Framingham State University

Program Assessment Plan for American Sign Language Program – Deaf Studies Concentration
2023-2028

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1) PROGRAM MISSION STATEMENT

The mission of the Deaf Studies concentration is to provide students with a career-focused and equity-oriented foundation in American Sign Language (ASL) and associated courses that cover the history, culture, and literature of the Deaf/Hard of Hearing/DeafBlind Community in the U.S., based on a social justice framework. In this program, students learn the importance of engaging with the Deaf/Hard of Hearing and DeafBlind communities with respect and humility. Numerous opportunities are available for our students to develop organizational and leadership skills through an active ASL Club, and to engage in community service and externships in MetroWest, Boston, Worcester, south shore and Rhode Island. Students graduating from this program qualify for entry-level work in Deaf services agencies, residential programs, and educational and human service settings requiring fluency in ASL. Graduates are well-positioned to pursue graduate studies in Deaf education, rehabilitation counseling, linguistics, social work, or other disciplines. The knowledge and skills acquired in this program may also be applied to other professional domains where Deaf/Hard of Hearing/DeafBlind (D/HH/DB) individuals are served.

2) PROGRAM LEARNING GOALS

1. Communicative competence: students will be able to communicate in American Sign Language at a level equivalent to Advanced Low in speaking and listening as established by ACTFL.
2. Cultural Competence: students will be able to integrate their knowledge of the history, culture, values and diversity of the D/HH/DB communities into their interactions with D/HH/DB individuals.
3. Advocacy skills: students will be able to bring awareness of the culture, language and goals of the D/HH/DB community to Framingham State University and surrounding community.

Goals	Objectives
Goal 1: Communicative Competence Students will be able to communicate in American Sign Language at a level equivalent to Advanced Low in speaking and listening as established by ACTFL.	Students will be able to: 1a. participate in a most informal and formal conversations on topics related to school, personal life, leisure activities, employment, and current events with sufficient accuracy, clarity and precision to convey their intended message without significant misrepresentation or confusion; 1b. present information in extended discourse using all tenses; 1c. demonstrate understanding of the main facts and supporting details of most types of discourse.
Goal 2: Cultural Competence Students will be able to integrate their knowledge of the history, culture, values and diversity of the Deaf/Hard of Hearing/DeafBlind communities into their interactions with D/HH/DB individuals.	Students will be able to: 2a. demonstrate their understanding of the history, culture, values and diversity in their assignments; 2b. incorporate their understanding of the history, culture, values and diversity in their interactions with community members; 2c. apply their knowledge of the history, culture, values and diversity when developing activities that are open to the community.

Goal 3: Advocacy Skills	Students will be able to:
Students will be able to bring awareness of the culture, language and goals of the D/HH/DB community to Framingham State University and surrounding community.	3a. plan and deliver at least one event per semester that enhances FSU's awareness of the D/HH/DB community; 3b. host DeaFSU or ASL Ball or other event that draws D/HH/DB people to FSU or showcases the services and resources in the community.

1) LEARNING OPPORTUNITIES

Learning Goals	Goal 1	Goal 2	Goal 3
KEY: I = introduced R = reinforced E = emphasized A = assessed	Communicative Competence	Cultural Competence	Advocacy Skills
LANGUAGE			
ASGN 101	I	I	
ASGN 102	I	I	
ASGN 200	R	R	
ASGN 201	R	R	
ASGN 202	R	R	
ASGN 301	E	E	A
ASGN 302	E	E	A
ASGN 401	E	E	A
ASGN 402	E, A	E, A	A
DEAF STUDIES			
DFST 101		I	
DFST 222	R	R	
DFST 236	R	E	E
DFST 450	R	E, A	E

2) ASSESSMENT METHODS AND TIMELINE

Indicate when and how program learning goals will be assessed. Refer to the curriculum map to draft a student learning goal assessment timeline. It is recommended that you outline a 5-year plan for assessment in which you will assess all of your PLOs.

Academic Years	Goals(s)	Course(s)	Assessment Evidence (direct/indirect)	Assessment Method	Responsibility
WHEN	WHICH Goal(s) will you examine in each period (Use number)?	WHERE will you look for evidence of student learning (i.e., list course(s) that will generate evidence for each goal.	WHAT student work or other evidence will you examine in order to assess each goal?	HOW will you look at the evidence; what means will you use to analyze the evidence collected for each goal	WHO will oversee collecting, analyzing, reporting, results? List names or titles.
Year 1 2024	Goal 1 Communicative Competence	ASGN 402	3 SOAR (Self-Observation Assessment Report) assessments; 3 production assessments; one narrative of personal experience	Rubrics for each type of assessment	World Languages chair and ASL program coordinator
Year 2 2025	Goal 2 Cultural Competence	DFST 450	Field experience report; eportfolio; externship supervisor evaluation	Rubrics for field experience report and eportfolio; evaluation form completed by externship supervisor	World Languages chair and ASL program coordinator; externship supervisors may also be involved
Year 3 2026	Goal 3 Advocacy Skills	ASGN 301, 302, 401, 402	Events hosted/developed each semester	Artefacts created by students (announcements, recordings, photos)	World Languages chair and ASL program coordinator; externship supervisors may also be involved

Year 4 2027	Goal 1 Communicative Competence	ASGN 402	3 SOAR (Self-Observation Assessment Report) assessments; 3 production assessments; one narrative of personal experience	Rubrics for each type of assessment	World Languages chair and ASL program coordinator
Year 5 2028	Reflection and consolidation				World Languages chair and ASL program coordinator; program faculty

Program Size and Sampling Technique

a. State the number of students in the program or the number who graduate each year.

