

2015-2016 Annual Assessment Report Template

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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?** [Check all that apply]

- 1. Critical Thinking
- 2. Information Literacy
- 3. Written Communication
- 4. Oral Communication
- 5. Quantitative Literacy
- 6. Inquiry and Analysis
- 7. Creative Thinking
- 8. Reading
- 9. Team Work
- 10. Problem Solving
- 11. Civic Knowledge and Engagement
- 12. Intercultural Knowledge and Competency
- 13. Ethical Reasoning
- 14. Foundations and Skills for Lifelong Learning
- 15. Global Learning
- 16. Integrative and Applied Learning
- 17. Overall Competencies for GE Knowledge
- 18. Overall Competencies in the Major/Discipline
- 19. Other, specify any assessed PLOs not included above:

a.

b.

c.

Q1.2.

Please provide more detailed background information about **EACH PLO** you checked above and other information such as how your specific PLOs are **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 communication (signing) proficiency of our students. The ability to sign is a core competency 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.

CO M M U N I C A T I O N The ability to read, write, speak and listen effectively. The ability to respond, with understanding and appreciation, to a wide variety of communicative acts.

<http://www.csus.edu/acaf/academic%20resources/policies%20and%20procedures/baccalaureate%20learning%20goals.pdf>

Q1.2.1.

Do you have rubrics for your PLOs?

1. Yes, for all PLOs
 2. Yes, but for some PLOs
 3. No rubrics for PLOs
 4. N/A
 5. Other, specify:

Q1.3.

Are your PLOs closely aligned with the mission of the university?

1. Yes
 2. No
 3. Don't know

Q1.4.

Is your program externally accredited (other than through WASC Senior College and University Commission (WSCUC))?

1. Yes
 2. No (skip to **Q1.5**)
 3. Don't know (skip 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?

1. Yes
 2. No
 3. Don't know

Q1.5.

Did your program use the *Degree Qualification Profile* (DQP) to develop your PLO(s)?

1. Yes
 2. No, but I know what the DQP is
 3. No, I don't know what the DQP is
 4. Don't know

Q1.6.

Did you use action verbs to make each PLO measurable?

1. Yes

- 2. No
- 3. Don't know

(Remember: Save your progress)

Question 2: Standard of Performance for the Selected PLO

Q2.1.

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

Select PLO from list

Q2.1.1.

Please provide more background information about the **specific PLO** you've chosen in Q2.1.

PLO from the list: Oral Communication. For Deaf Studies this PLO is phrased as: "Demonstrate the ability to communicate in American Sign Language with Deaf people." The equivalent of "Oral Communication" in the Deaf Studies field is the ability to communicate via American Sign Language including receptive and expressive signing skills, receptive signing skills, conversation skills, and related knowledge. "Receptive signing" refers to the ability to watch and understand someone who is signing to you. "Expressive signing" refers to the ability to sign to another person.

Q2.2.

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

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

Q2.3.

Please **provide the rubric(s)** and **standards of performance** that you have developed for this PLO here or in the appendix.

See attached:

American Sign Language Public Presentation Rubric

American Sign Language Video Assignment Rubric

The standard of performance for each of these is: "Demonstrate high intermediate fluency" (upon program completion).



American-Sign-Language-Public-Presentation-Rubric.pdf
124.3 KB



American-Sign-Language-Video-Assignment-Rubric.pdf
124.32 KB

Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the PLO , the standard of performance, and the rubric that was used to measure the PLO:
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	1. In SOME course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. In ALL course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. In the student handbook/advising handbook
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. In the university catalogue

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

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

Q3.1.

Was assessment data/evidence **collected** for the selected PLO?

1. Yes
 2. No (skip to **Q6**)
 3. Don't know (skip to **Q6**)
 4. N/A (skip to **Q6**)

Q3.1.1.

How many assessment tools/methods/measures **in total** did you use to assess this PLO?

Q3.2.

Was the data **scored/evaluated** for this PLO?

1. Yes
 2. No (skip to **Q6**)
 3. Don't know (skip to **Q6**)
 4. N/A (skip to **Q6**)

Q3.2.1.

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:

The assessment data was collected in DEAF 154 "ASL 4" and DEAF 164 "ASL Structure and Usage".

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 *both* receptive and expressive testing in the target language.

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.

(Remember: Save your progress)

Question 3A: Direct Measures (key assignments, projects, portfolios, etc.)

