**Annual Assessment Report to the College 2011-2012**

**College: Michael D. Eisner College of Education**

**Department: Deaf Studies**

**Program: All concentrations**

**Liaison: Flavia S. Fleischer**

1. **Overview of Annual Assessment Project(s)**

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| 1a. **Assessment Process Overview:** Provide a brief overview of the intended plan to assess the program this year. Is assessment under the oversight of one person or a committee?  This assessment report was originally developed by one person, but is currently collected and being developed through a department committee. The goal is to solicit input from our graduating majors which student learning outcomes they felt were met and which were not through the course of their academic study in the Deaf Studies Department. |
| 1b. **Implementation and Modifications:** Did the actual assessment process deviate from what was intended? If so, please describe any modification to your assessment process and why it occurred.  No. |

**2. Student Learning Outcome Assessment Project:** Answer questions according to the individual SLO assessed this year. If you assessed an additional SLO, report in the next chart below.

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| **2a. Which Student Learning Outcome was measured this year?**  All eight SLOs were assessed indirectly. Students in DEAF 497, a senior capstone course, were asked to determine which of the 8 SLOs they found to be most challenging to achieve during the course of their academic study in Deaf Studies. |
| **2b. What assessment instrument(s) were used to measure this SLO?**  The assessment instrument is in the form of essays by our students explaining which SLOs they found to be most difficult in achieving and the reason(s) they found the specified SLOs to be difficult to meet. |
| **2c. Describe the participants sampled to assess this SLO**: discuss sample/participant and population size for this SLO. For example, what type of students, which courses, how decisions were made to include certain participants.    The assessment was conducted in DEAF 497: Deaf Studies Capstone course. This course is taken during our majors’ final year before they graduate with a degree in Deaf Studies. Thus, the students are seniors who have completed a vast majority of their coursework in Deaf Studies. The assessment is included in the Deaf Studies Capstone course as a part of the required assignments for the course; thus, all students in DEAF 497 are required to complete this assessment assignment as a part of their course requirement. The population size for this assessment is 82 students. |
| **2d. Describe the assessment design methodology:** For example, was this SLO assessed longitudinally (same students at different points) or was a cross-sectional comparison used (comparing freshmen with seniors)? If so, describe the assessment points used.  The design of the assessment is that it is assessed at one time for all students who are planning to graduate from our major within one year. So, this is a one-time assessment plan of which SLOs were difficult for our students to meet after their near-completion of their Deaf Studies degree. |
| **2e. Assessment Results & Analysis of this SLO:** Provide a summary of how the data were analyzed and highlight important findings from the data collected.  The essays were analyzed and summarized based on the SLOs that were specified to be difficult to meet. Of all eight SLOs for Deaf Studies, ¾ of the 82 students assessed found SLO #1, SLO #5 and SLO #8 to be the most difficult to achieve.  For SLO #1, 21 students said it was difficult for them to meet.  For SLO #5, 18 students ranked this as most difficult to meet.  Finally, for SLO #8, 23 students ranked this as most difficult to meet.  In reviewing SLO #1, #5 and #8, it was determined that SLO #1 and SLO #8 were related to each other as most students felt that they were not able to achieve a certain comfort level in their ASL use (SLO #1) in order to interact with Deaf individuals (SLO #8). So, their inability to achieve SLO #1 impacted their ability to satisfy SLO #8.  As for SLO #5, our Introduction to Deaf Studies and Deaf Culture courses need to be reviewed and assessed to ensure that Deaf arts and humanities are appropriately incorporated in those courses. |
| **2f. Use of Assessment Results of this SLO:** Think about all the different ways the results were or will be used. For example, to recommend changes to course content/topics covered, course sequence, addition/deletion of courses in program, student support services, revisions to program SLO’s, assessment instruments, academic programmatic changes, assessment plan changes, etc. Please provide a clear and detailed description of how the assessment results were or will be used.  This assessment results will help guide our upcoming curriculum review and revisions. With students’ indication that SLO #1 and #8 were difficult to meet, it necessitates a review of all language-based courses to ensure that our content is appropriate to allow students to gain and progress through their language skills as they move from one level to next. In addition, this indicates a need for a language-based screening process to ensure that our students have the necessary language skills before they progress into upper division Deaf Studies courses. By implementing a screening process, those students with weak language skills may then be identified and provided with appropriate support to improve their skills before entering the upper division Deaf Studies courses.  As for SLO #5, this illuminates a need to explore all our culture-based content courses to gauge the possibility of adding a course focused on the arts. In other words, when reviewing our existing curriculum, consideration will be given to adding a course focused on exploration of various Deaf arts from paintings to theater to ASL literature. |

Some programs assess multiple SLOs each year. If your program assessed an additional SLO, report the process for that individual SLO below. If you need additional SLO charts, please cut & paste the empty chart as many times as needed. If you did NOT assess another SLO, skip this section.

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| **2a. Which Student Learning Outcome was measured this year?** |
| **2b. What assessment instrument(s) were used to measure this SLO?** |
| **2c. Describe the participants sampled to assess this SLO**: discuss sample/participant and population size for this SLO. For example, what type of students, which courses, how decisions were made to include certain participants. |
| **2d. Describe the assessment design methodology:** Was this SLO assessed longitudinally (same students at different points) or was a cross-sectional comparison used (comparing freshmen with seniors)? If so, describe the assessment points used. |
| **2e. Assessment Results & Analysis of this SLO:** Provide a summary of how the data were analyzed and highlight important findings from the data collected. |
| **2f. Use of Assessment Results of this SLO:** Think about all the different ways the results were (or could be) used. For example, to recommend changes to course content/topics covered, course sequence, addition/deletion of courses in program, student support services, revisions to program SLO’s, assessment instruments, academic programmatic changes, assessment plan changes, etc. Please provide a clear and detailed description of each. |

1. **How do your assessment activities connect with your program’s strategic plan**

Our department’s mission is to: 1) provide an academic course of study of the body of knowledge surrounding the history, language, and culture of deaf people, utilizing related disciplines, and leading to a Bachelor of Arts degree; 2) expand the knowledge in the field of study through scholarship and research; 3) expand awareness of career possibilities in deaf-related fields such as interpreting, teaching, research, counseling, and others, and assist students in developing effective strategies by which they can become qualified to serve as active, contributing members of these professions; 4) Enrich the knowledge and awareness of deaf culture and skills in ASL among non-majors and serve as a resource for other departments and programs within and beyond the university; 5) Prepare Deaf Studies majors for graduate study in selected disciplines. This assessment activity will allow us to gain an understanding of certain areas that students found to be difficult in their course of study. In gaining an understanding, we are then better able to assess our courses in order to revise and implement needed components.

1. **Overall, if this year’s program assessment evidence indicates that new resources are needed in order to improve and support student learning, please discuss here.**

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| This assessment does not indicate that new resources are needed beyond the revision of current curriculum. However, if we find that it is necessary to add new courses that are geared towards ensuring our students meet each SLO, additional faculty may be needed. |

1. **Other information, assessment or reflective activities not captured above.**

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1. **Has someone in your program completed, submitted or published a manuscript which uses or describes assessment activities in your program? Please provide citation or discuss.**

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| No. Since mid-2000, our department has been suffering a terrible shortage of faculty and permanent leadership. As a result, our department has not been able to submit or publish such a manuscript. |