Summary of the 2013 Senior Literacy Assessment

* Goals of the Senior Literacy Assessment:
* Engage faculty in professional development regarding assessing literacy
* Provide data about Gallaudet graduating seniors that can be used for institutional and program improvement
* Provide data that can be used by appropriate groups to establish target literacy performance levels for Gallaudet undergraduates
* Describe the changes in Gallaudet student writing performance as they progress through the undergraduate curriculum
* Recommend improvements to future assessment processes
* Senior Writing Assessment begun in Spr., 2009; Senior ASL Assessment begun in Spr., 2011
* 2013 Products and Evaluators
	+ Increase in the total number of departments submitting their seniors’ written English products (152 vs. 131)
	+ Submission of ASL products rose significantly compared to previous year (123 vs. 58)
	+ ASL Evaluators expanded beyond only ASL Program Faculty
* 2013 Program Participation
* **English** = Biology, Business Adm/Accounting, Chemistry, Communication Studies, Deaf Studies, Education, English, Government, History, Honors, Information Technology, Interpretation, International Studies, Math, Physical Education and Recreation, Psychology, Social Work, Sociology, Theatre.
* **ASL** = ASL, Biology, Business Adm/Accounting, Chemistry, Communication Studies, Education, English, Government, History, Honors, Information Technology, Interpretation, International Studies, Math, Physical Education and Recreation, Psychology, Social Work.
* Over the period of two assessment cycles (Springs 2012 and 2013), Biology, Communication Studies, Education, Math, Physical Education and Recreation, and Psychology have consistently submitted products for both English and ASL assessment.
* Average and Range Across all Programs
* ASL and English products were each rated in five parallel criterion areas on a scale of 1 to 4, with 1 being the lowest score and 4 the highest. The rubric for ASL was adapted from the AACU Value Rubric for Public Presentation, while the rubric for written English was the AACU Written Communication Value Rubric.

**Next Steps**

* Assure early in the academic year that Department Chairs are aware of the expectations for assessment of literacy outcomes during the senior year so that every Department and Program can provide English and ASL products for senior literacy assessment (OAQ/Deans)
* Increase the pool of faculty assessors for ASL and English products. Continue to offer professional development opportunities for assessing (and for developing) written English and ASL Presentation skills (Faculty Development/ASL-DST Dept/English Dept)
* Assess our progress on Senior Literacy Assessment in the following ways:
	+ # of seniors for whom both English and ASL products are submitted for assessment
	+ # of programs that submit both English and ASL products for assessment
	+ # of faculty that participate in the Literacy assessment calibration sessions for senior assessment
	+ # of programs represented in the Literacy assessment calibration sessions for senior assessment
	+ # of seniors who achieve scores at established target levels