Assurance of Student Learning 2019-2020	
College of Health and Human Services	Communication Sciences and Disorders
Deaf Studies Certificate 1738	

Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.

Student Learning Outcome 1: Demonstrate a strong understanding of Deaf Culture and history in the United States.

Instrument 1	DIRECT- Research paper covering a historical event in the Deaf and Hard of Hearing community in the United States. Students will complete a final immersion project that will incorporate reflective thinking, results from peer discussions, and use of analytical comparisons. Students will be asked to evaluate the cultural terms that apply to themselves vs. those of the Deaf Culture. Students will also analyze how their Culture and community is similar and different from the Deaf Culture. This will help students develop a way to see their own self through a different Cultural lens.
Instrument 2	DIRECT- A presentation over the attendance at a Deaf Culture Event. Diverse values will be examined through the study of different socio-economic and geographic factors, such as employment and education. Students will be asked to explore historical events in Deaf Culture and popular movements that brought about social change. As a part of their final project, students will attend a social event within the Deaf community. This event will allow students to observe opportunities and the treatment of Deaf individuals in their Culture. These explorations will heighten the final project and will guide respectful navigation of the Deaf Culture.
Instrument 3	

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	Met	Not Met

Student Learning Outcome 2: Analyze the differences between Deaf Culture in the United States and other countries.

Instrument 1	DIRECT- Compare and contrast paper discussing the differences of Deaf Culture in the United States to two or more countries. Students will complete a final project that will incorporate reflective thinking and use of analytical comparisons. Students will analyze how the Deaf Culture in the United States similar and different from the Deaf Culture in other countries.
Instrument 2	DIRECT- Compare and contrast presentation discussing the differences of Deaf Culture in the United States to two or more countries. Students will analyze how the Deaf Culture in the United States similar and different from the Deaf Culture in other countries. Students will present their findings in a formal class presentation.
Instrument 3	

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	Met	Not Met

Student Learning Outcome 3: Demonstrate basic American Sign Language conversation skills.

Instrument 1	DIRECT- Produce and recognize at least 500 signs, non-manual markers (facial expressions) and fingerspelling words. This will be assessed by Receptive Exams and Expressive Skills (the student will sign, the teacher will video the student signing, and assess the student's signing skills) tests. Receptive Exam: The student will watch a signer (the instructor) and write down what is signed. This assesses the comprehension of what others sign to the student.
Instrument 2	DIRECT- Produce and recognize at least 500 signs, non-manual markers (facial expressions) and fingerspelling words. This will be assessed by Receptive Exams and Expressive Skills (the student will sign, the teacher will video the student signing, and assess the student's signing skills) tests Expressive Exam: The student will be given a list of sentences, or specific dialogues to sign. This assesses what the signing skills of the students.

Instrument 3			
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.		**Met**	**Not Met**

Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)
This is a new program and currently there are no students enrolled.

Student Learning Outcome 1	
Student Learning Outcome	Demonstrate a strong understanding of Deaf Culture and history in the United States.
Measurement Instrument 1	**NOTE: Each student learning outcome should have at least one direct measure of student learning . Indirect measures are not required.** Research paper covering a historical event in the Deaf and Hard of Hearing community in the United States. Students will complete a final immersion project that will incorporate reflective thinking, results from peer discussions, and use of analytical comparisons. Students will be asked to evaluate the cultural terms that apply to themselves vs. those of the Deaf Culture. Students will also analyze how their Culture and community is similar and different from the Deaf Culture. This will help students develop a way to see their own self through a different Cultural lens.
Criteria for Student Success	The department will use its standard sample size for a course offered on the proposed frequency in order to satisfy its assessment needs. Initial goal will be for 75% of sample size to be rated at a 2 or greater. Goals will be monitored periodically based on departmental guidance. Rubric is attached.

Program Success Target for this Measurement		Percent of Program Achieving Target 75	

Methods	
	This is a new program and currently there are no students enrolled.

Measurement Instrument 2	A presentation over the attendance at a Deaf Culture Event. Diverse values will be examined through the study of different socio-economic and geographic factors, such as employment and education. Students will be asked to explore historical events in Deaf Culture and popular movements that brought about social change. As a part of their final project, students will attend a social event within the Deaf community. This event will allow students to observe opportunities and the treatment of Deaf individuals in their Culture. These explorations will heighten the final project and will guide respectful navigation of the Deaf Culture.
Criteria for Student Success	The department will use its standard sample size for a course offered on the proposed frequency in order to satisfy its assessment needs. Initial goal will be for 75% of sample size to be rated at a 2 or greater. Goals will be monitored periodically based on departmental guidance. Rubric is attached.

