

2014-2015 Annual Assessment Report: Deaf Studies

FOR GRADUATE AND CREDENTIAL PROGRAMS: THIS TEMPLATE REFERS TO SAC STATE BACCALAUREATE LEARNING GOALS. PLEASE IGNORE THESE REFERENCES IN YOUR REPORT.

Question 1: Program Learning Outcomes

Q1.1. Which of the following Program Learning Outcomes (PLOs) and Sac State Baccalaureate Learning Goals (BLGs) did you assess in 2014-2015? [Check all that apply]

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> | 1. Critical thinking |
| <input type="checkbox"/> | 2. Information literacy |
| <input type="checkbox"/> | 3. Written communication |
| <input checked="" type="checkbox"/> | 4. Oral communication |
| <input type="checkbox"/> | 5. Quantitative literacy |
| <input type="checkbox"/> | 6. Inquiry and analysis |
| <input type="checkbox"/> | 7. Creative thinking |
| <input type="checkbox"/> | 8. Reading |
| <input type="checkbox"/> | 9. Team work |
| <input type="checkbox"/> | 10. Problem solving |
| <input type="checkbox"/> | 11. Civic knowledge and engagement |
| <input type="checkbox"/> | 12. Intercultural knowledge and competency |
| <input type="checkbox"/> | 13. Ethical reasoning |
| <input type="checkbox"/> | 14. Foundations and skills for lifelong learning |
| <input type="checkbox"/> | 15. Global learning |
| <input type="checkbox"/> | 16. Integrative and applied learning |
| <input type="checkbox"/> | 17. Overall competencies for GE Knowledge |
| <input type="checkbox"/> | 18. Overall competencies in the major/discipline |
| <input type="checkbox"/> | 19. Other, specify any PLOs that were assessed in 2014-2015 but not included above: |
| | a. |
| | b. |
| | c. |

Q1.3. Are your PLOs closely aligned with the mission of the university?

- | | |
|-------------------------------------|---------------|
| <input checked="" type="checkbox"/> | 1. Yes |
| <input type="checkbox"/> | 2. No |
| <input type="checkbox"/> | 3. Don't know |

Q1.4. Is your program externally accredited (other than through WASC)?

- | | |
|-------------------------------------|----------------------------|
| <input type="checkbox"/> | 1. Yes |
| <input checked="" type="checkbox"/> | 2. No (Go to Q1.5) |
| <input type="checkbox"/> | 3. Don't know (Go to Q1.5) |

Q1.4.1. If the answer to Q1.4 is yes, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

- | | |
|--------------------------|---------------|
| <input type="checkbox"/> | 1. Yes |
| <input type="checkbox"/> | 2. No |
| <input type="checkbox"/> | 3. Don't know |

Q1.5. Did your program use the [Degree Qualification Profile](#) (DQP) to develop your PLO(s)?

- | | |
|-------------------------------------|--------------------------------------|
| <input type="checkbox"/> | 1. Yes |
| <input checked="" type="checkbox"/> | 2. No, but I know what the DQP is |
| <input type="checkbox"/> | 3. No, I don't know what the DQP is. |
| <input type="checkbox"/> | 4. Don't know |

Q1.6. Did you use action verbs to make each PLO measurable (See Attachment I)?
Yes.

Q1.2. Please provide more detailed background information about **EACH PLO** you checked above and other information such as how your specific PLOs were **explicitly** linked to the Sac State BLGs:

Oral Communication:

In the field of Deaf Studies "signing proficiency" is the equivalent of "oral communication" – just via the hands and eyes instead of the mouth and ears. The use of American Sign Language is a central and important part of our major. Assessment of signing skills was an obvious choice and necessity for us to determine the "oral communication" (signing) proficiency of our students. The ability to sign is a core competence in the field of Deaf Studies and thus relates to the Sac State BLG of "Competence in the Discipline." Study of "languages" is explicitly listed in the "Knowledge of Human Cultures and the Physical and Natural World" BLG. Additionally "oral communication" is one of the "skills" listed in Sac State's "Intellectual and Practical Skills" BLG.

Q1.2.1. Do you have rubrics for your PLOs?

- | | |
|-------------------------------------|------------------------------|
| <input checked="" type="checkbox"/> | 1. Yes, for all PLOs |
| <input type="checkbox"/> | 2. Yes, but for some PLOs |
| <input type="checkbox"/> | 3. No rubrics for PLOs |
| <input type="checkbox"/> | N/A, other (please specify): |

Question 2: Standard of Performance for the selected PLO

Q2.1. Specify one PLO here as an example to illustrate how you conducted assessment (be sure you checked the correct box for this PLO in Q1.1):

PLO: 1. Demonstrate the ability to communicate in American Sign Language with Deaf people.

Q2.2. Has the program developed or adopted **explicit** standards of performance for this PLO?

- | | |
|-------------------------------------|---------------|
| <input checked="" type="checkbox"/> | 1. Yes |
| <input type="checkbox"/> | 2. No |
| <input type="checkbox"/> | 3. Don't know |
| <input type="checkbox"/> | 4. N/A |

Q2.3. Please provide the rubric(s) and standard of performance that you have developed for this PLO here or in the appendix: [Word limit: 300]

See the following rubrics:

[Appendix C:](#) American Sign Language Public Presentation Rubric

[Appendix D:](#) American Sign Language Video Assignment Rubric

[Appendix H:](#) Signing Proficiency Exam Rubric

Q2.4. Please indicate the category in which the selected PLO falls into.

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | 1. Critical thinking |
| <input type="checkbox"/> | 2. Information literacy |
| <input type="checkbox"/> | 3. Written communication |
| <input checked="" type="checkbox"/> | 4. Oral communication |
| <input type="checkbox"/> | 5. Quantitative literacy |
| <input type="checkbox"/> | 6. Inquiry and analysis |
| <input type="checkbox"/> | 7. Creative thinking |
| <input type="checkbox"/> | 8. Reading |
| <input type="checkbox"/> | 9. Team work |
| <input type="checkbox"/> | 10. Problem solving |
| <input type="checkbox"/> | 11. Civic knowledge and engagement |
| <input type="checkbox"/> | 12. Intercultural knowledge and competency |
| <input type="checkbox"/> | 13. Ethical reasoning |
| <input type="checkbox"/> | 14. Foundations and skills for lifelong learning |
| <input type="checkbox"/> | 15. Global learning |
| <input type="checkbox"/> | 16. Integrative and applied learning |
| <input type="checkbox"/> | 17. Overall competencies for GE Knowledge |
| <input type="checkbox"/> | 18. Overall competencies in the major/discipline |
| <input type="checkbox"/> | 19. Other: |

Please indicate where you have published the PLO, the standard of performance, and the rubric that measures the PLO:

	Q2.5	Q2.6	Q2.7
	(1) PLO	(2) Standards or	(3) Rubrics
1. In SOME course syllabi/assignments in the program that address the PLO	x	x	x
2. In ALL course syllabi/assignments in the program that address the PLO			
3. In the student handbook/advising handbook			

4. In the university catalogue			
5. On the academic unit website or in newsletters			
6. In the assessment or program review reports, plans, resources or activities			
7. In new course proposal forms in the department/college/university			
8. In the department/college/university's strategic plans and other planning documents			
9. In the department/college/university's budget plans and other resource allocation documents			
10. Other, specify:			

Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

<p>Q3.1. Was assessment data/evidence collected for the selected PLO in 2014-2015?</p> <div style="display: flex; align-items: flex-start;"> <div style="margin-right: 10px;"> <input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No (Skip to Q6) <input type="checkbox"/> 3. Don't know (Skip to Q6) <input type="checkbox"/> 4. N/A (Skip to Q6) </div> </div>	<p>Q3.2. If yes, was the data scored/evaluated for this PLO in 2014-2015?</p> <div style="display: flex; align-items: flex-start;"> <div style="margin-right: 10px;"> <input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No (Skip to Q6) <input type="checkbox"/> 3. Don't know (Skip to Q6) <input type="checkbox"/> 4. N/A (Skip to Q6) </div> </div>
<p>Q3.1A. How many assessment tools/methods/measures in total did you use to assess this PLO?</p> <p style="margin-top: 20px;">Twenty-three.</p>	<p>Q3.2A Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected (see Attachment II)? [Word limit: 300]</p> <p style="margin-top: 20px;">The assessment data was collected in DEAF 154 "ASL 4" and DEAF 164 "ASL Structure and Usage".</p> <p style="margin-top: 20px;">In DEAF 154: the direct measures included 21 language tests. These included 10 one-on-one interviews with each student wherein they communicated to the tester in American Sign Language. Such exams are commonly labeled as "expressive exams." Also included were ten receptive tests (the equivalent of "listening to a language" but done with the eyes), and a comprehensive final examination wherein the instructor signed to the class and the class wrote down what the instructor was signing. Thus the students underwent <i>both</i> receptive and expressive testing in the target language.</p> <p style="margin-top: 20px;">In DEAF 164, the direct measures were "Quizzes 22 and 23." These quizzes tested the students' general knowledge of the grammar and usage rules pertaining to the target language.</p>

Q3A: Direct Measures (key assignments, projects, portfolios)

<p>Q3.3. Were direct measures [key assignments, projects, portfolios, etc.] used to assess this PLO?</p> <div style="display: flex; align-items: flex-start;"> <div style="margin-right: 10px;"> <input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No (Go to Q3.7) <input type="checkbox"/> 3. Don't know (Go to Q3.7) </div> </div>	<p>Q3.3.1. Which of the following direct measures were used? [Check all that apply]</p> <div style="display: flex; align-items: flex-start;"> <div style="margin-right: 10px;"> <input type="checkbox"/> 1. Capstone projects (including theses, senior theses), courses, or experiences <input type="checkbox"/> 2. Key assignments from required classes in the program <input type="checkbox"/> 3. Key assignments from elective classes </div> </div>
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Q3.3.2. Please attach the direct measure you used to collect data. See: "Appendix H"		<input checked="checked" type="checkbox"/> 4. Classroom based performance assessments such as simulations, comprehensive exams, critiques <input type="checkbox"/> 5. External performance assessments such as internships or other community based projects <input type="checkbox"/> 6. E-Portfolios <input type="checkbox"/> 7. Other portfolios <input type="checkbox"/> 8. Other measure. Specify:
Q3.4. How was the data evaluated? [Select only one] <input type="checkbox"/> 1. No rubric is used to interpret the evidence (Go to Q3.5) <input type="checkbox"/> 2. Used rubric developed/modified by the faculty who teaches the class <input checked="checked" type="checkbox"/> 3. Used rubric developed/modified by a group of faculty <input type="checkbox"/> 4. Used rubric pilot-tested and refined by a group of faculty <input type="checkbox"/> 5. The VALUE rubric(s) <input type="checkbox"/> 6. Modified VALUE rubric(s) <input type="checkbox"/> 7. Used other means. Specify:		
Q3.4.1. Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the PLO? <input checked="checked" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know <input type="checkbox"/> 4. N/A	Q3.4.2. Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the rubric? <input checked="checked" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know <input type="checkbox"/> 4. N/A	Q3.4.3. Was the rubric aligned directly and explicitly with the PLO? <input checked="checked" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know <input type="checkbox"/> 4. N/A
Q3.5. How many faculty members participated in planning the assessment data collection of the selected PLO? Four		Q3.5.1. If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)? <input checked="checked" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know
Q3.6. How did you select the sample of student work [papers, projects, portfolios, etc.]? We selected every "language " quiz in DEAF 154 and chose the two quizzes in DEAF 164 that were "grammar-related."		Q3.6.1. How did you decide how many samples of student work to review? The sample size was aligned with (determined by) the number of students taking each course.
Q3.6.2. How many students were in the class or program? 27	Q3.6.3. How many samples of student work did you evaluate? 27	Q3.6.4. Was the sample size of student work for the direct measure adequate? <input checked="checked" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know
Q3B: Indirect Measures (surveys, focus groups, interviews, etc.)		
Q3.7. Were indirect measures used to assess the PLO? <input type="checkbox"/> 1. Yes		Q3.7.1. Which of the following indirect measures were used? [Check all that apply]

