

Assessment: Course Four Column

FALL 2016



El Camino: Course SLOs (HSA) - Sign Language Interpreter Training

ECC: SLAN 111:American Sign Language I

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
SLO #1 Comprehension - Students will demonstrate ability to comprehend ASL vocabulary related to oneself and family. Course SLO Status: Active Course SLO Assessment Cycle: 2016-17 (Fall 2016) Input Date: 11/12/2013 Inactive Date: Comments::	Exam/Test/Quiz - Instructor signed in front of the class. Students were required to write what the instructor signed on paper. Standard and Target for Success: I target for 75% of our students to achieve an average of 50 or better. Additional Information:	Semester and Year Assessment Conducted: 2016-17 (Fall 2016) Standard Met? : Standard Met There were ?? students in the class that took the exam. ?? achieved 50 or better. Some students misspelled some words because of their phonics and they could not figure out what the words were . (02/02/2017) % of Success for this SLO: Faculty Assessment Leader: Barbie Gomez Faculty Contributing to Assessment:	Action: I encourage the students to attend the ASL lab to practice fingerspelling. (03/31/2017) Action Category: Teaching Strategies
SLO #2 Expression - Students will demonstrate ability to express basic ASL vocabulary related to oneself and family. Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Fall 2015) Input Date: 11/12/2013 Inactive Date: Comments::	Performance - 18 of 23 students tested section 4414 SLAN-111, students performed a presentation "Introducing Yourself" assessment included first, middle, last, ages, date of birth, family, ie. parents, siblings, extended family, pets, future goals/careers. Standard and Target for Success: 60% to pass with 'C' or better. Additional Information: MB 01/06/16 Students need to purchase required textbook w/DVD, visit ASL Lab at ECC campus, improvement could enhance if "live video streaming" was funded.	Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Met post test reveals 23 students performed video presentation "Introducing Yourself & Family" included name, first, middle, last, ages, date of birth, family, immediate and extended, future goals/careers/ambitions...74% of students passed with 'C' or better... (01/06/2016) % of Success for this SLO: Faculty Assessment Leader: Marty Blankenship Faculty Contributing to Assessment:	Action: request students to purchase required student textbook w/DVD, add more lecture, class activities to prepare, suggest visiting ASL Lab at ECC for assistance/help, follow-up with students before they submit video assignments, review previous presentations of former students. (01/06/2016) Action Category: Teaching Strategies Follow-Up: I encouraged students to purchase the book because it standardized and useful.

Course SLOs	Assessment Method Description	Results	Actions
			Constantly encourage students to go to the ASL lab. We did not review past presentations. The results for this assignment were similar to Fall 2015 and the actions will be continued. (02/02/2017)
<p>SLO #3 Cultural Components - Students will describe and analyze basic cultural components of the Deaf world.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2017-18 (Fall 2017)</p> <p>Input Date: 11/12/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Exam/Test/Quiz - 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.</p> <p>Standard and Target for Success: Average of Students' scores will be 70% or better on the post-test.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Not Met</p> <p>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:</p> <p>#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.</p> <p>#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.</p> <p>#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</p>	<p>Action: 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. (02/12/2015)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: 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)</p> <p>Follow-Up: Deaf Awareness Quiz has been rewritten to provide more clarity for students. (02/09/2015)</p> <p>Action: Deaf Culture SLO test needs to be revised/re-evaluated/re-assessed (02/10/2015)</p> <p>Action Category: SLO/PLO Assessment Process</p> <p>Follow-Up: Deaf culture SLO test has been re-evaluated and</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
		<p>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. (12/04/2014)</p> <p>% of Success for this SLO: Faculty Assessment Leader: Susan Marron Faculty Contributing to Assessment: Marty Blankenship, Brian Morrison, and LeeElle Tullis</p>	revised. (02/09/2015)

