

2012-13 Program Assessment Report to the
Office of Academic Program Assessment (OAPA)

Division of Undergraduate Studies, College of Education
Deaf Studies Program

1. As a result of last year's assessment effort, have you implemented any changes for your assessment including learning outcomes, assessment plan, assessment tools (methods, rubrics, curriculum map, or key assignment etc.), and/or the university baccalaureate learning goals?

The last assessment effort included evaluation of final grades for ASL 1, 2, 3, and 4 courses. This year we shifted our focus onto the Deaf Studies coursework examining cultural competencies. In addition, based on individual faculty student evaluations, certain measures were put into place to improve the implementation of those specific courses.

As a result of comments on our exit survey as well as our desire to submit ASL 1 & 2 for meeting GE Area C requirements, we focused our energy on beginning to evaluate consistencies between different ASL courses and progression through our American Sign Language Skills courses. We offer 5 semesters of ASL. Consistently on our annual exit survey for the previous 2 years, students have commented on how important ASL skills are as part of their experience in our program.

We did a comparative study of all of the ASL 1 syllabi currently in use within our program and discovered a common range of assessment strategies used, however the weighting of these assessments for determining final grades for the semester was quite variable. We also began the process of mapping out a plan for transitioning our Bachelor's degree to a more substantial more comparable with a hybrid between a Spanish Language major and an Ethnic Studies major. This entails both more advanced ASL skills and an improved range of course offerings that would meet our student's desire for more variety of coursework and our own desire for a broader and more rigorous program.

Curriculum Map: Link Each ASL/DEAF Studies course to Program Learning Outcomes

Note: "I" stands for "Introduced", "D" for "Developed" and "M" for "Mastered"

Classes	Outcomes	1. Demonstrate the ability to communicate in American Sign Language (ASL) with Deaf people.	2. Identify major features of and issues in the Deaf Community and Deaf Culture.	3. Demonstrate an understanding of the impact of power, privilege, and oppression on the Deaf Community that result in Deaf people's experience of prejudice, discrimination, and inequity	4. Demonstrate an understanding of how the study of Deaf Studies enables individuals to make informed judgments that strengthen the Deaf Community.	5. Demonstrate an appreciation of the contributions of Deaf people to the arts and humanities.	6. Describe and explain how communication between Hearing people and Deaf people is important to society.	7. Analyze critically how a Deaf person's socio-cultural history affects one's sense of self and relationship to others.	8. Reflect critically on one's abilities to interact with Deaf individuals socially, and professionally, and evaluate the level of integration achieved.
DEAF 51 (ASL sem 1)		I							
DEAF 52 (ASL sem 2)		I							
DEAF 53 (ASL sem 3)		D	I						
DEAF 56 (ASL fingerspelling & numbers)		D							
DEAF 57 (ASL classifiers)		D							
DEAF 60 (Intro Deaf Studies)			I	I	I	I	I		
DEAF 154 (ASL sem 4)			I						
DEAF 155 (ASL sem 5)		D/M	I						
DEAF 161 (History)			D		D	D		D	
DEAF 162 (Community & Culture)			D	D	D	D	D	I	
DEAF 163 (Literature)		D	D	D	D			D	
DEAF 164 (Linguistics)		D	D			D, M	D	D	
DEAF 165 (Seminar)		D, M-depending on topic	D, M-depending on topic	D, M-depending on topic	D, M-depending on topic	D, M-depending on topic	D, M-depending on topic	D, M-depending on topic	D, M-depending on topic
DEAF 166 (Service Learning as Community Allies)		D, M	M	D, M	D, M	D, M	M	D, M	D, M

2. As a result of last year's assessment effort, have you implemented any other changes at the department, the college or the university, including advising, co-curriculum, budgeting and planning?

- a. If so, what are those changes?**
- b. How did you implement those changes?**
- c. How do you know if these changes have achieved the desired results?**

As part of the new Undergraduate Studies Branch of the College of Education and a relatively new Bachelor's degree, we have been able to take advantage of the experience of our Child Development Program colleagues experience in running an undergraduate degree program. Below is a numbered list of changes we have made both as part of new collaborations and our own initiatives.

