

2016-2017 Annual Assessment Report Template

For instructions and guidelines visit our [website](#)
or [contact us](#) for more help.

Please begin by selecting your program name in the drop down. If the program name is not listed, please enter it below:

BA ASL & Deaf Studies

OR

Question 1: Program Learning Outcomes

Q1.1.

Which of the following Program Learning Outcomes (PLOs), Sac State Baccalaureate Learning Goals (BLGs), and emboldened Graduate Learning Goals (GLGs) **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, Competency, and Perspectives
- ☐ 13. Ethical Reasoning
- ☐ 14. Foundations and Skills for Lifelong Learning
- ☒ 15. Global Learning and Perspectives
- ☐ 16. Integrative and Applied Learning
- ☐ 17. Overall Competencies for GE Knowledge
- ☐ 18. Overall Disciplinary Knowledge
- ☐ 19. Professionalism
- ☐ 20. 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 including how your specific PLOs are **explicitly** linked to the Sac State **BLGs/GLGs**:

GLG #4: Oral Communication -- refers to the ability to articulately express one's self in face-to-face interaction. A prime objective of the Deaf Studies program is to produce graduates with expressive and expressive fluency in American Sign Language in order to work with Deaf people and their community. The study of languages is an integral component of CSUS's "Knowledge of Human Cultures and the Physical and Natural World" BLG. Furthermore, "oral communication" is one of the specific skills listed in CSUS's "Intellectual and Practical Skills" BLG.

GLG #12: Intercultural Knowledge, Competency and Perspectives -- The Deaf Studies program endeavors to produce graduates with knowledge and insights into the history, values, norms, and attitudes/beliefs of the American Deaf culture, which has a place within the world's cultural diversity. This is congruent with CSUS's "Knowledge of Human Cultures and the Physical and Natural World" BLG.

GLG #15: Global Learning and Perspectives -- Deaf peoples and cultures are found worldwide and although the Deaf Studies program at CSUS primarily focuses on the American Deaf cultural community, the program endeavors to expose students to the similarities and differences found between Deaf cultures worldwide. This also is congruent with CSUS's "Knowledge of Human Cultures and the Physical and Natural World" BLG.

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", see <http://degreeprofile.org>) 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 **OR** type in **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):

Oral Communication

If your PLO is **not listed**, please enter it here:

Q2.1.1.

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

The first Program Learning Goal of the Deaf Studies Program is for students to "demonstrate the ability to communicate in American Sign Language with Deaf people." This is specifically defined as being able to "demonstrate a High Intermediate level of expressive and receptive communication skills in ASL. This includes the ability to converse with a native or near-native ASL speaker with only minimal need for repetition or clarification in either the expressive or receptive realms while sharing jokes, stories, jokes, directions, and information of an academic or social nature".

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.

The 2016-17 Assessment Plan has established the standard of performance for this PLO to as: " PLO will be considered minimally met with a grade of C in DEAF 155. The preferred level for meeting this PLO is a grade of B- or better in DEAF 155. "



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Q2.4.
PLO

Q2.5.
Stdnd

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 type="checkbox"/>	<input 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 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?

4

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:

Key student assignments contained within DEAF 155 - American Sign Language 5 (narrating an unforgettable event, accident, and retelling of a story) were evaluated and student overall performance was assessed.

(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 (key assignments, projects, portfolios, course work, student tests, etc.) 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 **provide** the direct measure (key assignments, projects, portfolios, course work, student tests, etc.) you used to collect data, THEN **explain** how it assesses the PLO:

Attached are rubrics for sample evaluatory assignments -- to make an in-class presentation (Final exam) and to narrate about a vehicle accident involving the student or someone they know (mid-semester assignment). These assignments specifically assess ASL expressive skills in areas such as grammar, use of role-shifting, fingerspelling, breadth of vocabulary, and facial expression, as well as the overall clarity of one's signing. Receptive ability is indirectly assessed through students' ability to respond appropriately to questioning and feedback relating to their expressive assignments.



RUBRIC-In.Class.Presentation.CSUS.Spring.2017 (ASL 155) SAMPLE.pdf
93.78 KB



Grading Guide - Accident-Vehicle Story.doc
24 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.)?

The sample of student work is drawn from the Signing Naturally Level 3 curriculum, specifically units pertaining to storytelling and narratives (relating an unforgettable moment, accidents, and storytelling).

Q3.6.1.

How did you **decide** how many samples of student work to review?

