the Division Chair, faculty teach a 4/4 course load. Because this is a teaching institution, faculty are not required to engage in scholarship or service.

16. Please rate the faculty to student ratio?

1 Too High	2	3 Satisfactory	4	5 Too Low
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Response:

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3

Based on a meeting with the Academic Dean and Associate Dean of Assessment, there are 15 students per instructor in the skills classes and 20 students per instructor in the lecture courses. The instructor/student ratio is appropriate.

17. To what degree are the library holdings appropriate for the size of the program?

1 Inadequate	2	3 Adequate	4	5 Superior
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Response:

5

It appears that the library holdings at William Woods University are very strong. Mention was made that the websites at Gallaudet University Press, RID, etc. were checked regularly for new publications. Are any of the faculty members also on mailing lists with publishers specific to this field? If not, it might be something faculty consider doing. Faculty would then receive notification of new texts, videos, etc. and could preview them and make requests that the library order those that have merit for the program.

18. How does the faculty's use of current technology, practices, or trends to facilitate instruction compare with other programs in the discipline?

1 Insufficient	2	3 Average	4	5 Superior
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Response:

4/5

Some faculty members use more technology than others. This is typical in most programs. While some utilize GoReact to capture assignments, others revert to alternative forms of technology to collect data. The lab with the 16 stations offers a unique classroom environment. However, I didn't get a sense from the faculty that they all use it to conduct some of their classes. I'm not sure if this is due to a scheduling issue, or if it is because faculty members are not familiar with, or comfortable using the technology. If all of the faculty have not been trained on how to use the teaching station it would be valuable if that training occurred. Scheduling class in the lab periodically so the instructor could monitor student progress might be time well spent.

19. At what level are the physical resources, such as facilities and equipment appropriate for the program?

1 Inadequate	2	3 Adequate	4	5 Superior
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Response:

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William Woods University has a beautiful campus and exceptional resources for the ASL Studies Program. The state of the art laboratory is exceptional. Congratulations to Dr. Garrett for securing a grant to fund it. This major demands lab facilities and your lab, with all of its technology, is one of the finest in the nation. What a resource for the students. They can view, record, and learn how to capture and compress their videos. What an outstanding resource for them as they develop their professional portfolios.

The mentoring lab is another outstanding feature of your program. The foresight to include kidney shaped tables so mentors can work with small groups was well thought out. The room lends itself to supporting several small groups working simultaneously at various tables. The hours of the lab are flexible providing for student access throughout the day and into the evening hours.

Classrooms are ample and furniture can be configured to meet the demands of the visual nature of the coursework. There are no additional recommendations for this area.

20. Is the support staff adequate for the program?

1 Inadequate	2	3 Adequate	4	5 Superior
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5

The language lab mentors are skilled in ASL and Deaf culture and bring an added dimension to the program that is extremely valuable. The Deaf adults that are functioning as lab mentors are diverse in gender, age, and backgrounds. They bring a wealth of experiences, skills, and insights into the lab. When discussing the lab with them, it was refreshing to hear how they alternate working with students therefore providing students with the opportunity to interact with all of them and “see several pair of hands”. What a tremendous asset to your program.

I noted that the administrative assistant serves many roles. It is unfortunate that she cannot be assigned to the ASL English Interpretation Program on a full time basis. Listening to her talk about the students and her interactions with them it is easy to see why the students are drawn to her. Her comment to me was “We are here for the students.” She discussed how she works with them from the time they arrive on campus until they graduate – how some are just homesick, others are in need of time management skills, and that toward the end how all of them feel overwhelmed. Her love for the students and the program was evident in the short time we talked about her role at the University.

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Summary

Please provide your conclusions on the following and any other areas that were not addressed in the above questionnaire that you believe need to be reviewed.

- What is the program's strength?
 - The program's strengths lie in the faculty, course offerings, mentors, and physical plant
 - Students commented that the faculty was very personable, that they pushed the students to succeed, and that they were also understanding and knowledgeable
 - Students further stated that the "mentors were life savers" – they were very complementary of their time and talents
 - Location is a key factor for this program – very few can boast they are within walking distance of a School for the Deaf
 - Having Deaf events scheduled on your campus once a month is an added bonus
 - Having a committed faculty is an additional strength
 - Having an online program to meet a segment of the population not currently being served is a true asset
- Does the program have components that distinguish it from other programs?
 - Your Deaf mentoring program
- What areas need to be addressed and are the steps outlined in the program review adequate to address any areas of concern?
 - Recruitment, retention, and tracking of graduates – Someone from the program, perhaps a Lead Faculty Member can become the liaison between the program and admissions to focus on recruitment of new students. If marketing materials were designed that highlighted how this major leads to employment in the various settings it could be used as a recruiting tool. Now that there are students completing the program you can begin tracking your graduates as to where they are employed and what they are doing.
 - Add an internship to the program. This will provide students with an opportunity to work in their field under a mentor prior to graduation. This is a critical component that should be added.
 - Include a service learning component as one of your course requirements. This is a valuable component and can be done at a variety of locations depending on how the student intends to use their degree once they graduate.
 - Schedule program faculty meetings on a regular basis
 - Address Assessment needs
 - Become the contact person for students interested in the program

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- Revisit your assessments
 - More external assessments need to be incorporated into the program
 - Triangulate your data
 - Encourage faculty to develop and utilize pre/post assessments
- Develop a Program of Study
 - Design a program of study for ALL advisors to use outlining which classes are offered when so students can complete pre-requisites in a timely fashion
 - I'm not sure if this program attacks transfer students like your ASL English Interpreting program does. If so, identify one or two advisors to work with transfer students and make sure they are aware, from day one, what they will need to do to complete the program
- Develop a recruitment plan for faculty and students that embraces and actively seeks faculty and potential students that will enhance University diversity
- Develop an advisory board consisting of stakeholders representing the various constituencies involved in this major, i.e. working interpreters, consumers, representatives from Vocational Rehabilitation, Special Education Directors, etc. Meet twice a year and discuss program concerns, data, and plans for program development
- Should the program be expanded, maintained at its current size, reduced, or eliminated?
 - This is a phenomenal program that should definitely be maintained. It has been developed with a sound foundation and is serving a critical need for the state of Missouri.
 - The program should only be expanded if more full time faculty or adjuncts can be hired to maintain the current faculty/student ratio, and a Lead Faculty member is designated to coordinate the program.

Section 6: Conclusions and Recommendations

ASL Studies Interpreting Program Response to External Reviewer Report:

Curriculum and Program Objectives (Report Questions 2 and 3)

While the external reviewer scored a “4” for clearly articulated educational goals and objectives, a number of issues were raised that we would like to address and be part of the assessment record.

- The reviewer noted that our program objectives would be better understood if written as behavioral objectives.

Program Response: *This comment is understood. Our program and the ASL-English Interpreting program discussed formatting and wording of our objectives and goals at length. We decided on the current format we are using and are comfortable with that choice. If changes need to be made, it would not be a difficult modification.*

- The reviewer suggested that we align our curriculum to the Commission on Collegiate Interpreter Education (CCIE) standards.

Program Response: *We made a conscious decision a few years ago to align our curriculum with the “Entry-to-Practice Competencies for ASL/English Interpreters.” That document is included as an addendum to this response. The competencies were created over a several year, grant funded project that included data gathering along with several working meetings with leaders in the field of Interpreter Education. At the time this was developed the CCIE standards had not been updated in several years. The individuals involved are literally a “who’s who” of interpreter education and some of them are listed below:*

Directors of Project:

Dr. Leilani Johnson, Director of Grant Project
Ms. Anna Witter-Merithew, Assistant Director of Grant Project
Dr. Marty Taylor, Consultant of Grant Project

Core expert work group members:

Ms. Marie Griffin, University of Tennessee, TN
Ms. Jona Maiorano, Central Piedmont Community College, NC
Ms. Marilyn Mitchell, National Technical Institute of the Deaf, NY
Dr. Carol Patrie, Language Matters, Inc., MD
Dr. Laurie Swabey, College of St. Catherine’s, MN

Some of the Reviewers:

Dr. MJ Bienvenu, MD
Ms. Betty Colonemos, MD

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Dr. Val Dively, DC
Dr. Kathy Jankowski, DC
Dr. Risa Shaw, DC
Dr. Carol Tipton, MD
Mr. Jimmy Beldon, SD
Ms. Nancy Bloch, MD
Dr. Bill Newell, NY
Ms. Janet Bailey, VA
Dr. Larry Fleischer, CA
Ms. Leslie Greer, NY
Dr. Theresa Smith, WA
Dr. Laurie Swabey, MN
Dr. Tom Holcomb, CA

Program Response Continued: The new CCIE standards were published in October of 2014. They were developed with input from educators along with the same document that we relied upon for our curriculum update that is mentioned above. We feel that our curriculum is very strong and “ahead of the curve” for several years now. In order for outside reviewers, and hopefully accreditation in the future, we will look at how we can clearly show to any reviewer how our objectives align with the CCIE standards as they do.

With this in mind, it would be helpful for the ASL Faculty to review the CCIE standards in relation to the American Sign Language competencies for both the ASL Studies major as well as the Interpreting major.

- The external reviewed suggested that the ASL Studies program implement more external evaluations and suggested that we triangulate data and suggested several times in the report as well as in person during her visit that we seriously consider utilizing the ASLPI as a measure of student language proficiency. She also recommended the use of pre and post assessment and suggested using the GoReact platform to complete and house the assessment data. This would allow for tracking of language acquisition from ASL 1 through 6.

Program Response: Using the ASLPI as an external evaluation would be a valid, external measurement tool for the program. The ASL Studies program has investigated this idea prior to this review and inquired about it with other programs and how they handle it. Specifics regarding when it would benefit not only the program, but the students as well, the cost, and logistics need to be discussed. This assessment can be done remotely, with a site coordinator, and is conducted through Gallaudet University.

Student Performance in Meeting Benchmarks (Report Question 5)

- We scored a 3-5 in this part of the report. The reviewer suggested that we seriously consider utilizing the American Sign Language Proficiency Interview (ASLPI) as a measure of student success as well as preparedness for entering interpreting courses. She also mentioned this several times throughout the report as well as in person during her visit.

Program Response: *Implementing the ASLPI has been discussed a number of times by program faculty as it is a standardized assessment conducted by Gallaudet University. This is something we have postponed while considering the cost to students. The ASLPI costs around \$175 per person. If we were to implement this, we would need to identify a Site Coordinator on our campus to coordinate the evaluation. We will also need to identify a way for student financial aid to assist students in paying for the assessment. This information will be passed along to the Division Chair to determine the best course of action moving forward.*

Comparing Student Retention and Outcome to Other Programs (Report Questions 6 and 9)

- The reviewer noted that there is no comparative data available.

Program Response: *We will investigate if and where this data might be available for us to access and compare.*

Speed of Addressing Changes to Address Student Needs (Report Question 7)

- The reviewer stated that students in the program reported to her that they felt faculty were very open to suggestions and when they made valid recommendations for program improvement that their suggestions were adopted and implemented. She scored this at a "4" and in her report recommended that the faculty meet monthly and a Program Director develop an agenda and post the minutes for the faculty members to review that would show the ongoing program improvement.

Program Response: *It was wonderful to hear that our students were clearly aware of our goal to always improve the program.*

In regards to monthly meetings, it is clear that this was not communicated well to the reviewer while here on her visit. We strive to meet twice a month and usually are able to meet at least once a month. Sometimes these meetings are cancelled due to scheduling conflicts with division meetings, committee meetings, faculty meetings, and more. An agenda is created and minutes are taken and disseminated to program faculty.

Without a program director, the Division Chair will need to determine what plan of action to take moving forward.

Projected Growth of Program (Report Question 8)

- The reviewer raised several questions regarding recruitment for both the online and on campus programs. This included identifying 2-year programs that could be "feeder schools" and working with them to bring in students. She also noted at the end of her report that the face-to-face program should only be expanded if more full-time faculty or adjuncts can be hired to maintain the current faculty/student ratio and that a "Lead Faculty" member be appointed to coordinate the program.

Program Response: These programs have been identified and several articulations have been worked on. A few have been signed by our University President and have been in the process of being signed by the other university. We hope they will proceed as planned. We function as if they are formal agreements in order to provide consistent transfers for students.

One of the most effective ways to reach out would be to send a letter and poster and/or brochures to the two-year programs including the contact information of the program director to discuss further partnership. This has been suggested a number of times to marketing and admissions and at one time was being considered. We still believe this would be an effective way to grow the on campus and online program. It will require a significant commitment of time for an administrator to coordinate.

Internships, Practicums, Work Experience (Report Question 13)

- The reviewer reported that this missing component of the program would provide an alignment with the ASL-English Interpreting degree as well as prepare our students to be 'cultural responsible professionals as stated in our mission statement.

Program Response: The Reviewer highly recommended an internship/practicum and a Service Learning component be added to the program. This is something discussion over the past year has been discussed. Because of the nature of the establishment of the BA in ASL Studies, it was originally thought of as a degree in which a student would couple with another degree, including, but also other than Interpreting, such as Social Work, Legal Studies, etc. All of these degrees include an internship already. Dealing with this unique factor, we have discussed within our program establishing a Capstone course that includes reflection, job readiness skills, and portfolio development regarding involvement in community or field experiences from throughout one's course of study (attending local, state, and national events within the Deaf community; participating in different activities related to the Deaf community; interviewing Deaf people in different venues, etc.) which would address Internship-like experiences as well as Service Learning involvement. Addressing this need in this fashion would also make this component feasible with other degree programs.

Employment Resources Provided to Students (Report Question 13)

- The reviewer reported that students gave mixed responses during her discussion with them. Some felt supported and others expressed that they would like more support in this area. She suggested developing an online network of professionals for students to connect with.

Program Response: Current efforts to assist students secure employment is done on a very one-to-one, non-official way. Working with the placement office and making sure our students take advantage of that would increase their job readiness. Contact with that office will be made to make sure similar resources are shared. The reviewer suggested an online network of professionals. Including such information with what is shared with the

placement office is a good way to ensure our students have access to them.

Faculty to Student Ratio (Report Question 16)

- The reviewer reportd that there are caps of 15 students per instructor in the skills classes and 20 per instructor in the lecture courses.

Program Response: *Classes have not followed course caps. Investigating this, student caps are set at 20 for lecture and skills classes. Due to the nature of teaching a visual gestural language, interactive experiences and videotaping are commonly used to model, practice, and assess. With a smaller class size, especially in the upper ASL skills courses, students will have more opportunities to do so under instructor supervision and with assistance. The program faculty has discussed this in the past and currently with the recent semesters ASL V and VI classes being challenging to manage with over 20 students. The agreement among staff and recommendation is that ASL I and II remain at the cap of 20 and that ASL III-VI be limited to 15 students. ASL I and II are taken by the general student population to meet graduation requirements. ASL III-VI are taken by students who are pursuing a minor or major degree. Recommendations or changes will be made to the appropriate departments.*

Closing Summary Comments

- The reviewer commented regarding recruitment, retention and tracking of graduates of the program. She suggested that marketing materials be created that highlight how this major leads to employment in a variety of settings.

