

Assessment Report - Annual Update

Program Assessment (focus on most recent year)

Department:	Foreign Language
Program:	American Sign Language
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A. List your Program Learning Outcomes (PLOs)/Administrative Unit Outcomes (AUOs)

1. Communicate clearly and effectively in ASL, expressing and recognizing specific manual and non-manual signs.
2. Share critical insight into the nature of language and culture through continued participation in the program.
3. Employ video technology for self-, peer-, and mentor-feedback for ongoing skills development, assessment, and reflection.
4. Produce college level American Sign Language and English texts demonstrating knowledge of, and ability to use, both languages.

B. How did your outcomes assessment results inform your program planning? Use the bullet points below to organize your response.

ASL faculty outcomes assessment have been used to inform our program planning in the following ways: When we see low results on our assessments or in general notice a weakness in student skills we make adjustments to our courses to address those specific needs. One adjustment that we have put into practice is that all faculty who teach the same course use the same homework, exams and sign fluency assignments. Students have a more uniform experience and this makes the

C. How do course level student learning outcomes align with program learning outcomes? Instructional programs can combine questions C and D for one response (SLO/PLO/ILO).

In order to ensure that our SLO's and PLO's align with the Institutional ILO's the ASL program assesses students in the areas of critical thinking, expressing ideas and demonstrating learning in their writing, students also demonstrate linguistic competence in ASL and they are also required to engage in meaningful ways in the Deaf community. Therefore, we are addressing the ILO's that focus on: Think, Communicate, Demonstrate & Engage.

Institutional Learning Outcomes:

Think: Think critically and evaluate sources and information for validity and usefulness.

Communicate: Communicate effectively in both written and oral forms.

Demonstrate: Demonstrate competency in a field of knowledge or with job-related skills.

Engage: Engage productively in all levels of society – interpersonal, community, the state and the nation, and the world.

D. How do the program learning outcomes or Administrative Unit Outcomes align with Institutional Learning Outcomes? All Student Affairs and Administrative Services should respond.

E. How do you engage in collegial dialog about student learning outcomes?

The ASL faculty meet to discuss our SLO's every semester. We have several meetings and that is where we discuss which homework, test question or sign fluency assignment we will use to gather our assessment data. Once we have the data we use the assessment findings to discuss any need for adjustments in what we are teaching or how we are teaching. We also discuss whether or not our SLO's need to be revised or replaced. At the present time we feel the SLO's for ASL 1 are well-written and assess the skills that we want and need to

F. In your previous program review did you specify a major objective or project to implement specifically designed to improve equity?

***How has the objective or project impacted equity in your department or program?**

***What areas have you identified for program improvements that relate directly to equity in the coming year?**

The ASL faculty note that there is discrepancy in success and retention for African-American students taking our courses but we have not yet identified a specific action plan to mitigate this problem. We will need to discuss this further. We do inform and encourage all of our students to utilize services and departments on campus that do provide additional support to students that may be struggling in academic areas.