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.

1. Number and name of the course being assessed:
   ASL 156 Advanced ASL

2. List all the Course SLOs from the Course Outline of Record:
   Student will
   1. Translate ASL into spoken English
   2. Translate spoken English into ASL
   3. Facilitate conversations and interactions among Deaf individuals and non-signing hearing individuals.

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):
   Dialogues in the past with another full time faculty member who was involved in the ASL curriculum but did not teach the class.

4. List the SLO(s) you are assessing in this particular instance:
   Facilitate conversations and interactions among Deaf individuals and non-signing hearing individuals.

5. Describe the assessment strategy or tool that addresses the SLO(s):
   Track each student's weekly test scores.

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:
   Teacher developed scoring system is used to determine whether or not students are meeting the SLO.
7. By looking holistically at the results from all students, describe your findings:

1. During the first few weeks, the average test scores for the class was below 50%, including those who performed so poorly both tests and activities that they dropped out of class during the middle of the semester.

3. For students who completed the semester, the final grades were between 70% and 90%.

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

Dialogue with dean after assessment. We discussed the problems with students not being ready but no decision was made at this time.

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

It was my observation from the initial make up of the class that a majority of the class did not have the skills to do well in this class. Student tests and performance scores proved this point. Two of the students repeated the class and did pass this time. Students who spent a lot of time and effort in the Deaf Studies Lab, tended to do better.

Also students who transferred from other colleges and in the ASL 103 and 104 night classes did not do as well as the students who were enrolled in the day classes.

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

To do well in this class, many students should be at an ASL 104 or better level but due to our 2 year program this cannot be implemented.