ECC: SLAN 112:American Sign Language II

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 Recreation Vocabulary Comprehension - Students will demonstrate ability to comprehend intermediate ASL vocabulary related to recreation and description of people.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2016-17 (Fall 2016) Input Date: 11/12/2013 Inactive Date: Comments::</p>	<p>Performance - Students will write down in ten sentences translating of what teacher just signed in ASL. Standard and Target for Success: I target for 80% of our students to achieve an average score of 75% or better. Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016) Standard Met? : Standard Met Out of our twenty-two students who had participated with assessment, eighteen or 82% have received a score of 75% or better. (12/19/2016) % of Success for this SLO: Faculty Assessment Leader: Brian Morrison Faculty Contributing to Assessment:</p>	<p>Action: The method of this assessment is great approach to evaluate students' comprehend abilities. However, the assessment was conducted with only one section of ASL 112 class when data from other sections of ASL 112 should be also included. (12/19/2016) Action Category: Teaching Strategies Follow-Up: We are currently working toward some changes in our SLO assessment procedures where students from all sections of ASL classes are to take the assessment with a team of several evaluators to rate their proficiencies. (12/15/2017)</p>
<p>SLO #2 Recreation Vocabulary Expression - Students will demonstrate ability to express intermediate ASL vocabulary related to recreation and description of people.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2016-17 (Fall 2016), 2017-18 (Fall 2017) Input Date: 11/12/2013 Inactive Date: Comments::</p>	<p>Exam/Test/Quiz - Students will write down in ten sentences translating of what teacher just signed in ASL. Standard and Target for Success: I target for 80% of our students to achieve an average score of 75% or better. Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016) Standard Met? : Standard Met Out of our twenty-two students who had participated with assessment, eighteen or 82% have received a score of 75% or better. (03/03/2017) % of Success for this SLO: Faculty Assessment Leader: Brian Morrison Faculty Contributing to Assessment:</p>	<p>Action: The method of this assessment is great approach to evaluate students' comprehend abilities. However, the assessment was conducted with only one section of ASL 112 class when data from other sections of ASL 112 should be also included. (03/03/2017) Action Category: Teaching Strategies</p>
	<p>Performance - During our final exam conversations, I ask students to discuss about their hobbies and to give a general description of their siblings.</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017) Standard Met? : Standard Not Met Out of our nineteen students who had participated with assessment, ten or 53% have received a score of 75% or</p>	<p>Action: The method of this assessment is a great approach to evaluate students' abilities to use ASL to express themselves discussing about our final exam</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>Standard and Target for Success: I target for 80% of our students to achieve an average score of 75% or better.</p> <p>Additional Information:</p>	<p>better. (12/15/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Brian Morrison</p> <p>Faculty Contributing to Assessment:</p>	<p>questionnaires. However, I still rather to have a group of several committees to do this assessment, so students can have an average score of three evaluators rather than by one person.</p> <p>(12/15/2017)</p> <p>Action Category: SLO/PLO Assessment Process</p>
<p>SLO #3 Major Events - Students will identify major events that have shaped the history of Deaf people.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014)</p> <p>Input Date: 11/12/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Exam/Test/Quiz - 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</p> <p>Standard and Target for Success: I target for 70% of our students to achieve an average score of 70% or better</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Not Met</p> <p>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. (02/05/2015)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Brian Morrison</p> <p>Faculty Contributing to Assessment: Onisha Blagdon</p>	<p>Action: 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. (12/11/2015)</p> <p>Action Category: SLO/PLO Assessment Process</p>

ECC: SLAN 113:American Sign Language III

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 Academic and Employment Comprehension - Students will demonstrate ability to comprehend advanced ASL vocabulary related to academic and employment settings.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2016-17 (Fall 2016)</p> <p>Input Date: 11/12/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Performance - Students will write down in ten sentences translating of what teacher just signed in ASL.</p> <p>Standard and Target for Success: I target for 75% of our students to achieve an accuracy score of 80% or better.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Not Met</p> <p>Out of our thirty-five students from both sections who had participated with assessments, twenty-five or 71% have received a score of 80% or better. (12/19/2016)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Brian Morrison</p> <p>Faculty Contributing to Assessment: Ed Kelly</p>	<p>Action: We managed to collect data from two sections of ASL 113 class. I believe that all other SLO assessments should collect data from all sections rather than just one section only. (12/19/2016)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: We are currently working toward some changes in our SLO assessment procedures where students from all sections of ASL classes are to take the assessment with a team of several evaluators to rate their proficiencies. (12/15/2017)</p>
<p>SLO #2 Academic and Employment Expression - Students will demonstrate ability to express advanced ASL vocabulary related to academic and employment settings.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015), 2017-18 (Fall 2017)</p> <p>Input Date: 11/12/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Presentation/Skill Demonstration - Students were assigned to groups of four students each. One student will pick an index card (faced down). S/he will describe what a person does at this occupation as printed on the card to other three students whose will discuss as a group to figure out what is the occupation. Then they as a group will discuss about two things; what are top three qualifications for anyone to be qualified? And what were their academic and/or job training experiences like for them to be ready to work?</p> <p>Standard and Target for Success: I target for 80% of our students to achieve an average score of 75% or better.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Not Met</p> <p>Out of our twenty-seven students who had participated with assessment, twenty-one or 78% have received a score of 75% or better. They almost met my standards of expectation. There were three students who received a score of 50% or below. (12/09/2015)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Brian Morrison</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: The method of this assessment is a great approach to evaluate students' abilities to discuss about academic and employment settings. However, I still rather to have a group of several committees to do this assessment, so students can have an average score of three evaluators rather than by one person. (05/15/2016)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: We have not implemented an assessment that includes groups of 3 or more evaluations. We are currently working towards establishing standardized SLO assessments to be conducted at our ASL lab and</p>

