Course Assessment in a Box, Version II

Course Assessment in a Box is a practical tool for you to conduct assessment of course Student Learning Outcomes (SLOs). By following these simple steps, using assessment tools you already use to evaluate student work, you can easily produce a course assessment of SLOs.

These steps align with the course SLO assessment page in the CurricUNET Program Review Module. Once the steps are completed, simply attach it to your Program Review.

Assessment Date: Fall 2012
Faculty Name: Sandra Ammons

1. Number and name of the course being assessed:

ASL 104 - Principles of American Sign Language IV

2. List all the Course SLOs from the Course Outline of Record:

1. Express intermediate/advanced linguistic ASL principles.
2. Demonstrate advanced knowledge of the Deaf Community and Deaf Culture.
3. Demonstrate sophisticated etiquette in Level 3 Deaf Culture situations.
4. Maintain and enhance comprehension and production skills in level IV of ASL.

3. If you have had any dialogue about the Course SLOs amongst faculty who teach this course, please describe it here (leave blank if there has been no specific dialogue):

4. List the SLO(s) you are assessing in this particular instance:

#1. Express intermediate/advanced linguistic ASL principles.

5. Describe the assessment strategy or tool that addresses the SLO(s):

Paraphrasing evaluation for comprehension and production skills.

NOTE: Try to use assessment strategies you are already using to evaluate student work as part of your grading system. Examples: Rubrics for Evaluating Projects or Assignments, Portfolio Evaluation, Culminating Projects, Final Exams, Writing Assignments, Performance Assessment, Department Testing, Pre and Post Tests, Vendor or Industry Certification Examinations, Indirect Assessments (Student Surveys, Focus Group Discussions, Interviews), or others....

6. Describe how the criteria or standards in this assessment tool link to the SLO(s) being assessed:

Students take paraphrasing tests in which they re-tell the info in their words using ASL. Criteria in the paraphrasing evaluation include the following: facial grammar, fingerspelling, semantics, syntax, comprehension and production.
7. By looking holistically at the results from all students, describe your findings:

I find that improvement in students’ skills is evident in five out of 10 students. The remaining five students show slight improvement or stay the same, with two of them already possessing native-like fluency. The other three students’ skills seem “fossilized”.

8. Describe faculty dialogue (if any) involved in the assessment process:

9. Based on an analysis of your findings and dialogue, describe revisions (if any) in curriculum or teaching strategies implemented to promote student success:

I will continue to use this kind of test to assess students’ ASL skills. However, I will be conducting more hands-on practices in paraphrasing in class.

10. After the improvements are implemented, describe the results:

Result to be reported in May 2013.