1. We revised and updated our Summer transfer orientation materials to facilitate students as they enter the program and plan for their graduation. This was implemented Summer 2013 with the use of new handouts modeled on Child Development materials. Students found the mapping of their coursework useful during the sessions. Informal feedback during advising sessions indicated that students felt more prepared and had better knowledge of the appropriate sequencing of courses and planning for completion of the program.
2. We changed the unit cap on transfer units from 12 to 16 units for the major and from 9 to 13 units for the minor in order to facilitate ease of transfer into the program. Many of our transfer students come in with ASL language skills already completing 16 units from community colleges. Informal feedback from advisors indicates that this saves students challenges that they had in the past trying to find additional coursework or merely repeating an ASL course that they did not need to repeat in order to get units.
3. We implemented a practice of holding open seats for transfer students in our GE Area D course "Intro to Deaf Studies" during Summer orientation, as well as designating one section of the course for majors so that our majors can progress easily to higher level courses. This is still an area that may need refinement as we plan. In the fall of 2012, we were not able to implement this policy and our transfer students were not able to get the courses that they needed because our introductory

course was already full with non-majors taking the course as a GE area D requirement. In the Spring of 2013 we set aside one section as a priority for majors, but was not adequate in facilitating students in getting their coursework, but it also increased the work load negotiating with professors, the admin assistant and students. Further refinement will be investigated, and data on enrollment and graduation patterns will be collected for the two previous years to establish a baseline.

4. Remarketing and branding ourselves by using the new subject code "DEAF" instead of EDS. As a result of the restructuring in the College of Education we undertook a re-numbering of our coursework with a new subject code DEAF to more readily market ourselves to students and brand our program as Deaf Studies rather than Special Education. This process is still in progress, and some courses are listed with DEAF and some with EDS, but all should be in place by Fall 2013 or at least by registration for Spring 2014. We expect it give our courses greater visibility in the catalog and schedule of classes, and distinguish our program from the Special Education Department in which it was previously housed.
5. Reevaluating our learning outcomes for the program in conjunction with the baccalaureate learning outcomes. This past year was one of transition, as well as proposed Faculty Senate legislation that would have fundamentally changed our program. Therefore, much of our collective energies were focused on these two tasks. The process of re-evaluating our learning outcomes will require more dedicated time in the next academic year. However, we were able to examine learning outcomes that were submitted in the previous WASC report and we began the process of mapping these onto our courses. However, more refinement is needed to create accessible learning outcomes for our students and to identify benchmarks and standards of achievement of those outcomes.
6. Creating a possible plan for revising and updating our curriculum and requirements for the BA in Deaf Studies. For the last two years we have been working on an actionable plan for implementing coursework revisions for our major. We need to plan this carefully as we are a relatively small major and have a small faculty. One goal is to diversify the coursework provided in the major, and to promote/support more advanced ASL skills among our students, as well as be able to deliver the program

with the faculty we currently have. We plan to implement a pre-requisite for completion of ASL 4 before beginning all Deaf Studies coursework with the exception of the Introduction of Deaf Studies course, which is open to the general student population as both recruitment for the major and satisfaction of a GE requirement.

7. Requesting additional tenure track faculty. Our program only has 4 tenure track faculty and serves a large population of students meeting their World Language graduation requirement every semester ranging from 600-800 students. We also have a growing number of majors serving a total of over 100 in the academic year 2012/2013. In order to continue growing and not rely so heavily on part time instructors (currently responsible for 46% of the teaching load), we will need to hire additional faculty. We submitted a request to our chair and will be submitting again when another new hire becomes available.

3. What PROGRAM (not course) learning outcome(s) have you assessed this academic year?

We focused our efforts on examining cultural competence within the overall Program Objective "Provide students with an understanding of the historical, educational, and cultural issues concerning the Deaf community."

The courses *EDS 60: Introduction to Deaf Studies* and *EDS 162: Deaf Culture and Community* focus heavily on this outcome with knowledge about Deaf identity, history, and culture as primary topics. The course, *EDS 164 American Sign Language Structure*, touches substantially on this outcome covering sociolinguistic aspects of ASL usage in regard to gender, ethnicity, geographical region and educational status. This year in the measures we evaluated for these courses, we examined how students are able to "Critically analyze how a Deaf person's socio-cultural history affects one's sense of self and relationship to others."

In addition, we collected responses for the third consecutive academic year for our Deaf Studies Majors Exit Survey. This survey examines both factors relating to what type of students we attract, as well as student feedback for the overall value of their experiences in Deaf Studies.

