

Assessment: Course Four Column

Fall 2017



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

ECC: SLAN 111:American Sign Language I

Course SLOs	Assessment Method Description	Results	Actions
SLO #3 Cultural Components - Students will describe and analyze basic cultural components of the Deaf world. Course SLO Status: Active Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2017-18 (Fall 2017) Input Date: 11/12/2013 Inactive Date: Comments::	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. Standard and Target for Success: Average of Students' scores will be 70% or better on the post-test. Additional Information:	Semester and Year Assessment Conducted: 2017-18 (Fall 2017) Standard Met? : Standard Met The total of students were 60 in SLN level 1, and in 99 percent of the students already passed. The evaluation was completely 100 percent. The students had the learning interact in the class to help them to pass the class. (03/07/2018) % of Success for this SLO: 99 Faculty Assessment Leader: Shmuel Khorsandi Faculty Contributing to Assessment:	Action: Continue to enhance the students in learning interacting on daily basis. (12/07/2018) Action Category: Teaching Strategies Follow-Up: By the 12th week of the semester, assessment will be re-visited to include debunking Deaf myths such as ASL is a language of pictures and pantomime, ASL is a Universal language understood by all signers in the world. Basic Deaf Culture identifying cultural conflicts such as deaf people use ASL and some do not. Can deaf people drive? Can deaf people work in hearing culture? (10/18/2018)

ECC: SLAN 112:American Sign Language II

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<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>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>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) 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 better. (12/15/2017) % of Success for this SLO: Faculty Assessment Leader: Brian Morrison Faculty Contributing to Assessment:</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) 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 #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>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>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>

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 #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>	<p>Multiple Assessments - classroom drills in person, and exercises from assigned textbook on a weekly basis. Students will turn in to the instructor 16 homework lab assignments for 15 points each assignment. Evaluations will be a total of 15 points consisting of completing sentences, voice tone, major concepts, cultural mediation, and register.</p> <p>Scores will be calculated by points: 3 points for always, 2 points for sometimes, 1 point for never, 0 points for lost= 15 evaluative points</p> <p>Standard and Target for Success: 85%</p> <p>Additional Information: Students must complete 16 of the assignments to receive full credit for turning in the activity lab and 15 points for evaluation of each lab content.</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017)</p> <p>Standard Met? : Standard Met</p> <p>written assessments from video examinations; written assessments from rubric distributed to the class; and materials from assigned homework, including exercises from assigned textbook. (03/08/2018)</p> <p>% of Success for this SLO: 85</p> <p>Faculty Assessment Leader: t.green</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: Revise classroom drills by adding a requirement that the students complete approximately 2-4 hours of lab related homework (including voicing from the ASL/Interpreting DVDs); distribution of sample drill activities as a guide for their voicing drills; close monitoring of their voice drills during the assigned exercises. (03/08/2018)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: An additional 15 classroom lab/homework assignments have been added to class content. Each drill is completed in the lab and emailed to the instructor for close monitoring of their voicing skill development. A new textbook with an accompanying DVD for practice has been added to the class requirements to be used as homework and expert comparison of skill. (09/12/2018)</p>

