

Framingham State University
Program Assessment Plan – Deaf Studies Concentration
2017-2022

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1) PROGRAM MISSION STATEMENT – Deaf Studies Concentration

The goal of the Deaf Studies concentration is to provide students with a foundation in American Sign Language and associated courses that cover the history, culture, and literature of the Deaf Community in the U.S., based on a social justice framework. 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 individuals are served.

2) PROGRAM LEARNING OBJECTIVES

Graduating students should be able to:

1. communicate in American Sign Language at a level of proficiency equivalent to the Advanced Low Level of speaking and listening as established in 2012 by the American Council of Teachers of Foreign Languages (see **attached description in Appendix A**).
2. 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.
3. integrate their knowledge of the history, culture, values and diversity of the Deaf/Hard of Hearing/DeafBlind communities into the design and implementation of a capstone project.

3) LEARNING OPPORTUNITIES

Program Learning Outcomes	PLO1	PLO2	PLO3
KEY: I = introduced R = reinforced E = emphasized A = assessed	Graduating students should be able to communicate in American Sign Language at a level equivalent to Advanced Low in speaking and listening as established by ACTFL.	Graduating students should 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.	Graduating students should be able to integrate their knowledge of the history, culture, values and diversity of the Deaf/Hard of Hearing/DeafBlind communities into the design and implementation of a capstone project.
LANGUAGE			
ASGN 101	I	I, A	I
ASGN 102	I	I, A	I
ASGN 200	R		R
ASGN 201	R	R, A	R
ASGN 202	R	R, A	R
ASGN 301	R, E	R, A	R
ASGN 302	R,E	R, A	R
ASGN 401	E	R, A	R
ASGN 402	E,A	R, A	R
DEAF STUDIES			
DFST 101		I	I
DFST 222	R	R	R
DFST 236		E	E
DFST 4XX (To be approved in AY 18)		A	A

4) ASSESSMENT METHODS AND TIMELINE

Indicate when and how program learning objectives will be assessed. Refer to the curriculum map to draft a student learning objective 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	Outcome(s)	Course(s)	Assessment Evidence (direct/indirect)	Assessment Method	Responsibility

WHEN	WHICH Outcome(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 objective.	WHAT student work or other evidence will you examine in order to assess each objective?	HOW will you look at the evidence; what means will you use to analyze the evidence collected for each objective	WHO will oversee collecting, analyzing, reporting, results? List names or titles.
Year 1 2017-2018 <i>Report</i> <i>11/18</i>	PLO 2	ASGN 101, 102	Student performance in community-based learning.	Rubrics, survey of consumer satisfaction.	Program Coordinator, ASL faculty.
Year 2 2018-2019 <i>Report</i> <i>11/19</i>	PLO 2	ASGN 201, 202	Student performance in community-based learning.	TBD	Program Coordinator, ASL faculty.
Year 3 2019-2020 <i>Report</i> <i>11/20</i>	PLO 2	ASGN 301, 302	Student performance in community-based learning.	TBD	Program Coordinator, ASL faculty.
Year 4 2020-2021 <i>Report</i> <i>11/21</i>	PLO 1,2,3	PLO 1 - ASGN 401	Culminating demonstration near end of ASGN 402	ASLPI - see Appendix B	Program Coordinator, ASL faculty.
		PLO 2- ASGN 402	Student performance in community-based learning	TBD	
		PLO 3- ASGN 402	Capstone project	Rubric	
Year 5 2021-2022 <i>Report</i> <i>11/22</i>	Analysis of outcomes over past four years	N/A	N/A	N/A	Program Coordinator, ASL faculty.

Program Size and Sampling Technique

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

This concentration was offered for the first time in fall 2017. Of the ten students who were enrolled by the end of fall 2017, two had chosen this concentration. We predict that approximately 25% of the interpreting concentrators will transfer to this concentration by their junior year, as is typical in programs where a minimum grade requirement in ASL courses is required of interpreting majors. We estimate there will be two to three students graduating from this concentration per year beginning in AY 21.

b. Describe the sampling technique to be used

Due to the small size of the program, all students will be assessed.

5) PLAN FOR ANALYZING RESULTS

• List who is responsible for distributing results and who will receive results?