Year of graduation	Total number of students in ASL major	Number of students graduating from the Deaf Studies concentration
2024	48	4
2025		
2026		
2027		
2028		

b. Describe the sampling technique to be used
Because of the small size of the program, all students of Deaf Studies will form the sample.

3) **PLAN FOR ANALYZING RESULTS**

- List who is responsible for distributing results and who will receive results?
  The World Languages chair or the ASL program coordinator will distribute results to the Program Advisory Board and the Office of Assessment.

- State how and at which forums discussion of results will take place.
  Program Advisory Board meeting; World Languages faculty meeting; meeting of ASL program instructors.

4) **DISTRIBUTION**. The program will distribute or publish these items in the following ways:

	Distribution Method					
ITEM	FSU Catalog (provide section title)	Website (provide URL)	Annual Reports	Brochures	Course Syllabi	Other (please describe, e.g. department meeting,

						advising session)
Program Mission	Description of ASL major	https://www.framingham.edu/academics/colleges/arts-and-humanities/world-languages/academics/majors/american-sign-language-major	X	X		
Program Learning Goals		https://www.framingham.edu/academics/colleges/arts-and-humanities/world-languages/academics/majors/american-sign-language-major	X		Some syllabi include this	
Learning Opportunities (Curriculum Map)			X			
Assessment Plan			X			

Attach any rubrics or instrumentation that you plan to use for assessment of Program Learning Goals

Appendix A – ACTFL Proficiency Guidelines 2012

SPEAKING PROFICIENCY

ADVANCED

Speakers at the Advanced level engage in conversation in a clearly participatory manner in order to communicate information on autobiographical topics, as well as topics of community, national, or international interest. The topics are handled concretely by means of narration and description in the major times frames of past, present, and future. These speakers can also deal with a social situation with an unexpected complication. The language of Advanced-level speakers is abundant, the oral paragraph being the measure of Advanced-level length and discourse. Advanced-level speakers have sufficient control of basic structures and generic vocabulary to be understood by native speakers of the language, including those unaccustomed to non-native speech.

Advanced Low

Speakers at the Advanced Low sublevel are able to handle a variety of communicative tasks. They are able to participate in most informal and some formal conversations on topics related to school, home, and leisure activities. They can also speak about some topics related to employment, current events, and matters of public and community interest.

Advanced Low speakers demonstrate the ability to narrate and describe in the major time frames of past, present, and future in paragraph-length discourse with some control of aspect. In these narrations and descriptions, Advanced Low speakers combine and link sentences into connected discourse of paragraph length, although these narrations and descriptions tend to be handled separately rather than interwoven. They can handle appropriately the essential linguistic challenges presented by a complication or an unexpected turn of events.

Responses produced by Advanced Low speakers are typically not longer than a single paragraph. The speaker's dominant language may be evident in the use of false cognates, literal translations, or the oral paragraph structure of that language. At times their discourse may be minimal for the level, marked by an irregular flow, and containing noticeable self-correction. More generally, the performance of Advanced Low speakers tends to be uneven.

Advanced Low speech is typically marked by a certain grammatical roughness (e.g., inconsistent control of verb endings), but the overall performance of the Advanced-level tasks is sustained, albeit minimally. The vocabulary of Advanced Low speakers often lacks specificity. Nevertheless, Advanced Low speakers are able to use communicative strategies such as rephrasing and circumlocution.

Advanced Low speakers contribute to the conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion. Their speech can be understood by native speakers unaccustomed to dealing with non-natives, even though this may require some repetition or restatement. When attempting to perform functions or handle topics associated with the Superior level, the linguistic quality and quantity of their speech will deteriorate significantly.

LISTENING PROFICIENCY

ADVANCED

At the Advanced level, listeners can understand the main ideas and most supporting details in connected discourse on a variety of general interest topics, such as news stories, explanations, instructions, anecdotes, or travelogue descriptions. Listeners are able to compensate for limitations in their lexical and structural control of the language by using real-world knowledge and contextual clues. Listeners may also derive some meaning from oral texts at higher levels if they possess significant familiarity with the topic or context.

Advanced-level listeners understand speech that is authentic and connected. This speech is lexically and structurally uncomplicated. The discourse is straightforward and is generally organized in a clear and predictable way.

Advanced-level listeners demonstrate the ability to comprehend language on a range of topics of general interest. They have sufficient knowledge of language structure to understand basic time-frame references. Nevertheless, their understanding is most often limited to concrete, conventional discourse.

Advanced Low

At the Advanced Low sublevel, listeners are able to understand short conventional narrative and descriptive texts with a clear underlying structure though their comprehension may be uneven. The listener understands the main facts and some supporting details. Comprehension may often derive primarily from situational and subject-matter knowledge.

Credits: This Template was developed using ideas from templates developed at University of Rhode Island and University of Hawaii in Manoa.