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

Course SLOs	Assessment Method Description	Results	Actions
<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>Presentation/Skill Demonstration -</p> <p>Students will be given a Pre-Test and a Post-Test, 12-14 weeks apart. Both stimulus materials will be identical audio recordings of the exact same content, pace, inflection, and information. This will allow students' growth, development, and mastery of discourse analysis to progress and be benchmarked throughout the 16-week semester. Rubrics for evaluation will specifically target "Production/Grammar", "Discourse", "Message Cohesion/Coherence", "Anomalies", and "Cultural Mediation". [6 Additional Tests of varying degrees of difficulty and content will also be administered throughout the semester, paralleling textbook content and unit goals. Similar rubrics and targeted benchmarks will be evaluated for each test.]</p> <p>Standard and Target for Success:</p> <p>Students should be expected to raise their grade from Pre-Test to Post-Test by at least 2 points (or 10%) over the course of 12-13 weeks. This is equivalent to a single letter-grade progress, and attainable by the majority of students. 11/13 students raised their grades from 1 to 7 points (5% to 35% increase in producing more semantically appropriate ASL interpretations/English Transliterations in the interpreting process). 1 Student scored the</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017)</p> <p>Standard Met? : Standard Met</p> <p>11/13 students raised their grades from 1 to 7 points (5% to 35% increase in producing more semantically appropriate ASL interpretations/English Transliterations in the interpreting process). 1 Student scored the same on both Pre-Test and Post-Test. 1 Student went down 2 points (10%) on the Post-Test.</p> <p>Tests #1-#3 Data</p> <p>4 of 13 Students improved between T#1 and T#3, or their grades stayed the same. This indicates that due to the increased length of stimulus videos, complex content, and need to process and transliterate simultaneously, these 4 students were able to apply learned skills and demonstrate mastery of those skills to keep their grades consistent, if not increased by up to 3 (15%) points. The other 9 Students' grades dropped from between 1 (5%) point to 8 (40%) points. These students had difficulty in mastering Simultaneous Transliterating skills, incorporating new skills into their overall cognitive processing and presentations, and challenges with the progressively more difficult stimulus videos.</p> <p>Tests #4-#6 Data</p> <p>11 of 13 Students improved between Test #4 and Test #5, from 1 point (5%) to 7 points (35%). 3 of 11 Students improved from Test #5 to Test #6. The format, expectations, and overall stimulus video-recording (T#5 = a single speaker; T#6 = Dialogic Job Interview) were completely different. T#6 also required students to manage signing and voicing, interactively, throughout the entire test. The overall mental and cognitive processing onus negatively impacted student testing scores on T#6, which was between 1 (5%) to 5 (25%) points less than T#4. (03/09/18) (03/09/2018)</p>	<p>Action: Students' Pre-Test/Post-Test increases should be at least 3-4 points better (15%-20%).</p> <p>Increased focus on specific cognitive processing, ASL Features, usage of token space, placement of items/concepts, and ability to chunk more effectively should be regularly focused on throughout the course.</p> <p>All of these can be highlighted on subsequent Tests #1-#6 throughout the semester so that students are properly able to recognize their weaknesses and strengths regarding these examples and then apply progressive improvements to their expressive ASL/Transliterating performances for each Test. Repeated focus on these areas will generalize to the Students' improved performances on the Post-Test. (02/01/2019)</p> <p>Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>same. 1 Student went down 2 points (10%).</p> <p>Additional Information: Regarding 6 Tests administered throughout the semester - since the stimulus audiorecordings were different for every test, and the first three were expected to be presented in progressively more exact Transliterated English, while the latter three were expected to be presented in progressively more clear ASL, inter-test correlation and overall testing correlations cannot be evaluated at this time. Pre-Tests/Post-Tests with the same stimulus materials would be the best way to fully gauge students' progress overall on semantically appropriate ASL and/or English vocabulary usage. Or the rubric areas of "Production/Grammar", "Discourse", "Message Cohesion/Coherence", "Anomalies", and "Cultural Mediation" can be statistically analyzed from Test #1 through #6 to evaluate if students' progress is developing. [03/05/18]</p>	<p>% of Success for this SLO: 85</p> <p>Faculty Assessment Leader: Robert S. LoParo</p> <p>Faculty Contributing to Assessment: N/A</p>	

