ECC: SLAN 111 - American Sign Language I - SLO #3 Cultural Components - Students will describe and analyze basic cultural components of the Deaf world.

**Course SLO Assessment Cycle:**
2014-15 (Fall 2014)

**Input Date:**
11/12/2013

**Course SLO Status:**
Active

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**Course SLOs 1 and ctu.unitid = 736**

**Assessment Methods & Standard and Target for Success / Tasks**

**Assessment Method Description:**
Students will take the Signing Naturally Level I Deaf Awareness Quiz as a pre-test and post-test. Scores will be compared. Questions in which students scores were not significantly raised will be identified. Four sections of ASL I will participate.

**Assessment Method:**
Exam/Test/Quiz

**Standard and Target for Success:**
Average of Students' scores will be 70% or better on the post-test.

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**Results**
12/04/2014 - For the pre-test, students scored an average of 29% correct answers. For the post test, students scored an average of 68% correct. This falls 2% short of the target of 70% accuracy; however, the students did show improvement in answering each of the 15 questions that pertained to Deaf culture. The majority of questions that students scored lower than 70% were multiple choice questions in which students must choose multiple answers. On these questions most students were able to identify at least one of the correct answers, but not all. These were scored as incorrect. This may show a weakness in the test questions themselves as students are typically used to selecting one correct answer on multiple choice tests. There were three questions that students scored lower than 70% that required only one correct answer. These questions had to do with the following information:

#4: What percentage of deaf people marry someone deaf. The correct answer is 90%. Although only 60% of the student got this answer correct, most did answer 75%, the next highest amount.

#6 The role of facial expressions and eye gaze in ASL is grammatical. Only 58% of students got this answer correct. Most answered that the role was to show emotion, which is not incorrect; it's just not the best answer. Facial expression as grammar in ASL is an important concept for students to grasp in ASL I.

#15 This question had to do with the appropriate way to identify deaf individuals. Various options were given (e.g. hearing impaired, deaf mute, etc.). All answers were incorrect and only 32% of students chose the correct answer--“none of the above.” Realizing that it is inappropriate to identify deaf people with offensive terms is an important concept for ASL I students to learn.

**Standard Met?**:
No

**Semester and Year Assessment Conducted:**
2014-15 (Fall 2014)

**Faculty Assessment Leader:**
Susan Marron

**Faculty Contributing to Assessment:**
Marty Blankenship, Brian Morrison, and LeeElle Tullis

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**Action & Follow-Up**

02/10/2015 - Deaf Culture SLO test needs to be revised/re-evaluated/re-assessed

**Action Category:**
SLO/PLO Assessment Process

**Follow-Up:**
02/09/2015 - Deaf Culture articles appropriate for ASL I have been shared with faculty to provide students with written support for Deaf Culture concepts.

02/09/2015 - Deaf Awareness Quiz has been rewritten to provide more clarity for students.

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02/12/2015 - Follow up to this assessment should include faculty discussion on these three questions, especially ones related to facial grammar and appropriate terms to identify deaf people. If the Deaf Awareness Quiz is used again, the questions with multiple answers should be rewritten to provide more clarity for students.

**Action Category:**
Teaching Strategies

**Follow-Up:**
02/09/2015 - Deaf Culture SLO test has been re-evaluated and revised.
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<td>2014-15 (Fall 2014)</td>
<td>Students were disturbed a test of twenty major events in Deaf History with blanks of its dates where students have to fill in these blanks with dates for which events.</td>
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<tr>
<td>Active</td>
<td>I target for 70% of our students to achieve an average score of 70% or better.</td>
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<td>Active</td>
<td>75% of students will be able to describe their experiences and demonstrate learning through exams given in sign. The majority of students were successful in describing their successes and challenges when interacting with deaf people and showed understanding of some of the differences between deaf and hearing cultures.</td>
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<td>11/12/2013</td>
<td>Post test: Students were given same essay questions after viewing a video of deaf culture called &quot;See What I Mean&quot;. Class discussions about topics mentioned and highlighted in the video were part of lesson plans.</td>
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<tr>
<td>Active</td>
<td>12/10/2014 - Post test of 2 questions reflect a 97% increase from pre test questions. Students were able to identify 3-5 differences of deaf and hearing societies. Use of the mentioned pre made video about Deaf Culture was very effective.</td>
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<td><strong>Semester and Year Assessment Conducted:</strong></td>
<td><strong>Standard Met? :</strong></td>
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<tr>
<td>2014-15 (Fall 2014)</td>
<td>Yes</td>
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<tr>
<td><strong>Faculty Assessment Leader:</strong></td>
<td>Onisha Blagdon</td>
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<td><strong>Faculty Contributing to Assessment:</strong></td>
<td>Brian Morrison</td>
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**ECC: SLAN 112 - American Sign Language II - SLO #3 Major Events - Students will identify major events that have shaped the history of Deaf people.**

