

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

Department/Program: BA in ASL
Chair/Director: Chair, Benjamin Bahan
Assessment Coordinator: Arlene B. Kelly

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 members will guide students to explore the complexities of Deaf communities and their signed languages through interdisciplinary approaches.

ASL BA Program Mission Statement

The ASL undergraduate program fosters students' knowledge and skills of ASL and its multidisciplinary related fields such as psycho/socio-linguistics, literature, Deaf Studies, cultural studies, media technology and history.

Student Learning Outcomes/Goals at Program Level

ASL BA Program Broad Goals

A. Knowledge and Analysis

Demonstrate knowledge and skills in ASL and its related disciplines as well as engage in critical inquiry relating to topics in linguistics, literature, Deaf Studies, cultural studies, media technology and history.

- Demonstrate in-depth knowledge of the historical, literature, history, linguistics and basic pedagogy/andragogy of ASL.
- Demonstrate knowledge of critical issues in sign language field.
- Demonstrate analytical and thematic awareness of ASL literature.
- Describe the diversity within the sign language community, nationally and globally.
- Explain the history of ASL and its roots.

B. Production

Produce and present written and signed research projects related to the field of ASL and its multidisciplinary related fields using various media technology.

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

Outcomes Assessed for Fall 2007

1. Demonstrate in-depth knowledge of the history, literature, linguistics and basic pedagogy/andragogy of ASL.
2. Demonstrate knowledge of critical issues in sign language studies.

Learning Outcome	Student Learning Opportunities (Write major learning opportunities)
<ul style="list-style-type: none"> • Demonstrate in-depth knowledge of the historical, literature, history, linguistics and basic pedagogy/andragogy of ASL 	<ul style="list-style-type: none"> • LIN 263 – Readings and discussions on ASL linguistics (pre-requisite) • DST 101 – Readings and discussions on Deaf History from Benedictine Monks to 1817 (pre-requisite) • ASL 301 – Readings and discussions on language comparisons • ASL 303 – Analysis and knowledge on classifiers and its usage • ASL 305 – Analysis and knowledge on non-manual signals and its usage • ASL 405 – Analysis, applications and knowledge of various discourse features in ASL • ASL 421 – Analysis, knowledge and practice on ASL pedagogy/andragogy
<ul style="list-style-type: none"> • Demonstrate knowledge of critical issues in sign language studies 	<ul style="list-style-type: none"> • ASL 314 – Analysis and skills of various genres in ASL Literature • DST 314 – Analysis of various genres of ASL Literature (elective)

Learning Outcomes and Assessment Methods

<p>Learning Outcome (List the outcomes indicated above.)</p>	<p>Assessment Method (Indicate at least 2 multiple and varied assessment methods)</p>
<ul style="list-style-type: none"> • Demonstrate in-depth knowledge of the historical, literature, history, linguistics and basic pedagogy/andragogy of ASL 	<ul style="list-style-type: none"> • DST 101 <ul style="list-style-type: none"> ○ A semester-long research project related to Deaf history, ASL, or Deaf culture ○ Written and video journal texts • DST 201 – Readings on topics ranging from macro-cultural views to micro-cultural views • LIN 263 <ul style="list-style-type: none"> ○ A semester-long research project related to a grammatical feature used in the signed language community ○ Tests (written and signed) to check students’ knowledge ○ Analysis of ASL linguistics through videos • ASL 301 <ul style="list-style-type: none"> ○ Analysis paper of the specific topic that shows the similarities/differences between the two languages ○ Tests (written) ○ Power point presentation on your final project • ASL 303 <ul style="list-style-type: none"> ○ Presentations on various levels of using classifiers in contexts ○ Self-videotape of classifier analysis and applications • ASL 305 • ASL 405 <ul style="list-style-type: none"> ○ Video analyses of specific discourse features ○ Self-video presentations with analysis and discussion of selected discourse features • ASL 421 <ul style="list-style-type: none"> ○ Two teaching demonstrations ○ Lesson plan and media usage development

<ul style="list-style-type: none"> • Demonstrate knowledge of critical issues in sign language studies 	<ul style="list-style-type: none"> • ASL 314 <ul style="list-style-type: none"> ○ Self-videotape of selected genres ○ Analysis of students' videotaped signed genres • DST 314 <ul style="list-style-type: none"> ○ Weekly homework of viewing ○ Analyze different ASL literature videos ○

Analysis and Use of Assessment Results

Learning Outcomes Student will be able to:	Direct/Indirect Assessment Measures	Analysis of Assessment Results	Use of Assessment Results (Action Taken)
1. Demonstrate in-depth knowledge of the history, literature, linguistics and basic pedagogy/andragogy of ASL	<ol style="list-style-type: none"> 1. Take exams (ASL and English) 2. Class participation 3. Research projects 4. Video analyses 5. Demonstrate teachings 	Students were able to demonstrate their knowledge on Deaf literature from historical perspectives as well as linguistically. In addition, the students were able show their abilities to teach ASL as a target language. Rubrics were used to assess the students' performance.	Rubrics will be tweaked in order to have the students be better informed of their progress in all courses.
2. Demonstrate in-depth knowledge of cultural constructions of Deaf people from within their communities. Demonstrate knowledge of critical issues in sign language studies.	<ol style="list-style-type: none"> 1. Take exams (ASL and English) 2. Class participation 3. Research projects 4. Video analyses 	Students were able to articulate their deeper understanding of the cultural and literary aspects within Deaf communities. Rubrics were used to assess the students' performance.	Rubrics will be tweaked in order to have the students be better informed of their progress in all courses.

Sharing of Results

With whom will you share these results and why?

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.

The faculty worked independently on doing the work. The results of this development enabled the faculty to determine their students' grades using the rubrics as a base for justifying the final grades.

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

It was a positive experience for faculty members involved because they were able to assign final grades more objectively based on the rigors imposed upon the students. One student approached one faculty member and expressed a genuine appreciation for the rigors set upon him. He felt that he is now better prepared to enter graduate school.

3. What would you change about the assessment process?

To have the time and support to secure grants so that further work can be done over the summer (non-teaching time) months. Furthermore, it would have been more helpful had the faculty developed a rigid timeline so that the work could be submitted in a timely fashion.

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

The curriculum for ASL Program should be revamped in order to reflect the fact that the students are more prepared to teach ASL as a second/foreign/world/heritage/indigenous language.

Supplement 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.

ASL 301 Comparative ASL and English

1. Syllabus
2. Student's sample power point presentation
3. Presentation Rubrics
4. Final Exam

ASL 305 Non-Manual Signals

1. Syllabus

2. Student's sample power point presentation
3. Presentation Rubrics
4. Final Exam

ASL 421 Introduction to ASL Instruction

1. Syllabus
2. Teaching Demonstration Rubrics
3. Student's sample lesson plan (name withheld for confidentiality purposes)
4. Final Exam