Assessment Date: August 20, 2013

Faculty Name(s): Sandra Lee “Bunny” Klopping

1. Course Name and Number:
   ASL 155 - ASL Literature

2. All Course SLOs from the Course Outline of Record:
   The student will:
   1. Define and demonstrate knowledge of ASL Literature.
   2. Demonstrate both receptive and expressive knowledge and skills of the different kinds of ASL Literature (ABC stories, Number stories, etc.)
   3. Analyze and demonstrate knowledge of a variety of forms of literature with Deaf characters.

3. Specific Course SLO(s) assessed as part of this project:
   1. Define and demonstrate knowledge of ASL Literature.
   3. Analyze and demonstrate knowledge of a variety of forms of literature with Deaf characters.

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.):

   Pre Test and Post Test.
   Pre-Test and Post Test included both short answer and essay questions. The Post Test was also used as part of the Final Exam for the course.
   The test included the following topics;
1. Defining ASL Literature
2. Deaf Poets and Poetry
3. Deaf Actors and Entertainers
4. Types of ASL Stories
5. Deaf Art and Artists
6. Deaf Folklore
7. Books and literature written by Deaf authors and books with Deaf characters.
8. Movies, TV, Stage productions/performances with Deaf characters or performed by Deaf actors/entertainers
9. Oscar, Emmy, Tony awards
10. Historical aspects
11. Organizations, Agencies, and other Institutions
12. Internet resources
13. International Deaf Literature

**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.):

The Pre-Test included questions from all of the topics listed above in number 4. The Post- Test also contained information questions from all of the topics above in number 4, but the questions were longer and responses had to be more detailed.

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.)*

After the first pre-test, two students decided to withdraw from the class because they felt that the amount of information to be covered in class was too much and their receptive signing skills were not up to the skill level that they needed to understand Deaf signers in the videos shown in class and required to view in the Deaf Studies Lab.

The Pre-test scores were very dismal. Only one student passed the test with a C, all others failed the test. The final test was very successful with every student passed the test with scores ranging from B+ to A+. All of the 12 students who finished the class did very well in the class on the final and on all of their presentations. All of the students were committed to doing a good job and spent a lot of time in study groups and in the lab.
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.):

Since the semester ended, we have been out on winter break so there has not been the opportunity to share this information with other faculty.

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

This class has not been taught in several semesters and followed an old curriculum so this semester I updated materials and information. Students were asked at the final class meeting for feedback on what they felt would be good to improve the class. Students liked the idea of study groups, trivia challenges and individual presentations. They like the videos and movies shown in class and in the lab but wish we had more videos in the lab and also talked about having filmed interactive group projects, in addition to individual presentations in class. The class was given a handout on web sites and other sites for information which the students felt was helpful and they would like to see the resource site listings expanded to include more international sites and information.

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

I plan to continue to update the pre-test and post-test and to have the students take a more pro active role in developing a handout with websites and other resources associated with ASL and Deaf Literature.

Please save your finished document in the following format:
yyyyysemester-sloa-courseid.doc
e.g. 2012fall-sloa-engl101c.doc