<input checked="" type="checkbox"/> 2. No (Skip to Q3.8) <input type="checkbox"/> 3. Don't know	<input type="checkbox"/> 1. National student surveys (e.g., NSSE) <input type="checkbox"/> 2. University conducted student surveys (e.g. OIR) <input type="checkbox"/> 3. College/Department/program student surveys <input type="checkbox"/> 4. Alumni surveys, focus groups, or interviews <input type="checkbox"/> 5. Employer surveys, focus groups, or interviews <input type="checkbox"/> 6. Advisory board surveys, focus groups, or interviews <input type="checkbox"/> 7. Other, specify:
Q3.7.2 If surveys were used, how was the sample size decided?	
Q3.7.3. If surveys were used, briefly specify how you selected your sample.	Q3.7.4. If surveys were used, what was the response rate?

Q3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)

Q3.8. Were external benchmarking data such as licensing exams or standardized tests used to assess the PLO? <input type="checkbox"/> 1. Yes <input checked="" type="checkbox"/> 2. No (Go to Q3.8.2) <input type="checkbox"/> 3. Don't know	Q3.8.1. Which of the following measures were used? <input type="checkbox"/> 1. National disciplinary exams or state/professional licensure exams <input type="checkbox"/> 2. General knowledge and skills measures (e.g., CLA, CAAP, ETS PP, etc.) <input type="checkbox"/> 3. Other standardized knowledge and skill exams (e.g., ETS, GRE, etc.) <input type="checkbox"/> 4. Other, specify:
Q3.8.2. Were other measures used to assess the PLO? <input type="checkbox"/> 1. Yes <input checked="" type="checkbox"/> 2. No (Go to Q3.9) <input type="checkbox"/> 3. Don't know (Go to Q3.9)	Q3.8.3. If other measures were used, please specify:

Q3D: Alignment and Quality

Q3.9. Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO? <input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know	Q3.9.1. Were ALL the assessment tools/measures/methods that were used good measures for the PLO? <input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know
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Question 4: Data, Findings and Conclusions

Q4.1. Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions: (see Attachment III)
 [Word limit: 600 for selected PLO]

2015 Assessment Statistics	ASL Linguistics Rubric / Language Variance and Change
Count	25
Minimum Value	0
Maximum Value	10.00
Range	10
Average	9
Median	10.00
Standard Deviation	2.7
Variance	7.28
When and where assessed	Fall 2014 as part of the DEAF 164 course.

Assessed by	William Vicars
Audience	Deaf Studies Majors

2014-2015 Assessment Statistics	ASL Linguistics Rubric / Language Discourse and Norms
Count	22
Minimum Value	7.00
Maximum Value	10.00
Range	3.00
Average	9.32
Median	9.00
Standard Deviation	.76
Variance	.58
When and where assessed	Fall 2014 as part of the DEAF 164 course.
Assessed by	William Vicars
Audience	Deaf Studies Majors

2015 Assessment Statistics		
Sign Language Proficiency Assessment DEAF 154		
Number of participants: 28		
Item	Average	Median
R-Quiz-01	20.00	20.00
E-Quiz 01	19.29	20.00
R-Quiz-02	17.50	20.00
E-Quiz 02	20.00	20.00
R-Quiz-03	17.43	19.00
E-Quiz 03	18.71	20.00
R-Quiz-04	19.29	20.00
E-Quiz 04	19.04	20.00
R-Quiz-05	15.68	19.00
E-Quiz 05	19.11	19.00
R-Quiz-06	15.79	18.00
E-Quiz 06	17.96	19.00
R-Quiz-07	12.54	14.50
E-Quiz 07	17.71	20.00
R-Quiz-08	17.64	18.00
E-Quiz 08	19.57	20.00
R-Quiz-09	14.93	18.00
E-Quiz 09	17.75	20.00
R-Quiz 10	18.14	19.00
E-Quiz 10	19.79	20.00
Final Exam	289.29	300.00

Q4.2. Are students doing well and meeting program standard? If not, how will the program work to improve student performance of the selected PLO?

Yes, the students are doing well and meeting the program standard.

Q4.3. For **selected** PLO, the student performance:

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> | 1. Exceeded expectation/standard |
| <input checked="" type="checkbox"/> | 2. Met expectation/standard |
| <input type="checkbox"/> | 3. Partially met expectation/standard |
| <input type="checkbox"/> | 4. Did not meet expectation/standard |
| <input type="checkbox"/> | 5. No expectation or standard has been specified |
| <input type="checkbox"/> | 6. Don't know |

Question 5: Use of Assessment Data (Closing the Loop)

Q5.1. As a result of the **assessment effort in 2014-2015** and based on the prior feedback from OAPA, do you anticipate making any changes for your program (e.g., course structure, course content, or modification of PLOs)?

- ☐ 1. Yes
☒ 2. No (Go to **Q6**)
☐ 3. Don't know (Go to **Q6**)

Q5.1.2. Do you have a plan to assess the impact of the changes that you anticipate making?

- ☐ 1. Yes
☐ 2. No
☐ 3. Don't know

Q5.1.1. Please describe what changes you plan to make in your program as a result of your assessment of this PLO. Include a description of how you plan to assess the impact of these changes. **[Word limit: 300 words]**

Q5.2. How have the assessment data from last year (**2013 - 2014**) been used so far? **[Check all that apply]**

	(1) Very Much	(2) Quite a Bit	(3) Some	(4) Not at all	(8) N/A
1. Improving specific courses					
2. Modifying curriculum					
3. Improving advising and mentoring					
4. Revising learning outcomes/goals					
5. Revising rubrics and/or expectations					
6. Developing/updating assessment plan					
7. Annual assessment reports					
8. Program review					
9. Prospective student and family information					
10. Alumni communication					
11. WASC accreditation (regional accreditation)					
12. Program accreditation					
13. External accountability reporting requirement					
14. Trustee/Governing Board deliberations					
15. Strategic planning					
16. Institutional benchmarking					
17. Academic policy development or modification					
18. Institutional Improvement					
19. Resource allocation and budgeting					
20. New faculty hiring					
21. Professional development for faculty and staff					
22. Recruitment of new students					
23. Other Specify:					

Q5.2.1. Please provide a detailed example of how you used the assessment data above.

Additional Assessment Activities

Q6. Many academic units have collected assessment data on aspects of a program that are not related to PLOs (i.e., impacts of an advising center, etc.). If your program/academic unit has collected data on the program elements, please briefly report your results here. [Word limit: 300]

N/A

Q7. What PLO(s) do you plan to assess next year?

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> | 1. Critical thinking |
| <input type="checkbox"/> | 2. Information literacy |
| <input type="checkbox"/> | 3. Written communication |
| <input checked="" type="checkbox"/> | 4. Oral communication |
| <input type="checkbox"/> | 5. Quantitative literacy |
| <input type="checkbox"/> | 6. Inquiry and analysis |
| <input type="checkbox"/> | 7. Creative thinking |
| <input type="checkbox"/> | 8. Reading |
| <input type="checkbox"/> | 9. Team work |
| <input type="checkbox"/> | 10. Problem solving |
| <input checked="" type="checkbox"/> | 11. Civic knowledge and engagement |
| <input checked="" type="checkbox"/> | 12. Intercultural knowledge and competency |
| <input type="checkbox"/> | 13. Ethical reasoning |
| <input checked="" type="checkbox"/> | 14. Foundations and skills for lifelong learning |
| <input type="checkbox"/> | 15. Global learning |
| <input type="checkbox"/> | 16. Integrative and applied learning |
| <input type="checkbox"/> | 17. Overall competencies for GE Knowledge |
| <input checked="" type="checkbox"/> | 18. Overall competencies in the major/discipline |
| <input type="checkbox"/> | 19. Other, specify any PLOs that were assessed in 2014-2015 but not included above: |
| | a. |
| | b. |
| | c. |

Q8. Have you attached any appendices? If yes, please list them all here:

Appendix A: Deaf Studies Program Assessment Plan Program Goals and Learning Outcomes

Appendix B: Exit Survey

Appendix C: American Sign Language Public Presentation Rubric

Appendix D: American Sign Language Video Assignment Rubric

Appendix E: Deaf Culture Research Paper Rubric

Appendix F: ASL Linguistics Rubric: Language Variation and Change

Appendix G: ASL Linguistics Rubric: Language Discourse and Norms

Appendix H: Signing Proficiency Exam Rubric

Appendix I: CSUS Deaf Studies Curriculum Map

Appendix J: Civil Engagement Value Rubric

Program Information

P1. Program/Concentration Name(s): Deaf Studies P1.1. Report Authors: William Vicars					P2. Program Coordinator: William Vicars (Acting) P2.1. Department Chair: Ana Garcia														
P3. Academic unit: Department, Program, or College: Undergraduate Studies, College of Education					P4. College:														
P5. Fall 2014 enrollment for Academic unit (See Department Fact Book 2014 by the Office of Institutional Research for fall 2014 enrollment: The fact book listed Fall 2013 not 2014 (not that I could see anyway) as being 92 students.					P6. Program Type: [Select only one] <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 30px; text-align: center;">x</td><td>1. Undergraduate baccalaureate major</td></tr> <tr><td style="text-align: center;"> </td><td>2. Credential</td></tr> <tr><td style="text-align: center;"> </td><td>3. Master's degree</td></tr> <tr><td style="text-align: center;"> </td><td>4. Doctorate (Ph.D./Ed.d)</td></tr> <tr><td style="text-align: center;"> </td><td>5. Other. Please specify:</td></tr> </table>					x	1. Undergraduate baccalaureate major		2. Credential		3. Master's degree		4. Doctorate (Ph.D./Ed.d)		5. Other. Please specify:
x	1. Undergraduate baccalaureate major																		
	2. Credential																		
	3. Master's degree																		
	4. Doctorate (Ph.D./Ed.d)																		
	5. Other. Please specify:																		
Undergraduate Degree Program(s): P7. Number of undergraduate degree programs the academic unit has: 1 P7.1. List all the name(s): American Sign Language and Deaf Studies P7.2. How many concentrations appear on the diploma for this undergraduate program? 1					Master Degree Program(s): P8. Number of Master's degree programs the academic unit has: 0 P8.1. List all the name(s): P8.2. How many concentrations appear on the diploma for this master program?														
Credential Program(s): P9. Number of credential programs the academic unit has: 0 P9.1. List all the names:					Doctorate Program(s) P10. Number of doctorate degree programs the academic unit has: 0 P10.1. List all the name(s):														

When was your assessment plan?	1. Before 2007-08	2. 2007-08	3. 2008-09	4. 2009-10	5. 2010-11	6. 2011-12	7. 2012-13	8. 2013-14	9. 2014-15	10. No formal plan
P11. Developed						x				
P12. Last updated									x	

	1. Yes	2. No	3. Don't Know
P13. Have you developed a curriculum map for this program?	x		
P14. Has the program indicated explicitly where the assessment of student learning occurs in the curriculum?	x		
P15. Does the program have any capstone class?	x		
P16. Does the program have ANY capstone project?	x		

Assessing Other Program Learning Outcomes (Optional)

If your program assessed PLOs not reported above, please summarize your assessment activities in the table below. If you completed part of the assessment process, but not the full process (for example, you revised a PLO and developed a new rubric for measuring it), then put N/A in any boxes that do not apply.

