

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

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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