



WILLIAM WOODS
UNIVERSITY

ASL Annual Assessment 2023-2024

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Annual Assessment 2023-2024

American Sign Language Studies

Program Profile

Program Mission Statement

Please insert your program mission statement here

Program Data

Delivery Method

Traditional On Campus
Online
Hybrid

Students Majors 2023-2024

Student Majors 2022-2023

Student Minors 2023-2024

Student Minors 2022-2023

40

38

Concentrations 2023-2024

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

Concentrations 2022-2023

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

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 the persistence numbers what the program expected? If not, how could the numbers improve?

Optimal Enrollment

Considering current human and physical resources, what is the optimal enrollment for the program?

Is the Program Externally Accredited

Yes
No

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?

Admissions and Marketing Materials

Reflect on the current marketing materials used for the program. Please attach screen shots of the website or any

material you are referencing in this section. What changes, if any, should be made to the material? Are there recommendations on how to modify the current material?

Marketing Material

Program Assessment

Standard/Outcome

Identifier	Description
WWU2021.1	Knowledge and Scholarship: Demonstrate current knowledge and educational expertise in an academic or professional discipline engaging students in the process of academic discovery.

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.

Alignment to the Institutional Objectives

Please discuss the Program alignment to the Institutional Objectives. Specific evidence is not to be uploaded, but discussion is expected of the assignment, and intentionality of how the objective is met with program curriculum.

Institutional_objectives_2.docx

General Education Alignment to Program

How do the General Education criteria align with Program Objectives? What courses within the program build upon skills learned from general education courses (please list the program course and the general education criteria)?

NSSE Objectives Discussed Spring 2022**Program Alignment to NSSE Objectives**

Faculty discussed the most recent NSSE results in spring of 2022 and identified universal objectives for all academic content. Please articulate what the program is doing to further students' knowledge and skills in the following areas: 1C- Explained course material to one or more students; 2E - Tried to better understand someone else's view by imagining how an issues looks from his/her perspective; 4C-Analyzing an idea, experience, or line of reasoning in depth by examining its parts; 4D- Evaluating a point of view, decision, or information source. Please describe the activities used and the impact on student learning.

Curriculum Map

A - Assessed
 R - Reinforced
 I - Introduced
 M - Master

ASL Studies

	ASL 101	ASL 105	ASL 120	ASL 145	ASL 205	ASL 245	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				A
ASL.1.2 Demonstrate knowledge of the experience and structure of the Deaf community.	I	I, A	R, A				A
ASL.1.3 Demonstrate knowledge of norms and values related to Deaf culture.	I	I	R, A				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.		A, I			R, A		A
ASL.2.10b Demonstrates ability to analyze/monitor ones own expressive language for grammatical structure and appropriate use and self-correct					A		A
ASL.2.2 Demonstrate appropriate vocabulary development and learning techniques spanning different subject area.		A, I		I	A	R	A
ASL.2.3 Demonstrates the ability to use classifiers and classifier predicates appropriately.		I			R, A		A
ASL.2.4 Demonstrate accurate application of ASL non-manual markers and affective information.		A, I		I	A	R	A
ASL.2.5 Demonstrates ability to use space in accordance to language rules and structure.		I			R, A		A
ASL.2.6 Demonstrates ability to use a variety of simple and complex ASL sentence structures				I	A	R	A
ASL.2.7 Demonstrates ability to use appropriate and accurate register, sign-choice, sign production for specific settings.		I			R, A		A
ASL.2.8 Demonstrates knowledge of and ability to construct different language forms occurring in ASL.				I	A	R	A
ASL.2.9 Demonstrates fluency and conversant skills in delivery of messages.		I			R, A		A
ASL.3.1 Demonstrate ability to recognize and identify fingerspelled lexicon numerals, numeral incorporation, and lexicalized signs accurately.		I, A			R, A		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	A
ASL.3.2 Demonstrate comprehension of expressive language on the lexical and phrasal level.		A		I	A	R	A