**Course SLO Assessment Cycle:** 2014-15 (Fall 2014)

**Input Date:** 11/12/2013

**Course SLO Status:** Active

**Assessment Method Description:**
Students were disturbed a test of twenty major events in Deaf History with blanks of its dates where students have to fill in these blanks with dates for which events.

**Assessment Method:**
Exam/Test/Quiz

**Standard and Target for Success:**
I target for 70% of our students to achieve an average score of 70% or better

**Results:**
02/05/2015 - Out of our thirty-four students who took the test, nine or 26% have received a score of 70% or better. For an average of all 34 students, the score is 35%. I believe that the test of filling in blanks for dates to which event probably is too hard for students.

**Standard Met? :**
No

**Semester and Year Assessment Conducted:**
2014-15 (Fall 2014)

**Faculty Assessment Leader:**
Brian Morrison

**Faculty Contributing to Assessment:**
Onisha Blagdon

**Action & Follow-Up:**
12/11/2015 - I believe that the test of filling in blanks for dates to which event probably is too hard for students. We perhaps could come up with a similar test but to match names of events to its descriptions instead of its dates. As figuring out which date for which event could be more challenging and requires more time to study.

**Action Category:**
SLO/PLO Assessment Process

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**ECC: SLAN 113 - American Sign Language III - SLO #3 Trends - Students will list and explain current trends in Deaf culture.**

**Course SLO Assessment Cycle:** 2014-15 (Fall 2014)

**Input Date:** 11/12/2013

**Course SLO Status:** Active

**Assessment Method Description:**
Students will attend deaf events outside of class and write about their communication effectiveness during these interactions.

**Assessment Method:**
Essay/Written Assignment

**Standard and Target for Success:**
75% of students will be able to describe their experiences and demonstrate learning through exams given in sign. The majority of students were successful in describing their successes and challenges when interacting with deaf people and showed understanding of some of the differences between deaf and hearing cultures.

**Results:**
02/09/2015 - The majority of students were successful in describing their successes and challenges when interacting with deaf people and showed understanding of some of the differences between deaf and hearing cultures. The majority of students were also successful in learning vocabulary related to current trends. Due to the textbook material, sign vocabulary, and focus on interacting successfully with deaf individuals, "current trends" in the deaf community are not addressed to a great extent.

**Standard Met? :**
Yes

**Semester and Year Assessment Conducted:**
2014-15 (Fall 2014)

**Faculty Assessment Leader:**
Bob LpParo

**Faculty Contributing to Assessment:**
Onisha Blagdon

**Action & Follow-Up:**
11/20/2015 - Our recommendation is for all three Sign language 113 SLO statements be re-evaluated and revised to more appropriately reflect the curriculum's embedded themes and content. We both feel that the current SLO's may be more appropriate for upper level American Sign Language classes: SLAN 114 and 115.

**Action Category:**
SLO/PLO Assessment Process

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**ECC: SLAN 131 - Perspective on Deafness - SLO #2 Cross Cultural Components - Students will list and differentiate major cross cultural components of deaf and hearing societies.**

**Course SLO Assessment Cycle:** 2014-15 (Fall 2014) 2017-18 (Fall 2017)

**Input Date:** 11/12/2013

**Course SLO Status:** Active

**Assessment Method Description:**
Pre test: Essay: 2 questions Answers reflect:
1. Student lists/identifies a minimum of 3-5 difference of deaf and hearing societies.
2. Answers reflect understanding of basic traits of Deaf culture.

Post test: Students were given same essay questions after viewing a video of deaf culture called "See What I Mean". Class discussions about topics mentioned and highlighted in the video were part of lesson plans.

