Assessment Date: Spring 2013

Faculty Name(s): Sandra Ammons

1. Course Name and Number:
   ASL 104 – Principles of American Sign Language IV

2. All 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. Specific Course SLO(s) assessed as part of this project:
   #4 – Maintain and enhance comprehension and production skills in level IV of ASL.

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.):

   Paraphrasing evaluation for comprehension and production skills.

   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.):

   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.
6. Results and analysis of the data. *Explain below and if applicably copy/paste any related documents, i.e. spreadsheets with data at the end of this document.)*:

I found that improvement in students’ skills was somewhat evident in 6 out of 10 students. The remaining four (4) students, two (2) had the same score on both tests and two (2) other students had a slight drop on their second test by 3 and 5 points.

The factors could include one or all of the following: 1) students’ overall health that particular day, 2) students’ anxiety in dealing with unfamiliar or unexpected topic during the test, 3) teacher’s increased expectations of students’ skills when rating.

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.):

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

I plan to continue using this test tool as it has helped the students and I, as a teacher, to see where their areas of strength and weakness.

I plan to take a look at one or all of the following: 1) students’ overall health that particular day, 2) students’ anxiety in dealing with unfamiliar or unexpected topic during the test, 3) teacher’s increased expectations of students’ skills when rating.

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