

# Program Student Learning Outcome (PSLO) Assessment Reporting Template 2016-2017

[For further guidance on this process, see the [PSLO Assessment How-To Guide](#) on the TLC website]

Program: World Languages

Semester: Spring 2018

Faculty/Staff Assessing the Program: Laurie Huffman/ Jen Finnigan

## Part 1: Assessment Goals

**What do you want to learn about your students and their learning from this process?**

- What is/are your research question(s)? Why is this research question significant to your program?
- ***What are the perceptions of student learning and language acquisition in the fourth level of Sign Language (last course of the ASL) in relation to the program level outcomes?***

***The question allowed the department to learn how students perceived their learning outcomes of Sign Language, ASL, after nearly four semesters of coursework at LMC (at all 5 Program Levels)***

## Part 2: Assessment Plan

PSLO	Method of Assessment	Proficiency Criteria	Student Population Assessed
<b>Enter all the PSLOs for your program below.</b> (Additional rows may be needed)	<b>Identify and describe the assessment activity</b> (capstone project, portfolio, interview, pre/post survey, analysis of success rates, etc) used to assess the students' proficiency of the PSLO. Explicitly state which part of the assessment activity assessed a particular PSLO.	<b>List the criteria you used to determine proficiency levels for each of your PSLOs.</b> How did you determine "needs improvement," "meets proficiency," or "exceeds proficiency" criteria?	<b>Describe which student populations you assessed and how you chose those populations.</b> How many students did you assess? To what extent did the sample adequately represent all students in the program? Why did you choose this particular group for this particular PSLO? Explain.
<b>PSLO __ 1:</b> <b>Communication</b>	<ol style="list-style-type: none"> <li>1. Provide and obtain information; express feelings and emotions; exchange opinions</li> <li>2. Interpret written and expressed language at the cultural and figurative level</li> <li>3. Present information, concepts, and ideas on a variety of higher educational topics, moving from everyday language to higher education level vocabulary demonstrating creative use of language</li> </ol>	<p>For each Program Level Outcome, a scale from:</p> <p>Extremely Well, Well, Average, Need More Instruction, Cannot</p> <p>Students were asked to self assess and circle the level of proficiency that they perceived reflected their level at mid semester of the last in the series of Sign Language Courses. These 20 students assessed are at the end of their program and will receive certificates of completion with five weeks of completing the survey</p>	<p>We assessed 20 students out of the 21 who are currently in the final ASL course in the series. The sample gives a clear representation of the highest-level student in the program. We were able to compose questions that allowed students to give their perception of how they have met the program level outcomes. Each student completed a two-page survey of questions that asked students to reflect their level of proficiency and fluency in Sign Language. All five program level outcomes were reflected in the questions in the survey. Twenty out of 21 students completed the entire survey.</p> <p>We chose this particular method of research so we could align student</p>

			perceptions with the program level outcomes. We wished to see if students were meeting the learning outcomes that were initially intended when writing the program objectives.
<b>PSLO __2:</b> <b>Cultures</b>	<ol style="list-style-type: none"> <li>1. Analyze target culture as it is interwoven in every lesson presented. Hypothesize and interact with others given on-going new cultural data. Analyze the relationship between the practices –the “what” and perspectives the “why” of the target language culture, and use that understanding to interpret events in the modern world</li> <li>2. Examine and analyze current world culture more objectively</li> <li>3. Demonstrate an interest in the study of the target language and culture in areas in which the American Sign Language is used</li> </ol>	<p>Extremely Well, Well, Average, Need More Instruction, Cannot</p> <p>Students were asked to self assess and circle the level of proficiency that they perceived reflected their level at mid semester of the last in the series of Sign Language Courses. These 20 students assessed are at the end of their program and will receive certificates of completion with five weeks of completing the survey</p>	<p>We assessed 20 students out of the 21 who are currently in the final ASL course in the series. The sample gives a clear representation of the highest-level student in the program. We were able to compose questions that allowed students to give their perception of how they have met the program level outcomes. Each student completed a two-page survey of questions that asked students to reflect their level of proficiency and fluency in Sign Language. All five program level outcomes were reflected in the questions in the survey. Twenty out of 21 students completed the entire survey.</p> <p>We chose this particular method of research so we could align student perceptions with the program level outcomes. We wished to see if students were meeting the learning outcomes that were initially intended when writing the program objectives.</p>
<b>PSLO __3:</b> <b>Connections</b>	<ol style="list-style-type: none"> <li>1. Extend communication beyond personal survival or literary topics to further understand disciplines through the target language</li> <li>2. Recognize the distinctive viewpoints that are available only through the target language and its many cultures, thereby becoming better informed citizens of the United States and of the world</li> </ol>	<p>Extremely Well, Well, Average, Need More Instruction, Cannot</p> <p>Students were asked to self assess and circle the level of proficiency that they perceived reflected their level at mid semester of the last in the series of Sign Language Courses. These 20 students assessed are at the end of their program and will receive certificates of completion with five weeks of completing the survey</p>	<p>We assessed 20 students out of the 21 who are currently in the final ASL course in the series. The sample gives a clear representation of the highest-level student in the program. We were able to compose questions that allowed students to give their perception of how they have met the program level outcomes. Each student completed a two-page survey of questions that asked students to reflect their level of proficiency and fluency in Sign Language. All five program level outcomes were reflected in the questions in the survey. Twenty out of 21 students completed the entire survey.</p> <p>We chose this particular method of research so we could align student perceptions with the program level</p>