ASL.3.3 Demonstrates the ability to recognize and identify classifiers and classifier predicates accurately.		I			R, A		A
ASL.3.4 Demonstrate accurate interpretation of ASL non-manual markers and affective information.		A		I	A	R	A
ASL.3.5 Demonstrates ability to recognize and comprehend use of space in accordance to ASL rules and structure.		I			R, A		A
ASL.3.6 Demonstrates ability to use a variety of simple and complex ASL sentence structures				I	A	R	A
ASL.3.7 Demonstrates ability to use appropriate and accurate register, sign-choice, sign production for specific settings.		I			R, A		A
ASL.3.8 Demonstrates knowledge of and ability to construct different language forms occurring in ASL.				I	A	R	A
ASL.3.9 Demonstrates fluency and conversant skills in delivery of messages.		I			R, A		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?

no changes to curriculum were made as the program was in the middle of a program review.

Assessment Findings

Assessment Findings for the Assessment Measure level for ASL Studies

Standard/Outcome				
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 Students were tested on their reading comprehension and in class discussions. We used and solely focused on Introduction to American Deaf Culture, removing Deaf Culture: Exploring Deaf Communities in the United States, reserving that for our Advance Deaf Culture (ASL 336) Questions 8,10, 11, 12, 13,17, 22, 34, 40 meets the objectives. been met yet? Met			

Standard/Outcome				
ASL.1.2 Demonstrate knowledge of the experience and structure of the Deaf community.				
Assessment Measures				
ASL 105				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion Our quiz assessed a wide range of topics based on the readings from For Hearing People Only. Questions 9, 10, & 14 met the following objective. been met yet? Not met	We are currently using A sign of Respect, a newer curriculum, will need to redo assessments based on obj using new curriculum		
ASL 120				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion Our final exam covers a wide range of topics and meets the objectives. Questions 1, 2, 4, 5, 22, 24, 27, 28, 30 & 42 met the following objective. been met yet?			

	Met			
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Standard/Outcome 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
Direct - Final Exam	Has the criterion Our final exam assess a wide range of topics that met our objectives. Questions 4, 7, 9, 10, 13, 24, 27, 28, 30, 39 met the following objectives. been met yet? Met	Some questions were not discussed because of the different textbooks introduced in class.		

Standard/Outcome 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
Direct - Final Exam	Has the criterion Our final exam assess a wide range of topics that met our objectives. Questions 21 and 28 met the objectives. been met yet? Met			

Standard/Outcome ASL.2.1 Demonstrate ability to effectively and accurately use fingerspelled lexicon, numerals, numeral incorporation, and lexicalized signs.				
Assessment Measures				
ASL 105				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Final Exam	Has the criterion Students follow a prompt and record themselves signing these prompts. We assess them based on their knowledge and accuracy of their production providing comments on their production. been met yet? Met			
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Standard/Outcome ASL.2.2 Demonstrate appropriate vocabulary development and learning techniques spanning different subject area.				
Assessment Measures				
ASL 105				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion Students follow a prompt and record themselves signing these prompts. We assess them based on their knowledge and accuracy of their production providing comments on their production. been met yet? Met			

Analysis of the Assessment Process

Describe your assessment process; clearly articulate how the program uses coursework and or Student Performance Review for program wide assessment. Note any changes that occurred to the process since the previous year. Discuss what activities were successful 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.

John and Jessica revised the curriculum for ASL 105 to update the Deaf Culture textbook to more digital platform: A Sign of Respect, ASL 120 removed second text book, continued to main textbook. Some questions on the test not expanded much on main textbook. will need to expand more in future classes. Student performance review day went smoothly, we had over 12 students sign up for the SLPI test. We will need to transfer Deaf Culture and TEP test from Google docs to Brightspace somehow for next SPR. Signing Naturally interactive book is a huge hit for ASL 105 class.

Improvement Narrative List

Assessment Findings for the Assessment Measure level

No improvement narratives have been added.