Program Response: *A brochure and handout has been created and shared with students within WWU but has not been created by marketing for dissemination to prospective students. This information will be passed along to the Division Chair to investigate what admissions and/or marketing is interested in pursuing.*

- The reviewer suggested that an internship be added to the ASL Studies major that will provide students with an opportunity to work in their field under a mentor prior to graduation. She stated that this is a critical component that should be added. She also recommended a service learning component be implemented in ASL courses.

Program Response: *As discussed earlier, the program will make plans to research, develop, and implement a Capstone course which includes a portfolio. Plans for the portfolio will be that it exhibits experiences students obtain throughout their course work of four years in pursuit of their ASL Studies degree.*

- The reviewer recommended an Advisory Board of stakeholders be established consisting of stakeholders representing various constituencies involved in this major.

Program Response: This was in progress and scheduled to begin in the Fall of 2015 but has been placed on hold until a program director or lead faculty has time available to coordinate such.

CONCLUSION

We are proud of the fact that the reviewer recognized and noted the following strengths:

- The Program Director
- The Faculty – knowledgeable, understanding, personable and push students to succeed who are committed to the University and the Program.
- The Course Offerings
- Language Mentors – greatly enrich student learning
- Physical Plant (Language Lab)
- Location near the State School for the Deaf
- Deaf events on campus
- Having an online program that meets a segment of the population not currently being served.

In closing, she stated that this is a “phenomenal program that should definitely be maintained. It has been developed with a sound foundation and is serving a critical need for the state of Missouri.

Academic Council Review:

ASL Studies	Excellent	Adequate	Needs Improvement	Comments
History, Mission and Vision	<p><input checked="" type="checkbox"/> Overview is succinct (-300 words)</p> <p><input checked="" type="checkbox"/> Program's purpose/mission is clear, including relationship to the university's mission statement.</p> <p><input type="checkbox"/> Clearly describes the approach to maintain or improve student retention and graduation rates.</p> <p><input type="checkbox"/> Provides detailed description of possible employment positions for graduated students.</p>	<p><input type="checkbox"/> Introduction describes the program with more detail than necessary (+300 words)</p> <p><input type="checkbox"/> Introduction includes the program mission but it is unclear about its purpose within the university.</p> <p><input type="checkbox"/> Summarizes the data on student retention and graduation rates.</p> <p><input type="checkbox"/> Provides a short summary of employment placements for graduated students.</p>	<p><input type="checkbox"/> Introduction omits either program mission or the program purpose within the university.</p> <p><input type="checkbox"/> Program description is absent, weak or lacked reflection of program data.</p> <p><input checked="" type="checkbox"/> Description of student data lacks reflection.</p> <p><input checked="" type="checkbox"/> Lists a few locations where graduated students are employed.</p>	

Course rotation-offerings	<input type="checkbox"/> Course rotation is followed in the way courses are offered. <input type="checkbox"/> All cross-listed courses are identified. <input type="checkbox"/> Course offerings appear appropriate for the needs of the program.	<input type="checkbox"/> Course rotation is followed with few exceptions of independent study/tutorial courses when needed.	<input type="checkbox"/> Course rotation is not followed. Many instances of tutorial and/or independent study.	
Faculty and Resources	<input type="checkbox"/> Faculty qualifications and specific competencies are fully and accurately described <input type="checkbox"/> Provides a sound rationale for current staffing and/or future recommendations related to student learning. <input type="checkbox"/> Summarizes all physical equipment needs and supplies noting any deficiencies and the impact on student learning. <input type="checkbox"/> Provides summary analysis of library holdings, noting specifically how deficiencies, if any, affect student learning. <input type="checkbox"/> Provides rationale and recommendations to improve resources that would address such deficiencies and link student learning.	<input type="checkbox"/> Faculty qualifications and competences are described. <input type="checkbox"/> Notes the adequacy or inadequacy of current staffing with little discussion on the impact to student learning. <input type="checkbox"/> Provides summary of current equipment, etc., but does not connect to student learning. <input type="checkbox"/> Provides a summary of library holdings. <input type="checkbox"/> Provides recommendations to improve resources but does not connect to student learning.	<input type="checkbox"/> Faculty qualifications and competencies are poorly described or absent. <input type="checkbox"/> Merely lists the faculty/staff positions in the department with no explanation how current staffing impacts student learning. <input type="checkbox"/> Lists only perceived equipment deficiencies (no list of actual resources) <input type="checkbox"/> Omits library information. <input type="checkbox"/> Does not recommend any changes to resources for the program.	
Assessment of Program	<input type="checkbox"/> Annual Assessment includes learning outcomes and assessment measures, which are clearly explained. <input type="checkbox"/> Problems involving	<input type="checkbox"/> Annual Assessment includes learning outcome and/or assessment measures. <input type="checkbox"/> Problems involving curriculum are addressed.	<input type="checkbox"/> Annual Assessment does not address learning outcomes and/or assessment measures. <input type="checkbox"/> Problems involving curriculum are	

	<p>curriculum clearly explained.</p> <p><input type="checkbox"/> Standards for performance and gaps in student learning are clearly identified with action plans for improvement if needed.</p> <p><input type="checkbox"/> Report includes collaboration from all program faculty, including adjunct, external constituents in the assessment of student learning.</p> <p><input type="checkbox"/> Program's involvement in service, LEAD, and other university activities are clearly explained.</p>	<p><input type="checkbox"/> Standards for performance and gaps in student learning are recognized.</p> <p><input type="checkbox"/> Program report includes feedback from all on campus faculty in assessing student learning.</p> <p><input type="checkbox"/> Program involvement in service, LEAD, and other university activities are listed.</p>	<p>omitted.</p> <p><input type="checkbox"/> Standards for student performance and gaps in student learning are not identified.</p> <p><input type="checkbox"/> Program report does not include feedback/input from all program faculty when assessing student learning.</p> <p><input type="checkbox"/> Program involvement in service, LEAD, and other university activities are omitted.</p>	
External Review	<p><input type="checkbox"/> Program response to all criteria marked as "excellent" on the External Review report is complete with specific strategies for improvement.</p>	<p><input type="checkbox"/> Program responded to some of the criteria marked as "somewhat-not evident" on the External Review report with ideas on how to improve.</p>	<p><input type="checkbox"/> Program did not respond to the areas of weakness marked on the report as "somewhat –not evident".</p>	
Conclusion	<p><input type="checkbox"/> Strengths and challenges include references to student learning.</p> <p><input type="checkbox"/> Challenges exhibit more depth than resource shortages and include challenges for the program faculty.</p> <p><input type="checkbox"/> Program response to external review and Academic Council is complete and thorough.</p>	<p><input type="checkbox"/> Strengths and challenges are identified, but don't relate to student learning.</p> <p><input type="checkbox"/> Challenges are little more than resource driven.</p> <p><input type="checkbox"/> Action plan accommodates the program challenges but does not move it to a higher level.</p> <p><input type="checkbox"/> Program responds to</p>	<p><input type="checkbox"/> Strengths and challenges are identified.</p> <p><input type="checkbox"/> Challenges are all resource driven.</p> <p><input type="checkbox"/> There is no action plan that addresses the challenges that face the program.</p> <p><input type="checkbox"/> Program acknowledges the recommendations of external review and</p>	

	<input type="checkbox"/> Action plan for the program is visionary, showing evidence that the program is aiming for a higher level of student learning.	external review and Academic Council with little discussion.	Academic Council with no discussion on changes.	
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ASL Studies

Academic Council discussed the suggestion of using the American Sign Language Proficiency Inventory (ASLPI) as an external assessment for the ASL studies program. The hold up with setting this up is the cost; the evaluation is \$175 per student. The program is not sure what course they would put the evaluation and how to pay for it (course fee, or just a required component they pay for on their own).

Questions from AC:

If students did not pass what would the student then need to do?

Would it impact graduation?

Would there be a remediation course they would have to take?

What are the external benefits for students to claim an ASLPI level? Does it mean anything outside of academia?

Academic Council discussed the class size for the upper level ASL courses. It was mentioned in the external review that some of the upper level courses had 20+ students and the course capacity chart also evidenced this. The standard for most skills based courses is 1:12.

Questions from AC:

Has there been an analysis of faculty resources with the recent growth of the program. The program needs to provide a proposal on some realistic options for dealing with the growth in the program.

- If upper level courses need more than one section, who could teach those sections? Are there qualified adjunct faculty in the area who could teach?
- What are the current teaching loads of the current ASL faculty?
- How many overloads are you currently teaching?

Academic Council discussed the comments about advising issues and recommended that the program faculty get together and create a document that outlines all the courses with prerequisites in one easy to read form.

Carrie brought up the Academic Council some of the ideas program faculty have for enhancing the current ASL Studies program. The specific changes mentioned were removing ASL 120 Deaf culture from the program checklist but putting it down as the required diversity requirement for the general education component. That would provide for faculty to create an upper level culture course that would be a stronger course for majors. Also discussed was the removal of the additional social science component for the ASL Studies majors. This also would provide the space in the major for an upper level 3-credit course. An additional desire of the faculty to create some

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sort of internship or culminating experience was discussed with great support by the rest of academic council. Some recommendations were to discuss with Greg Smith on the creation of a portfolio as this same discussion is happening right now with History and English programs. Also discussed, as part of the experience for students was the chance for upper level students to do “teaching tech” with lower level courses. Essentially it would be a course that students could take and they could act as an assistant in a lower level course. (this happens in EQS). This component could go in the portfolio or as part of the culminating experience.

The development of more upper level courses and creating some distance from the interpreting program was met with support but with the caution to not create something that would cause students to withdraw from the program.

- Academic council discussed the recruitment and retention of ASL studies students?
- Is there a specific recruitment niche that we could target for this program?
- Do program faculty have ideas on how to recruit specifically for this program?
- It is understood that there is an overlap between the ASL Studies program and the Interpreting program, but are there ways to create some difference and a specific skillset that would benefit students with this major?

Program Response to Academic Council:

Academic Council Comments:

Academic Council discussed the suggestion of using the American Sign Language Proficiency Inventory (ASLPI) as an external assessment for the ASL studies program. The hold up with setting this up is the cost; the evaluation is \$175 per student. The program is not sure what course they would put the evaluation and how to pay for it (course fee, or just a required component they pay for on their own).

Questions from AC:

If students did not pass what would the student then need to do?

Would it impact graduation?

Would there be a remediation course they would have to take?

What are the external benefits for students to claim an ASLPI level? Does it mean anything outside of academia?

Response:

Considering the cost and payment, the program is unfamiliar with how this pans out and where it best fits. We will consult with our Assessment dean regarding what would be the best practice. Another program was consulted....

Timing of the ASLPI assessment seemed best to fit at the conclusion of ASL 245 for the following reasons:

- This course is the fourth ASL skills class (2 years), anything less seemed to soon to make the investment*
- This course is the cut off between minors and majors.*
- This course is the one in which students who wish to continue in the interpreting program must have completed; their own ASL assessment for Interpreting I is done while in this course.*

After watching example videos on the ASLPI website, it is concluded that a score of 2.5 would be a sufficient benchmark for students.

This score could be used solely for assessment data. Data can be tracked and program changes can be made. This assessment could be a prerequisite for continuing with the program. If a student did not meet the set score needed to continue the program, the student would have all summer to retest. Student would be provided with resources with which to work. If they chose to wait for the following Spring to retest, students would be welcome to utilize lab activities. Policy for such support would need to be developed.

The ASLPI is a tool widely used in the field of ASL. Graduate schools often require an ASLPI interview. Employment opportunities often list ASLPI scores as a screening tool. Students having completed this assessment will have something upon which to show their skill level and their involvement of national assessment. If students wish to retake the assessment upon graduation to achieve a higher score, they will already have familiarity with the assessment and the process.

Academic Council discussed the class size for the upper level ASL courses. It was mentioned in the external review that some of the upper level courses had 20+ students and the course capacity chart also evidenced this. The standard for most skills based courses is 1:12.

Questions from AC:

Has there been an analysis of faculty resources with the recent growth of the program. The program needs to provide a proposal on some realistic options for dealing with the growth in the program.

- If upper level courses need more than one section, who could teach those sections?**
- Are there qualified adjunct faculty in the area who could teach?**
- What are the current teaching loads of the current ASL faculty?**
- How many overloads are you currently teaching?**

Response:

Currently, full time faculty are teaching their assigned 12 credit hours per semester load. Both faculty are actively teaching in the online program; either 1 or 2 8-week courses per semester. This has been on an optional basis as the online program has their own pool of instructors.

With an increase in the number of students taking ASL courses, additional sections may be necessary. Skills courses should be capped at 20 students (ASL I-VI) for best practices to be utilized in second language teaching. If numbers merit additional sections, the courses would be taught by the full-time faculty or available adjunct faculty. Upper level courses would be more lecture courses and therefore, our current and past numbers do not suggest there will be need for additional sections. There is a small pool of interested parties for teaching as adjunct if necessary. If adjunct were not available for upper level courses, scheduling would need to be modified to make full-time faculty available for such change.

Academic Council discussed the comments about advising issues and recommended that the program faculty get together and create a document that outlines all the courses with prerequisites in one easy to read form.

Response:

A document is in place and used for this purpose. Information recommended here could certainly be added to make sure information for prerequisites is explicit. Some issues with recent advising were changes in course offerings to accommodate transfer students in the interpreting program that were not communicated clearly, this did change what classes were offered in which semester. The program will make sure that all advising faculty are on the same page.

Carrie brought up to Academic Council some of the ideas program faculty have for enhancing the current ASL Studies program. Some recommendations were to discuss with Greg Smith on the creation of a portfolio as this same discussion is happening right now with History and English programs. Also discussed, as part of the experience for students was the chance for upper level students to do “teaching tech” with lower level courses. Essentially it would be a course that students could take and they could act as an assistant in a lower level course. (this happens in EQS). This component could go in the portfolio or as part of the culminating experience.

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- Academic council discussed the recruitment and retention of ASL studies students?
- Is there a specific recruitment niche that we could target for this program?
- Do program faculty have ideas on how to recruit specifically for this program?
- It is understood that there is an overlap between the ASL Studies program and the Interpreting program, but are there ways to create some difference and a specific skillset that would benefit students with this major?