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: 2017-18 (Fall 2017)</p> <p>Standard Met? : Standard Met</p> <p>100% of Students will create/design and submit the following documents/videos:</p> <ol style="list-style-type: none"> 1) Business Card proof/mock-up indicating Name, Degree, Title, Cell #, Email Address, Specializations/Skills, Misc. Info; 2) Resume - 1st & Final Draft, Business-Style that highlights Education, Work Experience, Extra-Curriculars, Additional Skills, and Reference Available Upon Request; 3) Sample Invoice containing Name/Title/Degree, Address/Contact Information, SS #/Tax ID #, Job Info Details, Hours, Hourly Fee, Subtotal, Total, Payment Requirements/Terms, Late Fee Comment, etc.; 4) Letter Of Introduction including Header, Date, Salutation, Brief Statement of Interest, Skills/Talents, Business-Style format; 5) Letter Of Thanks including Header, Date, Salutation, Brief Statement of Thanks for Interview, Skills/Talents, Business-Style format; 6) Video - 5-15 minute sample of English-to-ASL, "best version"; 7) Video - 5-15 minute sample of English-to-PSE/Transliteration, "best version"; 8) Video - 5-15 minute sample of ASL-to-English, "best version"; 9) Video - 5-15 minute sample of English Document Translation into ASL/Signed Mode, "best version". <p>Additionally all students were required to upload all documents (with identifying address/SS#/etc. removed) to PortfolioGen - an online Professional Portfolio website.</p> <p>All students (100%) submitted all documentation, as well as uploaded such to PortfolioGen by the end of the course. Requiring students to attend an ECC Resume Writing Workshop - which were scheduled during normal business</p>	<p>Action: Students should be allowed to choose their online web presence site, after being given several mainstream and typical examples (LinkedIn, PorfolioGen, FB Group Page, Google Groups, etc.).</p> <p>Resume Workshop on campus should not be a regular expectation, as many of our students are night students only. They do not have an opportunity or availability to come to campus at any other time than the days of their classes. Therefore, online resources should be shared, demonstrated, and offered. Multiple "best practices" Resume-Building and sample websites can be collected and disseminated to students. Students can also be referred to the course text book - "The Professional Interpreters Handbook", 2nd Edition, Linda Humphries, for samples of resumes and expectations.</p> <p>In-class session meetings are fine 1 time/week, provided that students are actively using that "other day's time frame" in which to earn weekly Practicum hours. Practicum should partner more effectively with Interpreting 3 (SLAN 230) such that theoretical and philosophical information</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
		<p>hours (8am-5pm) were not feasible for this cohort. The majority were not available when these workshops were offered. Instead, in-class samples, best practices, and continuous submissions/editing were demonstrated for all students throughout the semester.</p> <p>24-Question Survey, 8 of 24 questions related to SLO #1. Prior to taking this course, the students were all equally represented by their responses to knowledge or ability to market oneself online via portfolio, accessing technology for use as a freelance business, understanding what potential hiring entities expected and finding such information online, or using the internet to find interpreting jobs and online resources. By the end of the course, all students Agreed or Strongly Agreed that they had acquired the skills/knowledge/abilities listed above. Only 1 student Disagreed that s/he knew about marketing online via portfolio. [See Document: "17Fall - SLIT240 SLO Eval.pdf"]</p> <p>97% (8/9, 9/9, 9/9, 9/9 = 3.8889. This, divided by 4 Post-Course Questions = 97% of students Agreed/Strongly Agreed to mastering the 4 questions related to SLO #1 (#8/#20, #10/#22, #11/#23, #12/#24) (03/05/2018)</p> <p>% of Success for this SLO: 97 Faculty Assessment Leader: Robert S. LoParo Faculty Contributing to Assessment: N/A</p>	<p>learned and practiced in SLAN 230 should be applied and performed in SLAN 240, Practicum. Too much time IN CLASS takes away precious time that students could be scheduling Practicum sites, assignments, and opportunities where they can get their hands in the air and actually sign for Deaf individuals, certified/qualified supervisors, and other safe/challenging locations.</p> <p>Finally, business card proofs/temporary mock-up designs and images are acceptable from students. There's no need for them to purchase (or in any way pay for!) them prior to graduation. Their contact information may change, their chosen specialties and talents may change, and they may want to go in a totally different design path. Allowing them the opportunity to submit a business card DESIGN gives them freedom to creatively play with their ideas, and stay flexible in what they'd eventually like them to look like. (02/01/2019) Action Category: Teaching Strategies</p>