



Academic year 2024-2025
MA in Deaf Studies - MA-DFST Learning Outcomes

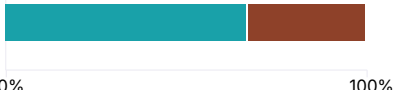

Inquiry and Research Design

Students will apply the basic principles of inquiry and research design to educational research

MEASURES	RESULTS	ACTIONS
<p>Core Content Research Papers</p> <p>Coursework in core content courses will be reviewed using a rubric to determine mastery of research components</p> <p>Direct - Assignment</p> <p>Target</p> <p>2 out of 4 students' papers that include research components and are submitted in core courses will receive a score of 2.5 or above using the Graduate Paper Rubric</p>	<p>NOT MET</p> <p>Core Content Research Papers</p> <p>■ Met ■ Approached</p>  <p>0% 100%</p> <p>Met: 50% Approached: 50%</p> <p>Met Total: 50% Not Met Total: 50%</p> <p>Analysis</p> <p>1 Ma Student demonstrated the research skills via Introduction to Qualitative course. its work led to presentation and the manuscript is submitted, which is now under the review.</p>	<p>No actions have been added.</p>
<p>Research Design Course Papers</p> <p>Coursework in research design courses will be reviewed using a rubric to determine mastery of research components</p> <p>Direct - Assignment</p> <p>Target</p> <p>4 out of 5 students' papers that include research components and are submitted in research design courses will receive a score of 2.5 or above using the Graduate Paper Rubric</p>	<p>NOT MET</p> <p>Research Design Course Papers</p> <p>■ Met ■ Approached</p>  <p>0% 100%</p> <p>Met: 50% Approached: 50%</p> <p>Met Total: 50% Not Met Total: 50%</p> <p>Analysis</p> <p>We accepted several students but the total of students was 3. Only one can be counted for its academic work. It is because one student did graduate in fall 2024 (his work is not counted for this year) whilst another MA student is still working on its manuscript that is inspired by statistics course.</p>	<p>No actions have been added.</p>



Content Knowledge

Students will demonstrate "content knowledge" learning through their coursework.

MEASURES	RESULTS	ACTIONS
<p>Proposal Chapter 1</p> <p>Student's DS thesis committee members will evaluate students' Chapter 1 of their proposal as well as other ASL and English assignments to test competency in concepts, theories, and frameworks related to deaf studies, deaf education, bilingual education, and students' interest</p> <p>Direct - Other</p> <p><i>Thesis: DSDE 5390</i></p> <p>Target</p> <p>For DSDE 3590: Thesis, the department has established two separate rubrics: a rubric for Chapter 1, and a rubric for the electronic portfolio. The proposal defense committee will fill out the rubric. 95% of students who submit their comprehensive exams will pass.</p>	<p>MET</p> <p>Proposal Chapter 1</p> <p>■ Met ■ Approached</p>  <p>0% 100%</p> <p>Met: 67% Approached: 33%</p> <p>Met Total: 67% Not Met Total: 33%</p> <p>Analysis</p> <p>1 MA student successfully completed the thesis and graduated in December 2024 with Dr. M. Diane Clark. 1 MA completed 3 chapters whilst another one is currently working on chapters 1 to 3 under Drs. Clark and Hauschildt.</p>	<p><i>No actions have been added.</i></p>
<p>Thesis Chapters 1-3</p> <p>Upon successful completion of the proposal writing stage for thesis chapters 1-3, graduate students will demonstrate the ability to formulate a clear and well-defined research problem, develop a comprehensive literature review that contextualizes the study within existing scholarship, and construct a robust research design with appropriate methodologies. Students will showcase advanced skills in articulating research questions or hypotheses, justifying the significance of the study, and presenting a methodologically rigorous plan for data collection and analysis. This achievement reflects the student's readiness to embark on the thesis process with a solid foundation in scholarly inquiry and research design.</p> <p>Direct - Other</p> <p><i>Thesis: DSDE 5390</i></p> <p>Target</p> <p>For the depth of knowledge in their thesis area, students must have content knowledge related to their thesis area. Students are expected to provide a written defense in conjunction to an ASL video explaining how their content knowledge provided them with this depth.</p>	<p>MET</p> <p>Thesis Chapters 1-3</p> <p>■ Met ■ Approached</p>  <p>0% 100%</p> <p>Met: 67% Approached: 33%</p> <p>Met Total: 67% Not Met Total: 33%</p> <p>Analysis</p> <p>1 MA student graduated in the fall semester 2024.</p> <p>1 MA student wrote three chapters.</p> <p>1 MA student is revising its chapters.</p>	<p><i>No actions have been added.</i></p>



Bilingual Fluency

Students will demonstrate ability of ASL/English bilingual fluency in academic content.