Report Assessment Activities on Additional PLOs Here

Q1: Program Learning Outcome (PLO)



Q2: Standard of Performance/ Target Expectation



Q3: Methods/ Measures (Assignments)



Q4: Data/Findings/ Conclusions



Q5: Use of Assessment Data/ Closing the Loop

Example: Educational Technology (iMet), MA

Critical Thinking Skills

6.1 Explanation of issues
6.2 Evidence
6.3 Influence of context and assumptions
6.4 Student's position
6.5 Conclusions and related outcomes

(See Critical Thinking Rubric and data tables on Next Page)



Seventy percent (70 %) of our students will score 3.0 or above in all five dimensions using the VALUE rubric by the time they graduate from the four semester program.



Culminating Experience Projects:
Master's Thesis



Students meet the standards of 6.1 (92%), 6.4 (77%) and 6.5 (69%). Students do not meet the standards of 6.2 (61%) and 6.3 (61%).

Students meet some of our Critical Thinking standards.
The areas needing improvement:

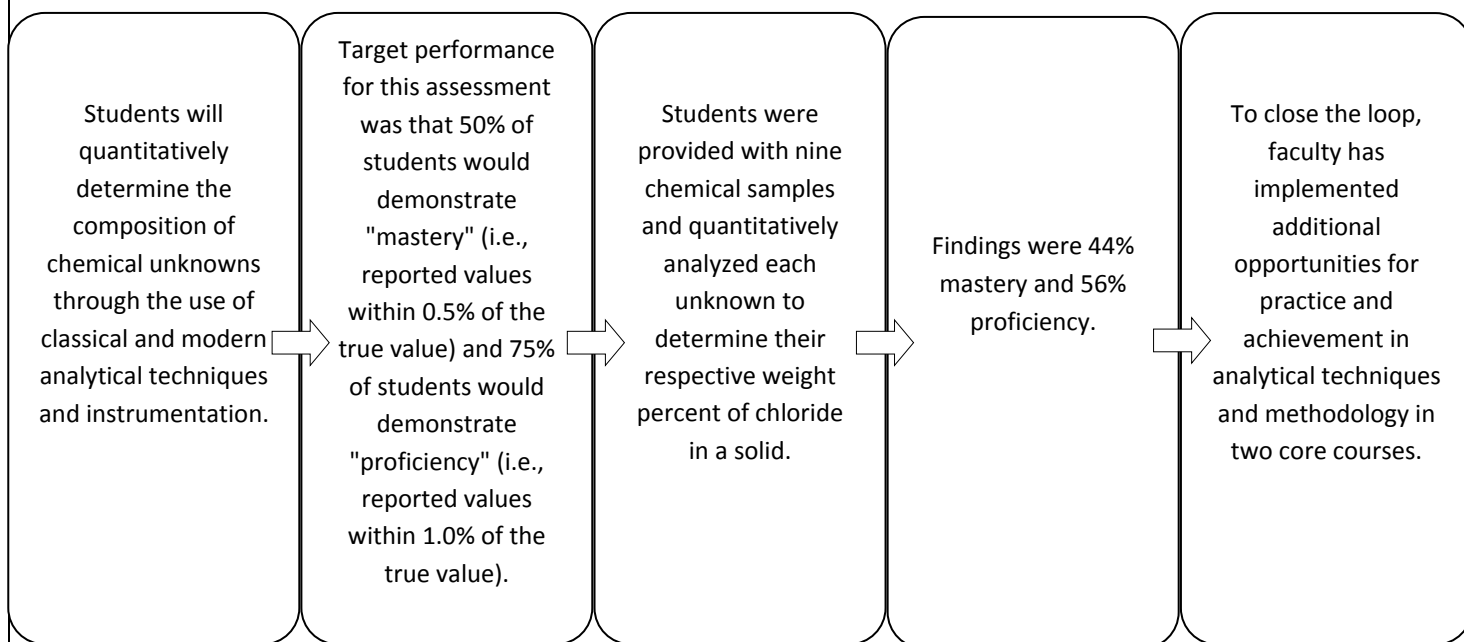
- 1). 6.2: Evidence (61%)
- 2). 6.3: Influence of context and assumptions (61%).



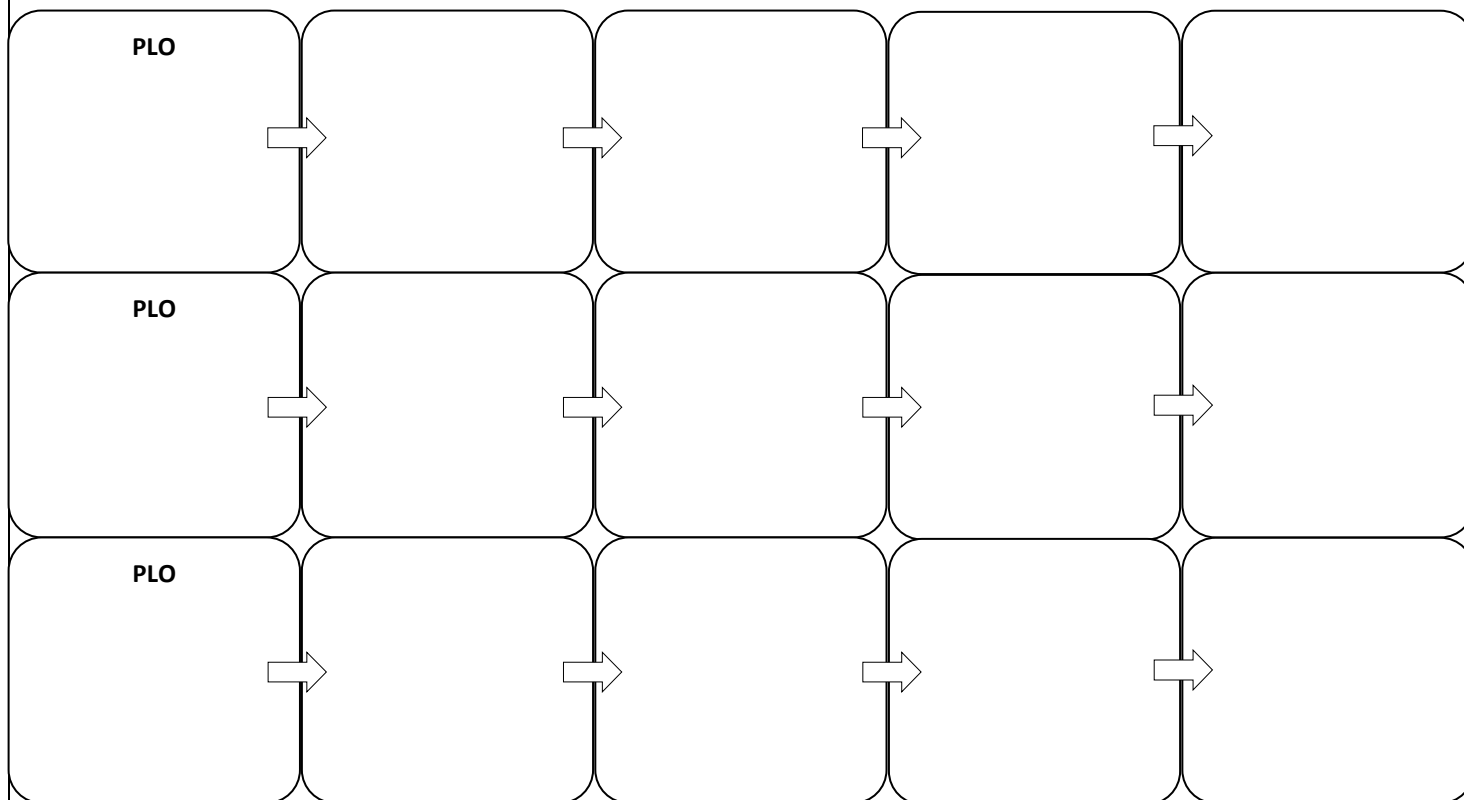
In order to help students in our program successfully become critical thinking researchers, we will design more classroom activities and assignments related to:

- 1). Re-examination of evidence (6.2) and context and assumptions (6.3) in the research
- 2). Require students to apply these skills as they compose comprehensive responses for all their assignments.

Example: Chemistry BS/BA



Additional PLOs



Attachment I: The Development of Program Learning Outcomes

The Importance of Verbs

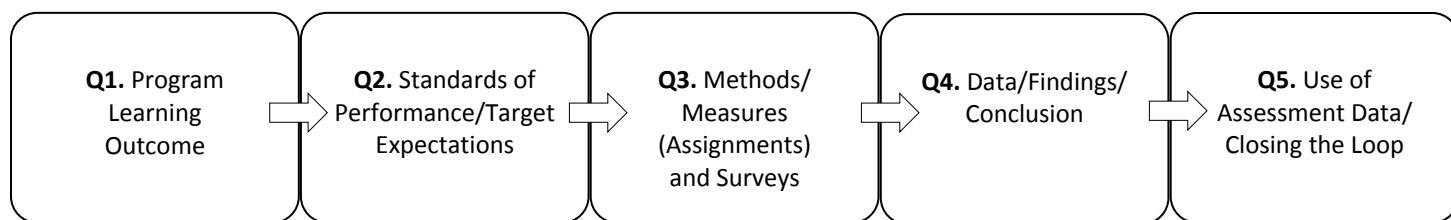
Multiple Interpretations:	Fewer Interpretations:
to grasp	to write
to know	to recite
to enjoy	to identify
to believe	to construct
to appreciate	to solve
to understand	to compare

Relevant Verbs in Defining Learning Outcomes

(Based on Bloom's Taxonomy)

