

**Assurance of Student Learning Report  
2022-2023**

College of Health and Human Services

*Department of Communication Sciences and Disorders*

Deaf Studies Certificate 1738

Dr. Ashley Chance Fox

*Is this an online program?*  Yes,  No

Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here  
 Yes, they match! (If they don't match, explain on this page under **Assessment Cycle**)

*Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages. Add more Outcomes as needed.*

**Program Student Learning Outcome 1:** Increase student's perspective and understanding of: Language, Language Access, Education, Law, Technology, Services provided and Careers for the Deaf and Hard of Hearing.

|                     |   |
|---------------------|---|
| <b>Instrument 1</b> | <p>DIRECT- Produce and recognize at least 500 signs, non-manual markers (facial expressions) and fingerspelling words. This will be assessed by Receptive Exams and Expressive Skills (the student will sign, the teacher will video the student signing, and assess the student's signing skills) tests.</p> <p>Receptive Exam: The student will watch a signer (the instructor) and write down what is signed. This assesses the comprehension of what others sign to the student.</p> <p>Expressive Exam: The student will be given a list of sentences, or specific dialogues to sign. This assesses what the signing skills of the students.</p> |
| <b>Instrument 2</b> | <p>DIRECT- Research paper covering a historical event in the Deaf and Hard of Hearing community in the United States. Students will complete a final immersion project that will incorporate reflective thinking, results from peer discussions, and use of analytical comparisons. Students will be asked to evaluate the cultural terms that apply to themselves vs. those of the Deaf Culture. Students will also analyze how their Culture and community is similar and different from the Deaf Culture. This will help students develop a way to see their own self through a different Cultural lens.</p>                                       |
| <b>Instrument 3</b> |   |

**Based on your results, check whether the program met the goal Student Learning Outcome 1.**

**Met**

**Not Met**

**Program Student Learning Outcome 2:** The student should understand the **global** perspectives of the Deaf and Hard of Hearing culture.

|                     |   |
|---------------------|---|
| <b>Instrument 1</b> | <p>DIRECT- Compare and contrast paper discussing the differences of Deaf Culture in the United States to two or more countries. Students will complete a final project that will incorporate reflective thinking and use of analytical comparisons. Students will analyze how the Deaf Culture in the United States similar and different from the Deaf Culture in other countries.</p> |
| <b>Instrument 2</b> |   |
| <b>Instrument 3</b> |   |

**Based on your results, check whether the program met the goal Student Learning Outcome 2.**

**Met**

**Not Met**

**Program Student Learning Outcome 3:** The student should understand the **local** global perspectives of the Deaf and Hard of Hearing culture.

DIRECT- A presentation over the attendance at a Deaf Culture Event. Diverse values will be examined through the study of different socio-economic and geographic factors, such as employment and education. Students will be asked to explore historical events in Deaf Culture and popular movements that brought about social change. As a part of their final project, students will attend a social event within the Deaf community. This event will allow students to observe opportunities and the treatment of Deaf individuals in their Culture. These explorations will heighten the final project and will guide respectful navigation of the Deaf Culture.

**Based on your results, check whether the program met the goal Student Learning Outcome 2.**

**Met**

**Not Met**

**Assessment Cycle Plan:**

The language of SLO 2 was clarified in this report to assist with highlighting that the focus of SLO 2 is on global perspectives. Nothing will change.  
The language of SLO 3 was clarified in this report to assist with highlighting that the focus is on local perspectives. Nothing will change.  
Since SLOs have been met, program will increase the target to a higher level of expectation for some of the SLOs in 2023-24.