Q3.3.

Were direct measures (key assignments, projects, portfolios, course work, student tests, etc.) used to assess this PLO?

1. Yes
 2. No (skip to **Q3.7**)
 3. Don't know (skip to **Q3.7**)

Q3.3.1.

Which of the following direct measures were used? [**Check all that apply**]

1. Capstone project (e.g. theses, senior theses), courses, or experiences
 2. Key assignments from required classes in the program
 3. Key assignments from elective classes
 4. Classroom based performance assessment such as simulations, comprehensive exams, or critiques
 5. External performance assessments such as internships or other community-based projects
 6. E-Portfolios
 7. Other Portfolios
 8. Other, specify:

Q3.3.2.

Please **explain** and **attach** the direct measure you used to collect data:

See attached:

A combination of expressive and receptive signing as well as knowledge of language features was evaluated.



Signing-Proficiency-Exam-Rubric.pdf
28.94 KB



ASL-Linguistics-Rubrics-for-Quizzes-22-and-23.pdf
29.97 KB

Q3.4.

What tool was used to evaluate the data?

1. **No** rubric is used to interpret the evidence (skip to **Q3.4.4.**)
 2. Used rubric developed/modified by the faculty who teaches the class (skip to **Q3.4.2.**)
 3. Used rubric developed/modified by a group of faculty (skip to **Q3.4.2.**)
 4. Used rubric pilot-tested and refined by a group of faculty (skip to **Q3.4.2.**)
 5. The VALUE rubric(s) (skip to **Q3.4.2.**)
 6. Modified VALUE rubric(s) (skip to **Q3.4.2.**)
 7. Used other means (Answer **Q3.4.1.**)

Q3.4.1.

If you used other means, which of the following measures was used? [**Check all that apply**]

1. National disciplinary exams or state/professional licensure exams (skip to **Q3.4.4.**)
 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.) (skip to **Q3.4.4.**)
 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.) (skip to **Q3.4.4.**)
 4. Other, specify: (skip to **Q3.4.4.**)

Q3.4.2.

Was the **rubric** aligned directly and explicitly **with the PLO**?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

Q3.4.3.

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the rubric**?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

Q3.4.4.

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the PLO**?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

Q3.5.

How many faculty members participated in planning the assessment data **collection** of the selected PLO?

Q3.5.1.

How many faculty members participated in the **evaluation** of the assessment data for the selected PLO?

Q3.5.2.

If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

Q3.6.

How did you **select** the sample of student work (papers, projects, portfolios, etc.)?

We selected every communication skills-related 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 determined by the number of students who showed up on the day of the quiz or test.

Q3.6.2.

How many students were in the class or program?

35 students in DEAF 164
28 students in DEAF 154

Q3.6.3.

How many samples of student work did you evaluate?

25 in DEAF 164
28 in DEAF 154

Q3.6.4.

Was the sample size of student work for the direct measure adequate?

1. Yes
 2. No
 3. Don't know

(Remember: Save your progress)

Question 3B: Indirect Measures (surveys, focus groups, interviews, etc.)

Q3.7.

Were indirect measures used to assess the PLO?

1. Yes
 2. No (skip to **Q3.8**)
 3. Don't Know (skip to **Q3.8**)



Q3.7.1.

Which of the following indirect measures were used? [Check all that apply]

1. National student surveys (e.g. NSSE)
 2. University conducted student surveys (e.g. OIR)
 3. College/department/program student surveys or focus groups
 4. Alumni surveys, focus groups, or interviews
 5. Employer surveys, focus groups, or interviews
 6. Advisory board surveys, focus groups, or interviews
 7. Other, specify:

Q3.7.1.1.

Please explain and attach the indirect measure you used to collect data:

 No file attached No file attached**Q3.7.2.**

If surveys were used, how was the sample size **decided**?

Q3.7.3.

If surveys were used, how did you **select** your sample:

Q3.7.4.

If surveys were used, what was the response rate?

Question 3C: 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?

1. Yes
2. No (skip to **Q3.8.2**)
3. Don't Know (skip to **Q3.8.2**)

Q3.8.1.

Which of the following measures was used? [**Check all that apply**]

1. National disciplinary exams or state/professional licensure exams
2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.)
3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.)

4. Other, specify:

Q3.8.2.


Were other measures used to assess the PLO?