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Cite	Arrange	Apply	Analyze	Arrange	Appraise
Define	Classify	Change	Appraise	Assemble	Assess
Describe	Convert	Compute	Break Down	Categorize	Choose
Identify	Describe	Construct	Calculate	Collect	Compare
Indicate	Defend	Demonstrate	Categorize	Combine	Conclude
Know	Diagram	Discover	Compare	Compile	Contrast
Label	Discuss	Dramatize	Contrast	Compose	Criticize
List	Distinguish	Employ	Criticize	Construct	Decide
Match	Estimate	Illustrate	Debate	Create	Discriminate
Memorize	Explain	Interpret	Determine	Design	Estimate
Name	Extend	Investigate	Diagram	Devise	Evaluate
Outline	Generalize	Manipulate	Differentiate	Explain	Explain
Recall	Give Examples	Modify	Discriminate	Formulate	Grade
Recognize	Infer	Operate	Distinguish	Generate	Interpret
Record	Locate	Organize	Examine	Manage	Judge
Relate	Outline	Practice	Experiment	Modify	Justify
Repeat	Paraphrase	Predict	Identify	Organizer	Measure
Reproduce	Predict	Prepare	Illustrate	Perform	Rate
Select	Report	Produce	Infer	Plan	Relate
State	Restate	Schedule	Inspect	Prepare	Revise
Underline	Review	Shop	Inventory	Produce	Score
	Suggest	Sketch	Outline	Propose	Select
	Summarize	Solve	Question	Rearrange	Summarize
	Translate	Translate	Relate	Reconstruct	Support
		Use	Select	Relate	Value
			Solve	Reorganize	
			Test	Revise	

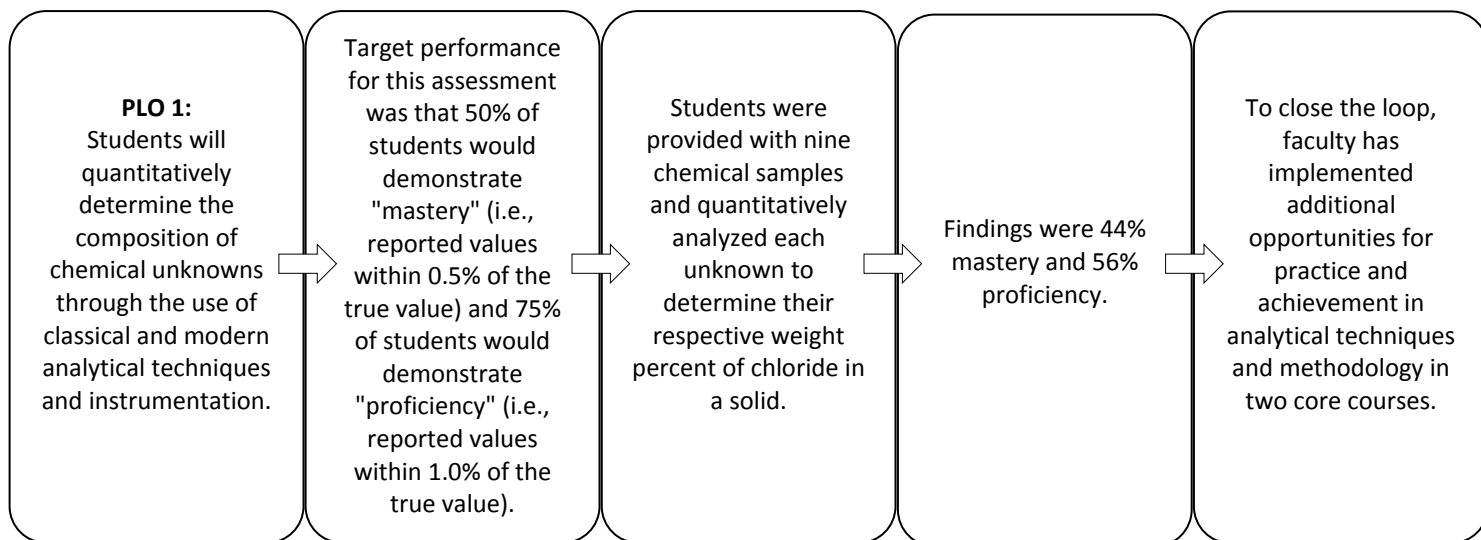
Attachment II: Simplified Annual Assessment Report
Basic Assessment



Examples:

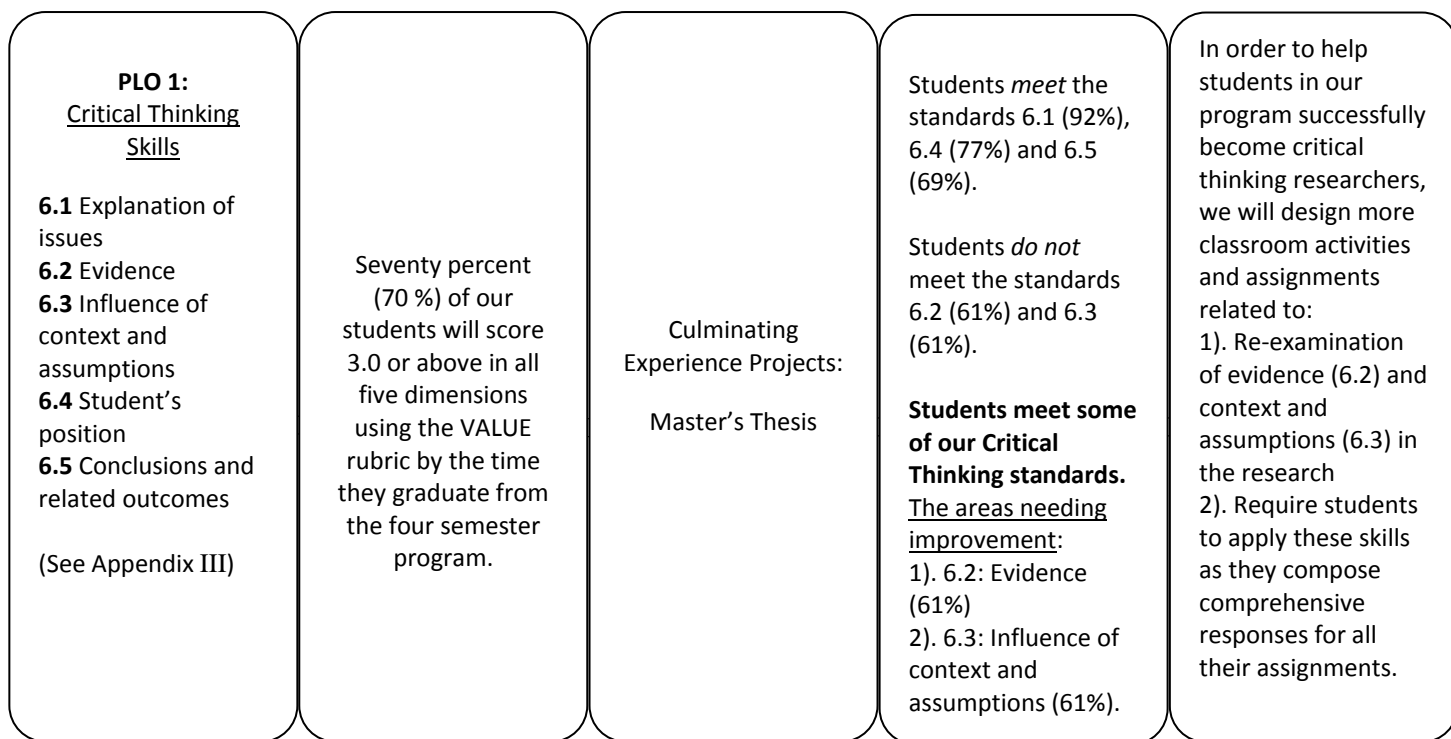
Chemistry, BS/BA

(Example of Content Knowledge)