These samples are directly related to expressive and receptive fluency which have been cumulatively scaffolded over the course of a 5 semester program of study of ASL. Thus, these samples, taken from work produced during the semester, provide a "snapshot" of student learning over the course of their studies.

Q3.6.2.

How many students were in the class or program?

23

Q3.6.3.

How many samples of student work did you evaluated?

92

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:

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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:



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(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 in Q2.1:

Student Enrollment: 23

Grade N

A	12
A-	9
B+	0
B	0
B-	0
C+	0
C	0
C-	0
D+	0
D	0
D-	0
F	0



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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?

The 2017 Deaf Studies Assessment plan establishes a grade of C in Deaf 155 (ASL 5) as "minimally meeting" the expectations for this PLO, while a B- or better is considered the preferred level for meeting this PLO. Since all students earned a grade of B or higher in Spring 2017, the PLO is considered to have been met for the Deaf Studies program.



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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.

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.

Since your last assessment report, **how have the assessment data from then been used** so far?

	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 checked="" type="radio"/>	<input 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 checked="" type="radio"/>	<input type="radio"/>	<input 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 checked="" type="radio"/>	<input 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Alumni communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
11. WSCUC accreditation (regional accreditation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
12. Program accreditation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
13. External accountability reporting requirement	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Trustee/Governing Board deliberations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Academic policy development or modifications	<input type="radio"/>	<input type="radio"/>	<input checked="" 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 type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
20. New faculty hiring	<input type="radio"/>	<input checked="" 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:

The 2016 Assessment Plan was lacking in depth and clarity, especially in how PLOs would be measured and evaluated. The Assessment Plan was revised to include this information.

Q5.3.

To what extent did you apply **last year's feedback** from the Office of Academic Program Assessment in the following areas?

	1. Very Much	2. Quite a bit	3. Some	4. Not at All	5. N/A
1. Program Learning Outcomes	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Standards of Performance	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Measures	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Rubrics	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Alignment	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Data Collection					

	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Data Analysis and Presentation	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Use of Assessment Data	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Other, please specify: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5.3.1.

Please share with us an example of how you applied **last year's feedback** from the Office of Academic Program Assessment in any of the areas above:

The 2016 Assessment Plan was lacking in depth and clarity, especially in how PLOs would be measured and evaluated. The Assessment Plan was revised to include this information.

(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:



No file attached



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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, Competency, and Perspectives

- ☐ 13. Ethical Reasoning
- ☐ 14. Foundations and Skills for Lifelong Learning
- ☐ 15. **Global Learning and Perspectives**
- ☒ 16. Integrative and Applied Learning
- ☐ 17. Overall Competencies for GE Knowledge
- ☐ 18. **Overall Disciplinary Knowledge**
- ☐ 19. **Professionalism**
- ☐ 20. Other, specify any PLOs not included above:

a.

b.

c.

Q8. Please attach any additional files here:



No file attached



No file attached



No file attached



No file attached

Q8.1.

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

Rubric - In Class Presentation

Grading Guide - Accidents

Program Information (**Required**)

Program:

(If you typed your program name at the beginning, please skip to Q10)

Q9.

Program/Concentration Name: [skip if program name appears above]

BA ASL & Deaf Studies

Q10.

Report Author(s):

Donald A. Grushkin

Q10.1.

Department Chair/Program Director:

Karen O'Hara

Q10.2.

Assessment Coordinator:

Donald A. Grushkin

Q11.

Department/Division/Program of Academic Unit

Education - Undergraduate

Q12.

College:

College of Education

Q13.

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

Q14.

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:

Q15. Number of **undergraduate degree programs** the academic unit has?

3

Q15.1. List all the names:

American Sign Language and Deaf Studies

Child Development

Career and Technical Studies

Q15.2. How many concentrations appear on the diploma for this undergraduate program?

Don't know

Q16. Number of **master's degree programs** the academic unit has?

8

Q16.1. List all the names:

Child Development

Counselor Education

Educational Leadership and Policy Studies

Multicultural Education

School Psychology

Special Education

Teacher Education

Vocational Rehabilitation Counseling

Q16.2. How many concentrations appear on the diploma for this master's program?

Don't know

Q17. Number of **credential programs** the academic unit has?

Don't know

Q17.1. List all the names:

Q18. Number of **doctorate degree programs** the academic unit has?

1

Q18.1. List all the names:

Educational Leadership & Policy Studies

When was your **assessment plan**...

	1. Before 2011-12	2. 2012-13	3. 2013-14	4. 2014-15	5. 2015-16	6. 2016-17	7. No Plan	8. Don't know
Q19. developed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q19.1. last updated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q19.2. (REQUIRED)

Please **obtain** and **attach** your latest **assessment plan**:



Deaf Studies Assessment Plan 2017.docx
50.7 KB

Q20.