### Program Student Learning Outcome 1

|  |   |  |      |
|--|---|--|------|
| <b>Program Student Learning Outcome</b>            | Increase student's perspective and understanding of: <b>Language</b> , Language Access, Education, Law, Technology, Services provided and Careers for the Deaf and Hard of Hearing.   |  |      |
| <b>Measurement Instrument 1</b>                    | <p>Produce and recognize at least 500 signs, non-manual markers (facial expressions) and fingerspelling words. This will be assessed by Receptive Exams and Expressive Skills (the student will sign, the teacher will video the student signing, and assess the student's signing skills) tests.</p> <p>Receptive Exam: The student will watch a signer (the instructor) and write down what is signed. This assesses the comprehension of what others sign to the student.</p> <p>Expressive Exam: The student will be given a list of sentences, or specific dialogues to sign. This assesses what the signing skills of the students.</p> |  |      |
| <b>Criteria for Student Success</b>                | The department will use its standard sample size for a course offered on the proposed frequency in order to satisfy its assessment needs. Initial goal will be for 75% of sample size to be rated at a 2 or greater. Goals will be monitored periodically based on departmental guidance. Rubric is attached.   |  |      |
| <b>Program Success Target for this Measurement</b> | 75% of sample size to be rated at a 2 or greater  | <b>Percent of Program Achieving Target</b> | 100% |
| <b>Methods</b>                                     | The program had two students this academic year. We used the data from all students. The final Receptive Exam for ASL 101 and ASL 102 were used for the sample.   |  |      |
| <b>Measurement Instrument 2</b>                    | Research paper covering a historical event in the Deaf and Hard of Hearing community in the United States. Students will complete a final immersion project that will incorporate reflective thinking, results from peer discussions, and use of analytical comparisons. Students will be asked to evaluate the cultural terms that apply to themselves vs. those of the Deaf Culture. Students will also analyze how their Culture and community is similar and different from the Deaf Culture. This will help students develop a way to see their own self through a different Cultural lens.  |  |      |
| <b>Criteria for Student Success</b>                | The department will use its standard sample size for a course offered on the proposed frequency in order to satisfy its assessment needs. Initial goal will be for 75% of sample size to be rated at a 2 or greater. Goals will be monitored periodically based on departmental guidance. Rubric is attached.   |  |      |
| <b>Program Success Target for this Measurement</b> | 75% of sample size to be rated at a 2 or greater  | <b>Percent of Program Achieving Target</b> | 100% |
| <b>Methods</b>                                     | The program had two students this academic year. We used the data from all students. The final Receptive and Expressive Exam for ASL 101 and ASL 102 were used for the sample.  |  |      |

|   |  |  |   |                                  |
|---|--|--|---|----------------------------------|
|   |  |  |   |                                  |
| Based on your results, highlight whether the program met the goal Student Learning Outcome 1.   |  |  | <input checked="" type="checkbox"/> Met | <input type="checkbox"/> Not Met |
| <b>Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)</b>                                       |  |  |   |                                  |
| <b>Results:</b> The results were as expected. We have few students, many of which are enrolled in the Minor and must have a C or better to continue.              |  |  |   |                                  |
| <b>Conclusions:</b> We have a few students. We know our students within our program. Our retention rate is very high, so there is no surprise everything was met. |  |  |   |                                  |

| Program Student Learning Outcome 2  |  |  |   |                                  |
|---|--|--|---|----------------------------------|
| <b>Program Student Learning Outcome</b>   | The student should understand the <u>global</u> perspectives of the Deaf and Hard of Hearing culture.  |  |   |                                  |
| <b>Measurement Instrument 1</b>   | Compare and contrast paper discussing the differences of Deaf Culture in the United States to two or more countries. Students will complete a final project that will incorporate reflective thinking and use of analytical comparisons. Students will analyze how the Deaf Culture in the United States similar and different from the Deaf Culture in other countries. |  |   |                                  |
| <b>Criteria for Student Success</b>   | The department will use its standard sample size for a course offered on the proposed frequency in order to satisfy its assessment needs. Initial goal will be for 75% of sample size to be rated at a 2 or greater. Goals will be monitored periodically based on departmental guidance. Rubric is attached.  |  |   |                                  |
| <b>Program Success Target for this Measurement</b>  | 75%  | <b>Percent of Program Achieving Target</b> | 100%                                    |                                  |
| <b>Methods</b>  | The program had two students this academic year. We used the data from all students. The final artifact (a comparison paper) was assessed.   |  |   |                                  |
| Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.   |  |  | <input checked="" type="checkbox"/> Met | <input type="checkbox"/> Not Met |
| <b>Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)</b>   |  |  |   |                                  |
| <b>Results:</b> The results were as expected. We have few students, many of which are enrolled in the Minor and must have a C or better to continue in ASL courses. |  |  |   |                                  |
| <b>Conclusions:</b> We have a few students. We know our students within our program. Our retention rate is very high, so there is no surprise everything was met.   |  |  |   |                                  |

