Assessment Date: Fall 2014  
Faculty Name(s): Michele Barber

1. Course Name and Number:  
DEAF 159 Reading Strategies

2. All Course SLOs from the Course Outline of Record:  
The student will:  
1. Determine the meanings of unfamiliar words and idiomatic language in readings through the use of context clues including definitions, details, examples, synonyms, antonyms, comparisons, and contrasts.  
2. Infer stated and implied main ideas and supporting details in a variety of readings that include essays, news articles, and textbook chapters.  
3. Apply the techniques of annotating, outlining, note taking to aide comprehension and retention of information in college textbooks and other printed sources.  
4. Distinguish fact from opinion, make appropriate inferences, and draw reasonable conclusions in response to essays and news articles.

3. Specific Course SLO(s) assessed as part of this project:  
The student will:  
2. Infer stated and implied main ideas and supporting details in a variety of readings that include essays, news articles, and textbook chapters.

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.):  

A final exam will be structured to assess a majority of the skills that were introduced and practiced during the semester. During the exam, the students will answer multiple choice questions in regards to main ideas and supporting details in a variety of essay readings.

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 assessment tool directly assesses the students' ability to identify main ideas and supporting details in a variety of essay readings.

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.):
Notable results:

- Improvement was noted in identifying the main ideas.

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.):

The SLOs were re-examined and there was agreement that the SLOs were appropriately written to express the desired outcomes of the course.

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

Students will focus on distinguishing fact from opinion, make appropriate inferences, and draw reasonable conclusions in response to essays and news articles.

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