**2018-2019 Annual Program Assessment Report Guide**

Please submit report to your department chair or program coordinator, the Associate Dean of your College, and to james.solomon@csun.edu, Director of the Office of Academic Assessment and Program Review, by **September 30, 2019**. You may, but are not required to, submit a separate report for each program, including graduate degree programs, which conducted assessment activities, or you may combine programs in a single report. **Please include this form with your report in the same file and identify your department/program in the file name.**

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

**Department:** Deaf Studies

**Program:** BA

**Assessment liaison:**

1. **Please check off whichever is applicable:**

**A. \_\_X\_\_\_\_ Measured student work within program major/options.**

**B. \_\_X\_\_\_\_ Analyzed results of measurement within program major/options.**

**C. \_\_X\_\_\_\_ Applied results of analysis to program review/curriculum/review/revision major/options.**

**D. \_\_\_\_\_\_\_\_\_ Focused exclusively on the direct assessment measurement of General Education Arts and Humanities student learning outcomes**

1. **Overview of Annual Assessment Project(s).** On a separate sheet,provide a brief overview of this year’s assessment activities, including:
* an explanation for why your department chose the assessment activities (measurement, analysis, application, or GE assessment) that it enacted
* if your department implemented assessment **option A**, identify which program SLOs were assessed (please identify the SLOs in full), in which classes and/or contexts, what assessment instruments were used and the methodology employed, the resulting scores, and the relation between this year’s measure of student work and that of past years: (include as an appendix any and all relevant materials that you wish to include)
* if your department implemented assessment **option B**, identify what conclusions were drawn from the analysis of measured results, what changes to the program were planned in response, and the relation between this year’s analyses and past and future assessment activities
* if your department implemented **option C**, identify the program modifications that were adopted, and the relation between program modifications and past and future assessment activities
* if your program implemented **option D**, exclusively or simultaneously with **options** **A, B, and/or C**, identify the basic skill(s) assessed and the precise learning outcomes assessed, the assessment instruments and methodology employed, and the resulting scores
* in what way(s) your assessment activities may reflect the university’s commitment to diversity in all its dimensions but especially with respect to underrepresented groups
* any other assessment-related information you wish to include, including SLO revision (especially to ensure continuing alignment between program course offerings and both program and university student learning outcomes), and/or the creation and modification of new assessment instruments
1. **Preview of planned assessment activities for 2019-20.** Include a brief description as reflective of a continuous program of ongoing assessment.

**2018-2019 Deaf Studies Annual Program Assessment Report**

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

**Explanation of 2018-2019 Assessment Activities:** Deaf Studies carried out two different assessment activities, one direct and the other indirect. The direct assessment focused on American Sign Language (ASL) courses—students’ development of ASL fluency is essential to their future success and employability in the Deaf Studies field. The indirect assessment helps us learn about which SLOs graduating students self-rated as the most difficult for them to achieve so we can examine our curriculum and program to ensure content regarding these SLOs are covered appropriately throughout our program and make any needed upgrades.

**Direct assessment activity:** The implementation and rating of signature assignments continued with four ASL courses (levels I-IV) during Fall 2018 and Spring 2019. This direct assessment measured students’ progress in their ASL fluency which aligns with our program SLO #1. This activity was made possible by granting three units of time to Christine Firkins, a part-time Deaf Studies faculty member, to develop and refine the signature assignments, assessment instruments, and write up the reports for this activity. Christine shared the Spring 2018 results to faculty involved in teaching ASL courses and provided training on Fall 2018 signature assignments. She also specifically pointed out ASL skill areas that needed greater focus during the Fall 2018 semester (including for one specific course that is next in the ASL course sequence) and provided preparation for and examples of targeted teaching to improve students’ ASL skills in the areas needing improvement. Feedback/support on the signature assignments and their rubrics were given to Christine by our Department Chair, Flavia Fleischer, and our Assessment Liaison, Jordan Eickman.

In the Fall 2019 department meeting, Christine Firkins shared the AY 2018-2019 results to the faculty and provided handouts indicating areas of concern. Christine Firkins walked the faculty through each area of concern and offered some ideas of how to improve such areas.