Program Success Target for this Measurement		Percent of Program Achieving Target 75	

Methods	
	This is a new program and currently there are no students enrolled

Measurement Instrument 3				
Criteria for Student Success				
Program Success Target for this Measurement		**Percent of Program Achieving Target**		
Methods				
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.			**Met**	**Not Met**
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)				
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)				

Student Learning Outcome 2	
Student Learning Outcome	Analyze the differences between Deaf Culture in the United States and other countries.
Measurement Instrument 1	**NOTE: Each student learning outcome should have at least one direct measure of student learning . Indirect measures are not required.** Compare and contrast paper discussing the differences of Deaf Culture in the United States to two or more countries. Students will complete a final project that will incorporate reflective thinking and use of analytical comparisons. Students will analyze how the Deaf Culture in the United States similar and different from the Deaf Culture in other countries.
Criteria for Student Success	The department will use its standard sample size for a course offered on the proposed frequency in order to satisfy its assessment needs. Initial goal will be for 75% of sample size to be rated at a 2 or greater. Goals will be monitored periodically based on departmental guidance. Rubric is attached.

Program Success Target for this Measurement		**Percent of Program Achieving Target** 75	
Methods	This is a new program and currently there are no students enrolled.		

Measurement Instrument 2	Compare and contrast presentation discussing the differences of Deaf Culture in the United States to two or more countries. Students will analyze how the Deaf Culture in the United States similar and different from the Deaf Culture in other countries. Students will present their findings in a formal class presentation.
Criteria for Student Success	The department will use its standard sample size for a course offered on the proposed frequency in order to satisfy its assessment needs. Initial goal will be for 75% of sample size to be rated at a 2 or greater. Goals will be monitored periodically based on departmental guidance. Rubric is attached.

Program Success Target for this Measurement		**Percent of Program Achieving Target** 75	
Methods			
Measurement Instrument 3			
Criteria for Student Success			
Program Success Target for this Measurement		**Percent of Program Achieving Target**	
Methods	This is a new program and currently there are no students enrolled		

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	**Met**	**Not Met**

Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

Student Learning Outcome 3	
Student Learning Outcome	Demonstrate basic American Sign Language conversation skills.
Measurement Instrument 1	**NOTE: Each student learning outcome should have at least one direct measure of student learning . Indirect measures are not required.** Produce and recognize at least 500 signs, non-manual markers (facial expressions) and fingerspelling words. This will be assessed by Receptive Exams and Expressive Skills (the student will sign, the teacher will video the student signing, and assess the student's signing skills) tests. DIRECT- Receptive Exam: The student will watch a signer (the instructor) and write down what is signed. This assesses the comprehension of what others sign to the student.
Criteria for Student Success	The department will use its standard sample size for a course offered on the proposed frequency in order to satisfy its assessment needs. Initial goal will be for 75% of sample size to be rated at a 2 or greater. Goals will be monitored periodically based on departmental guidance. Rubric is attached.

Program Success Target for this Measurement		**Percent of Program Achieving Target** 75	
Methods	This is a new program and currently there are no students enrolled		
Measurement Instrument 2	Produce and recognize at least 500 signs, non-manual markers (facial expressions) and fingerspelling words. This will be assessed by Receptive Exams and Expressive Skills (the student will sign, the teacher will video the student signing, and assess the student's signing skills) tests. DIRECT- Expressive Exam: The student will be given a list of sentences, or specific dialogues to sign. This assesses what the signing skills of the students.		

Criteria for Student Success	The department will use its standard sample size for a course offered on the proposed frequency in order to satisfy its assessment needs. Initial goal will be for 75% of sample size to be rated at a 2 or greater. Goals will be monitored periodically based on departmental guidance. Rubric is attached.	
Program Success Target for this Measurement		**Percent of Program Achieving Target** 75
Methods		
Measurement Instrument 3		
Criteria for Student Success		
Program Success Target for this Measurement		**Percent of Program Achieving Target**
Methods		