| Program Student Learning Outcome 3      |   |
|---|---|
| <b>Program Student Learning Outcome</b> | The student should understand the <u>local</u> global perspectives of the Deaf and Hard of Hearing culture. |

|   |   |  |  |
|---|---|--|--|
| <b>Measurement Instrument 1</b>   | A presentation over the attendance at a Deaf Culture Event. Diverse values will be examined through the study of different socio-economic and geographic factors, such as employment and education. Students will be asked to explore historical events in Deaf Culture and popular movements that brought about social change. As a part of their final project, students will attend a social event within the Deaf community. This event will allow students to observe opportunities and the treatment of Deaf individuals in their Culture. These explorations will heighten the final project and will guide respectful navigation of the Deaf Culture. |  |  |
| <b>Criteria for Student Success</b>   | The department will use its standard sample size for a course offered on the proposed frequency in order to satisfy its assessment needs. Initial goal will be for 75% of sample size to be rated at a 2 or greater. Goals will be monitored periodically based on departmental guidance. Rubric is attached.   |  |  |
| <b>Program Success Target for this Measurement</b>  | 75%   | <b>Percent of Program Achieving Target</b> | 100%   |
| <b>Methods</b>  | The program had two students this academic year. We used the data from all students. The final artifact (a presentation) was assessed.  |  |  |
| <b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.</b>  |   |  | <input checked="" type="checkbox"/> <b>Met</b> |
| <b>Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)</b>   |   |  |  |
| <b>Results:</b> The results were as expected. We have few students, many of which are enrolled in the Minor and must have a C or better to continue in ASL courses. |   |  |  |
| <b>Conclusions:</b> We have a few students. We know our students within our program. Our retention rate is very high, so there is no surprise everything was met.   |   |  |  |

Learning Outcome 1

|                                      | <b>Distinguished (4)</b>  | <b>Proficient (3)</b>   | <b>Emerging (2)</b>                                       | <b>Not Evident (1)</b>   |
|--------------------------------------|---|---|---|--|
| <b>Sign Accuracy</b>                 | Signs are clear and accurate during most or the entire presentation   | Signs are accurate and clear about 80% of the time  | Sign placement and direction are correct 50% of the time  | Signs are difficult to read                                      |
| <b>Facial Expression</b>             | Uses appropriate facial expression during entire presentation to indicate grammar and stress                                | Uses good facial expression during most of presentation   | Uses some facial expression only when making an emphasis  | No facial expression noted                                       |
| <b>Fingerspelling</b>                | FS is clear and accurate during most or the entire presentation   | FS is accurate and clear about 80% of the time  | FS is correct 50% of the time                             | FS is difficult to read more than 50% of the time                |
| <b>Conceptually Accurate</b>         | Entire presentation is ASL and ideas are presented with appropriate conceptual sign   | Students mixes some concepts with English sign but corrects self                                  | Some concepts are signed in ASL.                          | Presentation is conducted in English literal language            |
| <b>Body Language and Eye Contact</b> | Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation. | Stands up straight and establishes eye contact with everyone in the room during the presentation. | Sometimes stands up straight and establishes eye contact. | Slouches and/or does not look at people during the presentation. |
| <b>Classifiers</b>                   | Uses classifiers at least twice during presentation that are appropriate and correct and make the content more efficient    | Classifiers are used but do not appropriately express/support idea                                | Attempts to use classifiers but not correct               | Doesn't use any classifiers                                      |
| <b>TOTAL Score</b>                   |   |   |   |  |