			<p>outcomes. We wished to see if students were meeting the learning outcomes that were initially intended when writing the program objectives.</p>
<p><b>PSLO __:4</b> <b>Comparisons</b></p>	<p>1. Compare the target language to students' first language in order to identify and appreciate the unique way language is used to carry out specific tasks and functions. Students will deepen their understanding of the structure and vocabulary of target language.</p>	<p>Extremely Well, Well, Average, Need More Instruction, Cannot</p> <p>Students were asked to self assess and circle the level of proficiency that they perceived reflected their level at mid semester of the last in the series of Sign Language Courses. These 20 students assessed are at the end of their program and will receive certificates of completion with five weeks of completing the survey.</p>	<p>We assessed 20 students out of the 21 who are currently in the final ASL course in the series. The sample gives a clear representation of the highest-level student in the program. We were able to compose questions that allowed students to give their perception of how they have met the program level outcomes. Each student completed a two-page survey of questions that asked students to reflect their level of proficiency and fluency in Sign Language. All five program level outcomes were reflected in the questions in the survey. Twenty out of 21 students completed the entire survey.</p> <p>We chose this particular method of research so we could align student perceptions with the program level outcomes. We wished to see if students were meeting the learning outcomes that were initially intended when writing the program objectives.</p>
<p><b>PSLO __:5</b> <b>Communities</b></p>	<p>1. Use the target language for personal enjoyment and enrichment. Students will interact with Deaf community within the community and extend language usage. Apply target language in the context of community assistance projects designed to enhance student and community interaction.</p>	<p>Extremely Well, Well, Average, Need More Instruction, Cannot</p> <p>Students were asked to self assess and circle the level of proficiency that they perceived reflected their level at mid semester of the last in the series of Sign Language Courses. These 20 students assessed are at the end of their program and will receive certificates of completion with five weeks of completing the survey.</p>	<p>We assessed 20 students out of the 21 who are currently in the final ASL course in the series. The sample gives a clear representation of the highest-level student in the program. We were able to compose questions that allowed students to give their perception of how they have met the program level outcomes. Each student completed a two-page survey of questions that asked students to reflect their level of proficiency and fluency in Sign Language. All five program level outcomes were reflected in the questions in the survey. Twenty out of 21 students completed the entire survey.</p> <p>We chose this particular method of research so we could align student perceptions with the program level outcomes. We wished to see if students were meeting the learning outcomes that were initially intended when writing the program objectives.</p>

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### Part 3: Assessment Findings

**What are the findings from your assessment efforts?**

- Summarize and interpret your data. How many students were at each proficiency level?

**•20 Student Focus Group- Fourth (and final) Level of ASL Students- 20 in the Focus Study (out of 21 enrolled)**

- **All Departmental PSLOs were used in the development of our survey questions**
- **Survey asked for the Perceptions of Program Level Completion Outcomes at midterm of their final semester of ASL**
- **All students perceived themselves as meeting the proficiency level at either an extremely well, well or average level of skill/fluency. Two students at PSLO #1 and #4 felt they needed more instruction in the areas of full fluency in Sign and also in Cultural adaptation using their ASL abilities.**

**See Appendix 1 for specific breakdown of all survey results.**

- Describe what you discovered about your students and their learning from the assessment.

**Currently the majority of our students have perceived their level of proficiency (outcomes) at an extremely well, or well level. Not one of the 20 students answered that they could not meet the proficiency outcomes at the program level. In very few outcomes students answered that they needed more instruction. This area was specifically answered when students were asked if their sign language ability was equal in fluency to their primary language. This interpretation is understandable as it takes many years to become fluent in a second or other language.**

### Part 4: Next Steps

**What are your next steps?**

- How will the results of this assessment be used to improve student learning in your program, if you found that improvement is needed? How might you adjust your teaching methods, program design, or other component of your program, if applicable?