1. Yes
2. No (skip to **Q4.1**)
3. Don't know (skip to **Q4.1**)

Q3.8.3.

If other measures were used, please specify:

 No file attached

 No file attached

(Remember: Save your progress)

Question 4: Data, Findings, and Conclusions

Q4.1.

Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO for **Q2.1**:

2015/2016 Assessment Statistics	ASL Linguistics Rubric / Language Variance and Change
Count	28
Minimum Value	7
Maximum Value	10.00


 No file attached


 No file attached

Q4.2.

Are students doing well and meeting the 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.

 No file attached

 No file attached

Q4.3.

For the selected PLO, the student performance:

- 1. **Exceeded** expectation/standard
- 2. **Met** expectation/standard
- 3. **Partially** met expectation/standard
- 4. Did not meet expectation/standard
- 5. No expectation/standard has been specified
- 6. Don't know

Question 4A: Alignment and Quality

Q4.4.

Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

- 1. Yes
- 2. No
- 3. Don't know

Q4.5.

Were **all** the assessment tools/measures/methods that were used good measures of the PLO?

- 1. Yes
- 2. No
- 3. Don't know

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

Q5.1.

As a result of the assessment effort and based on 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 (skip to **Q5.2**)
- 3. Don't know (skip to **Q5.2**)

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.

Even though we have been meeting our standards of performance, there is a general feeling amongst the faculty that we would like a higher standard. We feel that our students need to reach a higher level of signing skill and a deeper level of cultural awareness to be able to succeed in the field of Deaf Studies. In order to improve we are planning on making several changes:

Goal: To increase DEAF 51 and DEAF 52 each from 3 units to 4 units. (These are our ASL 1 and ASL 2 courses.) This will make the courses consistent with the equivalent courses offered by other universities including EVERY State community college in the Sacramento region. Sac State is the only institution of higher education in the surrounding area with a "3 unit" ASL 1 course or "3 unit" ASL 2 course. Our other ASL courses (ASL 3, 4, and 5) all require 4-units. For over 20 years these two courses should have been offered at 4 units. Due to the lack of instructional time instructors are unable to adequately cover the material contained in college-level ASL 1 textbooks. Not being able to reach the level of competency required in the field is becoming an issue for our graduates in terms of being accepted into Interpreter Preparation Programs. There is no current pedagogical justification for keeping these courses at 3-units. The fact that students are not reaching fluency at the rate they need to is also causing some Deaf Studies instructors to need to use "interpreters" in later Deaf Studies courses instead of teaching in the target language.

Goal: Teach all courses (beyond the "Introduction to Deaf Studies" course) in the target language. That means every course would be taught in American Sign Language and not interpreted into spoken English.

Goal: Experiment with accelerated 8-week versions of ASL 1 through ASL 4. The reason for this goal is that in order for us to teach our other courses in the target language our students will need to reach a conversational level of fluency earlier. If students only take the equivalent of one ASL course each semester it will take 2 years or more for students to reach an intermediate level of conversational fluency before they can begin taking "other" Deaf Studies courses in the target language (without requiring interpretation into spoken English). By allowing students to take two ASL courses in the same semester (via two 8-week courses taught back to back) we will expedite the speed at which students achieve readiness to participate in courses taught in the target language.

We will assess the impact of these changes by interviewing the students, by doing communication proficiency testing, and by reviewing their subsequent grades in higher level courses.

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

Q5.2.

How have the assessment data from the last annual assessment been used so far? [**Check all that apply**]

	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improving specific courses	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Modifying curriculum	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Improving advising and mentoring	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Revising learning outcomes/goals	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Revising rubrics and/or expectations	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Developing/updating assessment plan	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Annual assessment reports	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Program review	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Prospective student and family information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
10. Alumni communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
11. WSCUC accreditation (regional accreditation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
12. Program accreditation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
13. External accountability reporting requirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
14. Trustee/Governing Board deliberations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
15. Strategic planning	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Institutional benchmarking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

17. Academic policy development or modifications	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Institutional improvement	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Resource allocation and budgeting	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. New faculty hiring	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Professional development for faculty and staff	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Recruitment of new students	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. Other, specify:

Q5.2.1.