Response:

Ideas to improve the ASL Studies program and the courses and experiences it provides has been a topic on the table for a while now. Two course proposals are in the works. One if for the development of a Capstone course in which more career specific topics are discussed as well as the development of a portfolio. A ‘field experience’ checklist would be included with that program so that students have experience and knowledge to synthesize and add on to their self-marketing strategies. Discussion with the History department, who is working with the English department, took place as well as initial dialogue with Amy Dittmer about self-marketing and career-readying motives.

The suggestion of “teaching techs” is appreciated and will be discussed in the development of that course.

Another course being developed is a Fingerspelling course. Over the years this specific skill seems to be an obstacle for students. Feedback had led to the discussion of providing this course for students as a skills course that addresses not only the mechanics but also the linguistic use of fingerspelling of bilinguals when dealing with contact languages.

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Additional Upper Level Courses would mean a change in the course line up for students. The initial thought is to take ASL120: Deaf Culture and ASL 220: Ethics and Decision Making off the course list for the major and make them major-specific general education courses. This would eliminate the need to increase the hours of the major. There has also been discussion of an in-depth major specific Culture/History class designed to address the unique dynamics of second language learners of the majority culture understanding and working within a minority community.

The concern for a drop in numbers is merited. Currently, most of our students are double majors; ASL/English Interpreting being their first or second major coupled with ASL Studies. Students double major because there is no reason not to do so. There are only 1 or 2 additional courses for them to take to receive a second bachelor's degree from WWU and they can complete all these requirements by the Spring of their 3rd year.

It is safe to presume that if additional requirements are added to the degree program there will be a substantial drop in students majoring in ASL Studies. Yet, if we continue on course, it must be known that the students graduating from WWU with this sole degree are ill prepared to teach in an ASL environment where their ASL skills and knowledge are utilized on a daily basis.

Ways to raise the educational bar to an appropriate level as well as keep numbers in the program would be advertisement and recruitment. If the program does provide extensive study and exposure, field experiences and career services; those things can be advertised.

Recruitment is a bit trickier. Competition would be other programs that provide an extensive immersion experience unavailable here at WWU (Gallaudet University, NTID-New York, CSUN-California). In the field of ASL Studies which general produces ASL instructors and those furthering their research, many more career opportunities are open to deaf students with such a degree who already have competence in the use of the language and have learned pedagogy and principals of educating others in that language and culture. Such opportunities are considerably fewer for second language learners. Recruitment strategies would need to target schools who have deaf programs or ASL programs statewide and nationally to pull in students who are inclined and interested in the field.

Appendix A: Annual Assessment Supporting Documents

OBJECTIVE 1: Students demonstrate an academic foundation pertaining to different aspects of Deaf culture essential to effectively participating in the Deaf community

ASL 120: DEAF CULTURE QUIZ 1

Name: _____ date: _____

ASL 120 1st Quiz (1.5 pts each)

1. Who supported the spread of oral philosophy?
2. The first school for the deaf established in the United States was in Hartford, Connecticut. The school was the American Asylum for the Education and Instruction of Deaf and Dumb persons, when was this school established?
 - a. 1918
 - b. 1817
 - c. 1880
 - d. 1902
3. Who was the president at Gallaudet University for 46 years?
 - a. Alexander Graham Bell
 - b. Laurent Clerc
 - c. Edward Miner Gallaudet
 - d. Thomas Hopkins Gallaudet
4. When someone is referring to the label “deaf”, what are they talking about?
 - a. A cultural identity
 - b. A degree of hearing loss
 - c. A user of American Sign Language
 - d. Someone who attended a residential school
5. How do you get a Deaf person’s attention?
 - a. _____
 - b. _____
 - c. _____
 - d. _____
6. What are the 5 aspects of the Deaf Culture?
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
7. This man is known as the Father of Deaf Education in America, what is his name?
 - a. Jean Masseau
 - b. Thomas Gallaudet

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- c. Edward Gallaudet
- d. Laurent Clerc

8. Education for the deaf was much advanced in France compared to the United States in the 1700's. _____ went to Europe with the goal to learn how to teach the deaf here at home. While in Europe he met _____ and convinced him to come to the states to help set up the first school for the deaf here in America.

- a. Edward Gallaudet, Laurent Clerc
- b. Thomas Gallaudet, Abbe de l'Epee
- c. Edward Gallaudet, Laurent Sicard
- d. Thomas Gallaudet, Laurent Clerc

9. What does CODA stand for? (2 points)
) _____

10. What are the four characteristics of the Deaf Community?

- a. _____
- b. _____
- c. _____
- d. _____

11. Deaf Culture is known as a(n) _____ Culture.

- a) Individualist
- b) Collectivist
- c) Communalism
- d) Monarchism
- e) None of the above

ASL 120: DEAF CULTURE QUIZ 2

Name: _____ April 1, 2014

Deaf Culture: 2nd Quiz (1.5 pts each)

1. The definition of a contact signing is?
 - a) When two languages have been blended for the purpose of communication
 - b) When words are initialized to represent concepts in the other language.
 - c) When one language takes precedence over a minority language.
 - d) When two languages are blended to create a new language on its own, with unique grammar and syntax.
 - e) None of the Above
2. What are the four characteristics of the Deaf Community?
 - a. _____
 - b. _____
 - c. _____
 - d. _____
3. According to Dr. Garrett's model, what are the four characteristics of the Deaf/ASL Community?
 - a. _____
 - b. _____
 - c. _____
 - d. _____

4. Match with the correct definition (12 points)

- 1- Rehab Act 1973
- 2- Education for All handicapped Children Act of 1975
- 3- Individualized Education Plan
- 4- Residential School
- 5- Day School
- 6- Self Contained (Resource) Classroom
- 7- Inclusion (Mainstreamed Classroom)
- 8- Americans with Disabilities Act

_____ provides a description of the current academic and social level of the child, includes goals and lists specific educational needs and services for the child.

_____ provides educational opportunities for students to attend the local public school with no restrictions placed upon their academics. The student generally attends classes with an interpreter, but not always.

_____ provides for a free and appropriate education for all children, and that schools cannot discriminate against any child, no matter their specific needs for a successful education.

_____ provides for accommodations to be provided by all entities no matter if they are public or private. This ensures that disabled individuals have access to entities that were not accessible to them before.

_____ provides educational opportunities for students in suburban/metropolitan areas in a program focused on deaf students. The teachers can sign but the curriculum is normally not the most aggressive.

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_____ Provides educational opportunities for students to attend the local public school but attend classes in a restricted environment. Academic work is completed in a separate area with a special educator trained in working with deaf students.

_____ provides protection for children with special needs and assures them services starting at the age of 3 in the least restrictive environment possible. These services are available to them through the local public school.

_____ provides educational opportunities for educational success in an environment where the student is not the minority in the class. They are in an all deaf environment both academically and socially.

6. We discussed in class the positives and negatives of educational placements for deaf children. Please identify the most common educational placements and tell me positive and negative characteristics of each. Be complete. (5 pts)

7. We discussed in class the positives and negatives of Hearing vs. Deaf families. Tell me positive and negative characteristics of each. Be complete. (5 pts)

ASL 120: DEAF CULTURE QUIZ 3

Name: _____

April 17, 2014

Deaf Culture: 3rd Quiz (1.5 pts each)

1. Give 2 examples of oppression that Deaf people face everyday in their daily lives.

2. Give examples of Deaf Rights

a. _____
b. _____
c. _____
d. _____
e. _____

3. Give examples of what Deaf people can't do

a. _____
b. _____
c. _____
d. _____
e. _____

3. What does ADA stand for?

4. What does TTY stand for?

a. Telecommunications Device for the Deaf
b. Teletypewriter
c. Teleprinter
d. Textphone

5. Who invented the acoustic modem (TTY) in the 1960's.

a. Matthew S. Moore
b. Robert F. Panara
c. Robert Weitbrecht
d. Harry G. Lang

6. The acronym NFSD stands for?

7. The acronym WRAD stands for?

8. What does NTID stand for?

9. What does VRS stand for and how does it work? (5 points)

10. Martha's Vineyard - which of the following statements is false?

a. Deaf weren't full participants in town and were denied civil rights
b. Blended home signs with the American Asylum for the Deaf signs
c. People viewed the deafness as simply something that had occasionally happened, and not as something to be ashamed of.

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d. Deaf were full participants in town and were not denied civil rights

11. The acronym NAD stands for?

12. Martha's Vineyard is an example of _____ into the majority culture as the deaf held positions of authority and all members of the community signed to ensure communication was effective.

- a. Mainstreaming
- b. Oppression
- c. Assimilation
- d. Acceptance

13. The acronym GUAA stands for?

14. Which Deaf organization uses the following Motto?
Preserve, protect, and promote the civil, human, and linguistic rights of deaf and hard of hearing people in the United States of America.

15. The high desirability of having deaf children is _____ of the culture.

- a. tacit
- b. emblematic
- c. explicit

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ASL 120: DEAF CULTURE QUIZ 4

Name: _____

Deaf Culture: 4th Quiz (1.5 pts each)

1. The acronym GUAA stands for?
2. There were 4 Demands in return for opening the campus (the 1988 Protest).
 1. _____
 2. _____
 3. _____
 4. _____
3. This protest originated in 1988 and concerned the selection of a hearing president for Gallaudet University. The announcement of the hearing candidate sent the campus into a student protest. What was the name of this protest?
 - a) Unity for Gallaudet
 - b) Deaf President for Gallaudet
 - c) Unity for a Deaf President
 - d) Deaf President Now
 - e) None of the Above
4. One of the demands was Spilman's resignation from the board – why? (3 pts)

5. What is another name for Captioned Telephone?

6. What were the 5 aspects of the Deaf Culture?
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
 - f. _____

7. Identify each acronym (1.5 pt) and define the purpose of each organization. (1.5 pt)

1. WRAD
2. NFSD
3. WFD
4. DWU

ASL 120: DEAF CULTURE PRESENTATION RUBRIC

Name:

SCORING RUBRIC FOR Deaf Culture In-class Presentation (Spring 2014)

Objective	5 Excellent	4 Good	3 Fair	2 Poor
Title Slide	Title Slide lists the title, your name, presentation title, any important information AND is formatted correctly.	Title Slide lists most of the required elements. and is formatted correctly.	Title Slide lists some of the required elements. OR Is not formatted correctly.	Title slide is missing most required elements. AND Is not formatted correctly.
Intro, Body, Conclusion Slides	required slides or more with relevant information. Topic is discussed clearly and adequate points are made.	required slides with relevant information. Topic is somewhat discussed but more information is required.	required slides with relevant information. Topic is slightly discussed but more material is needed.	slides or less slides OR slides do not contain relevant information. Topic is addressed but not discussed or elaborated on.
PowerPoint/Graphics	Slides are attractive. Text is legible. No grammatical errors. Graphics and effects are used throughout to enhance presentation. Information is at the advanced level and consistently supports images.	Slides are attractive. Text is legible. No grammatical errors. More than half of the slides use graphics and effects to enhance presentation. Information adequately supports images.	Slides are legible. Amount of text is too great for the amount of space provided. Some grammatical errors. Less than half the slides have graphics or effects. Information supports images at times.	The slides are not legible. The amount of text is too great for the space provided. There are several grammatical errors. There is little use of graphics or effects. The information does not consistently support images.
Presentation	The presentation is well coordinated. All material is presented using language that is original. It does not appear written down. Student varies from slides; does not simply read from slide	The presentation is well coordinated. Most material is presented in new form and not as it is written on the screen or page.	The presenter makes minimal eye contact with the audience. Everything is read directly from the screen or page.	The presenter makes no contact with the audience. Everything is read directly from the screen of page.
Knowledge	Speaker is well informed and elaborates beyond the displayed material.	Speaker is well informed and elaborates a bit beyond the material displayed.	Speaker brings little knowledge to the presentation beyond what is displayed	Speaker simply reads the material displayed.
Speaking Skills	Speaker presents in a loud and clear voice and does not read from sheets	Speaker presents in a loud and clear voice but constantly turns to the screen	Speaker presents in a voice that is sometimes clear but constantly refers to the presentation	Speaker does not present in a loud or clear voice and reads simply from the presentation
Citations	Sources of information are properly cited so that the audience can determine the credibility and authority of the information presented.	Most sources of information use proper citation, and sources are documented to make it possible to check on the accuracy of information.	Sometimes copyright guidelines are followed and some information, photos and graphics do not use proper citations.	No copyright guidelines are followed and some information, photos and graphics do not use proper citations.
Attire	Professional appropriately dressed	Appropriately dressed	Somewhat inappropriately dressed	Inappropriately dressed

Points scored _____/40 Points possible = _____%

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ASSESSMENT DAY: DEAF CULTURE ASSESSMENT

ASL Studies & ASL/English Interpreting Majors Assessment

1. Which of the following is the most significant determinant of whether an individual is perceived as part of the American Deaf culture?

- A. Cause of deafness
- B. Other family members' participation in the Deaf community
- C. Involvement in Deaf political issues and organizations
- D. Proficiency in ASL

2. Andrew Foster, the first African American to graduate from Gallaudet University, is most famous for his work in:

- A. Establishing schools for deaf students in Africa.
- B. Recruiting and training deaf African Americans to teach in residential schools for the deaf in the United States.
- C. Defending the civil rights of deaf African Americans who were discriminated against in the workplace.
- D. Writing plays about the experiences of deaf people in Africa.

3. Individuals who are deaf and associate with the Deaf community refer to themselves as:

- A. Hearing handicapped
- B. deaf
- C. Deaf
- D. Hearing impaired

4. To express the meaning 'you-HATE-me', the verb moves from the:

- A. Signer toward the Addressee
- B. Addressee toward the Signer
- C. Addressee to the third person space
- D. Signer toward the third person space

5. AUDISM means:

- A. The aural abilities of deaf consumers
- B. Discrimination based on hearing status
- C. The study of hearing
- D. A disorder characterized by lack of appropriate social interaction

6. Ella Mae Lentz, Clayton Valli, and Patrick Graybill are all well known for their contributions to what aspect of the Deaf community/culture?

- A. Political
- B. Literary
- C. Educational
- D. Legal

7. While watching another person sign, it is appropriate to focus on the signer's:

- A. Hands
- B. Torso
- C. Face
- D. Entire body

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8. Psycholinguistics is:

- A. The study of the interrelationship of language and cognitive structures
- B. The study of language acquisition
- C. Psychiatric vocabulary used in the documentation of patient records
- D. The study of how one processes linguistic information in production and perception

9. When someone shows up late to a meeting, instead of slipping in, a deaf person would feel they needed to express why they were late. What cultural norm or value is being expressed here?