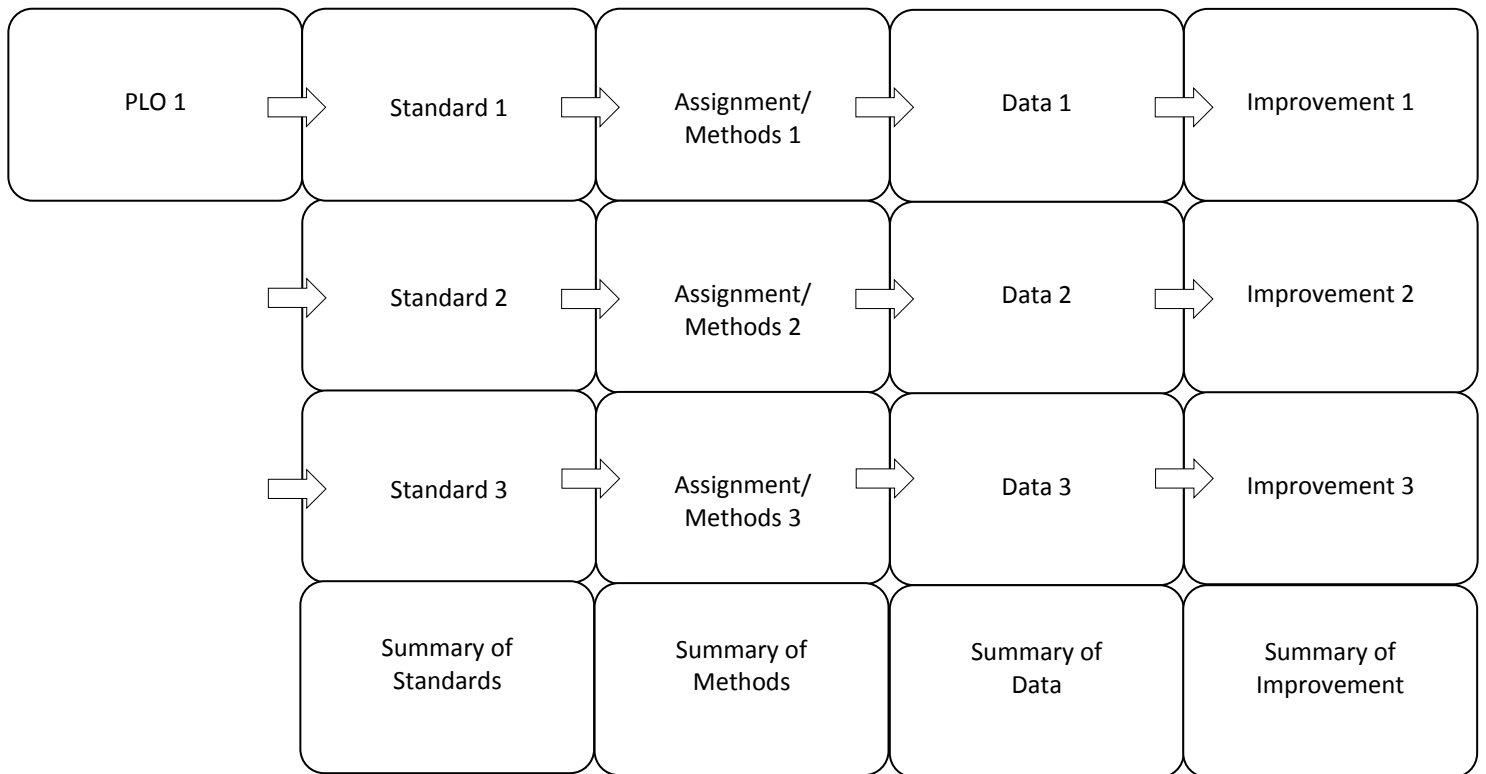


Educational Technology (iMet), MA

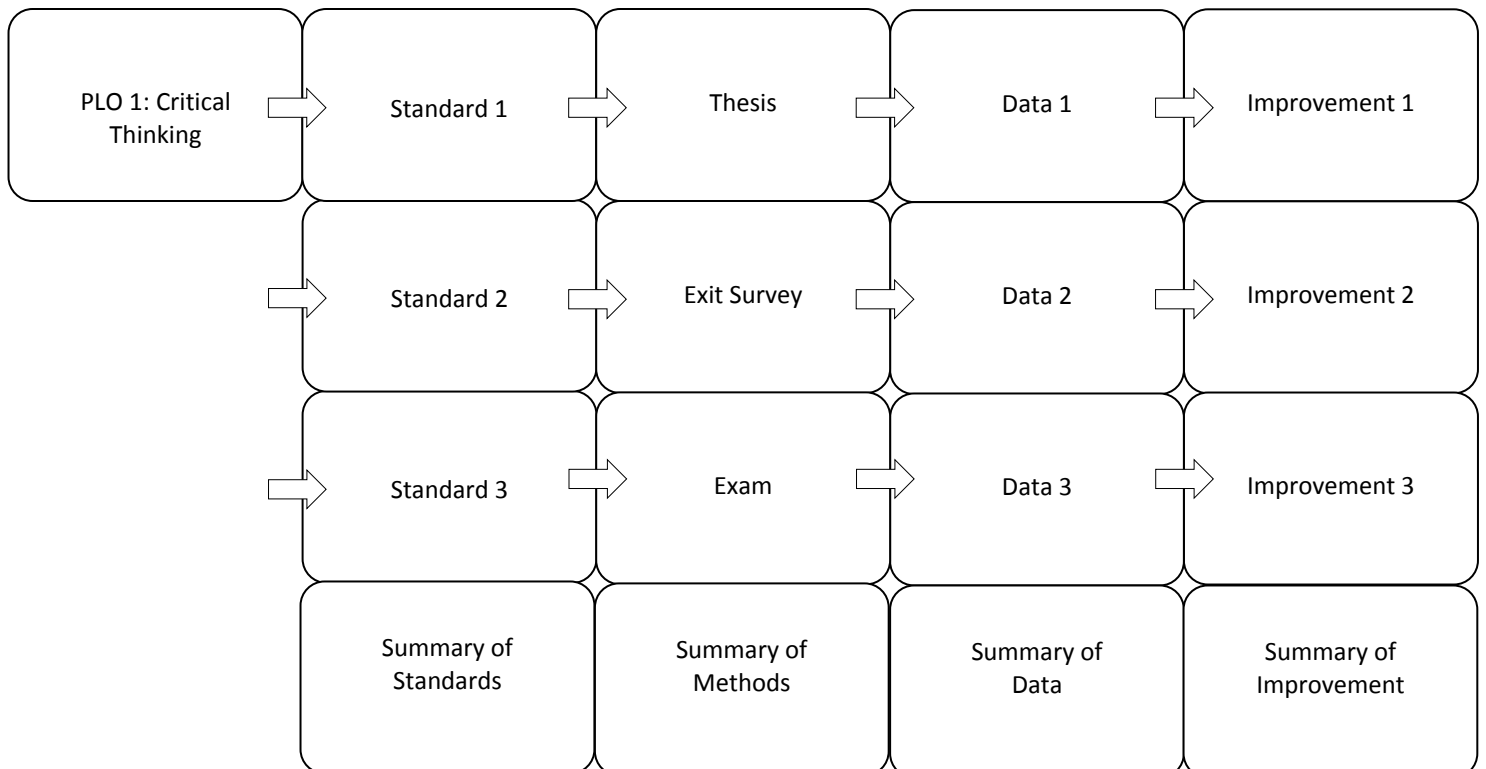
(Example of Complicated Skills)



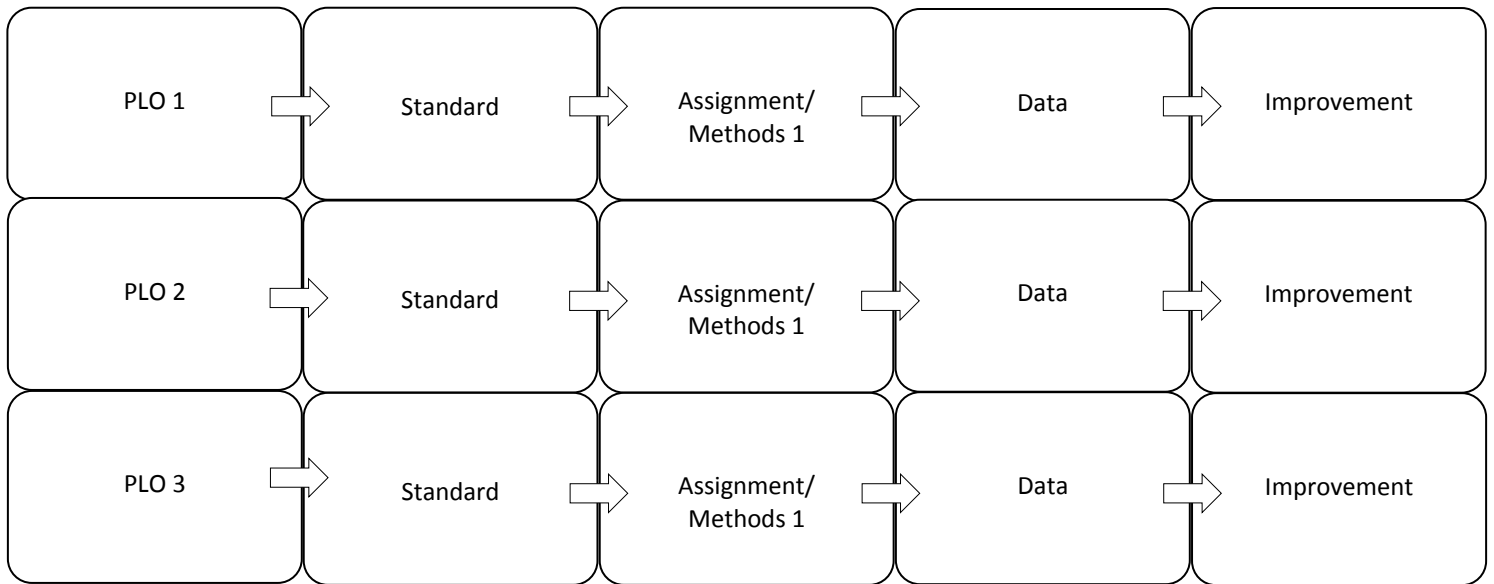
Assessment Flowchart – Multiple Methods
One PLO Assessed by Multiple Assignments



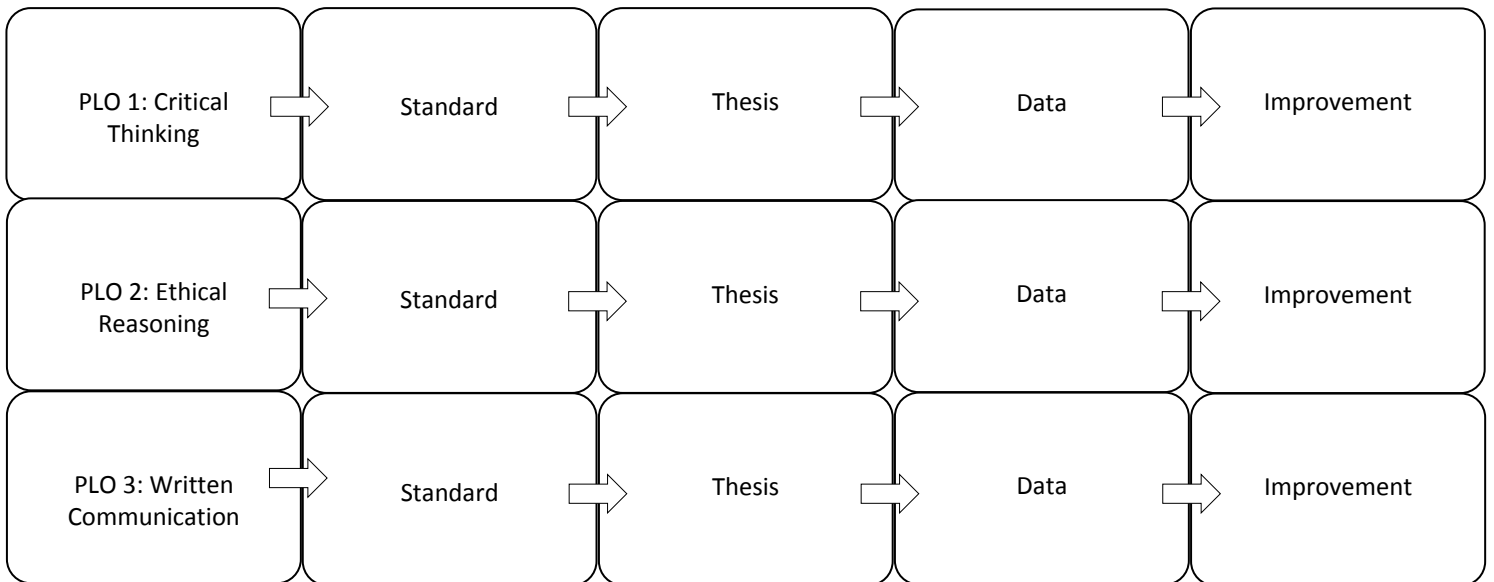
Multiple-Methods Example:



Assessment Flowchart – Multiple PLOs
Multiple PLOs Assessed by One Assignment



Multiple-PLOs Example



Appendix A:

Deaf Studies Program Assessment Plan

Program goals and learning outcomes (PLO's):

What should Deaf Studies students know, value, and be able to do at the time of graduation?

Program Learning Outcomes	Assessment methods
1. Demonstrate the ability to communicate in American Sign Language with Deaf people.	Tested repeatedly throughout the program in numerous ways but specifically tested in DEAF 51, DEAF 52, DEAF 53, DEAF 154, and DEAF 155. See the following rubrics for examples: Appendix C: American Sign Language Public Presentation Rubric Appendix D: American Sign Language Video Assignment Rubric Appendix H: Signing Proficiency Exam Rubric
2. Identify major features and issues in the Deaf Community and Deaf Culture.	This is developed throughout the curriculum particularly DEAF 60, 161, 162, 163, 165, 166. This is assessed through a variety of written assessments including short reaction papers, essays and research papers.
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.	This is developed throughout the curriculum particularly DEAF 161, 162, 166. This is assessed through a variety of written assessments including short reaction papers, essays and research papers.
4. Demonstrate and 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.	This is developed in DEAF 162 and DEAF 163 and assessed through exam questions, presentations, essays and short reaction papers. Expanded criteria for this PLO need to be developed and applied across the curriculum
6. Describe and explain how communication between Hearing people and Deaf people is important to society.	An expanded criteria for this learning out come was developed and data collect for a particular capstone assignment. These criteria need further evaluation
7. Analyze critically how a Deaf person's socio-cultural history affects one's sense of self and relationship to others.	This is developed in DEAF 161 Deaf history and touched on throughout the curriculum in DEAF 162, 165, 166
8. Reflect critically on one's abilities to interact with Deaf individuals socially and professionally, and evaluate the level of integration achieved.	This is developed particularly in our upper level ASL skills courses DEAF 154 and 155 as well as in DEAF 165, 166. This is conducted primarily through self reflective exercises both in class discussion and reflection papers.