**As a result of this and a supplemental study on the number of students that receive certificates for sign language the following steps will be taken:**

- 1. Implementation of the Associates Degree in Sign**
- 2. Box 2A Application of a Full Time Sign Language Instructor**
- 3. Additional course infusion of teaching/learning as applied to the PSLO #1 and #4 which address cultural and vocational fluency in ASL**
- 4. Department will focus on the increase of students completing certificates in Sign**

**5. Department will add additional sections of higher-level Sign Language courses to assist in student access to courses (at both campuses)**

- To what extent do your results point you to a need for professional development? Explain.
- What is the plan of action and timeline of your next steps? Who are the major players?

**The fall Flex is now scheduled where this discussion will take place during our department meeting. We have scheduled an additional ASL 50 and 53 for the fall semester as a result of our findings. The Associates Degree in ASL is currently being written and has passed through phase 1. Earlier research shows high percentages of African American and lower income completers in ASL. We will be sharing ideas within the department on teaching and learning ideas that were implemented in ASL with these populations of students in order that the full department can benefit. Spanish had a significantly lower completion outcome percentage for underrepresented populations in 2017. Finally, the department will attempt a Box2A for the fourth time this next academic year. All members of the department are invested in the outcomes and changes that will be made to ASL after this study.**

### **Part 5: Report Summary**

**Lastly, sum up your PSLO assessment in 400 words or less. This summary, along with all program assessment summaries, will be made public on the LMC website's Program Assessment page and used to inform our accreditation self-evaluation. Your summary should include:**

- What you wanted to learn about your students
- What you did
- What you learned
- What you plan to do next to improve student learning

**As a department, we looked at both the completion numbers for ASL Certificates and the Perception of Students regarding how they met the program level outcomes. The research on Program Level Outcomes was taken from the Spring 2018 4<sup>th</sup> semester ASL course of 21 students (20 completed the survey). Currently the majority of our students have perceived their level of proficiency (outcomes) at an extremely well, or well. (see chart) Not one of the 20 students answered that they could not meet the proficiency outcomes at the program level. In PSLO outcome #1 and #4 students answered that they needed more instruction. This question in the survey related to students' ability to sign at a level equal to the fluency in their primary language. Two out of 20 stated the need for more instruction on becoming as fluent in ASL as in their primary language. This interpretation is understandable as it takes many years to become fluent in a second or other language. Students also answered that they needed more instruction (2/20) in the area of ASL Culture. The ASL sign courses may wish to infuse more cultural assignments and practice in the Sign 50, 51,52, 53 series course.**

**The fall 2018 Flex is now scheduled and the outcomes of these studies will be shared. We have scheduled an additional ASL 50 and 53 for the fall semester as a result of our findings. The Associates Degree in ASL is currently being written and has passed through phase 1. Earlier research shows high percentages of African American and lower income completers in ASL. We will be sharing ideas within the department on teaching and learning ideas that were implemented in ASL with these populations of students in order that the full department can benefit. Spanish had a significantly lower completion outcome percentage for underrepresented populations in 2017. ASL**

will assist the other world language leads with ideas on how to better retain African American and other at-risk student populations in their courses.

Finally, the department will attempt another Box2A (for the fourth time) during the next round of applications. We will continue to move forward on the completion of the ASL degree. All members of the department are invested in the outcomes and changes that will be made to ASL after this study.

\*\* If available, please include the assessment collection or analysis tools you used, such as exam questions, essay prompts, or rubrics, at the end of your report [*copy and paste into this same document to limit your report to one file*].\*\*

April 2018- Spring  
Program Level Outcome Research  
American Sign Language Outcome Questionnaire

Please circle the level of proficiency that you feel you meet at this point of your Sign Language Learning sequence.

**PSLO 1: Communication**

4. How well do you feel you can provide and obtain information; express feelings and emotions and exchange opinions in American Sign Language?

**Extremely Well    Well    Average    Need More Instruction    Cannot**

5. How well do you feel you can Interpret Sign Language at the cultural and figurative level?

**Extremely Well    Well    Average    Need More Instruction    Cannot**

6. How well do you feel you can present information, concepts, and ideas on a variety of topics, moving from everyday language to a higher-level vocabulary demonstrating creative use of language?

**Extremely Well    Well    Average    Need More Instruction    Cannot**

**PLSO 2: Cultures**

4. How well do you analyze the culture of sign as it is interwoven in your lessons? Are you able to interpret and use sign through understanding and interpretation of events in your everyday life?

**Extremely Well    Well    Average    Need More Instruction    Cannot**

5. Do you analyze current ASL world culture more objectively?

**Extremely Well    Well    Average    Need More Instruction    Cannot**

6. Do you find yourself more interested in the study of sign language and culture now that you have completed your series of courses?

**Extremely Well    Well    Average    Need More Instruction    Cannot**

**PSLO 3: Connections**

3. Can you extend your communication beyond personal survival or literary topics to engage in a variety of situations using your sign language skills?

