Assessment Data is from what semester?  ___June 4, 2015 for Spring 2015____

Faculty Name(s): _Sandra Ammons__________________

1. Course Name and Number:

Principles of ASL, Level II – ASL 102 A/ B

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

1. Express basic/intermediate linguistic ASL principles
2. Demonstrate knowledge of the Deaf community and Deaf culture
3. Demonstrate etiquette in Deaf culture situations
4. Maintain an expressive and receptive conversation in Level II of ASL

3. Specific Course SLO(s) assessed as part of this project:

# 4 – Maintain an expressive and receptive conversation in Level II of ASL

4. Is this course on GE Plan A?  ___X___ Yes  ____ No (See Catalog pages 49-51 & page 55)
If Yes, identify what area. (All GE course assessments count as GE assessments.)
___Area I Natural Sciences
___Area II Social and Behavioral Sciences
___X Area III Fine Arts/Humanities
___Area IV Language and Rationality
___Area V Physical Education/Wellness
___Area VI Intercultural/International Studies
___Area VII Information Competency

5. How did you assess the SLO(s)? (Attach any related documents at end of form.)

I used the final exam (final dialogue) as the assessment tool because it involved both production (expressive) and comprehension (receptive) skills.

6. Results and analysis of the data. (Attach any related documents at end of form.)

Out of 25 students in the class, thirteen (13) students earned a grade of A with scores ranging from 91 to 100. Eight (8) students got B, with scores ranging from 82 to 88. Four (4) students got C, scores ranging from 70 to 79.

Since the majority of class got A and B with only four students getting C, I am inclined to believe that this specific SLO has been met. However, I am somewhat concerned about their readiness to move up to Level 3 (ASL 103). This concern is being addressed in the next part, #7.

(Final exam is documented via videos and saved on iMac in #6202.)

7. What are you going to do based on the results of the data? (Any planned revisions?)
Since we used a new textbook, we (the teachers and students) definitely experienced an awkward transition. The students seemed to catch on rather well though. The new textbook is loaded with so much materials and information. It was a challenge to go through each unit thoroughly. I am sure that next year I will be able to align the textbook with my teaching better.