**Results:**
12/10/2014 - Post test of 2 questions reflect a 97% increase from pre test questions. Students were able to identify 3-5 differences of deaf and hearing societies. Use of the mentioned pre made video about Deaf Culture was very effective.

**Standard Met? :**
Yes

**Semester and Year Assessment Conducted:**
2014-15 (Fall 2014)

**Faculty Assessment Leader:**
Sandra Bartiromo

**Faculty Contributing to Assessment:**
Brian Morrison

**Action & Follow-Up:**
08/05/2015 - Update video content related to deaf and hearing societies and include a suggested/recommended text of newer edition.

**Action Category:**
Teaching Strategies

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**Faculty Assessment Leader:**
Brian Morrison

**Faculty Contributing to Assessment:**
Onisha Blagdon
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<td>Assessment Method:</td>
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<td>sensitive terminology before being asked to discuss cultural topics. A power point will be developed to address vocabulary the deaf population prefer.</td>
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<tr>
<td>Standard and Target for Success:</td>
<td>Performance Standard-</td>
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<tr>
<td></td>
<td>Question 2.</td>
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<tr>
<td>Above satisfactory-Student identifies a minimum of 3-5 cultural traits.</td>
<td>Performance Standard-</td>
<td></td>
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<tr>
<td>Satisfactory-Student identifies 1-2 cultural traits.</td>
<td>Question 1.</td>
<td></td>
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<tr>
<td>Below satisfactory-Student does not identify cultural traits.</td>
<td>Performance Standard-</td>
<td></td>
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<tr>
<td>uestion 1. Above Satisfactory-Student demonstrates knowledge of a minimum of two differences and two similarities between Deaf and Hearing cultures.</td>
<td>Performance Standard-</td>
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</tr>
<tr>
<td>Satisfactory-Student demonstrates knowledge of a minimum of one difference and one similarity between Deaf and hearing cultures.</td>
<td>Performance Standard-</td>
<td></td>
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<tr>
<td>Below satisfactory- Student does not demonstrate knowledge of a minimum of one difference and one similarity between Deaf and hearing cultures.</td>
<td>Performance Standard-</td>
<td></td>
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</tbody>
</table>

ECC: SLAN 240 - Interpreting Practicum - SLO #1 Job Seeking - Students will utilize job seeking tools for entry level employment.

Course SLO Assessment Cycle: 2014-15 (Fall 2014)
2017-18 (Fall 2017)

Input Date: 11/12/2013

Course SLO Status: Active

Assessment Method Description: Students will plan, develop and complete a resume and cover letter, design and provide a business card and letterhead, and activate an online employment recruiter service.

Assessment Method: Portfolio

Standard and Target for Success: 100% of the students will plan, develop a rough draft before attending an ECC resume writing workshop worth 50 points. A final resume will be submitted for review and another 50 points.

A business card and letterhead will be completed and submitted for 100 points.

100% of students will sign up for an online employment recruiter service.

Related Documents: Lab work

10/14/2014 - 11 total students
8 students completed the rough draft resume
0 students complete their business card
2 students completed their letterhead.

Students need access to a computer during class time so they can be teacher directed to use software programs.

Many students do not have access to computers at home. On campus Resume writing workshops are during the day with this class being a night class.

Class meeting have been reduced to one day a week. Its very difficult if a student is absent one day which equals a full week's worth of work.

Standard Met? : No

Semester and Year Assessment Conducted: 2014-15 (Fall 2014)

Faculty Assessment Leader: Sandra Bartiromo

Reviewer's Comments: Vocabulary and terminology of culturally sensitive word choices is necessary

Action Category: Teaching Strategies

12/04/2014 - Post test will be the exact question on the final exam. Dec 4, 2014

Action Category: Program/College Support

08/05/2015 - Class scheduled meetings have been reduced to one day a week. It is very difficult to maintain continuity. If a student is absent one day it equals to one week of practicum work.

Action Category: Program/College Support

08/04/2015 - Class should be returned to scheduling twice a week. Students need access to day time opportunities on campus or evening opportunities for...
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<td></td>
<td>resume writing. Classroom with individual computer stations will allow for the individual application of software requirements.</td>
</tr>
</tbody>
</table>

**Action Category:**
Program/College Support

**Follow-Up:**