Appendix B: Exit Survey

2014 CSUS Deaf Studies Student Exit Survey Questions:

1. When did you graduate from CSUS? *Required
2. Did you graduate with a double major? If so, what is the other one? *Required
3. Did you have a minor? If so, what was your minor?
4. Did you further your education after you graduated? If so, where did you go? What was your field and program (IPP, Teaching Credential, Master's degree etc.)? *Required
5. What is your current job and position? What do you do? Explain how your Deaf Studies degree matters in this context? *Required
6. In what ways did your Deaf Studies degree prepare you? And what would you recommend to improve the B.A. degree? *Required
7. Do your goals for your future involve working with the Deaf Community?
Explain. *Require
8. Outside of work, do you currently interact with the Deaf Community in any way?
Describe. *Required
9. May we have your Name? And email, phone number to follow up with you in the future?

[END OF 2014 EXIT SURVEY]

CSUS Deaf Studies Student Feedback Survey From 2011

1. Graduation Date: Fall 2010 / Spring 2011

2. What type of student were you when you started at CSUS?

Transfer from community college = 7 students = 58.3%

Started as a first year at CSUS = 5 students = 41.7%

3. How many semesters of ASL had you completed when you decided to major in Deaf Studies?

None = 23.1% = 3 students

1 semester of ASL = 15.4% = 2 students

2 semesters of ASL = 15.4% = 2 students

3 semesters of ASL = 23.1% = 3 students

4 semesters of ASL = 0

5 semesters of ASL = 23.1% = 3 students

4. What motivated you to major in Deaf Studies?

1. There was not a deaf studies major available when I first got to CSUS. once it became a major I was immediately drawn to it after attending my g/f's ASL1 class. been in the major ever since.
2. My ASL 1 teacher was friendly and encouraging and I really enjoyed learning the language. When I got to CSUS, my teachers blew my mind with their passion and support, and they really captivated me.
3. I had initially been pursuing a career in teaching so I felt that the language and culture knowledge would give me an "edge" in competing in the teaching field. I also was intrigued on seeing the world from a different perspective.
4. When I realized I really loved the language and didn't want to stop even though I had taken all the ASL classes. I also spoke with Dr Egbert and she strongly encouraged me to look into it as a possible major.
5. The language. I absolutely love ASL. I knew I needed to learn more, hopefully become fluent and learn more about Deaf Culture. I knew that if I loved the language I needed to know the background on it. My love just progressed from there.
6. The language was a major aspect. After majoring in Deaf Studies the culture and people played another big role in continuing with the major.
7. I went to an elementary school that had Deaf students in it. I fell in love with the thought of interpreting such a beautiful language. From then on, I always knew I wanted to be a interpreter.
8. I always loved the language and when I started to learn about the culture I wanted to keep learning about it.
9. I grew up in a large Deaf Community and have had many Deaf friends growing up. I was very involved in the Community but did not know why certain things were "Cultural norms" so I became a Deaf Studies major to learn more about that Community.
10. Course work and opportunities for work.
11. The love of languages in general, and also a love for ASL.
12. I fell in love with the language and the more I studied the more I liked the courses.
13. I fell in love with the language and then took some other culture classes and became hooked. I decided this is what I want to be a part of.

5. What did you like most about your experience in the Deaf Studies Program? What are the strengths of the program?

1. Networking with all the teachers who truly cared about the students. Learning new vocabulary, meeting people in the deaf community, and meeting peers. volunteer, tutoring, and interpreting.
2. The program really went into depth about the people and the culture in addition to just learning a language. I feel that language majors generally just focus on the language itself, rather than the culture, and I love that this major is not like that.
3. I loved learning the language and getting to meet Deaf professionals. The strengths are professors who are educated in their field.
4. I have learned an extraordinary amount about a culture that when I started I knew very little about. The teachers are all extremely helpful and truly want us to succeed. They each support us in everything that we are doing and having that kind of support is necessary when thinking about higher education. Having people behind you constantly reassuring you that you CAN do this is crucial.

5. I loved the classes that were offered that all somewhat overlapped but still brought new ideas to different topics. I did especially LOVE the one-on-one aspect I was able to have with the professors. They are so willing to help, share and motivate you to do your absolute best. I have not had any teachers on campus as dedicated to their students as I have in the Deaf Studies Program.
6. What I enjoyed most about my experience is the people! Both the students and the professors are amazing!! The strength behind the program is, it has professor that know what they are talking about and are very knowledgeable. They go our of there way to make sure you succeed.
7. I think the strength of the program is that it is small and that the students truly feel supported by the staff. I only had one instance where I was turned away when I had a question. I felt there is a genuine desire for the students to succeed. The professors actually CARE! Wow! That is a crazy concept in a college class.
8. I loved the close community dynamics and the bonds we formed with each other, and I liked the close comfortable dynamic with the professors. In other programs there is a huge divide in the dynamics of professor and student, and in this program there isn't and professors always make you feel welcome.
9. The best thing about the Deaf Studies program is how well you get to know your Professor because of how small the ratio of students to teachers there are. The program itself as well as the Professors have a very collectivist appeal to it.
10. Access to the professors for assistance.
11. I most liked the language skills and knowledge that I gained and the people I met who shared support in my goals.
12. I really liked how close I became to other students. we had most of the same classes together so we really helped and supported each other.
13. I like being able to approach my professors and ask questions or have a discussion about everything we are learning. Some professors can be intimidating or stand offish but this department is pretty accommodating.

6. What would you like to see changed or improved in the Deaf Studies Program? What are the weaknesses of the program?

1. Repetition is a huge problem in the program. the classes should be far more diverse in the fields and areas it studies. I feel like each class is a mirror of itself. There was so little I learned in each class as I moved up because we had covered the same exact topics. Each book we had talked about audism, deafhood, and deaf community. I feel like we never left these topics.
2. I felt like most of the classes blended together because they all focused heavily on Deaf culture. I feel like some of the classes could have expanded on topics that are more significant to the specific class, rather than all connecting the content to culture, especially because one class is devoted to doing just that.
3. I strongly feel that there needs to be more language classes that don't necessarily focus solely on teaching from the textbook (Signing Naturally) but consider the benefit of having more interaction and conversational skills. I think some classes could be combined and still have the same effect, such as Deaf History and Deaf Culture. There has been too much repetition in what we have learned in classes. I want to say that we need more professors so we get more of a variety, but I know that's a hard request to make because of budget limitations.
4. Budget cuts were my personal issue and I know that can't be changed. Most of my struggles were a result of those.
5. I would like to see a little bit of expansion in some of the topics because we had to rush through some semesters because of the amount of content. I would have liked to have had 2 classes for Culture because of the amount of content. I also was disappointed for ASL 5 because it seemed like we did not improve in that class. Mainly we just reviewed a lot of signs but there was nothing to really help us increase our knowledge of ASL and that is your final class for learning it.
6. Things that I would like to see change is all the major classes should be in ASL. Other language departments teach in the language they are majoring in and I believe that should be the same for Deaf studies
7. We absolutely need more language classes. The last two semesters of the program have a large emphasis on the culture, which I believe is wonderful and should not be eliminated. However, students need more experience with signing. It does not necessarily have to be an ASL 6 or 7 based off of a textbook but instead just everyday life sorts of things.
8. would like to see more structure in some of the professor's courses. The weakness is that there needs to be more variety between the subjects of the program. There was such a major overlap of the course content it felt like we were taking the same course semester after semester just with different names and a slightly more in depth focus respectively.

9. The program itself is constantly changing. Sometimes it is difficult to remember which are old catalog rights and which are new. Sometimes the professors disagree with each other regarding them or the requirements.
10. More consistency and standards in classroom instruction.
11. A lot of the classes have overlapping content. Some teachers are challenging to work with.
12. I think the faculty needs to get more involved. there are one or two who are involved in the club and support students but others seem to teach and go home. they need to support the students if the students are to support their culture.
13. This might sound weird but I would like a couple more classes added. I feel like I could have taken another ASL class with more vocabulary and practice. Also to have the same teachers teaching the courses consistently rather than one semester Dr. Vicars teaches Linguistics and the next Dr. Grushkin. I think it makes them better teachers and the students get more out of it.

7. What specific suggestions do you have to improve the program?

1. diversify the classes. stop teaching the same info in each class. SIGN in all classes, there are way too many students in the higher level classes who cannot fully understand ASL. do not let those who are not fluent go further, make them work to become better so they can understand the content going forward. try and help students graduate instead of making it so difficult, so many students last semester had to petition tons of times to get what was fair. make us write papers on things that really matter and that we care about and that we can relate to. not just pick a topic in the deaf community and away you go.
2. I think that a little more prep on certain topics before the class dives deep into the subject would have helped me a lot. For instance, ASL Lit should have explained the basics of poetry (hearing and Deaf) before we began reading and discussing it. I may have learned about poetry back in grade school but that was a long time ago, so it was difficult for me to understand certain topics. ASL Linguistics was very similar. Had I not taken a linguistics class a few years back I feel that I would have been struggling to understand the class. I also think that the fingerspelling and numbers class could have been more interactive, because I know that is the area that I need most help with and I don't feel like we were really challenged in that class.
3. The combination of classes (like Culture and History) in order to provide more language classes. Bring in Deaf community members for interaction in ASL classes. Create different projects in the language classes, such as; having students conduct a class survey in ASL, give a short speech, give a short "how to" lesson, instead of the usual signing of a story.
4. One thing that I have had an issue with is hearing ASL teachers speaking in classes. It doesn't help prepare the students for the next class when their teacher might be Deaf and won't speak at all. All the ASL classes should be run similarly in that there is NO TALKING done by the teacher. Also reinforcing the department policy of no students talking in class unless specifically given the OK by their teacher. The ASL classes have had a lot of issues with that this semester and it's disrespectful to the teacher as well as the other students. Also I was told that certain classes had prereqs when in reality they didn't. I don't feel it is right for a teacher to make up prereqs for classes and not have it be legit. I was told on multiple occasions that I couldn't take one of the classes I wanted because I hadn't taken the "prereq" which didn't actually exist. This set me back and was extremely frustrating.
5. I also would have liked to have more information on becoming an interpreter. We had guest speakers but I wish there might have been a portion of lecture devoted to the different avenues you could potentially go into.
6. Maybe have more information about job opportunities. I know for me I want to continue working with Deaf people and signing.
7. Bring in Deaf people so the students can communicate with them! Add more language classes.
8. I think the professors need to work together to change the structure of the program, and to give it an actual solid structure.
9. I think the program is such a new major that it really just needs time to become a more solid study.
10. Agree upon curriculum and standardize for all teachers of each subject. Offer more flexibility for students who need certain classes to graduate.
11. as I said in number 6, teachers need to get more involved and supportive of the students.
12. Same in question number 6.