A comprehensive report covering the results of the signature assignments and a visually-friendly summary of the same report are attached to this report. The former report also includes a linkage between Spring 2018 data to AY 2018-19 data. These reports include what conclusions were drawn from the analysis of measured results, recommendations to strengthen ASL curriculum and pedagogical strategies (ie: in other words, what changes to the program were planned in response), and the relation between this year’s analyses and past (Spring 2018) assessment results. Signature assignments and their assessment will continue to be used in future semesters to build up a longitudinal database to track the success of our efforts to close the gap.

Much credit must be given to Christine for her excellent work and willingness to take on this work and compile these two reports, as it represents a big step forward for our Department as we continue to have a severe shortage of full-time faculty (5 total during the 2018-19 AY) with limited time and energy to devote to assessment activities.

**Indirect assessment activity:** The continuation of indirect student self-assessment on which program SLOs were the hardest for them to achieve. This data was collected from Jordan Eickman’s Deaf Studies Capstone course sections.

**Program SLOs assessed:** See Appendix 1 for a list of Deaf Studies SLOs.

 **Direct assessment activity:** SLO #1

 **Indirect assessment activity:** All SLOs for the indirect assessment activity.

**Which classes/contexts:**

**Direct assessment activity:** DEAF 160: American Sign Language I, DEAF 161: American Sign Language II, DEAF 280: American Sign Language III, and DEAF 281: American Sign Language IV. Each level of ASL was issued a required signature assignment. Rubrics were developed for each signature assignment. At the end of the semester, the ASL instructors, after rating the assignments, turned over the rubrics to the Deaf Studies Department. The rubric scores were imported into SPSS for data analysis.

The signature assignments were first issued during the Spring 2018 semester for ASL I and IV. After the first round, feedback was received from the ASL instructors to improve the signature assignments and rubrics. The improved rubrics for ASL I and IV were used during the Fall 2018 and Spring 2019 semesters. Signature assignments and rubrics were then created for ASL II and III to be implemented in Fall 2018.

**Indirect assessment activity:** DEAF 497: Deaf Studies Capstone course. Student feedback on which Department SLO was the most difficult for them to achieve was collected through a brief in-class self-identification written survey in two DEAF 497 sections (Spring 2019). The Assessment Liaison collected data from the DEAF 497 course sections he taught. This same data collection has gone on for several semesters, so a useful database has been and is continuing to be built up. Even though the brief assignment formerly used to collect this data was discontinued beginning in Spring 2017, the same data was captured in a more efficient way. Thus, longitudinal analysis of student feedback continues to be valuable.

**Assessment instruments used/methodology employed:**

**Direct assessment activity:** Signature assignments were employed. See Appendices 2-5 for copies of the four signature assignments. See Appendices 6-9 for copies of the signature assignments’ rubrics.

**Indirect assessment activity:** Students were asked to identify which SLO they found the most difficult to achieve after reviewing a written list of the Department SLOs. This was the sole assessment point. See Appendix 10 for a copy of the instrument used to collect student feedback.

**Resulting scores:**

**Direct assessment activity:** See Appendices 11 & 12 for the signature assessment reports containing detailed data.

**Indirect assessment activity:** The Assessment Liaison reviewed each completed response to tally up how often each SLO was chosen for a total of 47 student responses (Spring 2019 Wednesday: 23; Spring 2018 Thursday: 24). The 47 student responses included one response where a student said “0” meaning none. It is very useful to know which SLOs students perceived, in whatever way, were the most difficult to achieve for themselves.

The cumulative results across the two course sections, including the vote for none, indicated that SLOs #8 (29.8%), #1 (19.1%), and #5 (17.0%) were reported by students as the most common ‘most difficult’ SLO to achieve. Percentages are given in relation to the total number of student responses (47).

**The relation between this year’s measure of student work and that of past years:**

**Direct assessment activity:** This AY were the second and third semester the signature assignments were employed, with DEAF 161: American Sign Language II and DEAF 280: American Sign Language III being assessed for the first time during Fall 2018.