4. What method(s)/measure(s) have you used to collect the data?

Under the larger program objective of providing students with an understanding of the historical, educational, and cultural issues concerning the Deaf community we examined the sub-goal of “critically analyzing how a Deaf person’s socio-cultural history affects one’s sense of self and relationship to others.” We selected particular exam questions subsumed within our coursework ranging from our introductory course, EDS/DEAF 60 Introduction to Deaf Studies to more advanced courses: EDS/DEAF 162 Deaf Community and Culture and EDS/DEAF 164 American Sign Language Structure.

For each exam question, we utilized rubrics, and examined statistical data to assess how well students achieved the goals of the learning outcomes.

In addition to this exam based data we conducted an online exit survey regarding the program for students completing the coursework for their BA in Deaf Studies. A total of 60 individuals have submitted responses for the survey including: 17 students from the Spring of 2013, 30 from Spring 2012 and 13 from Spring 2011. Nearly 75% of all of our majors are transfer students and 25% are native students. About 47% of our students decide that they want to become Deaf Studies majors within their first two semesters of taking their initial ASL classes. The next 25% of our students decide after taking their third semester of ASL. While the remaining 20% decide after taking 4 or 5 semesters of ASL. Only about 8% (5 students) decided to become Deaf Studies majors before taking any ASL classes. This supports our assertion that Deaf Studies is a discovery major, and that taking language classes is frequently the pathway to the major. Students need to take at least 1-2 semesters of ASL, if not more, before they determine whether or not to commit to Deaf Studies as a major.

The remainder of our survey is qualitative and poses questions designed to elicit information about what motivates our students to become majors, general feedback about the strengths and weakness about the program and what improvements they would like to see as well as their post-graduation plans.

5. What are the criteria and/or standards of performance for the program learning outcome?

For EDS/DEAF 60 Introduction to Deaf Studies the following exam question was examined:

"How does colonialism appear to the Deaf Community? Who is enforcing colonialism? Describe the past and how colonialism can change the future - make sure to include decolonialism. Hint: saying that decolonialism is the opposite of colonialism is not good enough."

For EDS/DEAF 162 Deaf Community and Culture the following exam question was examined:

"There are some within (and without) the Deaf community who feel the Deaf culture is not inclusive. Discussing from the standpoint of groups within the Deaf community such as orally-raised, mainstreamed, and those with cochlear implants, as well as Deaf culture as a whole, discuss whether this is true or not. Discuss also whether being inclusive is necessary to the Deaf culture or not."

This question is in part intended to gauge students' understanding of the socio-cultural factors which come into play in determining whether a Deaf person may come to be considered a member of the cultural Deaf community or not. From an anthropological viewpoint, two major factors to be considered here, are: 1) understanding the role and purpose of cultural boundaries and 2) the processes of enculturation which must take place before one can become an accepted member of a culture.

The criteria used for determining satisfactory achievement of the learning outcomes were as follows:

1) For cultural boundaries, students must be able to state that these are mechanisms employed by members of the cultural group to prevent assimilation of the group both from within and from without. Students should be able to state that this "gatekeeping" process consists of informal assessments of new as well as current members according to whether the person exhibits adherence (or a desire to) the norms, values and behaviors of the culture. Students may discuss ways that the boundaries are maintained, such as informal "testing" of newcomers as well as through discourse with new and current members.

2) Enculturation processes refers to ways that newcomers are introduced to and learn the culture's norms, values and behaviors in such areas as language/modality use, collectivity, identity orientation

and educational approaches. Students should discuss how the demonstration of acceptance and integration of these areas into their daily lives and discourse serves as an indicator that the newcomer is to be “allowed further in” to the cultural community.

For EDS/DEAF 164 American Sign Language Structure, two quizzes were evaluated. One of the quizzes (“Quiz 22”) covers sociolinguistics and related concepts such as regional and ethnic influences on language choices. Another quiz (“Quiz 23”) covers language use as a signal of social identity, historical language change, language “as skilled work” for the purpose of social status, and register variation.

In our *exit survey*, we examined three questions from the survey and reviewed how cultural knowledge figures into student perceptions of the value of the program. The three questions that we evaluated are:

- 1) “What did you like most about your experience in the Deaf Studies Program? What are the strengths of the program?”
- 2) “What would you like to see changed or improved in the Deaf Studies Program? What are the weaknesses of the program?”
- 3) “What specific suggestions do you have to improve the program?”