The program coordinator will disseminate results to the Office of Assessment, Dean of Arts and Humanities, World Languages Department Chair, faculty of the ASL major, and the program’s Advisory Board.

• State how and at which forums discussion of results will take place.

Discussion of results will take place within the program and department and with the program’s Advisory Board.

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

ITEM	Distribution Method					
	FSU Catalog (provide section title)	Website (provide URL)	Annual Reports	Brochures	Course Syllabi	Other (please describe, e.g. department meeting, advising session)
Program Mission	American Sign Language Major, p. 353 of 2017-18 catalog	https://framingham.edu/academics/colleges/arts-and-humanities/world-languages/academics/american-sign-language-mission-statements-and-learning-objectives		X		
Program Learning Objectives			X	TBD		Minutes of fall 2017 Program Advisory Board meeting

Learning Opportunities (Curriculum Map)		Office of Assessment website	X			
Assessment Plan		Office of Assessment website	X			

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

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 time 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.

¹ If you have questions or need assistance, please contact Dr. Mark Nicholas, Director of Assessment at mnicholas1@framingham.edu or 508-626-4670

² Accredited programs can provide supplemental documents that indicate the answers to these questions as long as specific page references are provided in each cell of the tables in this form. When the answers are not accessible in that way, please cut and paste into your assessment plan.

Appendix B – American Sign Language Proficiency Interview <https://www.gallaudet.edu/asl-diagnostic-and-evaluation-services/aslpi>

Level 5

Signers at this proficiency level are able to communicate with accuracy and fluency in order to participate fully and effectively in conversations on a wide variety of topics, both formal and informal and from concrete and abstract perspectives. They discuss their interests and special fields of competence, explain complex matters, and provide lengthy and coherent narrations, all with ease and impromptu detail. They present their opinions on issues and provide structured arguments to support those opinions. They are able to construct and develop hypotheses to explore alternative possibilities. They demonstrate no pattern of error in the use of basic structures, although they may make sporadic errors, particularly in low-frequency structures and in complex high-frequency structures. Such errors, if they do occur, do not distract or interfere with communication. They are able to use the language consistently with accuracy, complexity, flexibility and intuition and incorporate depth and breadth of vocabulary, and pertinent culture references. Comprehension is excellent across a broad spectrum of topics, which includes fully understanding both what is stated, as well as what is inferred.

Level 4+

Signers at this proficiency level are able to demonstrate spontaneous elaboration on all familiar and unfamiliar, formal and informal topics but they are not able to maintain accuracy or complexity for the duration of the evaluation. Such discourse, while coherent, may be influenced by language patterns other than those of the target language. Even with this influence, they are consistently able to demonstrate all of the linguistic features required for high level proficiency. Comprehension is excellent across a broad spectrum of topics, and inferences are understood.

Level 4

Signers at this proficiency level are able to demonstrate spontaneous elaboration on all familiar and most unfamiliar topics, however, there is incorporation of language patterns other than those of the target language. They are able to use an array of rhetoric (narration, description, argument, and hypothesis) with complex topics in paragraph-length discourse related to employment, current events, and matters of public and community interest. Although they command a good number of grammatical features, they are deficient in some areas such as cohesion, non-manual signals (NMS), and depiction. They are able to present information with sufficient accuracy, clarity, and vocabulary selection to convey intended meaning without misrepresentation or confusion. Comprehension is very good with demonstration of confidence in the discussion of most complex topics.

Level 3+

Signers at this proficiency level are able to demonstrate spontaneous elaboration on all familiar and some unfamiliar topics with increasing incorporation of language patterns other than those of the target language. When they attempt to perform tasks at the next proficiency level, they exhibit features of breakdown, such as shorter paragraph-level discourse, errors with mapping, cohesion, affect and non-manual signals (NMS). Despite noticeable imperfections, they are able to present broad vocabulary with sufficient accuracy and clarity. Comprehension is good on all topics, but repetition and/or rephrasing might be needed.