Please provide a detailed example of how you used the assessment data above:

We opened up two new hire positions within our program, interviewed candidates, and choose a new candidate who will begin teaching Fall 2016. Additionally the data helped us to maintain the other position as an "open" position until we can fill it with a qualified candidate. The data also helped influence the decision to move toward increasing the number of credit hours in American Sign Language 1 and in American Sign Language 2. Additionally the assessment data has helped influence the faculty to decide to move ahead with restructuring the program toward conducting our "theory" courses in the target language without spoken English interpretation which should improve the quality of our student's signing and their eventual success in their careers.

(Remember: Save your progress)

Additional Assessment Activities

Q6.

Many academic units have collected assessment data on aspect of their program *that are not related to the PLOs* (i.e. impacts of an advising center, etc.). **If** your program/academic unit has collected data on program *elements*, please briefly report your results here:

A review of articulation agreements with surrounding colleges has indicated that there have been significant changes in course numbers, titles, and content in various Deaf Studies-related courses offered in the Los Rios Community College District from which many of our students transfer. This necessitates an updating of our articulation agreements and the www.ASSIST.org listings.



No file attached



No file attached

Q7.

What PLO(s) do you plan to assess next year? [Check all that apply]

- 1. Critical Thinking
- 2. Information Literacy
- 3. Written Communication
- 4. Oral Communication
- 5. Quantitative Literacy
- 6. Inquiry and Analysis
- 7. Creative Thinking
- 8. Reading
- 9. Team Work
- 10. Problem Solving
- 11. Civic Knowledge and Engagement
- 12. Intercultural Knowledge and Competency

13. Ethical Reasoning
14. Foundations and Skills for Lifelong Learning
15. Global Learning
16. Integrative and Applied Learning
17. Overall Competencies for GE Knowledge
18. Overall Competencies in the Major/Discipline
19. Other, specify any PLOs not included above:

- a.
- b.
- c.

Q8. Please attach any additional files here:

-

Q8.1.

Have you attached any files to this form? If yes, please list every attached file here:

Signing-Proficiency-Exam-Rubric.pdf
 ASL-Linguistics-Rubrics-for-Quizzes-22-and-23.pdf
 American-Sign-Language-Public-Presentation-Rubric.pdf
 American-Sign-Language-Video-Assignment-Rubric.pdf
 CSUS-Deaf-Studies-Curriculum-Map.pdf
 Assessment-Plan-Deaf-Studies-Program-2015-2016.pdf

Program Information (Required)

P1.

Program/Concentration Name(s): [by degree]

BA ASL & Deaf Studies

P1.1.

Program/Concentration Name(s): [by department]

ASL & Deaf Studies BA

P2.

Report Author(s):

William Vicars

P2.1.

Department Chair/Program Director:

Karen O'Hara

P2.2.

Assessment Coordinator:

Chris Boosalis (?)

P3.

Department/Division/Program of Academic Unit

Education - Undergraduate

P4.

College:

College of Education

P5.

Total enrollment for Academic Unit during assessment semester (see Departmental Fact Book):

100

(According to:

<http://www.csus.edu/oir/data...>**P6.**

Program Type:

1. Undergraduate baccalaureate major
2. Credential
3. Master's Degree
4. Doctorate (Ph.D./Ed.D./Ed.S./D.P.T./etc.)
5. Other, specify:

P7. Number of **undergraduate degree programs** the academic unit has?

2

P7.1. List all the names:

Bachelor of Arts: American Sign Language and Deaf Studies

Minor: American Sign Language and Deaf Studies

P7.2. How many concentrations appear on the diploma for this undergraduate program?

0

P8. Number of **master's degree programs** the academic unit has?

0

P8.1. List all the names:**P8.2.** How many concentrations appear on the diploma for this master's program?

N/A

P9. Number of **credential programs** the academic unit has?

0

P9.1. List all the names:


P10. Number of **doctorate degree programs** the academic unit has?

P10.1. List all the names:

When was your assessment plan...	1. Before 2010-11	2. 2011-12	3. 2012-13	4. 2013-14	5. 2014-15	6. No Plan	7. Don't know
P11. developed?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
P11.1. last updated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

P11.3.

Please attach your latest **assessment plan**:

 **Assessment-Plan-Deaf-Studies-Program-2015-2016.pdf**
30.24 KB


P12.

Has your program developed a **curriculum map**?

- 1. Yes
- 2. No
- 3. Don't know

P12.1.

Please attach your latest **curriculum map**:

 CSUS-Deaf-Studies-Curriculum-Map.pdf
92.08 KB

P13.