8. What topics would you have liked to have explored in more depth as a full seminar class?

1. new vocabulary, ASL interpreting, passing the NIC, Teaching, Education, parent education, more volunteering in the deaf community throughout the entire program.
2. I'm not sure. I really enjoyed focusing on Deaf Education and I think that that should actually be a class or should at least be a common seminar choice, because access to and lack of education is a big topic in the Deaf community.

This topic was something that I was completely oblivious to, so I feel that there are probably other topics out there like that which would enrich the students.

3. Applying your Deaf Studies degree to the real-world/workplace and taking a broader approach, not just focusing on education or interpreting.

4. Personally I would have liked to learn more about Deaf Education. I tried to take that seminar class but was told that I couldn't. I also wanted to take the Deaf in the Media class but that was cancelled due to lack of enrollment.

5. I would have liked to learn more about Deaf Institutes. I know about them but we focused so much on how kids are forced into oralism and speech that I don't know the actual teaching methods in Deaf Institutes. I think that would have been very interesting to learn.

6. Deaf Education.

7. How to apply your major to the real world! Finding jobs, what jobs are out there, how can you get them, what do you need to do, what kind of obstacles will you face, tools to succeed, etc.

8. I would like to discuss more about the differences between the ethnicities within the Deaf culture, such as Hispanic American Deaf, Black Deaf, Asian American Deaf, etc.

9. How hearing people fit in in the Deaf community. I feel, this topic was covered briefly but there is such controversial as to where the line needs to be drawn as far as hearing people in the Deaf community.

10. I would like to have explored more about what kinds of jobs my Deaf Studies degree can be used in. It would be helpful to talk about that throughout the entire program rather than just at the end.

11. Deaf art would have been interesting. I think it would have been nice to have an intro to interpreting class since a lot of students plan on becoming interpreters.

12. Deaf Art! That would be an interesting class, some classes touch on it but it would be interesting to get more into depth.

[END OF 2011 EXIT SURVEY]

American Sign Language Public Presentation Rubric

Adapted from a rubric produced by the Gallaudet University Office of Bilingual Teaching and Learning -
- which was based on the Association of American Colleges and Universities' "Public presentation VALUE Rubric."

Definition

A Public presentation is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Purpose

Public presentation takes many forms. This rubric is specifically designed to evaluate public presentations of a single presenter at a time and is best applied to live or video-recorded presentations. For panel presentations or group presentations, it is recommended that each presenter be evaluated separately. This rubric best applies to presentations of sufficient length such that a central message is conveyed, supported by one or more forms of supporting materials and includes a purposeful organization.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Central message:** The main point/thesis/"bottom line"/"take-away" of a presentation. A clear central message is easy to identify; a compelling central message is also vivid and memorable.
- **Organization:** The grouping and sequencing of ideas and supporting material in a presentation. An organizational pattern that supports the effectiveness of a presentation typically includes an introduction, one or more identifiable sections in the body of the presentation, and a conclusion. An organizational pattern that enhances the effectiveness of the presentation reflects a purposeful choice among possible alternatives, such as a chronological pattern, a problem-solution pattern, an analysis-of-parts pattern, etc., that makes the content of the presentation easier to follow and more likely to accomplish its purpose.
- **Language Use:** Vocabulary, terminology, and ASL structure. Language that supports the effectiveness of a presentation is appropriate to the topic and audience, grammatical, clear, and free from bias. Language that enhances the effectiveness of a presentation is also vivid, imaginative, and expressive.
- **Delivery techniques:** Posture, gestures, eye contact, and use of ASL. Delivery techniques enhance the effectiveness of the presentation when the presenter stands and moves with authority, looks more often at the audience than at his/her materials/notes, uses sign language expressively, and uses few language fillers ("um," "uh," "like," "you know," etc.).
-

Supporting material: Explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, and other kinds of information or analysis that supports the principal ideas of the presentation. Supporting material is generally credible when it is relevant and derived from reliable and appropriate sources. Supporting material is highly credible when it is also vivid and varied across the types listed above (e.g., a mix of examples, statistics, and references to authorities). Supporting material may also serve the purpose of establishing the

presenter's credibility. For example, in presenting a creative work such as a dramatic reading of Shakespeare, supporting evidence may not advance the ideas of Shakespeare, but rather serve to establish the presenter as a credible Shakespearean actor.

American Sign Language Public Presentation Rubric

	4 (Exceptional)	3	2	1 (Developing)
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language Use	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery Techniques	Delivery techniques (posture, gesture, eye contact, and visual expressiveness) make the presentation compelling, and presenter appears polished and confident..	Delivery techniques (posture, gesture, eye contact, and visual expressiveness) make the presentation interesting, and presenter appears comfortable.	Delivery techniques (posture, gesture, eye contact, and visual expressiveness) make the presentation understandable, and presenter appears tentative.	Delivery techniques (posture, gesture, eye contact, and visual expressiveness) detract from the understandability of the presentation, and presenter appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.

American Sign Language Video Assignment Rubric

Adapted from a rubric developed by the Gallaudet University Office of Bilingual Teaching and Learning

Definition

An ASL Video Assignment is the development and expression of ideas in American Sign Language recorded through digital means. A video assignment involves learning to work in many genres and styles. It can involve working with many different visual technologies, and mixing texts, data, and images.

Purpose

ASL Video Assignment are used to record a variety of academic work in American Sign Language and textualized through digital means. Types of assignments being developed depends on genre and disciplinary requirements of a course, major or program. Skills in producing video assignments develop through iterative experiences across the curriculum.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Organization:** The ways in which the assignment explores and represents its topic in relation to its audience and purpose.
- **Genre conventions:** Formal and informal rules for particular kinds of texts and/or media that guide formatting, organization, and stylistic choices, e.g. lab reports, academic video essays, poetry, webpages, or personal video essays.
- **Disciplinary conventions:** Formal and informal rules that constitute what is seen generally as appropriate within different academic fields, e.g. introductory strategies, expectations for thesis or hypothesis, expectations for kinds of evidence and support that are appropriate to the task at hand, use of primary and secondary sources to provide evidence and support arguments and to document critical perspectives on the topic. Signers will incorporate sources according to disciplinary and genre conventions, according to the signer's purpose for the assignment. Through increasingly sophisticated use of sources, signers develop an ability to differentiate between their own ideas and the ideas of others, credit and build upon work already accomplished in the field or issue they are addressing, and provide meaningful examples to viewers.
- **Language Use:** Vocabulary, terminology, and ASL structure. Language that supports the effectiveness of a presentation is appropriate to the topic and audience, grammatical, clear, and free from bias. Language that enhances the effectiveness of a presentation is also vivid, imaginative, and expressive.
- **Working with Sources:** Source material that is used to extend, in purposeful ways, signers' ideas in a text. Texts (written, oral, behavioral, visual, or other) that signers draw on as they work for a variety of purposes – to extend, argue with, develop, define, or shape their ideas, for example.
- **Formatting:** Technical elements of production (pre, during, and post) that supports the overall quality of the assignment. Pre-production elements involve the selection of proper

background, lighting, clothes, jewelry, and camera placement. Post-production elements are editing skills by incorporating titles, transitions, and credits to ensure a finished product.

American Sign Language Video Assignment Rubric

	4 (Exceptional)	3	2	1 (Developing)
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the video assignment cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the video assignment.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the video assignment.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the video assignment.
Genre / Disciplinary Conventions	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or assignments including organization, content, presentation, formatting, and stylistic choices.	Demonstrates consistent use of important conventions particular to a specific discipline and/or assignment(s), including organization, content, presentation, and stylistic choices.	Follows expectations appropriate to a specific discipline and/or assignment(s) for basic organization, content, and presentation.	Attempts to use a consistent system for basic organization and presentation.
Language Use	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the video assignment. Language in video is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in video is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in video is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in video is not appropriate to audience.
Working with Sources	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the assignment.	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the assignment.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the assignment.	Demonstrates an attempt to use sources to support ideas in the assignment.
Formatting	Background, clothes, and jewelry are appropriate choices with no distractions. Camera placement is appropriately sized. Correct brightness of light on camera. Editing is excellent and shows a completed product.	Background, clothes, and jewelry are good choices with few distractions. Mildly close or far from camera; few signs are out of picture. Mildly dark or too bright to see signing. Editing is adequate and acceptable.	Background, clothes, and jewelry are average choices with some distraction. Little too close or too far from camera; some signs are out of the picture. Little too dark or too bright to see signing. Editing is choppy and unfinished.	Background, clothes, and jewelry are poor choices and often distracts. Too close or too far from camera; many signs go off the screen. Too dark or too bright to see signing.

Source: Gallaudet University Office of Bilingual Teaching and Learning . Some content in this rubric was adapted from the Association of American Colleges and Universities Public presentation VALUE Rubric and reformatted to satisfy expectations involving American Sign Language.

Appendix E:

Deaf Culture Research Paper Rubric

Name:	Points:				
Required Elements / Point Deductions					
Turned in on time. (Each day late decreases by)	-10	-15	-20	-25	-30 +
Minimum of Three (3) References/ Works Cited	-0				-10
Has a Works Cited Page / Sources cited fully	-0		-5		-10
Used APA or MLA formatting (Outline NOT required)	-0		-5		-10
Topic approval signed off by instructor	-0				-10
Minimum of 1800 words. (Not including citations).	-0				-10
Majority of sources Current (within last 5 years)	-0		-5		-10
Solid sources. (No Wikipedia or About.com, etc.).	0	-10	-20	-30	-40
Total Points for Content: _____ - Deductions: _____ = Total for Research Paper: _____					

Criterion	A: 100 points	B: 85 points	C: 75 Points	D: 65 Points	F: Below 60	Points
Depth and Breadth 30%	Fully researched and examined topic	Several major points were brought up	A few major points were brought up	Several points were left out of research or discussion	Obvious points were left out of research or discussion	30
Perspective 10%	Full looked at the Deaf Community as a Cultural and Linguistic Minority	Partially looked at the Deaf Community as a Cultural and Linguistic Minority	Sometimes looked at the Deaf Community as a Cultural and Linguistic Minority	Overlaying theme of the Deaf Community as disabled/Pathological Perspective of Deaf Community	Used a Pathological Perspective of the Deaf Community	10
Readability 10%	Very well prepared and easy to read.	Had some errors, but could understand intent	Had several errors, had difficulty understanding intent	Difficult to understand intent	Very difficult to understand intent of author	10
Objectivity / Third Person 5%	Did not insert personal opinion in body of paper. Body of paper was written objectively	May have alluded to personal opinion in body of paper. Body of paper was written objectively	Had some personal opinion in body of paper or Body of paper was not written objectively	Had personal opinion in body of paper. Body of paper was not written objectively	Paper was written with little or no objective research	5
Audience 5% Wrote to an audience that does not know anything about Deafness.	Fully explained Acronyms and specialized terms	Most of the time explained Acronyms and specialized terms	Sometimes explained Acronyms and specialized terms	Rarely explained Acronyms and specialized terms	Did not explain Acronyms and specialized terms	5

Conclusion 10% Synthesis of Research/your concluding opinions	Fully pulled together sources and connected them with your thoughts and analyzed them.	Pulled together sources and analyzed them with your opinion/what you learned on the topic	Connected somewhat with your opinion/what you learned on the topic	May have connected with your opinion/what you learned on the topic	Did not discuss your sources or connect them to your opinion/what you learned. Or did not have a conclusion.	10
Grammar 15%	Perfect/Near perfect grammar	Good grammar with some mistakes, but intent is clear	Grammar has several mistakes, but intent is clear	Grammar has several mistakes, and it is hard to understand the intent of writing	Many mistakes in grammar. Can not understand paper easily	15
Works Cited 15% Fully cite works in paper and in Works Cited page	Full names and authors in works cited page. Fully cited specific information throughout paper.	Partial names and authors in works cited page or partially cited specific information throughout paper.	Several errors in works cited page and/or in citing throughout paper	Many errors in works cited page and/or in citing throughout paper	May not have had a works cited page or may not have cited specific information consistently throughout paper	15
Total						
Comments:						

Appendix F: ASL Linguistics Rubric: Language Variance and Change

Quiz 22 Rubric: Student is able to recognize, define, or demonstrate knowledge of / or skill in using:			
	Yes	No	Score
Context			
Pragmatics			
Language Variation			
Accent			
Lexical variation			
Historical language variation			
		Total:	

Sample Questions and Answers:

Question 1: Meaning which comes from the situation in which the sentence is produced?

