

Assessment Report of Student Learning Outcomes  
Fall 2007  
Due: February 1, 2008

Department/Program: ASL & Deaf Studies/BA in Deaf Studies

Chair/Director: Chair: Ben Bahan/Carolyn McCaskill

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Date Submitted:

Mission Statement

**Department of ASL and Deaf Studies Mission Statement**

Gallaudet University's Department of ASL and Deaf Studies is dedicated to providing the most comprehensive, challenging, and productive ASL and Deaf Studies program anywhere in the world. Expert faculty will guide students to explore the complexities of Deaf communities and their signed languages through interdisciplinary approaches.

**Deaf Studies BA Program Mission Statement**

The Deaf Studies undergraduate program fosters students' inquiry into the notions of diversity, culture, power, identity, language, history and creative expression among deaf lives.

Student Learning Outcomes/Goals at Program Level

**Deaf Studies BA Program Broad Goals**

**A. Knowledge and Analysis:**

Demonstrate knowledge and engage in critical inquiry relating to topics in deaf history, culture and sign languages.

**B. Production**

Produce and present written and signed research projects related to the field of deaf studies using various media

**A. Knowledge and Analysis:**

- Demonstrate in-depth knowledge of the historical, social and ideological constructions of deaf people and their communities.
- Demonstrate in-depth knowledge of the cultural constructions of Deaf people from within their communities
- Demonstrate knowledge of critical issues in sign language studies
- Demonstrate analytical and thematic awareness of Deaf arts and literature
- Describe the diversity within the deaf community, nationally and globally
- Explain the history and dynamics of various forms of oppression

**B. Production:**

- Develop research skills using primary and secondary sources
- Demonstrate critical analysis of a variety of texts
- Demonstrate skills in effective use of written academic discourse.
- Demonstrate skills in effective use of signed academic discourse
- Acquire basic skills to produce video projects.

Outcome(s) Assessed for Fall 2007

1. Demonstrate in-depth knowledge of the historical, social and ideological constructions of deaf people and their communities
  
2. Demonstrate in-depth knowledge of the cultural constructions of Deaf people from within their communities

Learning Outcomes Linked to Student Learning Opportunities

Learning Outcome	Student Learning Opportunities (Write major learning opportunities.)
1. Demonstrate in-depth knowledge of the historical, social and ideological constructions of deaf people and their communities	1. DST 101 – Readings/discussions on attitudes towards Deaf people from 424 BC to 1817; Readings/discussions on Deaf History from the 15 <sup>th</sup> century to 1817  2. DST 201 – Readings on topics ranging from macro-cultural to micro-cultural views  3. DST 311 – Analysis of various forms of oppression  4. DST 402 – Readings/discussions on hearing and Deaf herstories
2. Demonstrate in-depth knowledge of the cultural constructions of Deaf people from within their communities	1. LIN 263 – Readings/discussions on ASL linguistics  2. DST 201 – Participation in role playing activities that foster counter viewpoints  3. DST 314 – Analysis of various genres of ASL literature  4. DST 402 – Viewings/discussions on texts from Gallaudet Video Library depicting Deaf women from 1913 to the present

Learning Outcomes and Assessment Methods

<p style="text-align: center;">Learning Outcome (List the outcomes indicated above.)</p>	<p style="text-align: center;">Assessment Method (Indicate at least 2 multiple &amp; varied assessment methods.)</p>
<p>1. Demonstrate in-depth knowledge of the historical, social and ideological constructions of deaf people and their communities</p>	<p>1. DST 101 – A semester-long research project related to Deaf history or Deaf culture or Language</p> <p>2. DST 201 – Book Review Project; Development of Power Point presentations on Deaf Culture to specific audiences of students’ choices.</p> <p>3. DST 311 – Searching/reading current events for materials on any forms of oppression</p> <p>4. DST 402 – Write two questions for each assigned reading to be discussed in class</p>
<p>2. Demonstrate in-depth knowledge of the cultural constructions of Deaf people from within their communities</p>	<p>1. LIN 263 – Analysis of ASL linguistics through videos</p> <p>2. DST 201 – Develop a dictionary-like definition of Deaf Culture (English)</p> <p>3. DST 314 – Weekly homework of viewing/analyzing various ASL literature videos</p> <p>4. DST 402 – Final Projects to be written or signed/filmed, depending on students’ choices</p>