Has your program indicated in the curriculum map where assessment **of student learning** occurs?

- 1. Yes
- 2. No
- 3. Don't know

P14.

Does your program have a capstone class?

1. Yes, indicate:
2. No
3. Don't know

P14.1.

Does your program have **any** capstone project?

1. Yes
2. No
3. Don't know

(Remember: Save your progress)

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."

	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.

See next page for notes and glossary.

American Sign Language Public Presentation Rubric Notes and Glossary:

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 Video Assignment Rubric

Adapted from a rubric developed by the Gallaudet University Office of Bilingual Teaching and Learning which was adapted from the Association of American Colleges and Universities Public presentation VALUE Rubric.

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.

	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 <i>(Please see glossary)</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or assignment(s) 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 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.

American Sign Language Video Assignment Rubric Glossary and Purpose:

Adapted from a rubric developed by the Gallaudet University Office of Bilingual Teaching and Learning which was adapted from the Association of American Colleges and Universities Public presentation VALUE Rubric.

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 involves 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.

Signing Proficiency Exam 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:	

<p style="text-align: center;">Incorporation of ASL Features: 0 = none, 1 = some, 2 = consistently used.</p> <p>___ Negative headshake for negation</p> <p>___ Yes/no question expression</p> <p>___ "Wh" question expression</p> <p>___ Indexing / use of space referent</p> <p>___ Indexing / use of space absent referent</p> <p>___ Horizontal (or vertical) sweep for plurality:</p> <p>___ Incorporation of number</p> <p>___ Inflection for degree (speed, intensity, etc.)</p> <p>___ Directionality (subject/object agreement)</p> <p>___ Depictive verb usage ("classifiers"):</p> <p>_____ SUB-TOTAL (Up to 20 points)</p>	<p>Name: _____</p> <p>Date: _____</p> <p>Score and notes:</p> <p style="padding-left: 40px;">_____ [Sub total from above]</p> <p>+ _____ [Sub-total from features]</p> <p style="text-align: center;">_____ TOTAL out of 100 for this test.</p>
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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

2015/2016 Assessment Statistics:

Count: 28

Minimum Value: 7.00

Maximum Value: 10.00

Range: 3.00

Average: 9.50

Median: 10.00

Standard Deviation: 0.73

Variance: 0.54

When and where assessed: Fall 2015 as part of the DEAF 164 course.

Assessed by: William Vicars

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

2015/2016 Assessment Statistics:

Count: 25
 Minimum Value: 7.00
 Maximum Value: 10.00
 Range: 3.00
 Average: 9.60
 Median: 10.00
 Standard Deviation: 0.69
 Variance: 0.48
 When and where assessed: Fall 2015 as part of the DEAF 164 course.
 Assessed by: William Vicars

Deaf Studies Program Assessment Plan 2015/2016

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
<p>1. Demonstrate the ability to communicate in American Sign Language with Deaf people.</p>	<p>Tested repeatedly throughout the program in numerous ways but specifically tested in DEAF 51, DEAF 52, DEAF 53, DEAF 154, and DEAF 155.</p> <p>See the following rubrics for examples: American Sign Language Public Presentation Rubric American Sign Language Video Assignment Rubric Signing Proficiency Exam Rubric</p>
<p>2. Identify major features and issues in the Deaf Community and Deaf Culture.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>
<p>4. Demonstrate an understanding of how the study of Deaf Studies enables individuals to make informed judgments that strengthen the Deaf Community.</p>	<p>This is assessed in DEAF 60 "Introduction to Deaf Studies" via reaction papers and/or quizzes.</p>
<p>5. Demonstrate an appreciation of the contributions of Deaf people to the arts and humanities.</p>	<p>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</p>
<p>6. Describe and explain how communication between Hearing people and Deaf people is important to society.</p>	<p>This is assessed in DEAF 60 "Introduction to Deaf Studies" via reaction papers and/or topic reports. It is also assessed in DEAF 163 "Deaf Literature" via research assignments and/or performance projects.</p>
<p>7. Analyze critically how a Deaf person's socio-cultural history affects one's sense of self and relationship to others.</p>	<p>This is developed in DEAF 161 Deaf history and touched on throughout the curriculum in DEAF 162, 165, & 166.</p>
<p>8. Reflect critically on one's abilities to interact with Deaf individuals socially and professionally, and evaluate the level of integration achieved.</p>	<p>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.</p>

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							
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