Level 3

Signers at this proficiency level are able to express language with sufficient structural accuracy and vocabulary to participate in most familiar and unfamiliar topics about practical, social, and professional situations. They can discuss particular interests with reasonable ease. They demonstrate confidence discussing topics at the paragraph discourse level, but exhibit errors and breakdown when in-depth elaboration and detail is requested. Occasional groping for vocabulary can be present. There is good control of grammar but there are some noticeable imperfections and errors which may interfere with understanding. They tend to function reactively by responding to direct questions or requests for information. They are capable of asking a variety of questions when needed to gather information pertaining to certain situations. They may combine and recombine known language elements to create short paragraph length responses. Their language contains pauses and self-corrections as they search for adequate vocabulary and language forms. Comprehension is often accurate with highly familiar and predictable topics although misunderstandings may occur.

Level 2+

Signers at this proficiency level are able to demonstrate less structural accuracy and vocabulary to participate in familiar and unfamiliar topics. When they attempt to perform tasks at the next proficiency level, they exhibit breakdown in the demonstration of language features, such as a reduction in depth, breadth and accuracy of vocabulary, affect, and non-manual signals (NMS). There is struggle linking ideas, using paraphrasing, or circumlocution which create errors that interfere with expression and understanding. Comprehension may be fairly good across topics but periodic repetition and/or rephrasing may be needed.

Level 2

Signers at this proficiency level are able to express uncomplicated communicative tasks in straightforward practical and social situations. They demonstrate the ability to elaborate on concrete and familiar topics (e.g., current events, work, family, autobiographical) with some confidence. They can also discuss with hesitancy some unfamiliar topics, relying on learned phrases, recombinations, and circumlocution. Sentences are discrete and are influenced by language patterns other than those of the target language with noticeable errors, ranging from occasional to considerable, affecting clarity. They may display self-repair ability. They are able to respond to simple, direct questions or requests for basic information. Their responses are short and may leave sentences incomplete. If asked to handle a variety of topics, accuracy cannot be maintained. Comprehension is good with familiar topics but frequent repetition and/or rephrasing are needed with unfamiliar topics.

Level 1+

Signers at this proficiency level are able to express personal meaning by combining and recombining what they know and what they receive from the interviewer. They create short statements and discrete sentences but they are not able to maintain the next higher proficiency level. While attempting to convey the message, their responses are filled with hesitancy and inaccuracies as they search for accurate linguistic forms and vocabulary. Their production, vocabulary and syntax are influenced by non-target language. Despite misunderstandings that require repetition or rephrasing, they can generally be understood by the interviewer who is accustomed to dealing with non-native language users. Comprehension

limitations are evident due to the need for more frequent repetition or rephrasing of questions on both familiar and unfamiliar topics.

Level 1

Signers at this proficiency level are able to manage a number of uncomplicated communicative tasks in straightforward practical situations. Conversation is restricted to some concrete exchanges and predictable topics necessary for survival. Due to influence by non-target language, short sentences are primarily used which are sometimes inaccurate and/or incomplete in the present. Language may be hesitant, inaccurate or recombined. Limited vocabulary is apparent and memorized phrases at the elementary level are demonstrated (e.g., routine travel needs, minimum courtesy requirements, work, school, pets, hobbies). They resort to repetitive vocabulary or short utterances. They demonstrate sporadic confidence with frequent groping for vocabulary. They can understand simple questions and statements, but slowed communication and extralinguistic support are needed from the interviewer. Comprehension requires frequent repetition but misunderstanding may still occur.

Level 0+

Signers at this proficiency level are able to respond to simple, direct questions or requests for information but they are unable to maintain functions associated with the next higher proficiency level. They frequently resort to repetition, silence, hesitant pauses, and/or fingerspelling when they do not know the vocabulary. They demonstrate limited communicative exchanges with short phrases and/or non-target language sentences with memorized vocabulary, and topics are limited to survival needs (e.g., work, school, pets, hobbies). They attempt to recombine known vocabulary or incorporate vocabulary used by the interviewer. Comprehension is limited requiring considerable repetition and/or rephrasing, and slow simplified communication with extralinguistic support are needed.

Level 0

Signers at this proficiency level demonstrate no functional language ability and may be unintelligible. Given adequate time and familiar cues, they may be able to exchange greetings, provide limited background information, and identify a number of familiar objects from their immediate environment. They use memorized vocabulary. In the absence of needed vocabulary, they resort to fingerspelling or silence. Comprehension is limited or almost non-existent even with the most simplified and slow communication.

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