MEASURES	RESULTS	ACTIONS
<p>Submission of Article or Presentation</p> <p>Students will disseminate knowledge through academic venues as well as translational venues. Dissemination of knowledge will be collected and tracked via the department semesterly CV.</p> <p>Direct - Assignment</p> <p>Target</p> <p>2 out of 4 students will submit a proposal for a presentation or submit an article for publication</p>	<p>MET</p> <p>Submission of Article or Presentation</p> <p>■ Exceeded</p>  <p>0% 100%</p> <p><i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i></p> <p>Exceeded: 100%</p> <p>Met Total: 100%</p> <p>Not Met Total:</p> <p>Analysis</p> <p>3 Ma students gave presentations bases on their proposal that were accepted by two different organizations.</p>	<p>Revise Measurement / Assessment</p> <p>Not Started</p> <p>I recommended to add "ASL literature" and ASL & English Linguistics" courses as part of bilingual proficiency.</p> <p>Recommended Due Date: 06/23/2025</p>
<p>ASL and English Assignments</p> <p>Three courses have been identified that require two assignments in American Sign Language and two assignments in written English. These courses are <i>Psycholinguistics</i>, <i>Cognition</i>, and <i>Law and Deafness</i>. The faculty of each course will use the Graduate Written Rubric and a Presentation Rubric to evaluate the four assignments.</p> <p>Direct - Assignment</p> <p>Target</p> <p>1. 2 out of 4 students will receive a grade of 85% or better on each assignment .</p>	<p>MET</p> <p>ASL and English Assignments</p> <p>■ Met</p>  <p>0% 100%</p> <p><i>Values are not shown when too close to each other. Click or use arrow keys to see details.</i></p> <p>Met: 100%</p> <p>Met Total: 100%</p> <p>Not Met Total:</p> <p>Analysis</p> <p>1 MA student took an additional course in cognition and those current students will take psycholinguistics courses in the fall 2025. in that light, the measure status cannot be considered as met. However, MA students did demonstrate multilingualism skills via ASL literature and ASL/English Linguistics in spring 2025, which can deemed as met the bilingual fluency requirement.</p>	<p>No actions have been added.</p>

Scholarly Activities

To become leaders in the field of research, students must engage in scholarly activities. Such scholarly activities include giving presentations at various conferences in the field and publishing their research. Due to the bilingual focus of this program, students are allowed, and encouraged, to consider various publication opportunities. Such publications include ASL translations, non-peer reviewed outlets, and peer-reviewed journals.

MEASURES	RESULTS	ACTIONS
<p>Submissions</p> <p>Faculty will encourage students to submit presentations at various conferences in the field.</p> <p>Direct - Assignment</p> <p>Target</p> <p>Reports of students' presentations and publications are gathered once a semester and added to the department's semester-by-semester CV. 2 out of 4 students will submit a proposal for a presentation or submit an article for publication.</p>	<p>NOT MET</p> <p>Submissions</p> <p>■ Met ■ Approached</p>  <p>0% 100%</p> <p>Met: 50% Approached: 50%</p> <p>Met Total: 50% Not Met Total: 50%</p> <p>Analysis</p> <p>One MA student did submit its work to Journal of Deaf Studies and Deaf Education. Currently, we are writing several manuscripts and to be submitted Journal of ASL and Literature and Journal of Sign Language Studies</p>	<p>No actions have been added.</p>
<p>Research Lab Participation</p> <p>Faculty within the department run no-credit, no-cost research labs. DSDE currently has 3 different research labs that students are encouraged to join in. These labs provide students with no-cost mentorship and more specialized immersion in various research topics. The number of students that participate in lab will be tracked at the end of each academic year to ensure students are fully engaging in scholarly activities and obtaining opportunities to present and publish in a collaborative manner</p> <p>Direct - Other</p> <p>Target</p> <p>2 out of 4 students will participate in a research lab of their choice</p>	<p>MET</p> <p>Research Lab Participation</p> <p>■ Exceeded</p>  <p>0% 100%</p> <p>Values are not shown when too close to each other. Click or use arrow keys to see details.</p> <p>Exceeded: 100%</p> <p>Met Total: 100% Not Met Total:</p> <p>Analysis</p> <p>In fall 2024, all 3 MA students involved the Deaf Studies Research Lab with Dr. S. Ryan Hauschildt. The research project is about Fingerspelling linguistics and tested one researcher's theory. we are working on the manuscript for the results and gave the presentation at Deaf Academic Conference.</p>	<p>No actions have been added.</p>