

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

Department/Program: MA in Deaf Studies

Chair/Director: Chair, Ben Bahan, Director, Dirksen Bauman

Assessment Coordinator: Dirksen Bauman, MA program Assessment Coordinator

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 curriculum 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 MA Program Mission Statement

The Department of ASL and Deaf Studies offers the world's premiere graduate program in Deaf Studies. Our students become members of a vibrant learning community dedicated to the critique and production of knowledge relating to Deaf communities and their sign languages.

- *The Cultural Studies Concentration* challenges students to develop methods of inquiry, research and critique that explore the wide-ranging implications of Deaf ways-of-being.
- *The Teaching Sign Language Concentration* prepares ASL-fluent students to become the best-trained teachers of American Sign Language in the profession.
- *The Deaf History Concentration* trains students in historical methods and content, with an emphasis on the approaches and methods of social and cultural history as applied to deaf people and communities, both in the United States and abroad.

Student Learning Outcomes/Goals at Program Level

Deaf Studies MA Program Broad Goals

Graduates from the MA program in Deaf Studies

- will acquire knowledge, conduct research and develop methods of critique regarding the historical, cultural and linguistic dimensions of Deaf communities.
- will produce graduate level ASL and English texts that demonstrate knowledge of, and critical inquiry into, key concepts of Deaf Studies.
- will be well trained for the next phase of their professional careers

Deaf Studies MA Program Learning Outcomes: Core Curriculum

After the first year of study, students will demonstrate understanding of, and ability to critique, the following key concepts in Deaf Studies:

History:

- the broad evolution of philosophical perspectives on signed languages.
- the history of the American Deaf Community

Cultural Studies:

- the development of the field of Deaf Studies, within the context of cultural studies.
- the notions of “ideology” “culture” and “identity.”
- the role that the institutions of medicine and education have played in the lives of Deaf people

Language

- sign language literature produced by the Deaf community
- the linguistic structures which comprise ASL.

Media Production

- Video production skills, from script to final editing.

Outcome(s) Assessed for Fall 2007

After the first year of study, students will demonstrate understanding of, and ability to critique the broad evolution of philosophical perspectives on signed languages.

Learning Outcomes Linked to Student Learning Opportunities

Learning Outcome	Student Learning Opportunities (Write major learning opportunities.)
<p>1. Students will demonstrate understanding of, and ability to critique the broad evolution of philosophical perspectives on signed languages.</p>	<p>1. DST 705 Readings that range from Plato to Stokoe on the topic of sign language.</p> <p>2. DST 705 Wiki entries created for philosophers' perspectives on sign language.</p> <p>3. DST 701 Readings on emergence of gestures, home-signs and signed</p> <p>4. DST 701 View videos of home-signs and new signed languages (i.e., Nicaragua Sign Language)</p> <p>5. DST 705 and DST 701 Class discussions</p>

Learning Outcomes and Assessment Methods

Learning Outcome (List the outcomes indicated above.)	Assessment Method (Indicate at least 2 multiple & varied assessment methods.)
<p>1. Students will demonstrate understanding of, and ability to critique the broad evolution of philosophical perspectives on signed languages.</p>	<p>1. DST 705 and DST 701 Take home exams</p> <ul style="list-style-type: none"> a. ASL b. English <p>2. DST 701 Write commentary on readings related to gestures and the emergence of signed language</p>

	<ul style="list-style-type: none"> 3. DST 705 Visual timelines 4. DST 705 Wiki project 5. DST 705 and DST 701 Class participation
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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)
<p>1. Demonstrate understanding of, and ability to critique the broad evolution of philosophical perspectives on signed languages.</p>	<ul style="list-style-type: none"> 1. Take home exams (ASL and English) 2. Visual timelines 3. Wiki Project 4. Class participation 	<p>Students demonstrated their understanding of the evolution of perspectives on sign languages through a variety of means—from traditional essay exams (in ASL and English), through a more visual activity of creating timelines as well as class participation. Students also chose an individual philosopher and created Wiki entries for them. For the most part, students performed well on the exams, garnering an average score in the 90% range. However, these exams were scored more holistically, and not according to specifics within a rubric.</p> <p>For ASL essays, a rubric was passed out, but was</p>	<ul style="list-style-type: none"> 1) Develop a rubric for take home exams in written English to be used Spring 08 2) Develop an easier to use rubric for ASL exams to be used Spring 08. 3) Propose to CGE the addition of a qualifying examination. Proposal in progress.

		<p>found to be so extensive that it was impractical to use for real grading purposes. It served more as a list for things to look for when composing and grading ASL essays.</p> <p>Based on the rigor and complexity of the material, two students withdrew from DST 705 poor grades for their work in DST 701. This is an indication, in our minds, that these students are not capable of the graduate level work required in our program.</p> <p>It has become more apparent that our program is geared more toward cultural studies knowledge and scholarship than toward teacher training. However, many of our students apply for the Sign Language Teaching Concentration. This leads us to consider separating these programs of Teaching ASL and Cultural Studies.</p>	
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Sharing of Results

With whom will you share these results and why?

To date, these results have not been shared, other than with the Office of Assessment.

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.

Faculty in our department spent Wednesday afternoons working on developing the mission statement, program outcomes and individual course outcomes. It was an unbelievably hectic semester, especially given the new course development (GSR 103, etc). So, in sum, the experience was positive in so far as we learned a lot, but negative in that we did not have sufficient time and focus for such an important project. We look forward to Spring 2008 to iron out difficulties and fill in gaps in our assessment work.

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

It has already had a positive impact on our department. Clearly, we need to establish standards and assessment mechanisms for ASL. This is exciting pioneering work that should have been done a long time ago.

3. What would you change about the assessment process?

To have the time and support to secure grants so that we could support summer work in developing the proper ASL assessment techniques.

4. What other thought come to mind that might not fall under the three questions above.

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.

Supplemental evidence forthcoming when Blackboard problems are resolved.