**Extremely Well    Well    Average    Need More Instruction    Cannot**

4. Do you feel as if you are a more informed and trained student of Sign at this point of your learning sequence?

**Extremely Well    Well    Average    Need More Instruction    Cannot**

**PSLO 4: Comparisons**

2. Do you feel as if you have become as competent (or nearly as competent) in Sign as your first language? Are you able to function similarly in Sign as in your first language?

**Extremely Well    Well    Average    Need More Instruction    Cannot**

**PSLO 5: Communities**

2. Do you use Sign Language for personal enjoyment and enrichment? Do you use Sign in the Community?

**Extremely Well    Well    Average    Need More Instruction    Cannot**

## Appendix 1-

A student survey was developed asking students to measure their perceptions regarding at what level they felt they had met the program level outcomes during their last semester in the American Sign Language series. Students answered in each section to program level outcome, either extremely well, well, average, need more instruction or cannot meet program outcome. Note the breakdown of responses within each table based upon a 20 student response rate. 21 students are enrolled in the final course of the ASL sequence, so almost a majority of students were able to participate in this survey. Only one student was absent and did not answer. The majority of students answered each outcome as Extremely Well, Well and Average.

Students also wrote in additional comments also noted at the end of each section: No names were attached to the survey as it was intended that students not feel that this survey would affect their progress or grade in the course. 20 students responded to the survey, 21 students are enrolled, 1 absent during the survey window.

<p>PSLO __ 1:  Communication</p>	<ol style="list-style-type: none"><li>1. Provide and obtain information; express feelings and emotions; exchange opinions</li><li>2. Interpret written and expressed language at the cultural and figurative level</li><li>3. Present information, concepts, and ideas on a variety of higher educational topics, moving from everyday language to higher education level vocabulary demonstrating creative use of language</li></ol>
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Survey Responses: PSLO #1.1 Extremely Well (7) , Well (10) , Average (3)

PSLO #1.2 Extremely Well (4), Well (6), Average (8), Needs more Instruction (2)

PSLO #1.3 Extremely Well (6), Well (9), Average (3), Needs more Instruction (2)

### Student Write-In Response to PSLO 1.2.1.3-

“I have not taken the ASL Culture Class yet”

“I understand most signs, but I realize that some I still do not know”.

<p>PSLO __ 2:  Cultures</p>	<ol style="list-style-type: none"><li>1. Analyze target culture as it is interwoven in every lesson presented. Hypothesize and interact with others given on-going new cultural data. Analyze the relationship between the practices –the “what” and perspectives the “why” of the target language culture, and use that understanding to interpret events in the modern world</li><li>2. Examine and analyze current world culture more objectively</li><li>3. Demonstrate an interest in the study of the target language and culture in areas in which the American Sign Language is used</li></ol>
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Survey Responses: PSLO #2.1 Extremely Well (9), Well (9) , Average (2)  
 PSLO #2.2 Extremely Well (10) , Well (1) , Average (9)  
 PSLO #2.3 Extremely Well (19) , Well (1)

Student Write-in Response : None

<p>PSLO __ 3:  <b>Connections</b></p>	<p>1. Extend communication beyond personal survival or literary topics to further understand disciplines through the target language          2. Recognize the distinctive viewpoints that are available only through the target language and its many cultures, thereby becoming better informed citizens of the United States and of the world</p>
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Survey Responses: PSLO #3.1 Extremely Well (10) , Well (7) , Average (3)  
 PSLO #3.2 Extremely Well (15) , Well (3) , Average (2)

Student write-in responses PSLO 3.1:

“Attending more Deaf events has helped me”.

<p>PSLO __ :4  <b>Comparisons</b></p>	<p>1. Compare the target language to students' first language in order to identify and appreciate the unique way language is used to carry out specific tasks and functions          Students will deepen their understanding of the structure and vocabulary of target language</p>
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Survey Responses:  
 PSLO# 4.1 Extremely Well (5) , Well (8) , Average (5), Needs more Instruction (2)

Student write-in responses: PSLO 4.1

“4 years of Sign does not equal 12+ years of learning English, my response that I need more instruction does not reflect on my instructor”

<p><b>PSLO __5 :</b></p> <p><b>Communities</b></p>	<p>1. Use the target language for personal enjoyment and enrichment. Students will interact with Deaf community within the community and extend language usage. Apply target language in the context of community assistance projects designed to enhance student and community interaction</p>
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Survey Responses: PSLO#5.1 Extremely Well (16) , Well (4)

Student write in responses: PSLO 5.1

“Has helped me at work”

“Please add ASL as a Major”

“Helpful in my workplace as well as my home, Jen’s an amazing teacher”.

End of Appendix I.