6. What data have you collected? What are the results and findings, including the percentage of students who meet each standard?

EDS 60 Introduction to Deaf Studies:

Fifty-four students were enrolled in EDS 60 during Spring 2013. The following data was collected from all student responses to the exam question on the Midterm Exam for EDS 60 in Spring 2013. A tally was collected of the students’ responses. Specifically, the tally ascertained whether the student was able to satisfactorily identify and explain 1) the role of cultural boundaries and 2) enculturation processes in Deaf cultural membership.

Of these students, 54 students the average score on the above mentioned midterm question was 47.68 out of 60 points (79%).

Examining the question from a more qualitative perspective, students were less likely to understand the latter part of the question: “What is decolonialism?”

EDS 162 Deaf Community and Culture:

Thirty-one students were enrolled in EDS 162 during Spring 2013. The following data was collected from all student responses to the exam question on the Final Exam for EDS 162 in Spring 2013. A tally was collected of the students' responses. Specifically, the tally ascertained whether the student was able to satisfactorily identify and explain 1) the role of cultural boundaries and 2) enculturation processes in Deaf cultural membership.

Of these students, 22 students (70%) were able to identify and explain the role of cultural boundaries (two students received partial credit for this aspect of the question). In regards to the role of enculturation processes, 18 of the 31 students (58%) were able to sufficiently respond to this question (6 students received partial credit for this question).

It is fairly clear that most students do understand the role of cultural boundaries within Deaf culture. However, although it has been covered in class and touched upon in several different ways throughout the semester, most students do not appear to have made the connection between enculturation processes and gaining membership into the cultural Deaf community.

In a qualitative analysis of student responses, it became clear that there were a number of students who did not appear to understand the meaning of "inclusive" – some responses indicated they took it to mean the same as "exclusive", while others responded correctly to the question, yet used the term incorrectly. To illustrate, an acceptable answer is as follows:

"As we have learned in this class, there is a difference between those in the Deaf community and those who have Deaf culture. Although one may be involved in the Deaf community, it does not automatically mean that they are culturally Deaf. For one to be culturally Deaf, they need to share the same values, beliefs, and norms. Just as with every culture, however, Deaf culture has its own ways of maintaining boundaries to prevent outsiders from coming in and insiders from leaving. I think that this non-inclusive behavior towards some of these groups within the Deaf community is a type of boundary in which Deaf people are trying to keep out the influences of the hearing culture."

This answer clearly indicates this student understands what "inclusive" means in this context and correctly identifies the role of cultural boundaries in this discussion. In contrast, one student responded:

"Deaf culture is the cultural norms, language, values, beliefs, humor, folklore, traditions and history that are shared by members of the Deaf community. So in that respect, I think being inclusive is necessary to Deaf culture because all of these things are what encompasses Deaf culture. Deaf traditions include stories that are passed down from generation to generation, as well as personal Deaf experiences. Deaf traditions also includes expected participation in deaf cultural events. Their language and culture are passed down in families throughout many generations and basically Deaf culture is about living it on a daily basis, not periodically as with mainstreamed children, or children who have cochlear implants or hearing aids or who may use oral methods. The Deaf community is proud of their heritage and history and living and breathing it everyday is what makes it inclusive."

Although this student verges upon the concept of enculturation processes, he failed to make it explicit, and was therefore unable to receive credit for this question, nor did he include the concept of boundary maintenance in responding to the question. Moreover, although he appears to be indicating the concept of enculturation processes in developing cultural boundaries, his use of the term "inclusive" is contradictory to the meaning of the term as used in this question and indicates that he, like some other students, did not understand the meaning of the term.

EDS/DEAF 164 American Sign Language Structure:

Twenty-seven students were enrolled in EDS 164 during Fall 2012. Of these students, 22 students took "Quiz 22" with an average score of 9.73 out of a possible score of 10. Twenty-six students took "Quiz 23" with an average score of 9.58 out of a possible score of 10.

An average of 97.3% on one quiz and 95.8% on the other indicates that the students who took the test have successfully familiarized themselves with how sociolinguistic factors such as regional, historical, and ethnic variances influence the way people use language in terms of self identification and relating to others.