Course SLOs	Assessment Method Description	Results	Actions
	<p>Additional Information:</p> <p>Performance - During our final exam conversations, I ask students to discuss about their academic experiences and to give a general description of their employment settings.</p> <p>Standard and Target for Success: I target for 80% of our students to achieve an average score of 75% or better.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017)</p> <p>Standard Met? : Standard Not Met</p> <p>Out of our thirty-six students who had participated with assessment, twenty or 56% have received a score of 75% or better. (12/15/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Brian Morrison</p> <p>Faculty Contributing to Assessment:</p>	<p>group evaluations may be implemented in the future. (03/16/2017)</p> <p>Action: The method of this assessment is a great approach to evaluate students' abilities to use ASL to express themselves discussing about our final exam questionnaires. However, I still rather to have a group of several committees to do this assessment, so students can have an average score of three evaluators rather than by one person. (12/15/2017)</p> <p>Action Category: SLO/PLO Assessment Process</p>
<p>SLO #3 Trends - Students will list and explain current trends in Deaf culture.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014)</p> <p>Input Date: 11/12/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Essay/Written Assignment - Students will attend deaf events outside of class and write about their communication effectiveness during these interactions</p> <p>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.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>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 aren't addressed to a great extent. (02/09/2015)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Bob LpParo</p> <p>Faculty Contributing to Assessment: Brian Morrison</p>	<p>Action: 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. (11/20/2015)</p> <p>Action Category: SLO/PLO Assessment Process</p> <p>Follow-Up: We are in the process of establishing a new committee that will update our SLO assessments to make it more uniform among several ASL Instructors from the different ASL course sections. (02/03/2016)</p>