Answer: Context

Question 2: The area of linguistics that investigates the role of context in understanding meaning is called? Answer: Pragmatics

Question 3: People in one geographic area may use a language differently from people in another geographic area? Answer: Language Variation

Question 4: “Regional, social, ethnic, gender, and age” are all categories of? Answer: Language Variation

Question 5: Regional differences can be found in the phonological system of a language. Those differences may be referred to as? Answer: Accents

Question 6: The fact that there are many different signs for PICNIC, BIRTHDAY, and SOON is considered to be an example of? Answer: Lexical Variation

Question 7: What is the likely reason that ASL seems somewhat more standardized than other sign languages such as Italian Sign Language? Answer: Many teachers came to the American School for the Deaf in Hartford Connecticut

Question 8: What reason is given as likely for why Black and White signers have been observed signing certain words differently? Answer: Segregated education (prior to 1978)

Question 9: Changes in an existing form of a sign may be introduced. The two forms may coexist for a while. Then the older form may disappear. Answer: Historical change

Question 10: The sign DIE? Answer: Has changed from one hand to two hands

2014 Assessment Statistics:

Count: 31

Minimum Value: 5.00

Maximum Value: 10.00:

Range: 5.00:

Average: 9.19

Median: 10.00

Standard Deviation: 1.15

Variance: 1.32

When and where assessed: Fall 2013 as part of the DEAF 164 course.

Assessed by: William Vicars

Audience: All majors

Appendix G: ASL Linguistics: Rubric / Language Discourse and Norms

Quiz 23 Rubric: Student is able to recognize, define, or demonstrate knowledge of / or skill in using:			
	Yes	No	Score
Historical Language Change:			
Metathesis			
Morphosyntactic Variation			
Language Discourse			
Language Norms			
Constructed Dialogue			
Register Variation			
Maintained bilingualism			
		Total:	

Sample Questions and Answers:

Question 1: The sign for “change channels on a television”? Answer: Has changed to look like (iconic representation of) using a remote control

Question 2: The sign for “DEAF”? Answer: Is commonly signed either “ear to chin,” “chin to ear,” or “contact cheek”

Question 3: The older form of the sign HOME? Answer: Was a compound consisting of EAT and SLEEP

Question 4: The sign DEAF? Answer: Is an example of metathesis.

Question 5: The dropping of a subject pronoun with verbs that usually require s subject (such as FEEL, KNOW, or LIKE) is an example of? Answer: Morphosyntactic Variation

Question 6: Use of language that goes beyond the sentence. How language is organized in conversations or in written texts. Answer: Discourse

Question 7: How many people can sign at once, how much one person should sign, what can be signed about, and so forth? Answer: Norms

Question 8: Conversations that tell someone about a conversation that has already taken place? Answer: Constructed Dialogue

Question 9: Language appropriate for a certain occasion? Answer: Register Variation

Question 10: Two languages used in the same location and both stay? Answer: maintained bilingualism

2014 Assessment Statistics:

Count: 29

Minimum Value: 5.00

Maximum Value: 10.00

Range: 5.00

Average: 9.31

Median: 10.00

Standard Deviation: 1.09

Variance: 1.18

When and where assessed: Fall 2013 as part of the DEAF 164 course.

Assessed by: William Vicars

Audience: All majors

Appendix H:

Signing Proficiency Rubric:

[Adapted from Alice Omaggio's "Teaching Language in Context" text.]

	- 0	-4	-8	-12	-16	-20	score
Fluency	Signing is natural and continuous. No unnatural pauses.	Signing is generally natural and continuous. Only slight stumbling or unnatural pauses.	Some definite stumbling but manages to rephrase or continue.	Signing is frequently hesitant and jerky, sentences may be left uncompleted.	Signing is very slow and uneven except for short or routine sentences.	Signing is halting and fragmentary, long unnatural pauses or phrases left unfinished	
Vocabulary	Rich and extensive vocabulary; very accurate usage	Occasionally lacks basic signs; generally accurate usage.		Often lacks needed signs and often displays inaccurate usage.		Inadequate, lacks basic signs; inaccurate usage.	
Structure	Signed phrases almost always correct.	Most signed phrases rendered correctly with some minor structural errors.	Many correctly signed phrases but with definite structural problems.	Some signed phrases rendered correctly but major structural problems remain.	Very few signed phrases structurally correct	No signed phrases structurally correct.	
Comprehensibility	Almost entirely comprehensible.	Some errors but still very comprehensible.		Many errors mostly comprehensible but may need to back track and clarify.	Mostly incomprehensible, occasional phrases can be understood.	Almost entirely incomprehensible.	
						Sub-total:	

Notes:

100 Points possible

- ____ [Sub total from above]
- ____ Negative headshake for negation
- ____ Yes/no question expression
- ____ "Wh" question expression
- ____ Indexing / use of space referent
- ____ Indexing / use of space absent referent
- ____ Horizontal (or vertical) sweep for plurality:
- ____ Incorporation of number
- ____ Inflection for degree
- ____ Directionality (subject / object)
- ____ Depictive verb usage ("classifiers"):

____ SCORE

Appendix I: CSUS Deaf Studies Curriculum Map:

Curriculum Map:

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	I						
DEAF 52 (ASL sem 2)	I	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	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

CIVIC ENGAGEMENT VALUE RUBRIC

for more information, please contact value@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

Framing Language

Preparing graduates for their public lives as citizens, members of communities, and professionals in society has historically been a responsibility of higher education. Yet the outcome of a civic-minded graduate is a complex concept. Civic learning outcomes are framed by personal identity and commitments, disciplinary frameworks and traditions, pre-professional norms and practice, and the mission and values of colleges and universities. This rubric is designed to make the civic learning outcomes more explicit. Civic engagement can take many forms, from individual volunteerism to organizational involvement to electoral participation. For students this could include community-based learning through service-learning classes, community-based research, or service within the community. Multiple types of work samples or collections of work may be utilized to assess this, such as:

- The student creates and manages a service program that engages others (such as youth or members of a neighborhood) in learning about and taking action on an issue they care about. In the process, the student also teaches and models processes that engage others in deliberative democracy, in having a voice, participating in democratic processes, and taking specific actions to affect an issue.
- The student researches, organizes, and carries out a deliberative democracy forum on a particular issue, one that includes multiple perspectives on that issue and how best to make positive change through various courses of public action. As a result, other students, faculty, and community members are engaged to take action on an issue.
- The student works on and takes a leadership role in a complex campaign to bring about tangible changes in the public's awareness or education on a particular issue, or even a change in public policy. Through this process, the student demonstrates multiple types of civic action and skills.
- The student integrates their academic work with community engagement, producing a tangible product (piece of legislation or policy, a business, building or civic infrastructure, water quality or scientific assessment, needs survey, research paper, service program, or organization) that has engaged community constituents and responded to community needs and assets through the process.

In addition, the nature of this work lends itself to opening up the review process to include community constituents that may be a part of the work, such as teammates, colleagues, community/agency members, and those served or collaborating in the process.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Civic identity: When one sees her or himself as an active participant in society with a strong commitment and responsibility to work with others towards public purposes.
- Service-learning class: A course-based educational experience in which students participate in an organized service activity and reflect on the experience in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility.
- Communication skills: Listening, deliberation, negotiation, consensus building, and productive use of conflict.
- Civic life: The public life of the citizen concerned with the affairs of the community and nation as contrasted with private or personal life, which is devoted to the pursuit of private and personal interests.
- Politics: A process by which a group of people, whose opinions or interests might be divergent, reach collective decisions that are generally regarded as binding on the group and enforced as common policy. Political life enables people to accomplish goals they could not realize as individuals. Politics necessarily arises whenever groups of people live together, since they must always reach collective decisions of one kind or another.
- Government: "The formal institutions of a society with the authority to make and implement binding decisions about such matters as the distribution of resources, allocation of benefits and burdens, and the management of conflicts." (Retrieved from the Center for Civic Engagement Web site, May 5, 2009.)
- Civic/community contexts: Organizations, movements, campaigns, a place or locus where people and/or living creatures inhabit, which may be defined by a locality (school, national park, non-profit organization, town, state, nation) or defined by shared identity (i.e., African-Americans, North Carolinians, Americans, the Republican or Democratic Party, refugees, etc.). In addition, contexts for civic engagement may be defined by a variety of approaches intended to benefit a person, group, or community, including community service or volunteer work, academic work.

CIVIC ENGAGEMENT VALUE RUBRIC

for more information, please contact value@aacu.org

Definition

Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values, and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone: 4	Milestone: 3	Milestone: 2	Benchmark 1
Diversity of Communities and Cultures	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.
Analysis of Knowledge	Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.	Analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government.	Begins to connect knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.	Begins to identify knowledge (facts, theories, etc.) from one's own academic study/field/discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government.
Civic Identity and Commitment	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and	Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic	Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic identity.

	civic identity and continued commitment to public action.	commitment.	identity.	
Civic Communication	Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action	Effectively communicates in civic context, showing ability to do all of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do more than one of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do one of the following: express, listen, and adapt ideas and messages based on others' perspectives.
Civic Action and Reflection	Demonstrates independent experience and <i>shows initiative in team leadership</i> of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.	Demonstrates independent experience and <i>team leadership of</i> civic action, with reflective insights or analysis about the aims and accomplishments of one's actions.	Has clearly <i>participated</i> in civically focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.	Has <i>experimented</i> with some civic activities but shows little internalized understanding of their aims or effects and little commitment to future action.
Civic Contexts/Structures	Demonstrates ability and commitment to <i>collaboratively work across and within</i> community contexts and structures <i>to achieve a civic aim.</i>	Demonstrates ability and commitment to work actively <i>within</i> community contexts and structures <i>to achieve a civic aim.</i>	Demonstrates experience identifying intentional ways to <i>participate in</i> civic contexts and structures.	Experiments with civic contexts and structures, <i>tries out a few to see what fits.</i>