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

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

Q20.1.

Please **obtain** and **attach** your latest **curriculum map**:



No file attached

Q21.

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

- ☐ 1. Yes

- ☒ 2. No
☐ 3. Don't know

Q22.

Does your program have a capstone class?

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

Q22.1.

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

- ☒ 1. Yes
☐ 2. No
☐ 3. Don't know

(Remember: **Save your progress**)

ver. 5.15/17



ASL 5 LEVEL - Presentation RUBRIC

STUDENT NAME: JANE DOE

UP TO 12.5 POINTS each COLUMN (8 Rows Total x 5 to 12.5 points = UP TO 100 Points TOTAL)

ASL = American Sign Language

	12.5 POINTS	10 POINTS	8 POINTS	7 POINTS	5 POINTS
<small>ASL = American Sign Language</small> Summary	Summary is CLEAR Well Organized According To Classifier Use	Summary is slightly unrelated. A bit of not organized according to Classifier use	Summary is somewhat not related & a bit clear. Slightly not organized according to Classifier use.	Summary is completely NOT related and not clear at all according to Classifier use.	Impossibly and unrelated. Everything is not there at all.
ASL Grammar & Structure	Correct ASL Grammar and Structure.	Slightly incorrect ASL Grammar and Structure.	Somewhat incorrect ASL Grammar and Structure.	Very incorrect ASL Grammar and Structure.	Did not use ASL Grammar and Structure at all.
Role Shift Used	100% Used: Presenter used role shift directly & accurately	80% Used: Presenter used role shift directly & accurately	60% Used: Presenter used role shift directly & accurately	40% Used: Presenter used role shift directly & accurately	20% Used: Presenter used role shift directly & accurately
<small>Presenter = can mean as an individual or a group being filmed or in a room at real time</small> Fingerspelling	Clear and correct fingerspelling.	Correct fingerspelling. Only a little unclear.	Fingerspelling somewhat unclear and could use some improvement.	Fingerspelling very unclear and needs improvement.	Used no vocabulary at all possibly needs some assistances & practices.
Clarity (Parameters)	Clear and correct parameters.	Parameters slightly unclear.	Parameters somewhat unclear.	Parameters very unclear.	Parameters extremely unclear and must improve.
Vocabulary (frequency & accuracy)	Used Vocabulary very well and used them accurately	Used Vocabulary very well and used them somewhat accurately	Used Vocabulary mostly and used them somewhat incorrectly	Used Vocabulary sometimes and used them incorrectly	Used Vocabulary but improvement needed
Facial Expression	Used Facial Expression completely related grammatically & accurately	Used Facial Expression mostly related grammatically & accurately	Used Facial Expression sometimes related grammatically & accurately	Used Facial Expression somehow related grammatically & accurately	Used Facial Expression not related grammatically & accurately
Reaction Overall of the Presentation	Strongly-affected + The Delivered Msg. is CLEAR	Slightly-affected + The Delivered Msg. is mostly clear.	Somewhat affected + The Delivered Msg. is somehow clear	Much less affected + The Delivered Msg is somewhat clear	Absolutely no affect + The Delivered Msg = unclear

NOTE:

Vehicle Accident/Incident Presentation

Student Name: _____

8/12 = Excellent 7/11 = Good 6/10 = Adequate 5/9 = Deficient 0 = Missing

<u>Introduction</u>	Details adequate & Relevant to body of story	8	7	6	5	0
<u>Body</u>	Scene set up before accident/incident (environment, intentions, hindsight)	8	7	6	5	0
	Appropriate Classifiers (actions & results)	8	7	6	5	0
	Description of impact/people's actions	8	7	6	5	0
	Movement agreement (person/vehicle) & reactions	8	7	6	5	0
	Character's thoughts/reactions described	8	7	6	5	0
<u>Conclusion</u>	Appropriately framed story by telling What happened afterward or what was learned	8	7	6	5	0
<u>Fluency</u>	Comfortable with signing, using facial expressions	8	7	6	5	0
<u>Vocabulary</u>	Good/Broad choice of signs, range of Vocabulary	8	7	6	5	0
<u>Sign Production</u>	No errors in sign production	8	7	6	5	0
<u>Conversational Behaviors</u>	Engage audience/partner, Appropriate pacing	8	7	6	5	0
<u>Use of ASL Grammar</u>	Avoidance of English word order; English-based structures & transitioning	12	11	10	9	0