ECC: SLAN 131:Perspective on Deafness

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1 Agencies - Students will compile a resource list of agencies, organizations, and web sites that provide services for persons who are deaf or hard of hearing.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2016-17 (Fall 2016) Input Date: 11/12/2013 Inactive Date: Comments::</p>	<p>Project - 20 students will design, prepare and present to the class a Power Point presentation on a topic related to deafness and will site 3 resources, or media, or agencies that they used for the project.</p> <p>Standard and Target for Success: 100% of all students will present a Power Point project to the class with 3 sites listed. All 20 student did the project and all students cited 3 sources they used for their Power Point presentation.</p> <p>Additional Information: Related Documents: Websites 2014.doc</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016) Standard Met? : Standard Met 100% of 20 students provided 3 online sources and agencies for their project. (02/16/2017) % of Success for this SLO: Faculty Assessment Leader: Bartiromo Faculty Contributing to Assessment:</p>	<p>Action: Next cycle for this SLO will include new web sites and a hard copy of the agencies and resources cited in the project. (02/16/2017) Action Category: Teaching Strategies Follow-Up: A final project was a power point listing 3 online sources and agencies. 100% of the students collected 3 sources and shared their sources with the others. 20 students with 3 sources each comprised a list of 60 resource listings. (05/10/2017) Follow-Up: Project will be completed by students enrolled in new semester. (02/16/2017)</p>
<p>SLO #2 Cross Cultural Components - Students will list and differentiate major cross cultural components of deaf and hearing societies.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2017-18 (Spring 2018) Input Date: 11/12/2013 Inactive Date: Comments::</p>	<p>Essay/Written Assignment - 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.</p> <p>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.</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014) Standard Met? : Standard Met 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. (12/10/2014) % of Success for this SLO: Faculty Assessment Leader: Sandra Bartiromo Faculty Contributing to Assessment:</p> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014) Standard Met? : Standard Met 1. 85% of the students were above satisfactory for question #1. 2. However for question #2- 75% of the students were unable to identify traits that were beyond visual traits such</p>	<p>Action: Update video content related to deaf and hearing societies and include a suggested /recommended text of newer edition. (08/05/2015) Action Category: Teaching Strategies</p> <p>Action: Vocabulary and politically correct terminology should be a part of the lesson plan. Students should be exposed to culturally sensitive terminology before being asked to discuss cultural topics. A power point will</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>Standard and Target for Success: Performance Standard- Question 2. Above satisfactory-Student identifies a minimum of 3-5 cultural traits. Satisfactory-Student identifies 1-2 cultural traits. Below satisfactory-Student does not identify cultural traits.</p> <p>Question 1. Above Satisfactory-Student demonstrates knowledge of a minimum of two differences and two similarities between Deaf and Hearing cultures. Satisfactory-Student demonstrates knowledge of a minimum of one difference and one similarity between Deaf and hearing cultures. Below satisfactory- Student does not demonstrate knowledge of a minimum of one difference and one similarity between Deaf and hearing cultures.</p> <p>Additional Information: Pre test- 85% of the students received above satisfactory on the pre test to question #1. It was evident that differences of deaf and hearing societies were identified but students lacked the politically acceptable terminology and academic vocabulary to properly discuss topics of sensitivity. Post test-After watching a video production of deaf culture 90% of</p>	<p>as hearing aids. Students lacked the politically correct vocabulary and terminology to discuss the traits in a culturally sensitive way. (09/17/2014) % of Success for this SLO: Faculty Assessment Leader: Bartiromo Faculty Contributing to Assessment:</p>	<p>be developed to address vocabulary the deaf population prefer. (09/17/2015) Action Category: Teaching Strategies</p> <hr/> <p>Action: Post test will be the exact question on the final exam. Dec 4, 2014 (12/04/2014) Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>students were above satisfactorily able to use appropriate sensitivity words and politically correct terminology.</p> <p>Quest #2 Basic traits was much harder for students to answer. Their answers were mostly related to things and aspect they could see such as hearing aids.</p> <p>Pre test results-75% of students were able to identify 3-5 cultural traits.</p> <p>Post test results-90% of students were able to satisfactorily identify 1-2 cultural traits.</p>		
<p>SLO #3 Pros and Cons of Mainstreaming deaf children - Students will identify and give 5 examples of the pro and cons of mainstreaming deaf children in an educational setting.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Spring 2016)</p> <p>Input Date: 11/12/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Exam/Test/Quiz - Students will read the textbook and then in a test they will respond to an essay question listing and defining 5 examples of pros and cons of mainstreaming. Pre test was administered before the textbook was utilized. The final test will include the exact questions as on the pre test to determine if the topic was successful learned by the students.</p> <p>Standard and Target for Success: Pre test was administered the 4th week of school. The rubric anchors were- 1-3 Pros and cons were identified and examples were given as ACCEPTABLY meeting the standard. 4-5 pros and cons were identified and examples were given as SUCCESSFULLY meeting the standard.</p> <p>Additional Information:</p> <p>Related Documents:</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>The Post test data from the final exam revealed students did significantly better after reading the textbook and being quizzed about the Pros and Cons. The final exam was used to better assess if learning transpired and was sustained. The results from the final data shows that out of 16 students taking the test 14 of them received 100% ability to identify and explain SUCCESSFULLY 5 Pros and Cons of mainstreaming while 2 students gave only an ACCEPTABLE 70% understanding of the pros and cons of mainstreaming. (05/10/2016)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Sandra Bartiromo</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: The next time this assessment is given the topic could be expanded to include not only the PROs and Cons of mainstreaming but some scholarly data from these settings to see if the textbook listings are accurate in this part of the country. (05/10/2016)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: A student driven report and scholarly data for local mainstream schools will be explored next semester when the class is taught again. (09/14/2016)</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
--------------------	--	----------------	----------------

[SLAN 131 SLO#3 Pros and
cons.docx](#)

