Assessment Date: __January 21, 2014__

Faculty Name(s): __Sandra Ammons__

1. Course Name and Number:
   ASL 152 – Advanced Fingerspelling

2. All Course SLOs from the Course Outline of Record:
   1) Demonstrate correct expressive fingerspelling skills at an advanced level
   2) Demonstrate ability to comprehend fingerspelling in advanced “normal” conversations
   3) Demonstrate ability to produce and comprehend ASL numbers, lexicalized fingerspelling, and more in advanced conversations

3. Specific Course SLO(s) assessed as part of this project:
   # 2 – Demonstrate ability to comprehend fingerspelling in advanced “normal” conversations

4. Assessment strategy or tool used in the assessment. (Describe below, and if applicable copy/paste any additional related documents at end of this form (i.e. Rubric, score sheet, test questions, essay assignment, etc.):
   Final exam

   NOTE: This will usually consist of things you are already using to evaluate student work, i.e. Final Exam questions, Final Essay, Final Presentation or Culminating Project, other Assignments, Portfolio Evaluation, Performance Assessment, Department Testing, Pre and Post Tests, Vendor or Industry Certification Examinations, Indirect Assessments (Student Surveys, Focus Group Discussions, Interviews), etc.

5. Specific aspects of the assessment tool which link up to specific Course SLOs being assessed (i.e. Which specific test questions measured which Course SLOs? Note: May describe with #4 above.):
   Comprehension aspect of fingerspelling in the Final exam consisted 15 question items and was conducted with the teacher standing in front of class. The teacher signed each question item with a sentence which included fingerspelling of one or two or all of these following: fingerspelled names, words and numbers. Students write down what they see fingerspelled.
6. Results and analysis of the data. *(Explain below and if applicable copy/paste any related documents, i.e. spreadsheets with data at the end of this document.)*:

<table>
<thead>
<tr>
<th>Students</th>
<th>Score</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two</td>
<td>15</td>
<td>100</td>
</tr>
<tr>
<td>One</td>
<td>14</td>
<td>93</td>
</tr>
<tr>
<td>Four</td>
<td>13</td>
<td>87</td>
</tr>
<tr>
<td>Six</td>
<td>12</td>
<td>80</td>
</tr>
<tr>
<td>One</td>
<td>11</td>
<td>73</td>
</tr>
<tr>
<td>Two</td>
<td>10</td>
<td>67</td>
</tr>
<tr>
<td>Two</td>
<td>7</td>
<td>47</td>
</tr>
</tbody>
</table>

Those scores show 14 students with passing grade, C or better which translates into nearly 78% of students achieving the SLO. The four (4) students with grades in the D and F categories make up the 22% who had issues in achieving the SLO.

7. Describe any faculty dialogue that occurred as part of the assessment process (i.e. Were results shared at a department meeting? Was there discussion about changing any SLOs? Etc.):

A dialogue between my dean, Nancy Pauliukonis and myself took place. We discussed the assessment used for this SLO. It appeared that the SLO is satisfactory and measurable. We also discussed for possible future assessment to see the growth in students’ comprehension fingerspelling skills.

8. Next steps (i.e. any planned revisions to curriculum or teaching strategies to promote student success, future assessment plans, etc.):

To see and measure how much growth students acquire over the semester, a pre-test and a post-test may developed and utilized in the Fall of 2014 when the course is offered again. However, this SLO assessment confirms that the targeted SLO is still good and there is no need for any curricular change.

9. Results of implemented changes, if available at this time:

Please save your finished document in the following format:
yyysemester-sloa-courseid.doc
example: 2012fall-sloa-engl101c.doc