

COURSE SLO ASSESSMENT REPORT, SCC

Department: Modern Languages Course: SIGN 116
 Year: 2013 Semester: Fall

1) Outcome to be assessed <i>(verbatim and in the same order as in CurricUNET)</i>	2) Means of assessment and criteria of success <i>(include % of students expected to meet criteria of success)</i>	3) Summary of data collected <i>(include # of students assessed and % meeting each SLO)</i>	4) Analysis of data	5) Plan of action/what to do next
<p>SLO #1: Students will be able to analyze various perspectives of deafness.</p>	<p>Assessment: A cumulative final assessing skills will be administered.</p> <p>Criteria for Success: Score of 70%</p>	<p>Number of students completing assessment: 25</p> <p>Results (Grade Distribution): A = 18, B = 6, C = 1</p> <p>Class average: 109, A-</p> <p>Percent of students meeting SLO standard: 100%</p>	<p>Students continued to do well on the short answer section as well as the modified essay section. In fact, students seemed to be able to show a better understanding of the SLO with the modified essay section. Some students left some of the short answer questions blank. This may be due to students missing class on the day of the lecture for that particular topic. I also wonder if some of the topics may cause people not to respond such as HIV prevention and the Deaf community, etc. I think short</p>	<p><i>Do you recommend any changes to teaching methods to improve SLOs?</i></p> <p>Bring up examples from the book more often. Discuss each chapter as it is read rather than discussing the general topic it refers to. This may help students really understand what the author is saying rather than try to connect lectures with the reading.</p>

<p>SLO #2: Students will be able to evaluate pathological, cultural and historical viewpoints of deafness.</p>	<p>Assessment: Aggregate scores on three quizzes related to course readings will be compiled.</p> <p>Criteria for Success: Score of 70%</p>	<p>Number of students completing assessment: 25 x 3 = 75</p> <p>Results (Grade Distribution): A=44, B=14, C=9, D=3, F=4</p> <p>Class average: 16.88 = B</p> <p>Percent of students meeting SLO standard: 93%</p>	<p>answer and essay questions allow students to answer in the way they understand the topic; whereas, true and false as well as multiple choice do not allow such an answer. All types are good to measure the breadth of the student's understanding of material.</p> <p>Following the same results as last year, students did much better on the first and third quizzes (averages 17.4 and 18.1) than the second quiz (average 15.1). This may be due to the fact that the second quiz consisted of more material that may be harder for students to grasp at first such as social construction of deafness, society's view and approach on deafness, etc. The third quiz was most likely easier as students developed a better understanding of the perspectives of deafness as</p>	<p><i>Do you recommend any changes to SLOs or assessment methods?</i></p> <p>Not at this time. I would like to see how my suggestions to improve teaching methods evolve.</p> <p><i>What are your goals to improve student learning?</i></p> <p>I will discuss more of the reading material in more detail to ensure the students are understanding the information. I will pull examples directly from the book rather than show similar in formation.</p> <p><i>What would you like to discuss with the department?</i></p> <p>No discussion needed at this time. Thank you.</p>
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<p>SLO #3: Students will be able to understand the components of American Deaf culture.</p>	<p>Assessment: Students will complete a reflection paper addressing course SLOs.</p> <p>Criteria for Success: Score of 70%</p>	<p>Number of students completing assessment: 26</p> <p>Results (Grade Distribution): A=24, B=0, C=1, D = 1</p>	<p>individual. Students are often surprised to hear that this information is highly contested and otherwise proved false so their mindset could possibly be in a state of temporary confusion from the time they read the material to taking the quiz. This is probably especially true for the second quiz. This year, I am unsure what may be causing the students to score on the quizzes like they are. Students often tell me at the end of the semester that they have learned a lot and have a completely expanded view of the deaf community as well as the world in general. I would like to try a few approaches to see if my thoughts are correct.</p> <p>Almost all students turned in a well-written reflection paper that covered the questions I had posed to the class for this project. The questions were new this year</p>	
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