ECC: SLAN 220:American Sign Language to English Interpreting II

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 Interpreter Training Skills Development - Students will utilize information and discourse from English to ASL and from ASL to English at the intermediate level.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2016-17 (Fall 2016)</p> <p>Input Date: 04/10/2014</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Performance - Students will take a pre test worth 54 points which consists of a signed story on video tape that students will voice record. Rubrics for completing sentences, voice tone, major concepts, cultural mediation, and register will be measured. In addition a comprehension fill in the blanks written test will accompany the voiced presentation to measure comprehension of the material. It is expected that students should score 16-19 points on the vocal delivery which would be 75-80% while the fill in the blanks test measuring comprehension students should score 16-18 points which would be 85-90%.</p> <p>Standard and Target for Success: It is expected that 80% of the students should score within the 80-85% range which is a total of both voice delivery and comprehension test.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Met</p> <p>13 students took the assessment quiz. 2 students received 90%, while 2 students received 80%, 5 students received 70%, and 2 students received 60%. (11/16/2016)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Bartiromo</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: The next time we use this assessment I will try to find material that is not so linguistically dense. Material that better fits the skill level of the next group. (11/16/2016)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: A follow up of this assessment I used a signed video story that was less linguistically dense and had simpler signed concept of an everyday activity that every student should have extensive knowledge. Student's voiced delivery was 95%. This is an increase from the original assessment. (04/17/2017)</p>
<p>SLO #2 Semantically Appropriate ASL/English - Students will utilize semantically appropriate ASL and/or English vocabulary in the interpreting process at the intermediate level.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2017-18 (Fall 2017)</p> <p>Input Date: 04/10/2014</p> <p>Inactive Date:</p> <p>Comments::</p>			

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
--------------------	--------------------------------------	----------------	----------------

SLO #3 Form and Meaning - Student will analyze and evaluate intermediate discourse with regard to form and meaning of the source languages and produce appropriate message in the target languages.

Course SLO Status: Active

Course SLO Assessment Cycle: 2018-19 (Fall 2018)

Input Date: 04/10/2014

Inactive Date:

Comments::

ECC: SLAN 221:English to American Sign Language Interpreting II

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 Interpreter Training Skills Development - Students will utilize information and discourse from English to ASL and from ASL to English.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2016-17 (Fall 2016)</p> <p>Input Date: 04/10/2014</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Presentation/Skill Demonstration - Students performed a Pre-Test and Post-Test Demonstration of their Interpreting skills.</p> <p>Standard and Target for Success: 75% of the Students will achieve a 75% (C) or better overall grade on the Pre-Test. 75% of the Students will achieve an 85% (B) or better overall grade on the Post-Test.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Met</p> <p>14 Students took the Pre-Test. 2 of the 14 achieved under 75% as their overall grade. 12 of 14 achieved 75% or better.</p> <p>13 Students took the Post-Test. 3 of the 13 achieved less than 85% as their overall grade. 10 of 14 achieved an 85% or better.</p> <p>Even though 3 of 13 did not achieve 85% or better, they did achieve at least 75% or better, which was the original target from the Pre-Test. (03/01/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Robert S. LoParo</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: Students should spend more time with self-analysis and one-on-one instructor discussions sessions to reinforce areas for improvement, specific skills that might need support, and working closer with peer mentors to focus on the skills for improvement. (03/01/2017)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Another instructor was assigned to this class after this semester. (04/17/2017)</p>
<p>SLO #2 Semantically Appropriate ASL/English - Students will utilize semantically appropriate ASL and/or English vocabulary in the interpreting process at the entry level.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2017-18 (Fall 2017)</p> <p>Input Date: 04/10/2014</p> <p>Inactive Date:</p> <p>Comments::</p>			
<p>SLO #3 Form and Meaning - Students will analyze and evaluate basic discourse with regard to form and meaning of the source languages and produce appropriate message in the target languages.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2018-19 (Fall 2018)</p>			

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
--------------------	--	----------------	----------------

Input Date: 04/10/2014

Inactive Date:

Comments::

ECC: SLAN 240:Interpreting Practicum

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1 Job Seeking - Students will utilize job seeking tools for entry level employment.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2017-18 (Fall 2017)</p> <p>Input Date: 11/12/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Portfolio - 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.</p> <p>Standard and Target for Success: 100% of the students will plan, develop a resume 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.</p> <p>Additional Information: 90% of the students actually attended the ECC resume writing workshop. 85% of the students submitted a resume rough draft. 100% of the students designed a business card and letterhead. The online employment recruiter service (LinkedIn) was completed during class workshop time at ECC computer stations.</p> <p>Related Documents: Lab work</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Not Met</p> <p>11 total students</p> <p>8 students completed the rough draft resume</p> <p>0 students complete their business card</p> <p>2 students completed their letterhead.</p> <p>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. (10/14/2014)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Sandra Bartiromo</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: Fall 2015 semester students attended an ECC presented Resume writing workshop. All students developed and designed their business cards on the Mac Apple Computers during class. Class was scheduled twice a week which greatly added to the time spent with the teacher in the classroom environment with access to computers. (11/09/2015)</p> <p>Action Category: Program/College Support</p> <hr/> <p>Action: Computer software programs for job development skills such as Microsoft Resume Wizards and Microsoft Office templates are available if students have access to computers in the classroom. The classroom should be scheduled with class access to individualized computer stations. (09/01/2015)</p> <p>Action Category: Program/College Support</p> <hr/> <p>Action: 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. (08/05/2015)</p> <p>Action Category: Program/College Support</p> <hr/> <p>Action: Class should be returned</p>

