



ASL classes require students to attend social events where they could interact with target language users. Faculty, deaf community members, and student organizations sponsored events for the students. A Scooby Doo Event, student interpreted movie and event night, was held in November and the Beaumont Silent Weekend, a professional interpreter event in April. Signing Cardinals, DSDE student organization, held two events per month.

### Program Highlights Since Last Report

*Identify and briefly discuss any programmatic curriculum changes made since the last report (e.g. new courses, course changes, SLO changes, course deletions).*

Respond here:

Four sections of ASL 1 are offered each fall and spring semester. Three face-to-face classes (one night course) and one online 8-week course for non-majors. Data for this report is garnered from the face-to-face courses. Attrition was high in the night class.

Students were polled to determine whether they preferred either curriculum instead of both. Students agreed that both SN and TWA curricula were beneficial.

The Dawn Sign Press curriculum was available to students through Blackboard this academic year. On-going revisions were made to the ASL grading criteria. Grading percentages carried weights of 25% for classroom activities and attendance, TWA activities, SN activities, and 25% for labs and events. Five units had been reduced to four to allow students more time with curriculum content. A decision was made at the end of the year to reduce that to three units per class as the units are content heavy. Curriculum changes submitted required majors to earn a B or better in ASL language classes. That grade change went into effect this past fall. Students majors who did not earn the requisite grade were required to retake this class. GoReact was retained as an evaluation tool, however instructors were not required to use it.

During the spring, one ASL lab tutor worked specifically with the 73 students (fall) 81 students (spring). ASL 1 students. Online classes fall (51 students), and spring (48 students) had separate tutors. 23 of 71 students completed at least 8 of the 10 hours required for lab support.

The night class had high attrition rates. Eight students (out of 20) dropped or stopped attending the class due to other obligations. Many of them did not return

Table 1. Assessment Results and Analyses for Current Cycle.

| STAGE 1: PLAN   |  |  |  | STAGE 2: DO   |  | STAGE 3: STUDY  |
|---|--|--|--|---|--|---|
| Departmental Student Learning Goal  | Program Student Learning Outcome   | Assessment   | Assessment Method/Location               | Benchmark Expectations  | Data Results                                   | Actions/Goals Based on Data Results* What do the data tell you? How will you use this data? How were data from the last cycle used to make changes during this cycle, and What were the results of those changes? |
| DSDE will graduate students who are able to utilize ASL discourse and pragmatics skills through authentic language experiences across a variety of forums and topics. | <u>Critical Thinking</u><br>Students will analyze linguistic input and output and make objective judgements about language learning. | Faculty will incorporate content and activities into coursework that will promote critical thinking.<br><br>Critical thinking can be difficult to evaluate. Faculty are researching measures which will provide a holistic view of student articulation of issues, analyses and conclusions. | Holistic Critical Scoring Rubric (HCTSR) | 80% of students will receive a rating of acceptable or better on the HCTSR. | There is currently no data for this objective. | While instructors met to discuss this objective, we have not yet put it into action.  |

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|--|--|--|--|--|-----------------------------|---|
| <p>communication styles utilized within U.S. Deaf communities.</p> |  | <p>incorporate activities into their instruction that promote student cultural and linguistic communication skills. Portfolio scores are a compilation of their Signing Naturally (expressive), TruWay ASL (receptive), labs and events, as well as attendance and practical activities.</p> |  |  | <p>passing ASL was 83%.</p> | <p>appreciated the ease of accessibility and were more prone to complete activities that were accessible in Blackboard.</p> |
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DSDE will graduate students who are able to utilize ASL

DSDE will graduate  
students who can  
demonstrate cultural  
and linguistic  
competencies  
including  
understanding  
diverse Deaf  
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Table 2. Continuous Improvement Results Since Last Report

| Stage 4: ACT  |  |  |
|---|--|--|
| <p>Actions/Goals Based on Data Results</p> <p><i>*Copy last cycle's actions/goals and report on progress toward continuous improvement on those here.</i></p> | <p>Status</p> <p><i>C=Complete</i></p> <p><i>P=Progressing</i></p> <p><i>N=No Action Taken</i></p> | <p>Discussion of Status</p> <p><i>If C, describe efforts that led to accomplishment of actions/goals.</i></p> <p><i>If P, provide update on progress made toward accomplishing actions/goals and what tasks remain</i></p> <p><i>If N, discuss why action toward accomplishing actions/goals has been delayed and what work will</i></p> |