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.	Met	Not Met

Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

Learning Outcome 1

	Distinguished (4)	Proficient (3)	Emerging (2)	Not Evident (1)
1. Analyze self in relation to others	Clearly demonstrates various comparisons between self and others with the use of accurate cultural terms.	Demonstrates some comparisons between self and others and few accurate cultural terms. Lack of information does not take away from the understanding.	Limited comparisons between self and others and cultural terms are not clearly stated.	No comparisons between self and others. There is little to no use of cultural terms. Does not demonstrate clear learning.
2. Examine the diverse values between Deaf Culture and Hearing Culture	Multiple diversities between the Hearing and Deaf Culture are stated clearly and explained in a comprehensive manner, sharing all relevant and necessary information to demonstrate understanding.	Some diversities between the Hearing and Deaf Cultures. Student uses only some examples of information without losing understanding of the necessary material.	Provides little diversities between Hearing and Deaf Cultures. Student does not use examples and does not explain cultural terms. .	Provides little to no diversities between Hearing or Deaf cultures. Student does not use any examples and does not explain any terms. Student does not show understanding of information. .
3. Evaluate solutions to real-world social and cultural problems..	Evaluation of real world cultural problems is extensively and thoroughly explained and backed with accurate solutions. Student considers history and examines the problems individually to finds feasible solutions.	Evaluation of real world cultural problems is adequate, contains enough explanation to show minimum understanding. Student considers some history finds some solutions to the individual issues.	Evaluation of real world cultural problems is brief, lacking some relevant information to show understanding. Student did not fully consider history and does not have appropriate solutions to individual issues.	Evaluation of real world cultural problems is superficial, lacking depth and accurate understanding. Student did not consider history and does not have solutions to individual issues.

Learning Outcome 2

	Distinguished (4)	Proficient (3)	Emerging (2)	Not Evident (1)
1. Analyze issues on local and global scales.	Clearly demonstrates various comparisons between Deaf Cultures in the US and other countries with the use of accurate cultural terms	Demonstrates some comparisons between Deaf Cultures in the US and other countries with few accurate cultural terms. Lack of information does not take away from the understanding.	Limited comparisons between Deaf Cultures in the US and other countries and cultural terms are not clearly stated.	No comparisons between Deaf Cultures in the US and other countries. There is little to no use of cultural terms. Does not demonstrate clear learning.
2. Examine the local and global interrelationships of one or more issues.	Multiple diversities between Deaf Cultures (countries) are stated clearly and explained in a comprehensive manner, sharing all relevant and necessary information to demonstrate understanding.	Some diversities between Deaf Cultures (countries). Student uses only some examples of information without losing understanding of the necessary material.	Provides little diversities between Deaf Cultures (countries). Student does not use examples and does not explain cultural terms.	Provides little to no diversities between Deaf Cultures (countries). Student does not use any examples and does not explain any terms. Student does not show understanding of information.
3. Evaluate the consequences of decision-making on local and global scales.	Evaluation of real world cultural problems is extensively and thoroughly explained and backed with accurate solutions. Student considers history and examines the problems individually to finds feasible solutions.	Evaluation of real world cultural problems is adequate, contains enough explanation to show minimum understanding. Student considers some history finds some solutions to the individual issues.	Evaluation of real world cultural problems is brief, lacking some relevant information to show understanding. Student did not fully consider history and does not have appropriate solutions to individual issues.	Evaluation of real world cultural problems is superficial, lacking depth and accurate understanding. Student did not consider history and does not have solutions to individual issues.

Learning Outcome 3

	Distinguished (4)	Proficient (3)	Emerging (2)	Not Evident (1)
Sign Accuracy	Signs are clear and accurate during most or the entire presentation	Signs are accurate and clear about 80% of the time	Sign placement and direction are correct 50% of the time	Signs are difficult to read
Facial Expression	Uses appropriate facial expression during entire presentation to indicate grammar and stress	Uses good facial expression during most of presentation	Uses some facial expression only when making an emphasis	No facial expression noted
Fingerspelling	FS is clear and accurate during most or the entire presentation	FS is accurate and clear about 80% of the time	FS is correct 50% of the time	FS is difficult to read more than 50% of the time
Conceptually Accurate	Entire presentation is ASL and ideas are presented with appropriate conceptual sign	Students mixes some concepts with English sign but corrects self	Some concepts are signed in ASL.	Presentation is conducted in English literal language
Body Language and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
Classifiers	Uses classifiers at least twice during presentation that are appropriate and correct and make the content more efficient	Classifiers are used but do not appropriately express/support idea	Attempts to use classifiers but not correct	Doesn't use any classifiers
TOTAL Score				