- A. Information access
- B. Collectivism
- C. Individualism
- D. Language fluency

10. ASL The verb 'LIKE' is an example of a:

- A. Plain verb
- B. Subject-object agreement verb
- C. Object-Only verb
- D. Complex Verb

11. If your path is blocked by two signers conversing with each other, you should:

- A. Wait until they stop talking before you pass
- B. Bend down very low in order to avoid passing through their signing space
- C. Proceed and walk through between the signers
- D. Touch one on the shoulder and make them move so you can go around

12. The use of two languages or of two varieties of the same language in a community in which one has a higher status than the other is known as:

- A. Diglossia
- B. Bilingualism
- C. Code Switching
- D. Transcommunication

13. What is the main concern of the Deaf Community when it comes to the cochlear implant?

- A. Deaf people and their culture will diminish
- B. Parents of deaf children are not given all the options and realities of their child's future
- C. It cannot be removed once the implant is put in no matter the side effects
- D. It is invasive and unnecessary to a deaf child's success of language acquisition

14. Which of the following signs are arbitrary and NOT iconic?

- A. DRINK
- B. ASK
- C. WALK
- D. SCISSORS

15. The role of facial expressions, head movements, and eye gaze in ASL is primarily:

- A. Grammatical
- B. Stylistic
- C. Emotive
- D. Attention getting

16. For a deaf individual, which of the following perceptions of Deaf culture is most likely to foster self-determination and a sense of empowerment?

- A. A culture made up of people who have a hearing loss that interferes with the normal reception of speech
- B. A culture made up of people who primarily relate to the world visually and share a language that is visually received and gesturally produced
- C. A culture made up of people who have learning challenges due to hearing loss
- D. A culture made up of people who seek to assimilate themselves as much as possible into hearing culture.

17. The most important outcome of William Stokoe's original 1960 study of ASL was:

- A. The recognition that ASL is a natural language with its own distinct grammatical structure.
- B. The invention of a notational system for writing ASL.
- C. The recognition that ASL has a number of morphemes that do not correspond to any morphemes in English.
- D. The discovery that distinct registers of ASL are used in different contexts.

18. Deaf folklore and traditions are most often passed from generation to generation through which of the following means?

- A. Written records and documents
- B. Face-to-face interactions with community members
- C. Visual media such as photos and videotapes
- D. Contact between family members

19. What is the significance of Alexander Graham Bell to the Deaf-ASL using community?

- A. He was a proponent of the first school for deaf children in Hartford, Connecticut
- B. He was an avid opponent to sign language and deaf marriage
- C. He fought for deaf rights in colonial America and passed laws protecting deaf people
- D. He was the first man to recognize the sign language has its own syntax/grammar

20. Which of the following discourse features would best indicate that a signer is using an informal register of ASL?

- A. Using a larger than normal signing space
- B. Executing two-handed signs with only the dominant hand
- C. Using rhetorical questions instead of topicalization
- D. Executing signs at a slower than normal pace

21. What was the name of the first school for the deaf in America?

- A. The American Deaf School
- B. The American Asylum for the Deaf and Dumb
- C. The Connecticut school for the Deaf
- D. The Hartford School

22. Which of the following is a prominent use of humor among minority groups?

- A. Add laughter into the lives of the oppressed
- B. Bring to the forefront inequities and ironies of majority culture
- C. To avoid confrontation and power struggles with the majority culture
- D. To deinstitutionalize audism, covert and overt

23. Who said the following: "As long as we have Deaf people on earth, we will have signs and as long as we have our films, we can preserve our beautiful sign language in its original purity. It is my hope that we will all love and guard our beautiful sign language as the noblest gift God has given to Deaf people?"

- A. Charles Krauel
- B. George Veditz
- C. A.E. Fay
- D. Marlee Matlin

24. In ASL, the handshape for a sign may change to match the handshape of another sign in a sequence (e.g., in the ASL phrase WHY NOT, the signs WHY and NOT are reduced together to create one sign with the sign WHY initiated with an open B handshape anticipating the sign NOT). This is an example of which of the following phonological processes in ASL?

- A. Alternative locations of signs
- B. Assimilation
- C. Two-hand relationships within signs
- D. Reduplication

25. A beginning ASL student tells his teacher that someone showed him how to distinguish between the meanings of "jungle" and "forest" by using initialized signs. The student demonstrates by making the citation sign for TREE, first with the handshape for J and then with the handshape for F. The teacher tells the student not to use these signs. Which of the following is the best rationale for the teacher's response?

- A. These signs represent a dialectal variation of ASL that may not be understood universally.
- B. Mastering the use of initialized signs such as these is a topic generally reserved for advanced ASL courses.
- C. Initialized signs are primarily used in formal situations such as lectures given in ASL and are not likely to be of much use to the student.
- D. These signs are from a sign system of Manually Coded English and are inappropriate to use in ASL.

26. Ben Bahan's *Bird of a Different Feather* in ASL is an example of which of the following literary forms in Deaf culture?

- A. ABC story
- B. Legend of origins
- C. Anecdote
- D. Allegorical fable

27. In which of the following ways is American Deaf culture most similar to hearing culture in the United States?

- A. In the importance it places on achieving a single common means of communication
- B. In its social institutions
- C. In the ways in which it passes cultural knowledge from parent to child
- D. In the diversity of its membership

28. Who is known as the first deaf teacher in the United States to teach deaf children?

- A. Thomas Gallaudet
- B. Abbe Sicard
- C. Laurent Clerc
- D. William Stokoe

29. What was the name of the 7 day protest at Gallaudet University where students closed down the university and marched the streets of Washington, D.C. in attempts to have a deaf representation on university goals and services as well as a deaf candidate selected for the president's position?

- A. We Still Have a Dream
- B. Deaf President Now
- C. Deaf Civil Rights Movement
- D. Gally Rally

30. In Deaf culture, which of the following best describes the significance of events such as Deaf conferences and Deaf sports events?

- A. Such events highlight important similarities between Deaf and hearing communities.
- B. Such events are important expressions of Deaf identity and the maintenance of cultural traditions.
- C. Such events demonstrate the significance attached to individual achievement within the Deaf community.
- D. Such events allow the Deaf community to teach hearing individuals about their culture.

31. Which of the following accurately describes a relationship between a community's language and other aspects of a community's culture?

- A. Members of a community hold similar central beliefs & moral values because they share a common language.
- B. Concepts & relationships that play an important role in community life are often reflected in the language.
- C. Social customs are most often transmitted from one generation to the next through written forms of the language.
- D. Cultural practices prevent outside linguistic influences & internal social changes from affecting language forms.

32. The Total Communication approach focuses on using:

- A. Oral and auditory approaches only
- B. Sign language only
- C. Speech-reading only
- D. The student's preferred mode of communication

33. Which of the following best describes people who self-identify as culturally Deaf?

- A. They advocate full integration of the hearing and deaf communities.
- B. They use ASL as their primary language of communication.
- C. They are the children of parents who are deaf or hard of hearing.
- D. They live in geographical areas with large deaf populations.

34. Which of the following laws ensures qualified interpreter services for deaf or hard-of-hearing individuals?

- A. IDEA
- B. ADA
- C. NCLB
- D. LRE

35. Which of the following statements is true according to the cultural definition of 'Deaf community'?

- A. All people with a hearing loss are members of the Deaf Community.
- B. There is a single distinguishing characteristic which all members of the Deaf Community share.
- C. There may be different levels of acceptance into the Deaf Community depending on the person's skills and experience as well as attitudes.
- D. The Deaf community has clear defining lines to determine who is in and who is out of the community.

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OBJECTIVE 2: Students demonstrate effective use and expression of visual language and cues.

ASL 205: ASL III Final Presentation Assignment Sheet

Your final presentation will be a storytelling event. You will be given one of three story sequences: The Table Maker, Fish Tales, Baker's Delight. You will create an introduction, follow the events of the sequence, and you will tell the story. At the end, you will add your own idea for the ending and provide a conclusion.

Think about how you would use label and classifiers to describe the events.

Think about using ASL signs and ASL sentence structure. How your non-manuals add to the grammar and affect of your story. All that comes into play here. SHOW YOUR STUFF!!!

Your video should be 3-4 minutes. You have time to practice, so map it out, decide what details to include or not, and get feedback. Use any resource you want. We have some great mentors in the lab who would be willing to help and you can always pop in and see me.

On the day of the final, you will be evaluating each other's work. This will also be included in your grade.

You will be rating each other on the following:

Sign Use: clear, accurate use of ASL signs

Fingerspelling: clear, easy to read

Organization: story followed sequence and was easy to understand

Language Structure: ASL structure, variety of sentence structures

Space: Use of space was clear, accurate, consistent

Classifiers: Classifiers were labeled before use, appropriate handshapes used

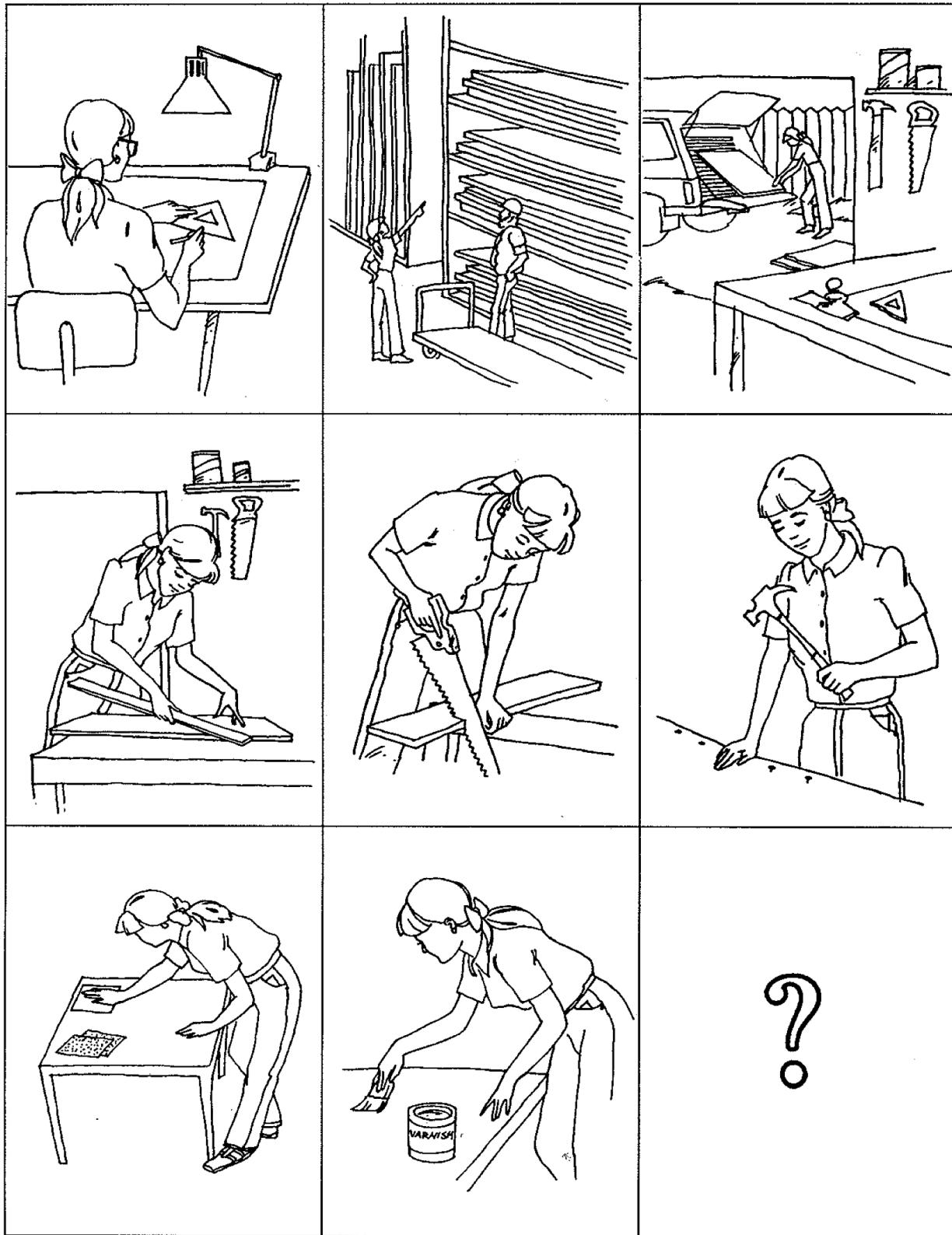
Non-Manual Markers: accurate, consistent for grammar