Total Points: _____

Grade: _____/100

Notes:

Assessment Plan:
American Sign Language & Deaf Studies Program (BA)

Donald A. Grushkin, Ph.D.
Coordinator, ASL & Deaf Studies Program
College of Education, Undergraduate Studies

April 1, 2017

Rationales:

The Deaf Studies program at CSUS aims to produce students with a foundational knowledge on issues primarily relating to the culture and community of American Deaf people as well as the ability to communicate in the language of this community: American Sign Language, in preparation for future careers relating to this community. In order to accomplish this goal, the Deaf Studies program has established the following Program Goals and Learning Outcomes, in which students will:

1. Demonstrate the ability to communicate in American Sign Language with Deaf people.
2. Identify major features and issues in the Deaf community and culture.
3. Demonstrate an understanding of the impact of power, privilege and oppression on Deaf people's experiences and reports of prejudice, discrimination, and inequity.
4. Demonstrate an understanding of how the study of Deaf Studies enables individuals to make informed judgments aimed at strengthening the Deaf community.
5. Demonstrate an appreciation of the contributions of Deaf people to the arts, humanities, sciences, and other aspects of daily life in the form of "Deaf Gain".
6. Describe and explain how communication between Hearing and Deaf people is to the benefit of society as a whole.
7. Critically analyze how the sociocultural history of Deaf people as individuals and as a community affect Deaf people's sense of self and relationship to others as individuals and as a community as a whole.

8. Critically reflect on one's abilities to interact with Deaf individuals on the social and professional levels and to evaluate the level of integration achieved.

PLO Definitions:

- **PLO #1:** At graduation, students should demonstrate a High Intermediate level of expressive and receptive communication skills in ASL. This includes the ability to converse with a native or near-native ASL speaker with only minimal need for repetition or clarification in either the expressive or receptive realms while sharing jokes, stories, directions, and information of an academic or social nature.
- **PLO #2:** At graduation, students should be able to identify major historical events, laws, types of educational programs and communication options, and components of Deaf culture with at least 70% accuracy.
- **PLO #3:** At graduation, given a variety of scenarios, students should be able to identify and explain whether or not such a situation is the result of privilege and oppression, and how intercultural conflicts can be mitigated with at least 70% accuracy.
- **PLO #4:** At graduation, students should be able to identify areas of weakness in the political, social, educational and/or legal environment for Deaf people, and suggest concrete, plausible ways in which these might be remediated for at least two of the above areas.

- **PLO #5:** At graduation, students should be able to identify and state at least three examples of Deaf contributions to society in the arts, humanities, sciences, and daily life and explain how society benefits from these contributions.
- **PLO #6:** At graduation, students should be able to describe and explain at least three ways in which communication and understanding/cooperation between Hearing and Deaf people creates benefits for society as a whole.
- **PLO #7:** At graduation, given background information on the parentage, educational history, communicational upbringing and choices, and other relevant information regarding a hypothetical Deaf person, students should be able to outline and explain potential ways in which such a person might be impacted by their given background, or ways in which other Deaf and/or Hearing people might react to and interact with this person.
- **PLO #8:** At graduation, students should be able to identify and describe their own personal abilities, skills, and understandings as they relate to Deaf people and the Deaf community, and state to what degree they are personally able to connect to or integrate with Deaf people on a social and professional level. Students should also be able to identify and suggest ways in which they can improve their own personal competencies and relationships in regard to the Deaf community.

Deaf Studies coursework:

DEAF 51: American Sign Language 1
DEAF 52: American Sign Language 2
DEAF 53: American Sign Language 3
DEAF 56: Fingerspelling and Numbers
DEAF 57: American Sign Language Classifiers
DEAF 60: Introduction to Deaf Studies
DEAF 154: American Sign Language 4
DEAF 155: American Sign Language 5
DEAF 161: Deaf History and Education
DEAF 162: Deaf Culture and Community
DEAF 163: American Sign Language Literature
DEAF 164: American Sign Language Structure & Usage
DEAF 165: Seminar: Current Issues
DEAF 166: Fieldwork in the Deaf Community

Assessment of PLOs:

- **PLO #1:** DEAF 51, DEAF 52, DEAF 53, DEAF 54, DEAF 55
 - PLO will be considered minimally met with a grade of C in DEAF 155. The preferred level for meeting this PLO is a grade of B- or better in DEAF 155.
 - Program assessment: 70% of students should meet the minimal standard for this PLO.