Course SLOs	Assessment Method Description	Results	Actions
			<p>to scheduling twice a week. Students need access to day time opportunities on campus or evening opportunities for resume writing. Classroom with individual computer stations will allow for the individual application of software requirements. (08/04/2015)</p> <p>Action Category: Program/College Support</p> <p>Follow-Up: Room changes for Fall 2015. Schedule changes for Fall 2015. Guest presenter for resume writing. (10/14/2014)</p>
<p>SLO #2 Business - Students will design a freelance interpreting business.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015)</p> <p>Input Date: 11/12/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Portfolio - all students will complete 3 tasks to establish their own free lance interpreting business.</p> <ol style="list-style-type: none"> Students will connect to MyCorporation.com an online 'Doing Business As" (DBA) free service. <ol style="list-style-type: none"> They will develop a business name and file a Fictitious Business statement. Students will develop a bookkeeping and business plan. <ol style="list-style-type: none"> They will open a business checking account and establish expense and income ledgers. Students will develop an online business brand by connecting to LinkedIn. <p>Standard and Target for Success: 100% of the students will complete all three tasks.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>4 out of 5 students completed all of the 3 objectives. 90% - 95% of the students met the target. The one student who did not meet the 3 objectives was due to lacking computer access and knowledge on how to connect to LinkedIn. (11/09/2015)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Sandra Bartiromo</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: The class needs access to individual computer stations to do the required course work. Classes should be held in a room with individual computer access. (11/09/2015)</p> <p>Action Category: Program/College Support</p> <p>Follow-Up: Instead of individual computer access, students were encouraged, coached, and trained on the appropriate use of their personal technology and computer access. Students were required to regularly upload documents, videos, and other submissions electronically. Students were also given access to online document storage websites that they were instructed on how to navigate and use. Incorporation of tablets, laptops, smart phones, online</p>

Course SLOs	Assessment Method Description	Results	Actions
			scheduling, websites, and resource networking are highly emphasized as a new normal in the field of interpreting. (12/15/2016)
<p>SLO #3 Online Branding - Students will utilize methods to promote themselves through online branding in the field of interpreting.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2016-17 (Fall 2016)</p> <p>Input Date: 11/12/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Survey/Focus Group - A 24-questionnaire/survey was distributed to 12 Students at the end of the semester, with a 5-point Likert scale, asking students to gauge their level of agreement with statements at the beginning of the semester and at the end of the semester. 10 of the Questions (42%) related specifically to this SLO--online branding in the field of interpreting.</p> <p>Standard and Target for Success: When comparing the beginning of the semester to the end of the semester, 75% of the Students will shift their agreement level up by at least one point, indicating an increased level of confidence in online branding of themselves in the field of interpreting.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Met</p> <p>5 of the Questions relating to "Beginning of the Semester" asked about the students' knowledge of the field of interpreting and business requirements of the field of interpreting. Approximately 1/2 of the students (6 of 12) were unsure or inexperienced with these areas, whereas the other 1/2 were "agreeing" to "strongly agreeing" that they were knowledgeable.</p> <p>5 of the Questions relating to "End of the Semester" asked the exact same questions. 9 of 12 students' answers stayed the same or increased by at least 1 point of agreement ("agree" to "strongly agree").</p> <p>3 of the 12 students had several questions where their answers reduced in agreement, most likely due to a more realistic expectation of themselves in relation to the field and business of interpreting. (03/01/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Robert S. LoParo</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: Future courses will administer a Pre-Test at the beginning of the semester, separate from the Post-Test (end of semester). Student levels of comfort in their knowledge base will be checked at least twice throughout the semester, to gauge progress towards increased agreement on these specific questions regarding the business and field of interpreting, especially as it relates to online branding. (03/01/2017)</p> <p>Action Category: Teaching Strategies</p>