Course Assessment in 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:

IPP 106: ASL Discourse (INT 106)

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

1. identify features of and categorize language variation used in the deaf community;
2. identify, define, and describe register variations in ASL and demonstrate the ability to use appropriate register in a variety of settings.
3. diagram ASL discourse structure
   define, characterize, and illustrate 5 discourse genres in ASL
4. discuss and imitate at least 5 prosodic features of ASL
5. map several ASL texts
6. demonstrate effective use of backchanneling
7. discuss and apply effective visual turn-taking convention
8. assess a deaf person’s bi-lingual skills in ASL and adjust personal sign usage accordingly

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):

Discussions have been held with the program director (Shelley Lawrence) and Dean Gertz about the objectives for this course and how they align with the program objectives.

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

Assess a deaf person’s bi-lingual skills in ASL and adjust personal sign usage accordingly

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

Pretest and Posttest -

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 will be asked to demonstrate their ability to adjust sign usage (language choice, level, use of expansion features, and discourse structure) according to the deaf person’s linguistic skills.

7. By looking holistically at the results from all students, describe your findings:

| Although not all students were able to meet this objective, every student showed some growth in this skill development area. The findings match the results from the evaluations that were given throughout the semester (quizzes/midterm) |

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

| The results were shared with the program director, Shelley Lawrence and we both agreed that the test results were an accurate measure of the students’ abilities. It is important that students do well on the final exam in order to progress to the next set of expectations as required by the courses in the second semester. |

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

| Additional hands-on activities are needed to provide students with opportunities and experiences to master the requisite skills to graduate from the program. |

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

| Because I didn’t teach this course due to my interim dean duties, this assessment will be conducted in 2014 (Fall semester). |