- **PLO #2:** DEAF 60, DEAF 161, DEAF 162, DEAF 163, DEAF 165, DEAF 166
 - PLO will be assessed through written assignments including quizzes and exams, short reaction papers, essays and research papers. PLO will be considered minimally met with grades of 70%; the preferred level for meeting this PLO are grades of 80% or better on assignments addressing this PLO (*See sample assignments*).
 - Program assessment: 70% of students should meet the minimal standard for this PLO.

- **PLO #3:** DEAF 60, DEAF 161, DEAF 162, DEAF 166.
 - PLO will be assessed through written assignments including short reaction papers, essays, and research papers. PLO will be considered minimally met with grades of 70%; the preferred level for meeting this PLO are grades of 80% or better on assignments addressing this PLO. (*See sample assignments*)
 - Program assessment: 70% of students should meet the minimal standard for this PLO.

- **PLO #4:** DEAF 60, DEAF 166
 - PLO will be assessed through written assignments including short reaction papers and/or quizzes. PLO will be considered minimally met with grades of 70%; the preferred level for meeting this PLO are grades of 80% or better.
 - Program assessment: 70% of students should meet the minimal standard for this PLO.

- **PLO #5:** DEAF 162, DEAF 163
 - PLO will be assessed through exam questions, presentations, essays and short reaction papers. PLO will be considered minimally met with grades of 70%; the preferred level for meeting this PLO are grades of 80% or better. (*See sample assignments*)
 - Program assessment: 70% of students should meet the minimal standard for this PLO.

- **PLO #6:** DEAF 60; DEAF 163
 - PLO will be assessed through reaction and research papers and assignments, as well as performance projects. PLO will be considered minimally met with grades of 70% on relevant assignments; the preferred level for meeting this PLO are grades of 80% or better. (*See sample assignments*)
 - Program assessment: 70% of students should meet the minimal standard for this PLO.

- **PLO #7:** DEAF 161; DEAF 162; DEAF 165; DEAF 166
 - PLO will be assessed through examinations and research papers/assignments. PLO will be considered minimally met with grades of 70% on relevant assignments; the preferred level for meeting this PLO are grades of 80% or better. (*See sample assignments*)
 - Program assessment: 70% of students should meet the minimal standard for this PLO. (*See sample assignments*)

- **PLO #8:** DEAF 154; DEAF 155; DEAF 165; DEAF 166
 - PLO will be assessed through self-reflective exercises, class discussion, and reflection papers. PLO will be considered met upon completion of assignment with a plan outlined for future self-improvement on personal strengths and weaknesses.
 - Program assessment: 85% of students should meet the minimal standard for this PLO.

Sample Assignments

PLO #2: (DEAF 162 Final Exam):

“Imagine an “alternate reality” in which the Milan Conference of 1880 and its resultant 100+ years of oralism had never happened. What might Deaf Culture and Deaf life have looked like today without that? In what ways would it be the same? In what ways would it be different?”

PLO #3: (DEAF 60 Research Paper):

Research Paper: (20%)

Students are expected to develop a research paper on a topic related to the deaf, such as education, rehabilitation, parent-child or deaf-hearing relations, and the Deaf community. Each paper should include a component analyzing the topic from a power/identity/equality or education and employment perspective (or both).

PLO #5: (DEAF 161 Final Exam):

“Present and past ideologies and activities have been aimed at the elimination of Deaf people and the Deaf community from existence on Earth. From a primarily Historical perspective, make an argument for the case that the existence of Deaf people has been to the benefit of Humankind (especially Hearingkind).

PLO #6: (DEAF 60 Research Paper):

Research Paper: (20%)

Students are expected to develop a research paper on a topic related to the deaf, such as education, rehabilitation, parent-child or deaf-hearing relations, and the Deaf community. Each paper should include a component analyzing the topic from a power/identity/equality or education and employment perspective (or both).

PLO #7: (DEAF 162 Final Exam):

“There are some within (and without) the Deaf community who feel the Deaf culture is not inclusive – that is, they feel that they are automatically rejected by members of Deaf culture due to their background. Discuss whether from the standpoint of those with cochlear implants, users of Cued Speech or mainstreamed, as well as Deaf culture as a whole, if this rejection is true or not. Discuss also whether being inclusive is necessary to the Deaf culture or not.”

5-Year Assessment Plan/Cycle

<u>YEAR</u>	<u>PLOs</u>
Year 1	PLO 1, 2
Year 2	PLO 3, 4
Year 3	PLO 1, 5
Year 4	PLO 6, 7
Year 5	PLO 1, 8