

## 4. Progress on Outcomes Assessment (Annual Question)

### Updating this Question is Required on the Annual Plan!

Refer to the [SLO Cloud](#) to evaluate the results from your course level Student Learning Outcomes (SLOs) and to develop actions reflected in your program review action plan (i.e. Question 10).

- a. Please summarize **course SLO assessment results**. Include a discussion of whether or not the program met its target for each course SLO.
- b. Please describe any course and/or instructional improvements you plan to make as a result of the course SLO assessment(s).
- c. What objective(s) or action step(s) will you add to Question 10 as a result of the SLO assessment(s)? If none, please explain.

All SLOs have been, and will continue to be measured every year since 2010-2011. ASL 101 is assessed every fall, while ASL 102 is assessed every spring. All other ASL courses are assessed each semester they are offered since they are on a rotational basis and may only be available once a year or every other year. See attached "Program and Course level SLOs for ASL and Deaf Culture" document for more detailed SLOs for each course the program offers.

**Summary of SLO Assessment Results:** In 2018-2019, we had a stable group of instructors (not much rollover) and they knew the expectations regarding SLOs. In the Fall 2018, all ASL 101 courses were assessed and data was submitted, as did the one section of ASL 103 and ASL 115. ASL 105 was offered for the second time, but was taught by a different instructor than the first year, however SLO data was entered for the first time. In spring 2019, once again all sections of ASL 102 were assessed and data was entered, as well as ASL 205. See "ASL\_SLOCloud™ 2018-2019" documents for course level SLOs (ASL 101-105, 115, and 205) and our PLOs in the document titled "2018-2019 ASL Program SLOCloud™."

In summary, ASL 101 fell under target for every SLO based on the numbers. However, one instructor wrote, "3 students had not taken the final exam and one had completed 1 out of 3 portions of exam and decided not to finish them which pulled their grades down and thus affecting the SLOs." This is a red flag since this grades are not tied to SLOs and only scores from completed assessments should be entered. Apparently more training needs to be had on the entry of data. ASL 102 students passed their target for "Deaf Culture and History," and Expressive communication was close, but fell 2% shy. Receptive communication is the weakest skill for ASL 102 students according to our data. When looking at ASL 103, 104, 105, 115, and 205, all students met or exceed the targets for all SLOs. Looking forward, we will be talking about "raising the bar" and standardization of grading as a discipline, as well as boosting receptive skills in ASL 101 and 102.

### Program Level Outcomes

While our target is 75% passage, data shows our students earning the following rates:

1. Expressive Communication: 70%
2. Receptive Communication: 64.93%
3. Deaf Culture and History: 78.08%

#### 4. Cultural Diversity and Appreciation: 70.52%

We are hopeful our new curriculum will assist in raising these rates by provide students with faster signing speeds from the beginning and more complex vocabulary which will better prepare them for their SLO assessments. Additionally, the new ebook provides text in both English and Spanish so ESL students don't have to stress over the text (assuming they are native Spanish speakers/readers).

#### **Instructional Improvements and Next Steps:**

1. As a discipline, we need to improve the receptive skills of our ASL 101 and 102 students. One way to assist in this, would be to offer Supplemental Instruction to these courses specifically. Despite wanting to attend tutoring, many students do not have the time to go to the tutoring center. Supplemental Instruction would allow them to receive extra support when is convenient for them. We are also in the process of switching our primary curriculum which will hopefully also boost these skills.

2. Our dual enrollment students are often under prepared for the expectations of college courses, as well as the technology use that accompanies them. It is recommended that the Dual Enrollment Program develop an introduction workshop to the students (and their families) explaining expectations and technological requirements of these courses.

3. In order to continue our success in completing the SLO assessment cycles, the fulltime faculty member will continue to train her part-time faculty members and set up tutorials to assist them in this process. Sample rubrics (see attachment "ASL 101 SLO Rubric") have been provided to them as a means of gathering data while they grade assignments that they already require. The ASL faculty will also continue to collaborate to improve curriculum to maintain high program rigor.

4. Options for Deaf Event attendance should be considered.

5. Services such as Sign On should be researched as possible supplemental tools for student success.