Analysis and Use of Assessment Results

Learning Outcomes  <i>Student will be able to:</i>	Direct/Indirect Assessment Measures	Analysis of Assessment Results	Use of Assessment Results (Action Taken)	Analysis/Use of Assessment Results
<p>1. Demonstrate in-depth knowledge of the historical, social and ideological constructions of deaf people and their communities</p>	<p>1. Class Participation</p> <p>* 2. Assigned homework tasks</p> <p>* 3. Take home exams</p> <p>* 4. Final Projects</p> <p>* Note: Students were given a choice to conduct their assignments, exams and projects in either English or ASL.</p>	<p>In DST 402, students demonstrated understanding of hearing &amp; deaf herstories through various activities.</p> <p>Students' written questions based on assigned readings/viewings became the basis for class discussions in ASL.</p> <p>Another assessment tool was responding to take-home examinations in English.</p> <p>All final projects were conducted either as in-class presentations or as films. One project entailed IRB-approved interviews with Gallaudet alumnae during Homecoming Weekend that became a documentary,</p>	<p>1. Developed rubrics for both written &amp; signed assignments which were too extensive for regular grading but became guidelines for both students &amp; professor to facilitate with assessment for grade.</p> <p>Take-home examinations included questions that promoted critical thinking.</p> <p>The Bisonettes Herstory project promoted the use of both English &amp; ASL. Two team members wrote the IRB request after discussing in ASL with the</p>	<p>1. An easier-to-use general Academic ASL Rubric is needed, to be followed up with specific genres such as summary, review, persuasion, autobiographical, etc.</p> <p>2. DST BA definitely needs to revamp its major curriculum. This can be best facilitated through a grant that allows for summer work.</p>

		<p>“Bisonettes Herstory.”</p> <p>Another project was a filmed recreation of the 1913 signed rendition of Longfellow’s <i>Death of Minnehaha</i>.</p>	<p>entire team. Another member developed interview questions in English which were expressed in ASL during interviews with alumnae. End product was a result of synthesizing &amp; editing the filmed interviews, interspersed with Power Point slides showing hearing herstory that parallel with the timeline of the Deaf women’s lives.</p>	
<p>2. Demonstrate in-depth knowledge of the cultural constructions of Deaf people from within their communities</p>	<p>1. Role playing activities</p>	<p>In DST 201, students demonstrate understanding of cultural construction from within.</p> <p>One example is a role-playing activity in which one student with strong objections to cochlear implants is assigned to the role of wanting one. Other</p>		

	2. Guest speakers with hyphenated cultural identities	students assigned to roles such as parents, peers, an audiologist, etc. learn to negotiate with this main role. A mandatory debriefing reveals this activity to be an eye-opener in the way of how other people deal with cochlear implants.		
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### **Sharing of Results**

With whom will you share these results and why?

Because Academic ASL is one of the buzzwords on campus, it would make sense to share our results and then collaborate with other existing ASL and Deaf Studies programs, nationally and globally. This kind of endeavor can push the notion of Academic ASL to a higher level.

### **Closing Reflections**

Please discuss these questions at a department meeting. The answers should reflect the thoughts of the department and note where there are different perspectives.

1. Did you have a positive or negative experience with assessment this semester? Please elaborate.

This was both a positive and negative experience. Positive in the way that the new mission statement allows ASL to be one of the primary components in our teachings. Negative in the way of finding time to collaborate on this effort although the entire department, including the Assessment & Evaluation Unit (AEU), had scheduled weekly meetings.

Another factor to consider was that the majority of the department was heavily involved with a new course (GSR 103). While this was an exciting endeavor, the assessment process was also time-consuming and exhausting. However the entire department agrees that this is a necessary action.

2. Do you think that this kind of University-wide focus on assessment has the potential to improve teaching and learning? Please elaborate.

Yes this assessment will be helpful for better teaching and learning. It is just that there are too many things happening at once...and everything is so new that a lot of us aren't sure where to go. Some days it seems like there are more coaches than players, causing a lot of confusion about which direction to take.

3. What would you change about the assessment process?
4. What other thought come to mind that might not fall under the three questions above.

A workshop of ASL and Deaf Culture experts to help this Department develop a university-wide ASL Rubrics as well as some specific ASL Rubrics such as ASL Summary; ASL Review; ASL Exams; ASL Final Projects, etc.

Supplemental Evidence of  
Academic Rigor, Effective Pedagogy and Student Learning

Please share electronically other evidence of effective teaching, student learning, and assessment related to your department program's outcomes. This might include syllabi, curriculum mapping, a few (2 – 4) samples of student work, rubrics, etc.

There is a student-produced DVD that should be seen but permission is needed.