Program Activities

Student Performance Review

Describe the department Student Performance Review activities if not already articulated. Please describe the nature of the assessments conducted as well as the process of assessment happening 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?

We did Deaf culture and TEP test on google form, we will need to move them to a different platform for better testing and data collection, we did SLPI sign up days where students came in at their assigned times and took the test with RIT, Gallaudet and other proctors. We would like to continue using the SLPI format, it is easier and we have data for this.

Student Performance Review Schedule

Upload the program schedule for students during Performance Reviews.

ASLEI_SPR_Schedule.pages

Senior Showcase/Symposium

Describe program activities used to highlight Senior achievement. What benefit does the program gain from the activities? What if any assessment of students happens during this event?

Senior showcase took place in Capstone class, students presented their work at Senior symposium day in Gym. Students sent in their portfolio with their highlights of internship.

Tools used for Assessment

Upload rubrics or other Assessment based tools used by the program that are important to the assessment process.

Service Learning

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

Yes (selected)

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?

Students worked with MSD setting up various activities, used internship opportunities, went to ITP conference as participants and student reps. , MRID, we did a Black history month panel, Deafopia. The community came to bonfires, theater, movie night, western dance and some students were able to interpret for a play in the community.

Co-Curricular and LEAD Events

Describe Co-Curricular and LEAD events sponsored by program faculty. This includes LEAD and other events meant to engage students and foster learning outside of the classroom.

My deaf family panel, Deafopia, deaf culture 101, ASL mini crash course many other lead events hosted. Students took the PLI program with Carrie under special conditions.

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

accomplishment a student achieved outside of course work or the normal expectation of student success.

5 Students went as Student reps for interpreting conference, we had a student get best student award in our department for convocations, with the BEI test being on hold: students were able to become creative and take the performance test. still waiting on results from that.

Alumni Accomplishments

Please highlight special examples of any successes of recently graduated alumni (acceptance or graduation graduate school, employment or professional milestones).

Jessica got her RID certification, Kelsey Hammack got her Basic Certification and got accepted into graduate school. AJ Housewright got recognized for interpreting for Governor and taught a online workshop.

Faculty Accomplishments

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

John got his certificate for IT Data analysis.

Jessica got her RID certification

Assessment Rubric

Clear	3.000 Exceeds	2.000 Meets	1.000 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	✓ The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	✓ The mission statement for the program clearly articulated and aligned with the University mission.	✓ The mission statement is minimal at best.	✓ N/A
Comment:	the program did not enter a mission statement			
Reflection on Student Demographics, Retention, and Degree Completion Data weight: 1.000	✓ The program provides a detailed description on the enrollment, retention, persistence and degree completion numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	✓ The program provides a basic reflection on enrollment, retention, persistence, and degree completion data provided.	✓ The program does not reflect on enrollment, retention, persistence, and degree completion data in a detailed way.	✓ N/A
Comment:	the program did not enter the information			
Marketing Materials weight: 1.000	✓ The program outlines the successes and needs in regards to marketing. Detailed suggestions on how to market the program and what niche areas that are program specific would benefit the marketing strategy.	✓ The program discussed the general marketing strategy for the program.	✓ The program provided little to no discussion on the marketing materials or approach to how to market the program.	✓ N/A
Comment:				
Alignment to University Objectives weight: 1.000	✓ The program provides a detailed explanation of how program courses align to the Institutional Objectives. This explanation details specific courses, or activities that coordinate with the intent of the Institutional Objectives.	✓ The program provides a basic explanation of how program courses align to the Institutional Objectives. This explanation provides a minimal understanding of how the program is aligned to the Institutional Objectives.	✓ The program provides little to no explanation of how program courses align to the Institutional Objectives.	✓ N/A
Comment:				
General Education alignment clearly explained weight: 1.000	✓ The program provides a detailed explanation of the General Education criteria and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.	✓ The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ N/A
Comment:				
NSSE Objectives weight: 1.000	✓ The program provided a detailed listing of activities and assessments used within the program that focused on the identified NSSE objectives. The activities and assessments were divided out within the curriculum and impacted different cohort groups.	✓ The program provided a basic explanation of the activities and assessments used within the program that focused on the identified NSSE objectives.	✓ The program provided minimal explanation of the activities and assessments used within the program that focused on the identified NSSE objectives.	✓ N/A
Comment:				
Curriculum Map alignment and changes weight: 1.000	✓ The curriculum map is detailed and complete. All Changes made to the curriculum map are detailed with supporting rationale for the decision..	✓ The curriculum map is complete. Changes made to the curriculum map are explained with some explanation as to why the changes were implemented.	✓ The curriculum map is not complete and little to no explanation on curricular changes was provided.	✓ N/A
Comment:				
Assessment Map weight: 1.000	✓ Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	✓ Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	✓ The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	✓ N/A
Comment:	the assessment map is filled out - but no description of any changes is noted - assuming this means that no changes were made to the assessment of the program.			