Though these high results indicate students are achieving the learning outcome, it is of concern that 5 out of 27 students not take 'Quiz 22?'" The quiz was online. A perusal of the overall grade-sheet indicated that of the 25 readings quizzes given in that class some quizzes had a perfect rate of participation but it was fairly common for a few

students to miss any given quiz. It does not seem that there was anything amiss with the structure or delivery of any particular quiz. Rather it seems that a point value of "10 points" out of an overall course point total of 1,000 is enough to motivate most, *but not all* students to do their homework and take online quizzes. The online course management system (Blackboard "SacCT") may still present a bit of a hurdle for some students.

For our exit survey, when asked "What did you like most about your experience in the Deaf Studies Program? What are the strengths of the program?" 47% (7 of 17 students) of this year's students mentioned the cultural knowledge base that they gained through the program as a strength. 13% mention the intimacy of the program. When examining all 3 years of exit surveys, 37% mention cultural knowledge as something they value and 63% mention the intimacy of the program and access to professors. When asked "What would you like to see changed or improved in the Deaf Studies Program? What are the weaknesses of the program?" 50% (6 of the 16 students who responded to this question) mentioned ASL skills as something they want to see incorporated more across the curriculum more consistently. Several students mentioned inconsistencies between instructors in terms of expectations and materials covered in different ASL courses. Others mentioned that many students have weaker ASL skills. Most of the recommendations include mention of desire for more incorporation of ASL skill improvements across the curriculum, whether it be in theory classes or having more consistent curriculum between skill levels from semester 1-5. Overall, American Sign Language classes provide students a pathway into the program as well as a passion to sustain their interest in the field. Students crave more opportunities to improve their skills and use the language in different contexts within the program including more advanced ASL skills courses and enfolding ASL skills into cultural theory classes.

7. As a result of this year's assessment effort, do you anticipate or propose any changes for your program(e.g. structures, content, or learning outcomes)?

As a result of this year's assessment effort in relation to EDS/DEAF 60: Introduction to Deaf Studies, the midterm exam question may need to be broken down into separate questions and/or rephrased. In future sections of EDS/DEAF 60, attempts will be made to delve deeper into decolonialism in order for students to analyze critically the counter effects of colonialism and distinguish how this socio-cultural historical process impacts a Deaf person's sense of self.

As a result of this year's assessment effort in relation to EDS/DEAF 162 Deaf Community and Culture, final exam questions have been rewritten to clarify the meaning of "inclusive". In addition, in future sections of EDS/DEAF 162, attempts will be made to stress the role of enculturation processes and encourage students to identify for themselves how Deaf people gain membership within the Deaf community.

As a result of this year's assessment effort in relation to EDS/DEAF 164 American Sign Language Structure, when it is observed that a student misses a quiz, the instructor will inquire of the student (or students) as to why they missed the quiz. This will help check for correctable situations that may be influencing participation rates.

As a result of this year's exit survey, we will continue to evaluate our ASL skills offerings and attempt to address the comments relevant to programmatic issues of consistency between ASL skills levels and between instructors. In addition we will explore novel ways of incorporating ASL skills into theoretical coursework, for example offering sessions where simultaneous ASL interpreting is not offered and students must attend to lectures on cultural theory delivered in ASL without dependence on an English translation for initial comprehension. EDS/DEAF 163 ASL Literature and EDS/DEAF 166 Experiences in the Deaf community will experiment with this form of delivery by having consecutive interpreting available, maintaining an ASL environment primarily and then offering English translation after chunks of ASL lectures have been delivered.

In all cases, with the coursework evaluated above, we plan to revisit the identified areas of weakness and determine if our adjustments have increased student achievement using the same measures. In addition we plan to continue our mapping project of linking our program and course learning outcomes to both our coursework and to the University-wide baccalaureate learning outcomes. We will continue to implement our exit survey and evaluate the qualitative data to see what shifts in student feedback occur.

8. Which program learning outcome(s) do you plan to assess next year? How?

Next year we plan to assess Learning outcomes 2) "identify major features of and issues in the Deaf Community and Deaf Culture" and 6) "Describe and explain how communication between Hearing people

and Deaf people is important to society.” These two learning outcomes cut across much of our curriculum and will enable us to examine how these outcomes are developed at different levels. We plan to develop a common rubric for achievement of these outcomes and select a key assignment or exam question from several representative courses across the curriculum to evaluate. We will follow similar methods used this academic year by examining student work using the rubrics we will determine statistically and qualitatively how well our students are doing and what adjustments we wish to make.