Affect: Clear, easy to comprehend, matched task

Fluency: Story moved smoothly, easy to follow

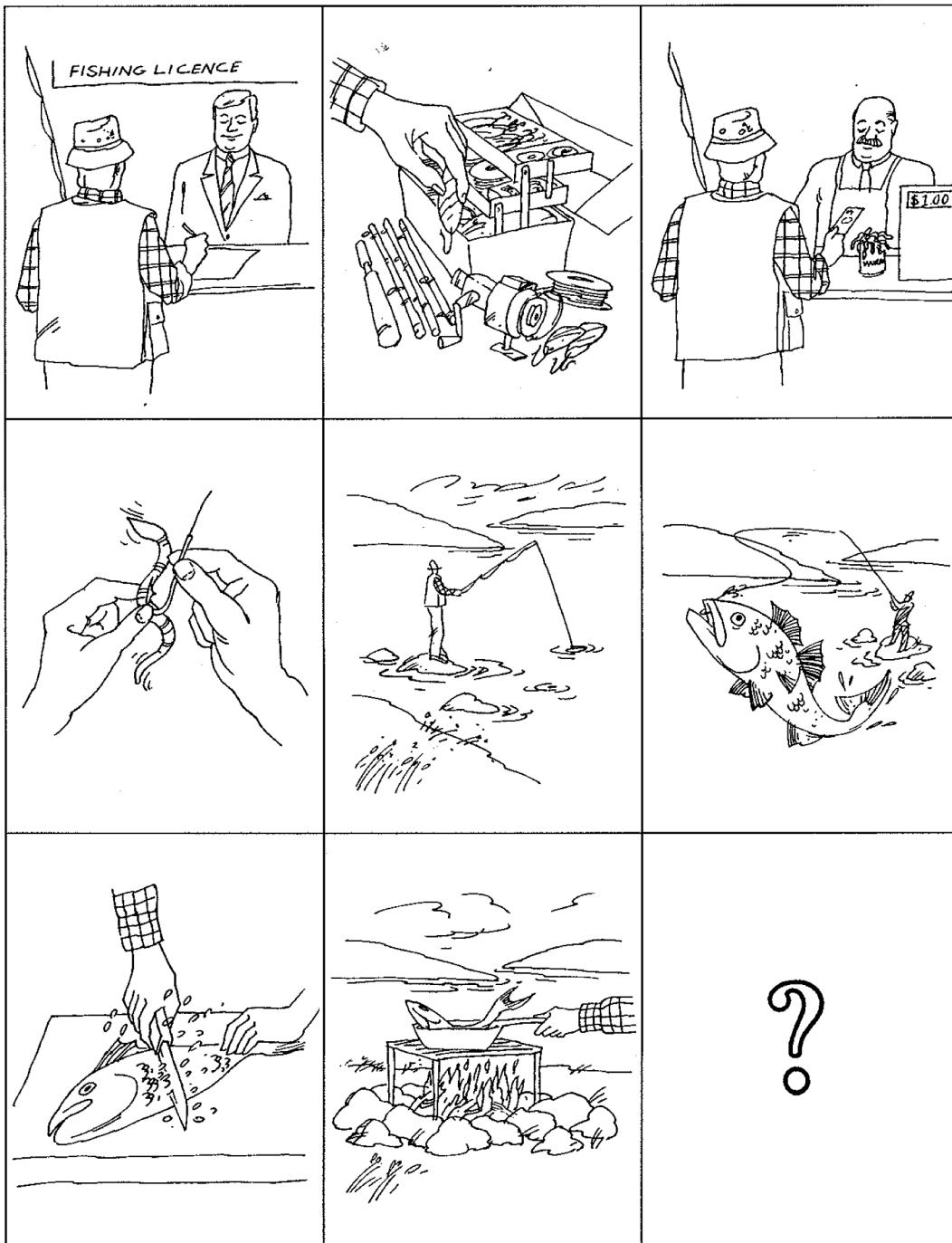
• • •

Then What Happened?: Table Maker



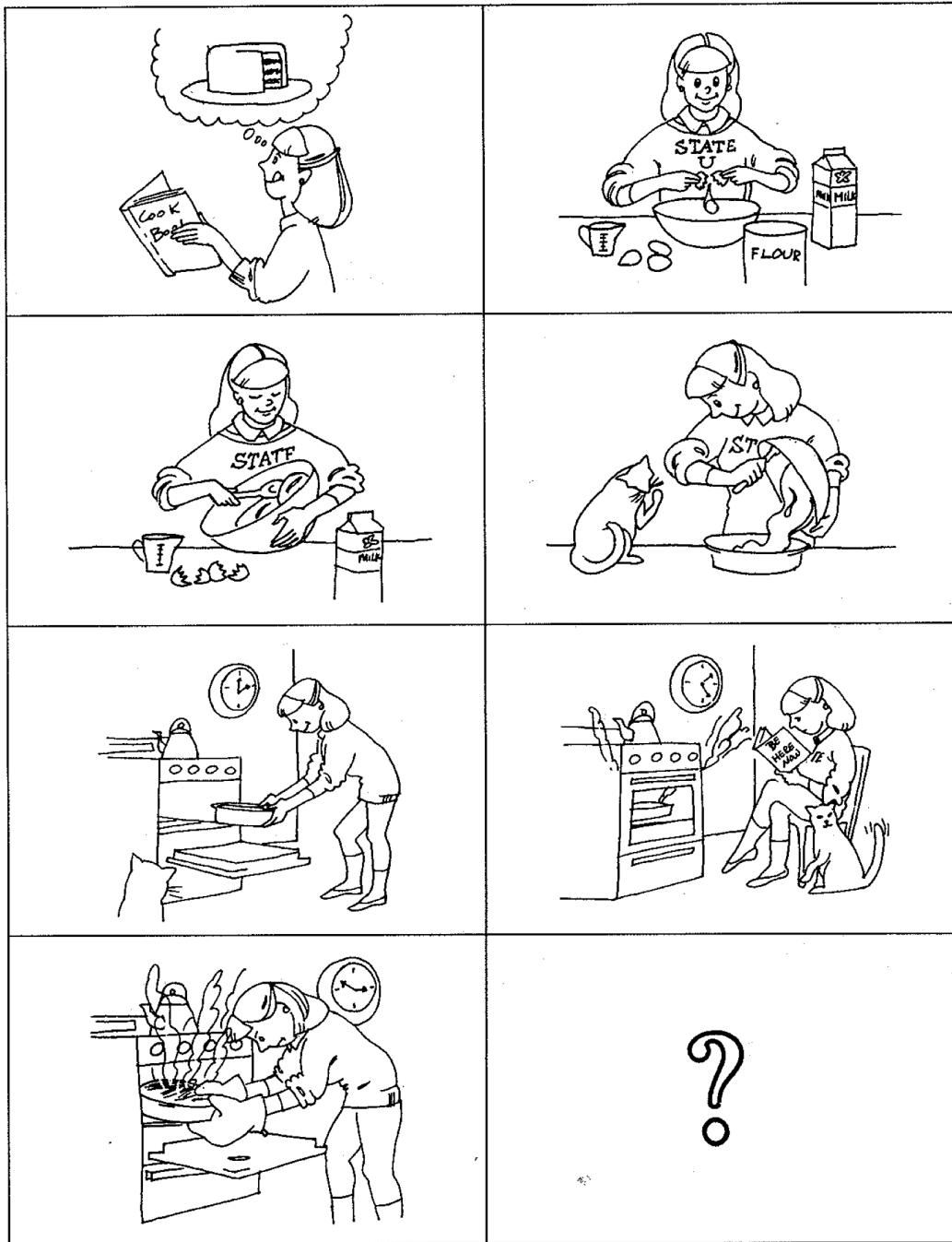
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Then What Happened?: Fish Tales



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Then What Happened?: Baker's Delight



• • •

ASL 205 RUBRIC FOR FINAL ASSIGNMENT

STUDENT:		Comments:				
Characteristic						
Sign production & use		1	2	3	4	5
Fingerspelling		1	2	3	4	5
Organization		1	2	3	4	5
Language Structure		1	2	3	4	5
Classifiers		1	2	3	4	5
Non Manual Markers		1	2	3	4	5
Affect		1	2	3	4	5
Fluency		1	2	3	4	5

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ASL 345: ASL VI Final Project

Presentation Assignment

You will all assemble to view and evaluate video presentations given by yourself and your classmates. ☺

Your overall presentation must be between 8-10 minutes.

Time is of an essence. You will need to map out and plan what you are going to include and how you are going to include it within the time constraints.

Your presentation needs to follow the sequence of tasks as listed on the chart below.

Resources. You now have about 2 weeks to plan and produce this presentation.

On the day of the final, your class will meet, view presentations, and evaluate each other according to a rubric. The rubric will have students rate you on the following:

Signs: accurate, clear

Organization: Narrative items organized clearly, easy to follow

Structure: ASL sentence structure used, accurate

Classifiers & Space: Classifiers clear, space was used appropriately

Non-manual markers: NMS clearly used for structural purposes, clear

Date due: Monday, May 5th – Upload on OwlNet

Best of luck!

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Tasks (please include negation, rhetorical question, conditional clause, contrastive structure, use of space, emphatic form, repetition/continuous inflections, & adverbial behaviors) More specific for each task

Think of a situation when you had a strong reaction, either positive, negative, or sympathetic towards something. Describe the situation, the cause, and then explain how and why you felt or reacted the way you did.

Provide a picture of a person you know. Introduce the person and tell of the relationship you have to this person. The picture must show attire and body type and general appearance features. First describe the person in detail to your viewers. Secondly, describe the person's personality and tendencies. When you are done, you will show the picture to your audience.

Name one item you think is priced ridiculously and why.

Describe your overall experience with sports growing up. Whether they are of interest to you or not. If they are not, what activities do you enjoy or dislike.

Interesting Facts: Choose one to describe in ASL. Elaborate and use classifiers appropriately

Name an activity you find bothersome or uninteresting; something you do not wish to be involved with and explain why you feel that way

Describe one of your rooms

ASL 345 Final Presentation Rubric

Student Name:	
Organization	1 2 3 4 5
Signs: clear	1 2 3 4 5
ASL structure	1 2 3 4 5
Use of space & Classifiers	1 2 3 4 5
Non-manual markers	1 2 3 4 5

ASL Studies Major
Student Performance Days
March 4-5, 2014

Tuesday, March 4

Deaf Culture Knowledge Measure
ASL Comprehension Skills Measure
Burton 002

9:00-10:00 If you are currently in ASL 2, ASL 4, or have ASL Studies
as a Major but not yet taken language courses

10:30-11:30 If you are currently in ASL 4, ASL 6, or have completed
these courses and have ASL Studies as a Major

Wednesday, March 5

ASL Productive Skills Measure
Burton 008

9:00-12:00 All Students in ASL Studies Major
(30 minute sessions)

Sign-up sheets are located on Professor Davis's office door.

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ASL Productive Skills Assessment

ASL Mac Lab, Wednesday, March 5

For this assessment a language sample of your ASL skills will be videotaped. You will be given different items to explain, describe, or answer to the best of your ability, demonstrating your knowledge and use of ASL.

The assessment will be given on Wednesday, March 5 between 9:00-12:00. Please sign up below for a session that suits your schedule. The assessment should take 15 to 20 minutes to complete.

Tuesday, March 5 @ 9:00-9:20

...

Tuesday, March 4 @ 9:30-9:50

Tuesday, March 4 @ 10:00-10:20

Tuesday, March 4 @ 10:30-10:50

Tuesday, March 4 @ 11:00-11:20

ASL Productive Skills Assessment

For each of the following items provide an answer using ASL. Think about the use of ASL vocabulary, structure, space, non-manual markers. It all comes into play here.

☺ Show us what you got! You will have 20 minutes to complete the assessment.

Complete as many of the items as you can. If you are at your computer when the lights blink, please finish the item you are doing and stop. All videos should be completed in Photobooth. When you are done, leave the videos of your work on Photobooth to be collected.

1. Name and describe something you see or have seen that you think is beautiful.
2. If you won the lottery and did not have to think about money at all, name 3 things you would like to do.

3. Name someone you look up to, admire. Explain why you think highly of this person or what characteristic(s) you admire.

4. What is the difference between the traffic signs below? What rules are associated with each one?



5. Identify a specific behavior you consider rude. Explain why you think it is rude for people to do this.
6. What animal do you think has an odd appearance? Describe the animal and explain why you think it is odd.

7. Explain how a bicycle works. How does someone operate it?
8. What does the English phrase 'on the fence' mean? Suppose someone had not heard/read that phrase before and asked you?

ASL Expressive/Productive Skills Assessment Rubric

WWU ASL Proficiency Assessment

Person interviewed: _____

Date: _____

	0	1	2	3	4	5
Vocabulary	Vocabulary inadequate for simple conversations	Vocabulary limited to basic personal and survival topics	Choice of vocabulary sometimes inaccurate, limitations of vocabulary prevent discussions of some common professional and social topics	Professional vocabulary adequate to discuss special interests; general vocabulary permits discussion of any non-technical subject with some circumlocutions	Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.	Vocabulary apparently as accurate and extensive as that of an educated native speaker.
Grammar & Spatial Use	Grammar almost entirely inadequate or absent	Constant errors showing control of very few major patterns and frequently preventing communication of precise message	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding	Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding	Few errors, with no patterns of failure	No more than a few errors during the interview
Affect/NMM	NMM and affect not apparent	Little control of NMM demonstrated; continuous errors	Frequent errors using NMM; misunderstanding resulted	Occasional errors; not precise; misunderstanding still possible	Few errors using NMM; slight weakness	Native-like use of NMM and affect
Fluency	Language is so halting and fragmentary that conversation is virtually impossible	Language is slow and uneven except for short or routine sentences	Language is frequently hesitant and jerky; sentences may be left uncompleted	Language is occasionally hesitant, with some unevenness caused by rephrasing and groping for words	Language is effortless and smooth, but perceptibly non-native in speed and evenness	Language on all professional and general topics as effortless and smooth as a native speaker
Production	Production frequently unintelligible	Frequent gross errors and very heavy accent make understanding difficult, require frequent repetition	"Foreign accent" requires concentrated listening and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.	Marked "Foreign accent" and occasional mispronunciations which do not interfere with understanding.	No conspicuous mispronunciations, but would not be taken for a native speaker.	Native pronunciations, with no trace of "foreign accent."
Audience Feedback	No feedback is given to the signer	Little feedback is given to the signer; communication is hindered	Little feedback is given, yet insufficient to meet the intent; communication is hindered due to uncertainty	Appropriate feedback is given to signer; occasional errors lead to some interruptions in communication due to uncertainty	Appropriate feedback is given to signer; few errors; communication is not affected	Appropriate and sufficient feedback is given to the signer; native-like usage

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OBJECTIVE 3: Students demonstrate comprehensive and self-monitoring of visual language and cues.

ASL 205 Comprehension/Receptive Skills Assessment

Unit 17

Fingerspelling: Watch the videotext and write down the fingerspelled item for each sentence.

1. _____
2. _____
3. _____

4. _____
5. _____

Vocabulary: Watch the videotext for each item and write down the closest English gloss that conveys the same idea.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Sentences/Scenarios: Watch the videotext for each section and translate the sentence into an English sentence that most closely conveys the same ideas and content.

1. _____
2. _____
3. _____
4. _____
5. _____

Receptive Skills:

Fingerspelling: Watch the videotext and write down the fingerspelled item for each sentence.

1. Pumpkin
2. Country Kitchen
3. Fault Line
4. Kettle corn
5. Virus

Vocabulary: Watch the videotext for each item and write down the closest English gloss that conveys the same idea.

1. All Afternoon

2. Always

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3. Bored	12. Frustrated
4. Camping	13. Hunt
5. Celebrate	14. Often
6. Get together	15. Piss off
7. Daily	16. Planting
8. Detest	17. Play games
9. Miss, disappointment	18. Summer
10. Excited	19. Worn out
11. Exercise	20. Year round

Sentences/Scenarios: Watch the videotext for each section and translate the sentence into an English sentence that most closely conveys the same ideas and content.

1. I enjoy running; during running I feel exhausted, but after I'm done, it feels great!
2. Skiing is supposed to be fun, but not for me; it totally stresses me out!
3. After the funeral, I asked my friend if they were okay. They said they were, just sad, but they looked more depressed.
4. I planned and cooked this big family dinner and it went off without a hitch, very smoothly.
5. Black Friday is fun? It can be hard work with the all people shopping; hustling and bustling everywhere.

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ASL 345: Comprehension/Receptive Skills Assessment

ASL 6

Fingerspelling: Watch the videotext and write down the fingerspelled item for each sentence.

1. _____
2. _____
3. _____

4. _____
5. _____

Vocabulary: Watch the videotext for each item and write down the closest English gloss that conveys the same idea.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Sentences/Scenarios: Watch the videotext for each section and translate the sentence into an English sentence that most closely conveys the same ideas and content.

