

Framingham State University

Program Assessment Plan for the American Sign Language Program – ASL/English Interpreting Concentration 2023-2028

Please note: Use of this template is optional. The Office of Institutional Assessment is providing it only as a potentially useful tool that could make formulating the plan and tracking implementation easier.

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Department Chair:	Luce Aubry
Date Created/Updated:	Created summer 2023

1) PROGRAM MISSION STATEMENT

The Bachelor of Arts degree in ASL/English Interpreting program provides students with a theoretical and practical foundation in the knowledge, skills, values and ethical judgment necessary for the successful transfer of meaning, cultural mediation and professional conduct required of working interpreters. Students are involved in coursework, research, service learning (community engagement) and practicum experiences within the context of a public liberal arts education that seeks to strengthen and deepen the knowledge base and critical thinking skills that all successful interpreters must possess. Upon completion of the program, students are well-positioned to pass state-level interpreter screenings within one year of graduation.

2) PROGRAM LEARNING GOALS

Graduating students should be able to:

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. Interpreting ability: students will be able to interpret in settings appropriate to entry-level interpreters.
4. Experience with research: students will be able to conduct undergraduate-level research in interpreting or linguistics.

Goals	Objectives
<p>Goal 1: Communicative competence Students will be able to communicate in American Sign Language at a level equivalent to Advanced High in speaking and listening as established by ACTFL.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> 1a. participate in most informal and formal conversations on most topics, including some abstract topics, with ease, confidence and competence; 1b. produce narratives, explanations, arguments, and hypotheses in sufficient detail and in all tenses; 1c. demonstrate ease and confidence in understanding of narrative, descriptive, and factual discourse; able to derive meaning from discourse on unfamiliar topics or situations.
<p>Goal 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.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> 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, including in encounters that students interpret.
<p>Goal 3: Interpreting Ability Students will be able to interpret in settings appropriate to entry-level interpreters.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> 3a. interpret between English and ASL at a level that is near ready for state screening; 3b. incorporate their knowledge of communication dynamics when interpreting; 3c. apply the RID Code of Professional Conduct and ethical judgment when interpreting.
<p>Goal 4: Experience with Research Students will be able to conduct undergraduate-level research in interpreting or linguistics.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> 4a. read research articles with a critical eye; 4b. develop a research question with an eye to usefulness and feasibility; 4c. carry out a literature review; 4d. develop a sound methodology for their research question;

4e. carry out their research and report findings in a scholarly format.

1) LEARNING OPPORTUNITIES

Learning Goals	Goal 1	Goal 2	Goal 3	Goal 4
KEY: I = introduced R = reinforced E = emphasized A = assessed	Communicative Competence	Cultural Competence	Interpreting Ability	Experience with Research
LANGUAGE				
ASGN 101	I	I		
ASGN 102	I	I		
ASGN 200	R	R		I
ASGN 201	R	R		
ASGN 202	R	R		
ASGN 301	E	E		
ASGN 302	E	E		
ASGN 401	E	E		
ASGN 402	E, A	E, A		
DEAF STUDIES				
DFST 101		I		
DFST 222	R	R		
DFST 236	R	E		
INTERPRETING				
DFST 201	R	R	I	I
ASGN 242		E		R
ASGN 321	E	R	R	R
ASGN 322	R, E	R	R	R
ASGN 330				E
ASGN 333		E		R
ASGN 340				E, A
ASGN 413	R, E	R	E	R
ASGN 414	R, E	R	E, A	R
ASGN 451	R	E, A	A	
ASGN 452	R	E, A	A	

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, ASGN 414, ASGN 452	Final assessments in ASGN 402, 414; practicum mentor evaluation in ASGN 452	Rubrics	World Languages chair, ASL program coordinator, instructors, practicum mentors
Year 2 2025	Goal 2 Cultural Competence	ASGN 402, ASGN 414, DFST 452	Final assessments in ASGN 402, 414; practicum mentor evaluation in ASGN 452	Rubrics	World Languages chair, ASL program coordinator, instructors, practicum mentors
Year 3 2026	Goal 3 Interpreting Ability	ASGN 414, DFST 452	Final assessments in ASGN 414; practicum	Rubrics	World Languages chair, ASL

			mentor evaluation in ASGN 452		program coordinator, instructors, practicum mentors
Year 4 2027	Goal 4 Experience with Research	ASGN 330, 340	Literature review in ASGN 330, research project in ASGN 340	Student artefacts	World Languages chair, ASL program coordinator, instructors
Year 5 2028	Reflection and development of next 5-year plan				World Languages chair, 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 ASL/English interpreting concentration
2024	48	3
2025		
2026		
2027		
2028		

b. Describe the sampling technique to be used

Because of the small size of the program, all students of the ASL/English concentration 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, program faculty, 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:

<i>ITEM</i>	<i>Distribution Method</i>					
	FSU Catalog (provide section title)	Website (provide URL)	Annual Reports	Brochures	Course Syllabi	Other (please describe, e.g. department meeting, advising session)
Program Mission		https://www.framingham.edu/academics/co	X	X		

	Description of ASL major	lleges/arts-and-humanities/world-languages/academics/majors/american-sign-language-major				
Program Learning Goals		https://www.framingham.edu/academics/co-lleges/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

If you have questions or need assistance, please contact Dr. Mark Nicholas, Executive Director of Institutional Assessment at mnicholas1@framingham.edu or 508-626-4670

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

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 High

Speakers at the Advanced High sublevel perform all Advanced-level tasks with linguistic ease, confidence, and competence. They are consistently able to explain in detail and narrate fully and accurately in all time frames. In addition, Advanced High speakers handle the tasks pertaining to the Superior level but cannot sustain performance at that level across a variety of topics. They may provide a structured argument to support their opinions, and they may construct hypotheses, but patterns of error appear. They can discuss some topics abstractly, especially those relating to their particular interests and special fields of expertise, but in general, they are more comfortable discussing a variety of topics concretely.

Advanced High speakers may demonstrate a well-developed ability to compensate for an imperfect grasp of some forms or for limitations in vocabulary by the use of communicative strategies, such as paraphrasing, circumlocution, and illustration. They use precise vocabulary and intonation to express meaning and often show great fluidity and ease of speech. However, when called on to perform the complex tasks associated with the Superior level over a variety of topics, their language will at times break down or prove inadequate, or they may avoid the task altogether, for example, by resorting to simplification, through the use of description or narration in place of argument or hypothesis.

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 High

At the Advanced High sublevel, listeners are able to understand, with ease and confidence, conventional narrative and descriptive texts of any length as well as complex factual material such as summaries or reports. They are typically able to follow some of the essential points of more complex or argumentative speech in areas of special interest or knowledge. In addition, they are able to derive some meaning from oral texts that deal with unfamiliar topics or situations. At the Advanced High sublevel, listeners are able to comprehend the facts presented in oral discourse and are often able to recognize speaker-

intended inferences. Nevertheless, there are likely to be gaps in comprehension of complex texts dealing with issues treated abstractly that are typically understood by Superior-level listeners.