

COURSE SLO ASSESSMENT REPORT, SCC

Department: DSPS Course: Sign 111

Year: 2012 Semester: Spring

1) Outcome to be assessed	2) Means of assessment and criteria of success	3) Summary of data collected	4) Analysis of data	5) Plan of action/what to do next												
<p><u>SLO #1</u> Students will be able to recognize and demonstrate intermediate level ASL vocabulary and grammar structure.</p>	<p><u>Expressive</u> Each student made an 8-10 minute signed presentation on a deaf person from the book <u>Great Deaf Americans</u>. Students were required to incorporate ASL grammar and vocabulary learned in class. A rubric was used to evaluate competency levels.</p> <p>Students earning a grade of C or better (70 %) were determined to have successfully met this SLO.</p>	<p>23 students completed the presentation assessment. Results were as follows:</p> <table border="1" data-bbox="766 678 1060 901"> <thead> <tr> <th><u>Grade</u></th> <th><u># of Students</u></th> </tr> </thead> <tbody> <tr> <td>A</td> <td>5</td> </tr> <tr> <td>B</td> <td>9</td> </tr> <tr> <td>C</td> <td>6</td> </tr> <tr> <td>D</td> <td>3</td> </tr> <tr> <td>F</td> <td>7*</td> </tr> </tbody> </table> <p>* These students did not complete the assessment.</p> <p>Students who completed the assessment met instructor expectations. However, the high number of students who did not complete the assessment was of concern.</p>	<u>Grade</u>	<u># of Students</u>	A	5	B	9	C	6	D	3	F	7*	<p>86.9% of students completing the assessment met the SLO criterion for success. 13% of students completing the assessment did not meet the SLO criterion of success.</p> <p>5 students met all ASL Story telling rubric criteria. 9 students lacked role shifting/eyegaze/characterization and were unsure of signs. 6 students lacked a clear beginning, middle, and end, facial expressions and used incorrect sign vocabulary. 3 students lacked 100% facial expressions and 85% ASL structure. 7 students did not give their presentations.</p> <p>Students may not have fully understood the scope of the assignment and what was expected of them.</p>	<p>Continue to employ methods for clarifying presentation requirements and modeling examples of presentations that are done well by:</p> <ol style="list-style-type: none"> 1) refining the written document that explains the assignment and expectations. 2) using an interpreter to voice a model presentation by the instructor. 3) having former students share their experiences and materials. 4) improving the assessment rubric and sharing it with students to enhance their understanding of how their presentations will be assessed. <p>Continue department discussion on revising this SLO to separate expressive and receptive elements.</p>
<u>Grade</u>	<u># of Students</u>															
A	5															
B	9															
C	6															
D	3															
F	7*															

	<p><u>Receptive</u> Students completed a performance-based comprehensive final where they demonstrated ASL vocabulary and grammar skills by interacting with members of the Deaf community. The final was pass/no pass and worth 40 points.</p> <p>Students earning a grade of C or better (70 %) were determined to have successfully met this SLO.</p>	<p>30 students completed the comprehensive final assessment. Results were as follows:</p> <p>Pass 30 students No pass 0 students</p> <p>These assessment results exceeded instructor expectations.</p>	<p>100% of students completing the final meet the SLO criterion.</p> <p>Most students performed very well through most of the assessment using correct signs and ASL grammar when interacting with Deaf guests.</p> <p>Some students were nervous when meeting Deaf guests for the first time and forgot signs and correct grammar structure.</p>	<p>1) Bring one or two Deaf guests to class before the final and have them give a talk so that students can be better prepared to communicate with Deaf guests during the final. 2) Provide more short story practice with students incorporating questions and answers.</p>
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<p><u>SLO#2</u> Students will be able to engage in intermediate level conversation using ASL signing, fingerspelling and facial expressions to convey thoughts and ideas.</p>	<p>Students participated in a 5-minute individual conversation exercise with the instructor. A scoring rubric worth 9 points was used to assess student learning in the areas of signing, fingerspelling and facial expression.</p> <p>Students earning a grade of C or better (70 %) were determined to have successfully met this SLO.</p>	<p>30 students completed the assessment. Results were as follows:</p> <table border="1" data-bbox="766 373 1060 592"> <thead> <tr> <th><u>Grade</u></th> <th><u># of Students</u></th> </tr> </thead> <tbody> <tr> <td>A</td> <td>22</td> </tr> <tr> <td>B</td> <td>5</td> </tr> <tr> <td>C</td> <td>2</td> </tr> <tr> <td>D</td> <td>0</td> </tr> <tr> <td>F</td> <td>1</td> </tr> </tbody> </table> <p>These assessment results met instructor expectations.</p>	<u>Grade</u>	<u># of Students</u>	A	22	B	5	C	2	D	0	F	1	<p>96.7% of students completing the assessment met the SLO criteria for success. 3.3% of students completing the assessment did not meet the SLO criterion of success.</p> <p>74% of the students met all the criteria for signing, fingerspelling and facial expressions.</p> <p>27% of students had some difficulty with assessment criteria. Facial expression was the area of greatest difficulty for students.</p>	<p>1) Work with department colleagues to discuss ways to help students better develop facial expression skills.</p>
<u>Grade</u>	<u># of Students</u>															
A	22															
B	5															
C	2															
D	0															
F	1															

<p><u>SLO #3</u> Students will be able to identify and analyze issues facing the American Deaf community.</p>	<p>Aggregate scores for three quizzes related to deaf culture readings from the textbook “For Hearing People Only” were compiled. The quizzes were worth 20 points each.</p> <p>Students earning a grade of C or better (70 %) were determined to have successfully met the SLO.</p>	<p>26 students completed the assessment. Results were as follows:</p> <table border="1" data-bbox="766 373 1060 592"> <thead> <tr> <th><u>Grade</u></th> <th><u># of Students</u></th> </tr> </thead> <tbody> <tr> <td>A</td> <td>4</td> </tr> <tr> <td>B</td> <td>11</td> </tr> <tr> <td>C</td> <td>8</td> </tr> <tr> <td>D</td> <td>3</td> </tr> <tr> <td>F</td> <td>4*</td> </tr> </tbody> </table> <p>*These students did not take their quizzes.</p> <p>These assessment results met instructor expectations</p>	<u>Grade</u>	<u># of Students</u>	A	4	B	11	C	8	D	3	F	4*	<p>88.5% of students completing the assessment met the SLO criteria for success. 11.5% of students completing the assessment did not meet the SLO criteria of success.</p>	<p>1) Complete a test item analysis to determine what questions students are having the most difficulty with and incorporate more classroom discussion on these topics.</p>
<u>Grade</u>	<u># of Students</u>															
A	4															
B	11															
C	8															
D	3															
F	4*															