1. _____
2. _____
3. _____
4. _____
5. _____

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FINGERSPELLING

1. Mango
2. Vegan
3. Boulevard
4. Beverage
5. Thesaurus

VOCABULARY

1. AVAILABLE	11. CHERRY
2. CRUISE	12. LEAVE-ALONE
3. DOUBT	13. LONG DISCUSSIONS
4. GOAL	14. INTERNATIONAL
5. DECLARATION	15. TAKE-OVER, OCCUPY
6. WORSE	16. DON'T-WANT (Y)
7. ALL-OVER AGAIN	17. CLEARLY GONE
8. PROCEED, GO AHEAD	18. PROFITABLE
9. BARELY MISS	19. TAKE-ADVANTAGE-OF
10. COMMUTE	20. LOUD

SENTENCES

1. I realize class is ending soon; students bid school good riddance and will play all summer. Looking back what did they learn?
2. The seesaw at the park was vandalized; children seeking revenge? I doubt it, but don't know who did it.
3. Being overly cautious makes you freeze up; like having a brain fart.

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ASL Comprehension/Receptive Skills Assessment: Assessment Day 2014

Last ASL Class Completed: 1 2 3 4 5 6

Last Interpreting Class Completed: 1 2 3 4 NONE

If transferred, into what class: _____

ASL Comprehension Assessment 2014

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1. Why do the caterpillars want to move to another location?
2. What location do they want to reach?
3. What is the difference in appearance between the three worms?
 - They are all different lengths
 - They are all different breadths
 - They are all different colors
 - They are all different patterns
4. What passes over the worms as they cross the field to the new location?
5. What word best describes the appearance of the bird?
 - TALL
 - FAT
 - SKINNY
 - TINY
6. What word does the second worm use to describe the third worm?

7. How did the bird get ready to eat the caterpillar?
8. How many arms did the narrator say the caterpillar was using?

- 4
- 6
- 8
- 10

9. What did the caterpillar call the bird? You will be my

10. What did the third caterpillar do when the bird tried to eat him?

Appendix B: Program Checklists

B.A. AMERICAN SIGN LNG (ASL) STUDIES – 39 credits Catalog

2014-2015

ID#: _____

Name: _____

Advisor: _____

***Students are required to have 122 distinct credits for
Graduation***

Bachelor of Arts degree programs require a minor and a year of a foreign language.

Foreign Language _____ **Minor:** _____
(ASL Studies majors will complete the foreign language requirement with ASL language courses)

**REQUIRED
COURSES
36
credits**

Course	Credit	Semester Completed	Grade Earned	Substitution s
ASL101 Career Seminar in ASL	3			
~ASL105 American Sign	3			
~ASL120 Deaf Culture	3			
~ASL145 American Sign	3			
~ASL205 American Sign	3			
ASL220 Ethics and Decision	3			
~ASL245 American Sign	3			
~ASL305 American Sign	3			
ASL316 Lngstc Non-Manual Mrkrs	3			
ASL345 American Sign Language	3			
~ASL425 Linguistics of ASL	3			
ASL430 ASL Literature	3			

~Students **must** earn a final grade of **C or higher** to continue on in their sequence of major courses.

**Required Elective 3
credits**

Course	Credit	Semester Completed	Grade Earned	Substitution s
PSY209 Child Develop &	3			
PSY221 Educational Psychology	3			
SCA353 Race and Ethnicity	3			
SWK273 Crime Victimization in	3			
SWK274 Mental Health Svcs &	3			
SWK316 Human Behav in Eviron	3			
SWK317 Human Behav in Eviron	3			
SWK388 Social Welfare Policy	3			

Student: _____ Date: _____

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Advisor: _____ Date: _____

Division Chair: _____ Date: _____

Substitutions to the coursework above requires the signature of the division chair.

Updated April 7, 2014

AMERICAN SIGN LANGUAGE MINOR – 18 credits
Catalog

2014-2015

ID#: _____
Name _____

Advisor: _____

*****Students are required to have 122 distinct credits for graduation*****

REQUIRED COURSES 15 credits

Course	Credit	Semester Completed	Grade Earned	Substitution s
~ASL105 American Sign	3			
~ASL120 Deaf Culture	3			
~ASL145 American Sign	3			
~ASL205 American Sign	3			
~ASL245 American Sign	3			

~Students **must** earn a final grade of **C or higher** before they can move on to next level ASL language course.

REQUIRED ELECTIVE 3 credits

Course	Credit	Semester Completed	Grade Earned	Substitution s
Required Elective:	3			
ASL101 Career Seminar in ASL	3			
ASL345 American Sign Language	3			
ASL430 ASL Literature	3			

Student: _____ Date: _____

Advisor: _____ Date: _____

Division Chair: _____ Date: _____

Substitutions to the coursework above requires the signature of the division chair.

Updated April 7, 2014

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ASL Studies Annual Assessment 2016-2017
Created by Assessment Insight System

Annual Assessment

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

Students Majors 2015-2016

48

Student Minors 2015-2016

31

Student Majors 2016-2017

31

Student Minors 2016-2017

31

Concentrations 2015-2016

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

None

Concentrations 2016-2017

If your program contains concentrations, please list the concentrations and the number of students identified within 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's own expressive language for grammatical structure and appropriate use and self-correct.
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.

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

Curriculum Map

A - Assessed
I - Introduced
R - Reinforced
M - Master

ASL Studies

	ASL 101	ASL 105	ASL 120	ASL 145	ASL 205	ASL 220	ASL 240	ASL 245	ASL 305	ASL 316
ASL.1.1 Demonstrate a basic foundation of common knowledge of major historical events and individuals influential to the Deaf community	I	I	I	R				R		M
ASL.1.2 Demonstrate knowledge of the experience and structure of the Deaf community.	I	I	I					R		M
ASL.1.3 Demonstrate knowledge of norms and values related to Deaf culture.	I	I	I					R		M
ASL.1.4 Demonstrate ability to exhibit appropriate and ethical behaviors within the Deaf community	I		I			R		R		M
ASL.2.1 Demonstrate ability to effectively and accurately use fingerspelled lexicon, numerals, numeral incorporation, and lexicalized signs.		I			R		R			
ASL.2.10 Demonstrates ability to analyze/monitor one				I				R		
ASL.2.2 Demonstrate appropriate vocabulary development and learning techniques spanning different subject area.				I				R		
ASL.2.3 Demonstrates the ability to use classifiers and classifier predicates appropriately.		I			R					
ASL.2.4 Demonstrate accurate application of ASL non-manual markers and affective information.				I				R		R

	ASL 101	ASL 105	ASL 120	ASL 145	ASL 205	ASL 220	ASL 240	ASL 245	ASL 305	ASL 316
ASL.2.5 Demonstrates ability to use space in accordance to language rules and structure.		I			R					
ASL.2.6 Demonstrates ability to use a variety of simple and complex ASL sentence structures				I				R		
ASL.2.7 Demonstrates ability to use appropriate and accurate register, sign-choice, sign production for specific settings.		I			R					
ASL.2.8 Demonstrates knowledge of and ability to construct different language forms occurring in ASL.				I				R		
ASL.2.9 Demonstrates fluency and conversant skills in delivery of messages.		I			R					
ASL.3.1 Demonstrate ability to recognize and identify fingerspelled lexicon numerals, numeral incorporation, and lexicalized signs accurately.		I			R					
ASL.3.10 Demonstrates ability to analyze and assess language viewed and messages received in ASL for grammatical structure and appropriate use.				I				R		
ASL.3.2 Demonstrate comprehension of expressive language on the lexical and phrasal level.				I				R		
ASL.3.3 Demonstrates the ability to recognize and identify classifiers and classifier predicates accurately.		I			R					
ASL.3.4 Demonstrate accurate interpretation of ASL non-manual markers and affective information.				I				R		R
ASL.3.5 Demonstrates ability to recognize and comprehend use of space in accordance to ASL rules and structure.		I			R					
ASL.3.6 Demonstrates ability to use a variety of simple and complex ASL sentence structures				I				R		
ASL.3.7 Demonstrates ability to use appropriate and accurate register, sign-choice, sign production for specific settings.		I			R					

	ASL 101	ASL 105	ASL 120	ASL 145	ASL 205	ASL 220	ASL 240	ASL 245	ASL 305	ASL 316
ASL.3.8 Demonstrates knowledge of and ability to construct different language forms occurring in ASL.				I				R		
ASL.3.9 Demonstrates fluency and conversant skills in delivery of messages.		I			R					

	ASL 345	ASL 425	ASL 430
ASL.1.1 Demonstrate a basic foundation of common knowledge of major historical events and individuals influential to the Deaf community		M	M
ASL.1.2 Demonstrate knowledge of the experience and structure of the Deaf community.			M
ASL.1.3 Demonstrate knowledge of norms and values related to Deaf culture.			M
ASL.1.4 Demonstrate ability to exhibit appropriate and ethical behaviors within the Deaf community	M	M	
ASL.2.1 Demonstrate ability to effectively and accurately use fingerspelled lexicon, numerals, numeral incorporation, and lexicalized signs.	M	M	
ASL.2.10 Demonstrates ability to analyze/monitor one	M		M
ASL.2.2 Demonstrate appropriate vocabulary development and learning techniques spanning different subject area.	M	M	M
ASL.2.3 Demonstrates the ability to use classifiers and classifier predicates appropriately.	M		M
ASL.2.4 Demonstrate accurate application of ASL non-manual markers and affective information.	M		M
ASL.2.5 Demonstrates ability to use space in accordance to language rules and structure.	M		M
ASL.2.6 Demonstrates ability to use a variety of simple and complex ASL sentence structures	M		M
ASL.2.7 Demonstrates ability to use appropriate and accurate register, sign-choice, sign production for specific settings.	M		M
ASL.2.8 Demonstrates knowledge of and ability to construct different language forms occurring in ASL.	M		M
ASL.2.9 Demonstrates fluency and conversant skills in delivery of messages.	M		M
ASL.3.1 Demonstrate ability to recognize and identify fingerspelled lexicon numerals,	M	M	M

numeral incorporation, and lexicalized signs accurately.			
	ASL 345	ASL 425	ASL 430
ASL.3.10 Demonstrates ability to analyze and assess language viewed and messages received in ASL for grammatical structure and appropriate use.	M	M	M
ASL.3.2 Demonstrate comprehension of expressive language on the lexical and phrasal level.	M	M	M
ASL.3.3 Demonstrates the ability to recognize and identify classifiers and classifier predicates accurately.	M		M
ASL.3.4 Demonstrate accurate interpretation of ASL non-manual markers and affective information.	M		M
ASL.3.5 Demonstrates ability to recognize and comprehend use of space in accordance to ASL rules and structure.	M		M
ASL.3.6 Demonstrates ability to use a variety of simple and complex ASL sentence structures	M		M
ASL.3.7 Demonstrates ability to use appropriate and accurate register, sign-choice, sign production for specific settings.	M		M
ASL.3.8 Demonstrates knowledge of and ability to construct different language forms occurring in ASL.	M		M
ASL.3.9 Demonstrates fluency and conversant skills in delivery of messages.	M		M

Assessment Findings

Assessment Findings for the Assessment Measure level for ASL Studies

*The program did not put in any assessment assignments during the academic year. They did assessment but did not complete the report in full. There is no assessment data indicated in the report. The program has worked with the Associate Dean of Assessment to correct the issue in the future.

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.

Improvement Narrative List

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?

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

ASL_Student_Performance_Review.pdf

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?

There were no seniors who were single majors in ASL Studies, so no presentations were required.

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?

NA

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.

October 24, 2016 ASL 101 (LEAD)

October 25, 2016 ASL Film Night (LEAD)

October 26, 2016 Deafropolis (LEAD)

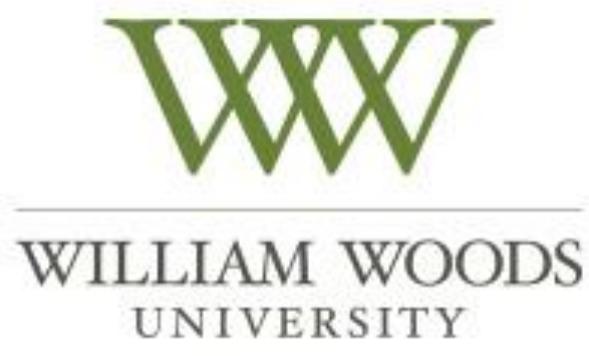
March 28, 2017 BaFaBaFa Cultural Simulation (LEAD)

April 24, 2017 Sunshine 2.0 (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.

	3.000 Assessment Reflects Best Practices	2.000 Assessment Meets the Expectations of the University	1.000 Assessment Needs Development	0.000 Assessment is Inadequate	N/A
Learning Objectives weight: 1.000	<ul style="list-style-type: none"> ✓ • Detailed, measurable program learning objectives. • Objectives are shared with students and faculty 	<ul style="list-style-type: none"> ✓ • Measurable program learning objectives. • Learning objectives are available to students. 	<ul style="list-style-type: none"> ✓ • Program learning objectives are identified and are generally measurable 	<ul style="list-style-type: none"> ✓ • Program learning objectives are not clear or measurable 	✓ N/A
Comment:					
Assessment Measures weight: 1.000	<ul style="list-style-type: none"> ✓ • Multiple measures are used to assess student learning objectives. • Rubrics or guides are used for the measures. • All measurements are clearly described. • External evaluation of student learning included. 	<ul style="list-style-type: none"> ✓ • Assessment measures relate to program learning objectives. • Various measures are used to assess student learning. • Measures chosen provide useful information about student learning. 	<ul style="list-style-type: none"> ✓ • Assessment focuses on class content only. • Minimal description of how the assessment relates to the objective. • Minimal assessment measures established. 	<ul style="list-style-type: none"> ✓ • Assessment measures not connected to objectives. • Assessment measures are not clear. • No assessment measures are established. 	✓ N/A
Comment:					
Assessment Results weight: 1.000	<ul style="list-style-type: none"> ✓ • 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. 	<ul style="list-style-type: none"> ✓ • 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. 	<ul style="list-style-type: none"> ✓ • 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. 	<ul style="list-style-type: none"> ✓ • 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. 	✓ N/A
Comment:					
Faculty Analysis and Conclusions weight: 1.000	<ul style="list-style-type: none"> ✓ • 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. 	<ul style="list-style-type: none"> ✓ • Multiple program faculty receive assessment results. • Assessment results are discussed. • Specific conclusions about student learning are made based on the available assessment results. 	<ul style="list-style-type: none"> ✓ • Minimal faculty input about results is sought. • Data not used to determine success or not to the objective. • Minimal conclusions made. 	<ul style="list-style-type: none"> ✓ • 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. 	✓ N/A
Comment:					
Actions to Improve Learning and Assessment weight: 1.000	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> ✓ • Lacking actions to improve student learning. • Actions discussed lack supportive data. • Lacking discussion of the effectiveness of the assessment plan 	N/A



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
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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				
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
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.3.9 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
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.3.10 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.		
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			

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.
Improvement Type	Summary					
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.
Improvement Type	Summary					
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.
Improvement Type	Summary					
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:					

American Sign Language Studies Annual Assessment 2018-2019

Annual Assessment 18-19

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

Students Majors 2017-18

36

Student Minors 2017-18

31

Student Majors 2018-19

34

Student Minors 2018-19

25

Concentrations 2017-18

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

None

Concentrations 2018-19

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

None

Student Demographics

What are the program goals for student retention, persistence and degree completion? 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 students 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

Marketing Materials

Please reflect on the current marketing materials used for the program. Detail what documents you are reviewing and attach a screenshot of any webpages or materials that you cannot include as a document. What changes, if any should be made to the material? Are there recommendations for how or where to market the program?

