Example Assessment Plan for Academic Programs – Humanities

Including Student Learning, Educational Program and Student Achievement Outcomes

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| Program/Unit Name | American Sign Language, B.A. |
| Description of Faculty Involvement | The ASL faculty meet regularly to develop outcomes, assess the extent to which those outcomes are achieved and implement improvements based on that assessment. A subgroup of ASL faculty belongs to the assessment committee that oversees this process. During the first spring faculty meeting in 2015-2016, the current outcomes and means of assessment were approved. |

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| Outcome Names (short) | Outcomes (Service or Student Learning) | Means of Assessment (what will be assessed, by whom, when, and how) | Criteria for Success (standard of excellence) |
| **Student Learning** | | | |
| Student Learning – Communicative Competence | Students will demonstrate  Communicative competence in American Sign Language. | Using the measures and rubrics of the National Association of the Deaf, the faculty will administer a 20- minute SOPI (Simulated Oral Proficiency Exam) to all graduating majors. On a word scale which tests for the levels Novice (no appreciable skills), Intermediate (basic communicative skills), Advanced (ability to extrapolate and hypothesize) and Superior (having the hallmarks of a native speaker), breaking each level into Low, Mid and High. | The criteria for success will be if 75% of the students taking the SOPI score Intermediate-High or above. |
| The graduating student survey asks students about acquiring the ability to express themselves (question 23) | At least 75% of students will “agree” or “strongly agree” (on a scale of 1 to 5) their experiences prepared them to express themselves. |
| Student Learning – Diversity | Students will develop an appreciation of the diversity and value of all human languages and the people who speak them. | The successful student will be able to investigate cultural aspects of ASL by conducting a semester-long research project. ASL 435 is the linguistics program's primary culture-oriented courses which require research projects for their successful completion. | Using a rubric, a checklist of eight items addressing accuracy of information, quality of writing, and logical expression of ideas, on which the student must successfully address eight of these, the faculty will evaluate the projects of all linguistics majors.  For each item on the rubric, at least 70% of the students' projects will be rated as satisfactory or above. |
| The faculty will administer a 20-minute SOPI  (Simulated Oral Proficiency Exam) to all graduating majors. During one portion of this exam, faculty will ask students to speak extemporaneously on deaf/hard of hearing American culture and to explain their historical and contextual significance within the deaf community. The faculty will use an  evaluation rubric during this portion of the exam consisting of five important areas that the students must address to judge the student’s critical thinking. | At least 75% of student scores for each component of the rubric are expected to be 3 or above (out of 5) on this scale. |
| **Educational Program** | | | |
| Educational Program – Advising | The American Sign Language program provides effective advising. | The graduating student survey asks students about their advising experience (e.g., #34 level of satisfaction with … “academic advising in your school or department” and #90 for the languages department “student advising was adequate”) | For each relevant question, at least 80% of students will mark “agree” or “strongly agree” (on a scale of 1 to 5) that advising in the department was effective. |
| After each advising appointment, students will be emailed a link to anonymously fill out a survey about the effectiveness of that appointment (e.g., “This session helped me understand my career or graduate school options” and “I understand what courses I need to take to reach those goals”) | For each relevant question, on a scale of 1 to 5, 75% of students will “agree” or “strongly agree”. |
| Educational Program – Student Satisfaction | The American Sign Language program provides satisfactory experiences for its students. | Two questions on the graduating student survey are strongly related to student satisfaction with the program.  The two questions are "I was academically challenged by the course work in my major courses" and "My major course work fostered the development of necessary skills". | For each relevant question, on a scale of 1 to 5, 75% of students will “agree” or “strongly agree”. |
| Towards the end of the semester, a survey will be given to students enrolled in the capstone ASL 495 course. This survey will include questions such as "I am satisfied with the analytical (decision making) skills that I obtained in this program" and "Coursework prepared me for working effectively as a member of a group or team". | For each relevant question, on a scale of 1 to 5, 85% of students will “agree” or “strongly agree”. |
| **Student Achievement** | | | |
| Student Achievement – Post-Graduate | The ASL program graduates are prepared for employment and/or post-graduate educational positions. | Students in capstone course ASL 495 answer a survey about their readiness for employment and/or post-graduate educational positions. | At least 60% of the students will indicate they plan to attend graduate school in ASL. |
| The graduating student survey asks students about whether they feel prepared to assume the responsibilities of their chosen profession (question 22). | At least 75% of students will “agree” or “strongly agree” (on a scale of 1 to 5) that their experiences prepared them to assume the responsibilities of their chosen profession. |