Learning Outcome 2

|   | <b>Distinguished (4)</b>  | <b>Proficient (3)</b>  | <b>Emerging (2)</b>  | <b>Not Evident (1)</b>   |
|---|---|--|--|--|
| 1. Analyze issues on local and global scales.                               | Clearly demonstrates various comparisons between Deaf Cultures in the US and other countries with the use of accurate cultural terms  | Demonstrates some comparisons between Deaf Cultures in the US and other countries with few accurate cultural terms. Lack of information does not take away from the understanding.               | Limited comparisons between Deaf Cultures in the US and other countries and cultural terms are not clearly stated.   | No comparisons between Deaf Cultures in the US and other countries. There is little to no use of cultural terms. Does not demonstrate clear learning.                                      |
| 2. Examine the local and global interrelationships of one or more issues.   | Multiple diversities between Deaf Cultures (countries) are stated clearly and explained in a comprehensive manner, sharing all relevant and necessary information to demonstrate understanding.                     | Some diversities between Deaf Cultures (countries). Student uses only some examples of information without losing understanding of the necessary material.                                       | Provides little diversities between Deaf Cultures (countries). Student does not use examples and does not explain cultural terms.  | Provides little to no diversities between Deaf Cultures (countries). Student does not use any examples and does not explain any terms. Student does not show understanding of information. |
| 3. Evaluate the consequences of decision-making on local and global scales. | Evaluation of real world cultural problems is extensively and thoroughly explained and backed with accurate solutions. Student considers history and examines the problems individually to find feasible solutions. | Evaluation of real world cultural problems is adequate, contains enough explanation to show minimum understanding. Student considers some history finds some solutions to the individual issues. | Evaluation of real world cultural problems is brief, lacking some relevant information to show understanding. Student did not fully consider history and does not have appropriate solutions to individual issues. | Evaluation of real world cultural problems is superficial, lacking depth and accurate understanding. Student did not consider history and does not have solutions to individual issues.    |

Learning Outcome 3

|  | <b>Distinguished (4)</b>   | <b>Proficient (3)</b>  | <b>Emerging (2)</b>  | <b>Not Evident (1)</b>  |
|--|--|--|--|---|
| 1. Analyze self in relation to others                                  | Clearly demonstrates various comparisons between self and others with the use of accurate cultural terms.  | Demonstrates some comparisons between self and others and few accurate cultural terms. Lack of information does not take away from the understanding.  | Limited comparisons between self and others and cultural terms are not clearly stated.   | No comparisons between self and others. There is little to no use of cultural terms. Does not demonstrate clear learning.   |
| 2. Examine the diverse values between Deaf Culture and Hearing Culture | Multiple diversities between the Hearing and Deaf Culture are stated clearly and explained in a comprehensive manner, sharing all relevant and necessary information to demonstrate understanding.                   | Some diversities between the Hearing and Deaf Cultures. Student uses only some examples of information without losing understanding of the necessary material.                                   | Provides little diversities between Hearing and Deaf Cultures. Student does not use examples and does not explain cultural terms.  | Provides little to no diversities between Hearing or Deaf cultures. Student does not use any examples and does not explain any terms. Student does not show understanding of information. |
| 3. Evaluate solutions to real-world social and cultural problems..     | Evaluation of real world cultural problems is extensively and thoroughly explained and backed with accurate solutions. Student considers history and examines the problems individually to finds feasible solutions. | Evaluation of real world cultural problems is adequate, contains enough explanation to show minimum understanding. Student considers some history finds some solutions to the individual issues. | Evaluation of real world cultural problems is brief, lacking some relevant information to show understanding. Student did not fully consider history and does not have appropriate solutions to individual issues. | Evaluation of real world cultural problems is superficial, lacking depth and accurate understanding. Student did not consider history and does not have solutions to individual issues.   |



## CURRICULUM MAP

|                        |  |
|------------------------|--|
| <b>Program name:</b>   | Deaf Studies Certificate (1738)                            |
| <b>Department:</b>     | Communication Sciences and Disorders                       |
| <b>College:</b>        | College of Health and Human Services                       |
| <b>Contact person:</b> | Dr. Ashley Chance Fox                                      |
| <b>Email:</b>          | <a href="mailto:ashley.fox@wku.edu">ashley.fox@wku.edu</a> |

### KEY:

**I = Introduced**

**R = Reinforced/Developed**

**M = Mastered**

**A = Assessed**

|                |        |                            | Learning Outcomes  |  |   |
|----------------|--------|----------------------------|--|--|---|
|                |        |                            | LO1:   | LO2:   | LO3:  |
|                |        |                            | Demonstrate a strong understanding of Deaf Culture and history in the United States. | Analyze the differences between Deaf Culture in the United States and other countries. | Demonstrate basic American Sign Language conversation skills. |
| Course Subject | Number | Course Title               |  |  |   |
| ASL            | 101    | American Sign Language 1   | I  |  | R/A   |
| ASL            | 102    | American Sign Language 2   | I  |  | M/A   |
| ASL            | 302    | Deaf Culture in America    | R  | R/A  |   |
| ASL            | 303    | International Deaf Studies | R  | M/A  |   |
| ASL            | 401    | Deaf Culture and History   | M  | M  |   |