Marketing Material

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.2.10b	Demonstrates ability to analyze/monitor ones own expressive language for grammatical structure and appropriate use and self-correct
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(Imported)

	ASL 101	ASL 105	ASL 120	ASL 145	ASL 205	ASL 220	ASL 240	ASL 245	ASL 305	ASL 316
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.2.10b Demonstrates ability to analyze/monitor ones own expressive language for grammatical structure and appropriate use and self-correct					A					
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		M, A
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 101	ASL 105	ASL 120	ASL 145	ASL 205	ASL 220	ASL 240	ASL 245	ASL 305	ASL 316
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		M, A
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 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.2.10b Demonstrates ability to analyze/monitor ones own expressive language for grammatical structure and appropriate use and self-correct					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			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			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

Changes to Curriculum

Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the change should have on student learning?

Assessment Findings

Assessment Findings for the Assessment Measure level for ASL Studies(Imported)

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	There were 14 Questions on the exam pertaining to Objective 1.1. Twenty-eight (28) students took the exam. The accumulative average of correct answers was 76%	Screen_Shot_2019_05_10_at_1.28.20_PM.png ASL_120_Final_Exam_2019.pdf	- Refine Assessment Tool: There was one outlier of 4%. That question may need attention or revision. The exam was heaviest on Obj 1.3, which is not surprising, but faculty may want to look at questions and make improvements to the exam. The exam would be easier to gather data from if faculty sets it up on OwlNet into sections by Objective and then randomizes the order of the questions. So the students can see questions in random order, but the data comes back more organized. As well, OwlNet counted only EXACT answers as correct, it did not count alternative answers the grader gave students credit for. So some numbers were had to be counted manually. Faculty might want

				to make sure this is remedied by making all questions T/F or multiple-choice.
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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	COURSE NOT OFFERED THIS SCHOOL TERM.		

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	15 Students having completed ASL 1 participated in the assessment. 40% (6 students) scored above 45% on all questions relating to Objective 1.1.		- Refine Assessment Tool: Assessment Tool can be modified to meet different levels of knowledge more evenly to meet purpose of 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?	10 Students who had completed ASL 3, but not ASL 5, participated in the assessment. 40% (4 students) scored 65% or higher on all questions relating to Objective 1.1.		
	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?	18 Students having completed ASL 5 participated in the assessment. 33% (6 students) scored 80% on questions relating to Objective 1.1.		

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	There were 11 Questions on the exam pertaining to Objective 1.2. Twenty-eight (28) students took the exam. The accumulative average of correct answers was 65%		- Refine Assessment Tool: The range varied from 11-93 percent. Those questions that were lowest in accurate answers may need to be revised or replaced. The exam was heaviest on Obj 1.3, which is not surprising, but faculty may want to look at questions and make improvements to the exam. The exam would be easier to gather data from if faculty sets it up on OwlNet into sections by Objective and then randomizes the order of the questions. So the students can see questions in random order, but the data comes back more organized. As well, OwlNet counted only EXACT answers as correct, it did not count alternative answers the grader gave students credit for. So some numbers were had to be counted manually. Faculty might want to make sure this is remedied by making all questions T/F or multiple-choice.
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	COURSE NOT OFFERED THIS SCHOOL TERM		
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.1.2. been met yet?	15 Students having completed ASL 1 participated in the assessment. 80% (12 students) scored above 45% on all questions relating to Objective ASL.1.2.		

	Met			
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.1.2. been met yet? Not met	10 Students having completed ASL 3, but not ASL 5, participated in the assessment. 70% (7 students) scored above 65% on all questions relating to Objective ASL.1.2.		- Refine Assessment Tool:
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.1.2. been met yet? Not met	18 Students having completed ASL 5 participated in the assessment. 38% (7 students) scored above 85% on all questions relating to Objective ASL.1.2.		- Refine Assessment Tool:

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	There were 19 Questions on the exam pertaining to Objective 1.3. Twenty-eight (28) students took the exam. The accumulative average of correct answers was 74%		- Refine Assessment Tool: There was an outlier of 3.6%. The range varied from 3.6-100 percent. Those questions that were lowest in accurate answers may need to be revised or replaced. The exam was heaviest on Obj 1.3, which is not surprising, but faculty may want to look at questions and make improvements to the exam. The exam would be easier to gather data from if faculty sets it up on OwlNet into sections by Objective and then randomizes the order of the questions. So the students can see questions in random order, but the data comes back more organized. As well, OwlNet counted only EXACT answers as correct, it did not count alternative answers the grader gave students credit for. So some numbers were had to be counted manually. Faculty might want to make sure this is remedied by making all questions T/F or multiple-choice.

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	COURSE NOT OFFERED THIS SCHOOL TERM		
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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	15 Students having completed ASL 1 participated in the assessment. 67% (10 students) scored above 45% on all questions relating to Objective ASL.1.3.		
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	10 Students having completed ASL 3, but not ASL 5, participated in the assessment. 40% (10 students) scored above 65% on all questions relating to Objective ASL.1.3.		- Refine Assessment Tool:
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	18 Students having completed ASL 5 participated in the assessment. 44% (8 students) scored above 85% on all questions relating to Objective ASL.1.3.		- Refine Assessment Tool:

ASL.1.4 Demonstrate ability to exhibit appropriate and ethical behaviors within the Deaf community				
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	There were 4 Questions on the exam pertaining to Objective 1.4. Twenty-eight (28) students took the exam. The accumulative average of correct answers was 71.5%		- Refine Assessment Tool: The range varied from 15-100 percent. The question that was lowest in accurate answers may need to be revised or replaced. The exam was heaviest on Obj 1.3, which is not surprising, but faculty may want to look at questions and make improvements to the exam. The exam would be easier to gather

				data from if faculty sets it up on OwlNet into sections by Objective and then randomizes the order of the questions. So the students can see questions in random order, but the data comes back more organized. As well, OwlNet counted only EXACT answers as correct, it did not count alternative answers the grader gave students credit for. So some numbers were had to be counted manually. Faculty might want to make sure this is remedied by making all questions T/F or multiple-choice.
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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	COURSE NOT OFFERED THIS SCHOOL TERM		

ASL.2.1 Demonstrate ability to effectively and accurately use fingerspelled lexicon, numerals, numeral incorporation, and lexicalized signs.				
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? Met	19 out of 19 scored at a rank of 3 or higher 89% of students (17 out of 19) scored a level 5 (which shows 80% accuracy or higher) 10% of students (2 out of 19) scored a level of 4 (which shows 60-79% accuracy)	Unit_16___17_Quiz_Documents.docx ASL_205_Objective_Rubric.docx	
ASL 240				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion Students will score with 80% accuracy	16 students took the final exam. 14 students scored 80%	Final_Exam_Production_Sheet.docx	

	and fluency on final exam. been met yet? Not met	or higher 2 students scored 79% or lower.		
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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			

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	COURSE NOT OFFERED THIS SCHOOL TERM		

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? Met	15 Students participated in assessment. 15 students (100%) received a rating of 1 or higher.	Performance_Day_Interview_Ratings_2019.xlsx	
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? Met	10 Students participated in assessment. 10 students (100%) received a rating of 3 or higher.		
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	21 students participated in the assessment. 11 students (52%) received a rating of 5. 10 students (48%) received a rating of 4 or lower.		- Refine Assessment Tool: Raters should rate videos together to ensure similar inter-rater expectations. Interviewing was a new strategy used. Seems heavily based on productive skills. Several skills listed out in objective had

				to be subjectively rated based on responses. New component of skill; retell or comprehension questions suggested to be added
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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? Met	19 out of 19 students score at a rank of 3 or higher 94% of students (9 out of 19) scored a level 5 (which shows 80% accuracy or higher) 5% of students (1 out of 19) scored a level of 4 (which shows 60-79% accuracy)		
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?			
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	COURSE NOT OFFERED THIS SCHOOL TERM		
SPR				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Interview	Has the criterion 80% of students who have completed	15 Students participated in assessment. 15 students		

	ASL I, will score a rating of 1 or higher on an objective-based rubric. been met yet? Met	(100%) received a rating of 1 or higher.		
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? Met	10 Students participated in assessment. 10 students (100%) received a rating of 3 or higher.		
Direct - Interview	Has the criterion 80% of students who have completed ASL V, will score a rating of 5 or higher on an objective-based rubric. been met yet? Not met	21 students participated in the assessment. 8 students (38%) received a rating of 5. 13 students (62%) received a rating of 4 or lower.		

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? Met	19 out of 19 students score at a rank of 3 or higher 52% of students (10 out of 19) scored a level 5 (which shows 80% accuracy or higher) 47% of students (9 out of 19) scored a level of 4 (which shows 60-79% accuracy)		
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?			
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	COURSE NOT OFFERED THIS SCHOOL TERM		

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? Met	15 Students participated in assessment. 15 students (100%) received a rating of 1 or higher.		
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? Met	10 Students participated in assessment. 10 students (100%) received a rating of 3 or higher.		
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	21 students participated in the assessment. 8 students (38%) received a rating of 5. 13 students (62%) received a rating of 4 or lower.		

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? Met	19 out of 19 students scored at a rank of 3 or higher 42% of students (8 out of 19) scored a level 5 (which shows 80% accuracy or higher) 26% of students (5 out of 19) scored a level of 4 (which shows 60-79% accuracy) 31% of students (6 out of 19) scored a level of 3 (which shows 40-59% accuracy)		
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?			

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 using a final exam. been met yet?			
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	COURSE NOT OFFERED THIS SCHOOL TERM		
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? Met	15 Students participated in assessment. 15 students (100%) received a rating of 1 or higher.		
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? Met	10 Students participated in assessment. 10 students (100%) received a rating of 3 or higher.		
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	21 students participated in the assessment. 12 students (57%) received a rating of 5. 9 students (43%) received a rating of 4 or lower.		

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? Met	19 of 19 Students scored a level 3 or higher. 52% of students (10 out of 19) scored a level 5 (which shows 80% accuracy or higher) 31% of students (6 out of 19) scored a level of 4 (which shows 60-79% accuracy) 15% of students (3 out of 19) scored a level of 3 (which shows 40-59% accuracy)		
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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?			

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	COURSE NOT OFFERED THIS SCHOOL TERM		

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? Met	15 Students participated in assessment. 15 students (100%) received a rating of 1 or higher.		
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? Met	10 Students participated in assessment. 10 students (100%) received a rating of 3 or higher.		
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	21 students participated in the assessment. 12 students (57%) received a rating of 5. 9 students (43%) received a rating of 4 or lower.		

ASL.2.6 Demonstrates ability to use a variety of simple and complex ASL sentence structures

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? Met	19 out of 19 students scored at a rank of 3 or higher 47% of students (9 out of 19) scored a level 5 (which shows 80% accuracy or higher) 31% of students (6 out of 19) scored a level of 4 (which shows 60-79% accuracy) 21% of students (4 out of 19) scored a level of 3 (which shows 40-59% accuracy)		
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?			
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	COURSE NOT OFFERED THIS SCHOOL TERM		
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? Met	15 Students participated in assessment. 15 students (100%) received a rating of 1 or higher.		
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? Met	10 Students participated in assessment. 10 students (100%) received a rating of 3 or higher.		
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?	21 students participated in the assessment. 12 students (57%) received a rating of 5. 9 students (43%) received a rating of 4 or lower.		

	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	Artifact did not provide sufficient data for measurement.		- Curriculum Revision: This objective needs to be measured by a different artifact/assignment. Move to ASL245.
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?			
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	COURSE NOT OFFERED THIS SCHOOL TERM		
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? Met	15 Students participated in assessment. 15 students (100%) received a rating of 1 or higher.		
Direct - Interview	Has the criterion 80% of students who have completed ASL III, will score a rating of 3	10 Students participated in assessment. 10 students (100%) received a rating of 3		

	or higher on an objective-based rubric. been met yet? Met	or higher.		
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	21 students participated in the assessment. 12 students (57%) received a rating of 5. 9 students (43%) received a rating of 4 or lower.		

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	Artifact did not provide sufficient data for measurement.		- Curriculum Revision: This objective needs to be measured by a different artifact/assignment. Move to ASL245.
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?			
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	COURSE NOT OFFERED THIS SCHOOL TERM		
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? Met	15 Students participated in assessment. 15 students (100%) received a rating of 1 or higher.		
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? Met	10 Students participated in assessment. 10 students (100%) received a rating of 3 or higher.		
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	21 students participated in the assessment. 12 students (57%) received a rating of 5. 9 students (43%) received a rating of 4 or lower.		

ASL.2.9 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	Artifact did not provide sufficient data for measurement.		- Curriculum Revision: This objective needs to be measured by a different artifact/assignment. Move to ASL245.

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?			

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?	COURSE NOT OFFERED THIS SCHOOL TERM		

	Not met			
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? Met	15 Students participated in assessment. 15 students (100%) received a rating of 1 or higher.		
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? Met	10 Students participated in assessment. 10 students (100%) received a rating of 3 or higher.		
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	21 students participated in the assessment. 12 students (57%) received a rating of 5. 9 students (43%) received a rating of 4 or lower.		

ASL.2.10b Demonstrates ability to analyze/monitor ones own expressive language for grammatical structure and appropriate use and self-correct				
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	Artifact did not provide sufficient data for measurement of objective.		- Curriculum Revision: This objective needs to be measured by a different artifact/assignment. Move to ASL245.
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	COURSE NOT OFFERED THIS SCHOOL TERM		

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? Met	15 Students participated in assessment. 15 students (100%) received a rating of 1 or higher.		
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	10 Students participated in assessment. 10 students (100%) received a rating of 3 or higher.		
Direct - Interview	Has the criterion 80% of students who have completed ASL V, will score a rating of 5 or higher on an objective-based rubric. been met yet? Not met	21 students participated in the assessment. 8 students (38%) received a rating of 5. 13 students (62%) received a rating of 4 or lower.		
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? Met	15 Students participated in assessment. 15 students (100%) received a rating of 1 or higher.		
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? Met	10 Students participated in assessment. 10 students (100%) received a rating of 3 or higher.		
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	21 students participated in the assessment. 12 students (57%) received a rating of 5. 9 students (43%) received a rating of 4 or lower.		