**Indirect assessment activity:** The 2018-2019 results seem generally consistent with past cumulative results for 2011-2012, 2013-2014, 2014-15 (which included Fall 2015), 2015-2016 (which included Fall 2016), and 2016-2017 (which included Fall 2017), and 2017-18 (which included Fall 2018) as SLOs #8, 1, and 5 consistently appeared among the top three (in various order) in almost every past result reported by students. This seems to be a return to the general overall pattern (from which the 2017-18 report results differed slightly).

**In what way(s) your assessment activities may reflect the university’s commitment to diversity in all its dimensions but especially with respect to underrepresented groups:** By nature, Deaf Studies itself represents an underrepresented group, Deaf people and the members of the Deaf community. Deaf Studies’ SLOs primarily deal with students’ abilities to successfully communicate, interact, and integrate with Deaf people and demonstrate appropriate knowledge and understanding about Deaf people, the Deaf community, and issues related to Deaf people and the Deaf community.

**Preview of planned assessment activities for 2019-20:**

**Direct assessment activity:** Signature assignments will continue to be used each semester for DEAF 160, DEAF 161, DEAF 280 and DEAF 281. Results are already being used and will continue to be used to inform curriculum changes to shore up teaching of ASL skill areas where student achievement is lacking, to provide training to standardize faculty grading, and to eventually implement a potential program requirement change (requiring students to earn a B or better grade to advance to the next ASL level course) and develop and get in place the necessary student and faculty support resources for students who do not achieve that standard prior to implementing this change. In other words, continuing to collect more data and closing the gap!

Also, during Fall 2019, the Assessment Liaison received three units of release time to coordinate Department curriculum revision activity, and this includes organizing meetings (co-led by Christine Firkins) of ASL faculty instructors to go over the results and close the gaps. Christine Firkins received three units of release time for assessment work for AY 2018-2019 and Fall 2019.

**Indirect assessment activity:** The continuation during the next semesters until next year’s assessment report of indirect student self-assessment on which program SLOs were the hardest for them to achieve.

**2018-2019 Deaf Studies Annual Program Assessment Report Appendices**

**Appendix 1:** Deaf Studies Student Learning Outcomes

SLO #1: Demonstrate ability to communicate in American Sign Language (ASL) with Deaf people.

SLO #2: Identify the major features of and issues in the Deaf Community and Deaf Culture.

SLO #3: Demonstrate an understanding of the impact of power, privilege, and oppression on the Deaf community

 that result in Deaf people’s experience of prejudice, discrimination, and inequity.

SLO #4: Demonstrate an understanding of how the study of Deaf Studies enables individuals to make informed judgments that strengthen the Deaf Community.

SLO #5: Demonstrate an appreciation of the contribution of Deaf arts and humanities for shedding light on what it means to be Deaf.

SLO #6: Describe communication between hearing people and Deaf people that is vital to contemporary society.

SLO #7: Analyze critically how a Deaf person’s social-cultural history influences one’s sense of self and relationship to others.

SLO #8: Reflect critically on one’s abilities in interacting with Deaf individuals, socially and professionally, and evaluate the level of integration achieved.

**List of Further Appendices**

Appendix 2 - Fall 2018-Spring 2019 DEAF 160 Signature Assignment copy

Appendix 3 - Fall 2018-Spring 2019 DEAF 161 Signature Assignment copy

Appendix 4 - Fall 2018-Spring 2019 DEAF 280 Signature Assignment copy

Appendix 5 - Fall 2018-Spring 2019 DEAF 281 Signature Assignment copy

Appendix 6 - Fall 2018-Spring 2019 DEAF 160 Signature Assignment rubric copy

Appendix 7 - Fall 2018-Spring 2019 DEAF 161 Signature Assignment rubric copy

Appendix 8 - Fall 2018-Spring 2019 DEAF 280 Signature Assignment rubric copy

Appendix 9 - Fall 2018-Spring 2019 DEAF 281 Signature Assignment rubric copy

Appendix 10 - Spring 2019 DEAF 497 indirect SLO assessment instrument copy

# Appendix 11 - ASL I-IV Signature Assignment Assessment Report - 2018–2019 Academic Year

Appendix 12 - ASL I-IV Signature Assignment Assessment Report Visually Friendly Summary - 2018–2019 Academic Year