

NECHE INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS
UNDERGRADUATE PROGRAMS
AMERICAN SIGN LANGUAGE PROGRAM: ASL/ENGLISH INTERPRETING CONCENTRATION
(UASE)
2019-20

DEGREE GRANTING PROGRAM NAME	(1) List ONLY the program learning objective(s) assessed during the current reporting period	(2) For each learning objective listed in column (1), other than GPA, what data/evidence was used to determine that graduates have achieved the stated objectives? (e.g., capstone assignment, portfolio review, licensure examination)	(3) What were the results/outcomes/findings/conclusion(s) of the assessment? Explain results/findings/conclusions for each program learning objective listed in column (1)	(4) Who interprets the evidence? Describe the process (e.g. annually by the curriculum committee).	(5) What changes/improvements have been made as a result of using the data/evidence (3)? Link discussion in this column with a learning objective (1) and the results of assessing that objective (3)	(6) Date of most recent program review
American Sign Language Program – UASE Concentration	PLO 1: Graduating students should be able to communicate in their working languages (American Sign Language and English) at a level equivalent to Advanced High in speaking and listening as established by ACTFL.	The program attempted to establish a baseline of entering juniors’ ASL skills through the use of the American Sign Language Proficiency Interview. Because the ASLPI costs close to \$200 per student, a request for funding was made to the Office of Institutional Effectiveness. However, the	The goal of assessing the ASL skill level of students entering the junior year (Time 1) was to collect baseline data to then compare with the same students’ skill levels in their final semester, shortly before graduation (Time 2). These data will then be compared with student pass rates in the MA interpreter screening examination. Pass rates would then be compared with student performance on the ASLPI at Time 1 and Time 2 over several cohorts to see if ASLPI results correlate with success on the screening exam.	ASL program faculty: Bruce Bucci, Luce Aubry, Nozomi Tomita.	The activities described in column 3 will help us see if the program needs to establish the ASLPI as an entrance criterion for students in the interpreting concentration and, if so, what ASLPI level students should reach. Concurrently, the program has changed the	Program review was to begin in fall 2019 but was suspended due to the pandemic. The review is resuming in spring 2020.

		ASLPI administration was complicated to the point of unfeasibility due to the COVID-19 pandemic, so this effort was put on hold till summer 2021 provided ASPI assessments can be administered remotely.			curriculum used in the language courses. We have replaced the Signing Naturally curriculum with True Way ASL which offers more comprehensive materials, all available online. This curriculum also aligns with ACFTL standards. In addition, the language models in the True Way videos are diverse, which had not been the case in the previous curriculum.	
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Insert URL of the program web page where Program Learning Objectives for this program are published (NECHE requires this as part of being transparent to stakeholders): https://framingham.edu/Assets/uploads/about-fsu/office-of-assessment/_documents/ASL-English%20Interpreting%20Concentration-assessment-plan.pdf