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? Met	47% of students (9 out of 19) scored a level 5 (which shows 80% accuracy or higher) 31% of students (6 out of 19) scored a level of 4 (which shows 60-79% accuracy) 15% of students (3 our of 19) scored a level of 3 (which shows 40-59% accuracy) 5% of students (1 out of 19) scored a level of 2 (which shows 20-39% accuracy)		

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	16 students took the final exam. 12 Students scored with an 80% or higher 4 Student scored with a 79% or lower.	ASL_240_Spr_Final_Comprehension_Results.pdf ASL_240_Comprehension_Segments_Translated_and_Questions_provided.docx Prezi.portable_v309.zip	

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?			

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	COURSE NOT OFFERED THIS SCHOOL TERM		
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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? Met	15 Students participated in assessment. 15 students (100%) received a rating of 1 or higher.		
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? Met	10 Students participated in assessment. 10 students (100%) received a rating of 3 or higher.		
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	21 students participated in the assessment. 12 students (57%) received a rating of 5. 9 students (43%) received a rating of 4 or lower.		

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? Met	89% of students (17 out of 19) scored a level 5 (which shows 80% accuracy or higher) 10% of students (2 out of 19) scored a level of 4 (which shows 60-79% accuracy)		
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?			

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	COURSE NOT OFFERED THIS SCHOOL TERM		

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? Met	15 Students participated in assessment. 15 students (100%) received a rating of 1 or higher.		
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? Met	10 Students participated in assessment. 10 students (100%) received a rating of 3 or higher.		
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	21 students participated in the assessment. 12 students (57%) received a rating of 5. 9 students (43%) received a rating of 4 or lower.		

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? Met	57% of students (11 out of 19) scored a level 5 (which shows 80% accuracy or higher) 36% of students (7 out of 19) scored a level of 4 (which shows 60-79% accuracy) 5% of students (1 our of 19) scored a level of 3 (which shows 40-59% accuracy)		
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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?			

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	COURSE NOT OFFERED THIS SCHOOL TERM		

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? Met	15 Students participated in assessment. 15 students (100%) received a rating of 1 or higher.		
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? Met	10 Students participated in assessment. 10 students (100%) received a rating of 3 or higher.		
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	21 students participated in the assessment. 12 students (57%) received a rating of 5. 9 students (43%) received a rating of 4 or lower.		

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? Met	47% of students (9 out of 19) scored a level 5 (which shows 80% accuracy or higher) 26% of students (5 out of 19) scored a level of 4 (which shows 60-79% accuracy) 26% of students (5 out of 19) scored a level of 3 (which shows 40-59% accuracy)		
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?			
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?			
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	COURSE NOT OFFERED THIS SCHOOL TERM		
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? Met	15 Students participated in assessment. 15 students (100%) received a rating of 1 or higher.		
Direct - Interview	Has the criterion 80% of students who have completed	10 Students participated in assessment. 10 students		

	ASL III, will score a rating of 3 or higher on an objective-based rubric. been met yet? Met	(100%) received a rating of 3 or higher.		
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	21 students participated in the assessment. 12 students (57%) received a rating of 5. 9 students (43%) received a rating of 4 or lower.		

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? Met	47% of students (9 out of 19) scored a level 5 (which shows 80% accuracy or higher) 31% of students (6 out of 19) scored a level of 4 (which shows 60-79% accuracy) 21% of students (4 out of 19) scored a level of 3 (which shows 40-59% accuracy)		
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?			
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	COURSE NOT OFFERED THIS SCHOOL TERM		
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? Met	15 Students participated in assessment. 15 students (100%) received a rating of 1 or higher.		
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? Met	10 Students participated in assessment. 10 students (100%) received a rating of 3 or higher.		
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	21 students participated in the assessment. 12 students (57%) received a rating of 5. 9 students (43%) received a rating of 4 or lower.		

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 or higher on objective based rubric. been met yet? Met	42% of students (8 out of 19) scored a level 5 (which shows 80% accuracy or higher) 36% of students (7 out of 19) scored a level of 4 (which shows 60-79% accuracy) 10% of students (2 our of 19) scored a level of 3 (which shows 40-59% accuracy) 10% of students (2 out of 19) scored a level of 2 (which shows 20-39% accuracy)		

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?			

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	COURSE NOT OFFERED THIS SCHOOL TERM		
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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? Met	15 Students participated in assessment. 15 students (100%) received a rating of 1 or higher.		
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?			
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	21 students participated in the assessment. 11 students (52%) received a rating of 5. 10 students (48%) received a rating of 4 or lower.		

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	Artifact did not provide sufficient data for measurement of this objective.		- Curriculum Revision: This objective needs to be measured by a different artifact/assignment. Move to ASL245.
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?			
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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	COURSE NOT OFFERED THIS SCHOOL TERM		

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? Met	15 Students participated in assessment. 15 students (100%) received a rating of 1 or higher.		
Direct - Interview	Has the criterion 80% of students who have completed ASL III, will score a rating of 5 on an objective-based rubric. been met yet? Met	10 Students participated in assessment. 10 students (100%) received a rating of 3 or higher.		
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?	21 students participated in the assessment. 6 students (29%) received a rating of 5. 15 students (61%) received a rating of 4 or lower.		

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.	Artifact did not provide sufficient data for measurement.		- Curriculum Revision: This objective needs to be measured by a different artifact/assignment. Move to

	been met yet? Not met			ASL245.
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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?			

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	COURSE NOT OFFERED THIS SCHOOL TERM		

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? Met	15 Students participated in assessment. 15 students (100%) received a rating of 1 or higher.		
Direct - Interview	Has the criterion 80% of students who have completed ASL III, will score a rating of 5 on an objective-based rubric. been met yet? Met	10 Students participated in assessment. 10 students (100%) received a rating of 3 or higher.		
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?	21 students participated in the assessment. 6 students (29%) received a rating of 5. 15 students (61%) received a rating of 4 or lower.		

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	Artifact did not provide sufficient data for measurement.		- Curriculum Revision: This objective needs to be measured by a different artifact/assignment. Move to ASL245.

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?			

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	COURSE NOT OFFERED THIS SCHOOL TERM		

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? Met	15 Students participated in assessment. 15 students (100%) received a rating of 1 or higher.		
Direct - Interview	Has the criterion 80% of students who have completed ASL III, will score a rating of 5 on an objective-based rubric. been met yet? Met	10 Students participated in assessment. 10 students (100%) received a rating of 3 or higher.		
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?	21 students participated in the assessment. 6 students (29%) received a rating of 5. 15 students (61%) received a rating of 4 or lower.		

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	Artifact did not provide sufficient data for measurement.		- Curriculum Revision: This objective needs to be measured by a different artifact/assignment. Move to ASL245.

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?			

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	COURSE NOT OFFERED THIS SCHOOL TERM		

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? Met	15 Students participated in assessment. 15 students (100%) received a rating of 1 or higher.		
Direct - Interview	Has the criterion 80% of students who have completed ASL III, will score a rating of 5 on an objective-based rubric. been met yet? Met	10 Students participated in assessment. 10 students (100%) received a rating of 3 or higher.		

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?	21 students participated in the assessment. 6 students (29%) received a rating of 5. 15 students (61%) received a rating of 4 or lower.		
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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.

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						
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Improvement Type	Summary						
Refine Assessment Tool	There was one outlier of 4%. That question may need attention or revision. The exam was heaviest on Obj 1.3, which is not surprising, but faculty may want to look at questions and make improvements to the exam. The exam would be easier to gather data from if faculty sets it up on OwlNet into sections by Objective and then randomizes the order of the questions. So the students can see questions in random order, but the data comes back more organized. As well, OwlNet counted only EXACT answers as correct, it did not count alternative answers the grader gave students credit for. So some numbers were had to be counted manually. Faculty might want to make sure this is remedied by making all questions T/F or multiple-choice.						

Standard/Outcome	ASL.1.2 Demonstrate knowledge of the experience and structure of the Deaf community.		
Legend	A		
Course/Event	ASL 120		

Assessment Measure	Direct - Final Exam	
Assessment Findings	Not met	
Improvement Narrative		
Improvement Type	Summary	
Refine Assessment Tool	<p>The range varied from 11-93 percent. Those questions that were lowest in accurate answers may need to be revised or replaced. The exam was heaviest on Obj 1.3, which is not surprising, but faculty may want to look at questions and make improvements to the exam. The exam would be easier to gather data from if faculty sets it up on OwlNet into sections by Objective and then randomizes the order of the questions. So the students can see questions in random order, but the data comes back more organized. As well, OwlNet counted only EXACT answers as correct, it did not count alternative answers the grader gave students credit for. So some numbers were had to be counted manually. Faculty might want to make sure this is remedied by making all questions T/F or multiple-choice.</p>	

Standard/Outcome	ASL.1.3 Demonstrate knowledge of norms and values related to Deaf culture.	
Legend	A	
Course/Event	ASL 120	
Assessment Measure		
Assessment Findings	Not met	
Improvement Narrative		
Improvement Type	Summary	
Refine Assessment Tool	<p>There was an outlier of 3.6%. The range varied from 3.6-100 percent. Those questions that were lowest in accurate answers may need to be revised or replaced. The exam was heaviest on Obj 1.3, which is not surprising, but faculty may want to look at questions and make improvements to the exam. The exam would be easier to gather data from if faculty sets it up on OwlNet into sections by Objective and then randomizes the order of the questions. So the students can see questions in random order, but the data comes back more organized. As well, OwlNet counted only EXACT answers as correct, it did not count alternative answers the grader gave students credit for. So some numbers were had to be counted manually. Faculty might want to make sure this is remedied by making all questions T/F or multiple-choice.</p>	

Standard/Outcome	ASL.1.4 Demonstrate ability to exhibit appropriate and ethical behaviors within the Deaf community	
Legend	A	
Course/Event	ASL 120	

Assessment Measure		
Assessment Findings	Not met	
Improvement Narrative		
Improvement Type	Summary	
Refine Assessment Tool	The range varied from 15-100 percent. The question that was lowest in accurate answers may need to be revised or replaced. The exam was heaviest on Obj 1.3, which is not surprising, but faculty may want to look at questions and make improvements to the exam. The exam would be easier to gather data from if faculty sets it up on OwlNet into sections by Objective and then randomizes the order of the questions. So the students can see questions in random order, but the data comes back more organized. As well, OwlNet counted only EXACT answers as correct, it did not count alternative answers the grader gave students credit for. So some numbers were had to be counted manually. Faculty might want to make sure this is remedied by making all questions T/F or multiple-choice.	

Standard/Outcome	ASL.2.10b Demonstrates ability to analyze/monitor ones own expressive language for grammatical structure and appropriate use and self-correct					
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>Curriculum Revision</td><td>This objective needs to be measured by a different artifact/assignment. Move to ASL245.</td></tr> </tbody> </table>		Improvement Type	Summary	Curriculum Revision	This objective needs to be measured by a different artifact/assignment. Move to ASL245.
Improvement Type	Summary					
Curriculum Revision	This objective needs to be measured by a different artifact/assignment. Move to ASL245.					

Standard/Outcome	ASL.2.7 Demonstrates ability to use appropriate and accurate register, sign-choice, sign production for specific settings.			
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> </table>		Improvement Type	Summary
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	Curriculum Revision	This objective needs to be measured by a different artifact/assignment. Move to ASL245.
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Standard/Outcome	ASL.2.8 Demonstrates knowledge of and ability to construct different language forms occurring in ASL.					
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>Curriculum Revision</td> <td>This objective needs to be measured by a different artifact/assignment. Move to ASL245.</td> </tr> </tbody> </table>		Improvement Type	Summary	Curriculum Revision	This objective needs to be measured by a different artifact/assignment. Move to ASL245.
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Standard/Outcome	ASL.2.9 Demonstrates fluency and conversant skills in delivery of messages.					
Legend	A					
Course/Event	ASL 205					
Assessment Measure	Direct - Final Exam					
Assessment Findings	Not met					
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Curriculum Revision	This objective needs to be measured by a different artifact/assignment. Move to ASL245.					

Standard/Outcome	ASL.3.10 Demonstrates ability to analyze and assess language viewed and messages received in ASL for grammatical structure and appropriate use.			
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> </table>		Improvement Type	Summary
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	Curriculum Revision	This objective needs to be measured by a different artifact/assignment. Move to ASL245.
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Standard/Outcome	ASL.3.7 Demonstrates ability to use appropriate and accurate register, sign-choice, sign production for specific settings.					
Legend	A					
Course/Event	ASL 205					
Assessment Measure	Direct - Final Exam					
Assessment Findings	Not met					
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Standard/Outcome	ASL.3.8 Demonstrates knowledge of and ability to construct different language forms occurring in ASL.					
Legend	A					
Course/Event	ASL 205					
Assessment Measure	Direct - Final Exam					
Assessment Findings	Not met					
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Standard/Outcome	ASL.3.9 Demonstrates fluency and conversant skills in delivery of messages.					
Legend	A					
Course/Event	ASL 205					
Assessment Measure	Direct - Final Exam					
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	Revision	Move to ASL245.
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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 can be modified to meet different levels of knowledge more evenly to meet purpose of objectives.</td> </tr> </tbody> </table>		Improvement Type	Summary	Refine Assessment Tool	Assessment Tool can be modified to meet different levels of knowledge more evenly to meet purpose of objectives.
Improvement Type	Summary					
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Standard/Outcome	ASL.1.2 Demonstrate knowledge of the experience and structure of the Deaf community.					
Legend	A					
Course/Event	Student Performance Review					
Assessment Measure	Direct - Quiz/Exam					
Assessment Findings	Not met					
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Standard/Outcome	ASL.1.2 Demonstrate knowledge of the experience and structure of the Deaf community.					
Legend	A					
Course/Event	Student Performance Review					
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Standard/Outcome	ASL.1.3 Demonstrate knowledge of norms and values related to Deaf culture.					
Legend	A					
Course/Event	Student Performance Review					
Assessment Measure	Direct - Quiz/Exam					
Assessment Findings	Not met					
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Standard/Outcome	ASL.1.3 Demonstrate knowledge of norms and values related to Deaf culture.					
Legend	A					
Course/Event	Student Performance Review					
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Improvement Type	Summary					
Refine Assessment Tool						

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					
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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?

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

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?

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

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?

Add comment about MSD staff taking classes here (community collaboration)

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.

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.

Alumni Accomplishments

Please highlight special examples of any successes of recent graduated alumni (acceptance or graduation graduate school, employment or professional milestones. Include recent graduates.

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.