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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 ready to enter the profession as competent practitioners, including achieving field-specific certifications at the state and/or national levels.	<u>Professional Competency</u> Demonstrate the ability to successfully navigate in educational, community, and social settings.	Facp the				

<p>DSDE will graduate students who can demonstrate cultural and linguistic competencies including understanding diverse Deaf identities and communication styles utilized within U.S. Deaf communities.</p>	<p><u>Communication Competency</u> Students will compose signed presentations that will demonstrate cultural and linguistic constructs of Deaf identities.</p>	<p>Faculty will present content in courses throughout the curriculum that promote cultural and linguistic competencies in ASL.</p>	<p>Presentations allow students to demonstrate their knowledge of cultural and linguistic aspects of ASL in the target language.</p>	<p>75% of students will successfully present content related to cultural and linguistic aspects of ASL in various classes.</p>	<p>Each course provides an opportunity for students to make presentations in small group or large group settings.</p>	<p>Faculty are working with students on how to conduct formal Academic ASL presentations. They have a rubric for the PowerPoint and worked with students to make them more visual. Some students still struggle with the signing component; however, their PowerPoints have become more effective.</p>
<p>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.</p>	<p><u>Cultural and Linguistic Competency</u> Students will comprehend Deaf Cultural norms and increase their fluency in ASL as they take higher level ASL courses.</p>	<p>Faculty will present content in courses throughout the curriculum that promote cultural and linguistic competencies in ASL.</p>	<p>Presentations allow students to demonstrate their knowledge of cultural and linguistic aspects of ASL in the target language.</p>	<p>All students will take at least one of the following courses. Coursework in DSDE 3303 Diverse Deaf Communities, DSDE 3311 Advocacy & Services, DSDE 3312 Social Justice Advocacy, DSDE 3322 Research Theory, DSDE 4308 Teaching ASL as a Second Language or DSDE 4313 K-12 Interpreting. Each of these courses requires students to make presentations related to</p>	<p>Each course provides an opportunity for students to make presentations in small group or large group settings.</p>	<p>The goal is for students to develop professional demeanor, academic expertise, and communication skills. However, self-assessment is subjective. Instructors will work to refine this process to be more consistent across instructors and across course levels. Students seem to appreciate opportunities to increase their skill and improve their grades. Ongoing work on a DSDE rubric for each level of ASL has begun and is continuing.</p>

				academic content.		

Table 2. Continuous Improvement Results Since Last Report

Stage 4: ACT		
Actions/Goals Based on Data Results <i>*Copy last cycle's actions/goals and report on progress toward continuous improvement on those here.</i>	Status <i>C=Complete P=Progressing N=No Action Taken</i>	Discussion of Status <i>If C, describe efforts that led to accomplishment of actions/goals. If P, provide update on progress made toward accomplishing actions/goals and what tasks remain If N, discuss why action toward accomplishing actions/goals has been delayed and what work will be initiated toward accomplishment.</i>
DSDE teaching track students met their goal, while DSDE interpreting track students did not. Instruction for interpreter practicum and internship is handled in-house so that we can better manage student placement and evaluation. Barbara Johnson, staff interpreter, manages practicum and internship classes.	P	LU staff interpreter is now responsible for practicum and internship classes. Barbara Johnson is also responsible (with Dr. Hauschildt and Autumn Barker) for the interpreter training sessions and labs. Four workshops per year are provided to teaching track students and additional sessions were offered or the Professional Responsibilities (PPR) test.
Faculty are working with students on how to conduct formal Academic ASL presentations. They have a rubric for the PowerPoint and worked with students to make them more visual. Some students still struggle with the signing component; however, their PowerPoints have become more effective.	P	BA-ASL language teaching faculty will alternate classes to avoid students taking all their courses from one instructor.
The goal is for students to develop professional demeanor, academic expertise, and communication skills. However, self-assessment is subjective. Instructors will work to refine this process to be more consistent across instructors and across course levels. Students seem to appreciate opportunities to increase their skill and improve their grades. Ongoing work on a DSDE rubric for each level of ASL has begun and is continuing.	P	Progress is on-going. BA-ASL students are becoming more involved in academic research.