Data Driven Decision-making is explained weight: 1.000	✓ An overview of program assessment is provided with details on the specific successes and challenges from the year. A detailed review of how assessment was administered over the academic year is clearly outlined.	✓ A basic overview of program assessment is provided with some details on the successes and challenges from the year. A basic review of how assessment was administered over the academic year is outlined.	✓ A basic overview of program assessment is not provided with little to no discussion on the administration of assessment over the academic year.	✓ N/A
Comment:				
Documentation provided on assessment findings weight: 1.000	✓ The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	✓ The program uploads all rubric and support information to support the claims in assessment findings.	✓ The program did not upload the data to support assessment claims in the assessment findings.	✓ N/A
Comment:	data was provided for the assessment of the objectives.			
Analysis of Assessment weight: 1.000	✓ The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	✓ The program completed the assessment findings for each component and provided a summary for each assessment measure.	✓ The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	✓ N/A
Comment:	the assessment for the program was completed and a review of the process was provided			
Improvement narratives are selected with intentionality weight: 1.000	✓ The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	✓ The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	✓ The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	✓ N/A
Comment:	the program did not use any improvement narratives.			
Student Performance Review weight: 1.000	✓ The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	✓ The program provided the schedule and a brief description of Student Performance Review with data of the results.	✓ The program did not provide complete explanation on Student Performance Review nor did they provide data results.	✓ N/A
Comment:				
Senior Showcase weight: 1.000	✓ The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	✓ The program described the Senior showcase activities and provided some evidence of what was presented.	✓ Little to no content of Senior showcase was provided.	✓ N/A
Comment:				
Co Curricular and LEAD activities weight: 1.000	✓ The program detailed the activities of LEAD and other co-curricular programming that was provided throughout the year. They provided numerous events for students.	✓ The program provided a listing of LEAD events and activities provided.	✓ The program provided little to no description of the Co-curricular activities provided throughout the year.	✓ N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	✓ The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	✓ The program provided a listing of information on Students, Alumni, and faculty accomplishments.	✓ The program provided little to no data on students, alumni, faculty accomplishments.	✓ N/A
Comment:				

~Data was uploaded into the AIS system that when downloaded was corrupted. Will reach out to the faculty to see if there are copies of the data files to add to this report.

Appendix: Supplemental Data

Date	Time	Student Group (Fr/So/Jr/)	Activity	Location/Format	Faculty Contact	Program Objective
2/22/23	Individual Appointments	Declared majors going into Interpreting I in the	SLPI testing	All Day Individual Appointments, Reserved in advance		Domain 3
2/22/23	10:00AM-11:00 AM	All declared	English Testing	Burton 006	Jessica Brown	Domain 3
2/22/23	1:00PM – 3:00 PM	All declared majors	Deaf Culture Testing	Burton 006	John Brand	Domain 1
2/22/23	3:00-4:00	Interpreting II & IV	Interpreting	ASL Lab	Carrie McCray	Domain 3 and



Program: ASL-English Interpreting Program
Student Performance Review Schedule
February 21, 2024

CLA Exam 9:00-11:00 AM for Hannah and Kadyn