**SLO Cycle Assessment Form**

**Please type on this form. Do not submit handwritten forms.**

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| **Course:**  **AMSL 212** | | **Semester data collected:**  **Fall 2012** | | **Date this form was completed:**  **13 December, 2012** |
| **# of sections offered:**  **1** | **# of sections assessed:**  **1** | | **Data Collected from: (Check all that apply)**  FT Faculty \_\_\_x\_\_\_ PT Faculty \_\_\_\_\_\_  Day \_\_\_x\_\_\_ Evening \_\_\_\_\_ Hybrid/Online\_\_\_\_\_ Weekend\_\_\_\_\_\_ | |
| **1. People involved in summarizing & evaluating data (minimum of two)** | | | Liisa Mendoza  Jose Ruiz | |
| **2. Please list the SLO(s) that was (were) assessed. Include the description listed on the Course Record of Outline.** | | | SLO #3 – Identify potential cultural conflicts and ethical challenges in an interpreting scenario, and express his/her choice of action, in ASL. | |
| **3. Data results**  Briefly summarize the data. (Please see instructions). | | | The students viewed *Sound and Fury,* a documentary about cochlear implanting. Cochlear implanting is one of the most controversial topics within the Deaf culture, and between Deaf and Hearing cultures.  Students viewed the video, wrote a response paper, and had an in class discussion about the video. The response paper required some additional research on line. In class, the students were divided into two even groups. They were given some questions to guide the discussion, and conducted the discussion in ASL. They were not told that the discussion was being graded, but they were aware they were being observed.  Of the 12 students enrolled in the class, two were absent on the discussion day. Of the 10 students who participated in the discussion, 9 were exceptionally engaged and passionate about the topic. The other was in and out of the classroom, handling a family emergency. 90% of the students received 90% or better in the discussion, while 10% received a 70%. The discussion was analyzed for knowledge of topic, ability to clearly articulate opinion and response to the questions presented. | |
| **4a. Course/Program Improvements**  **Please describe what change(s) you plan to implement based on the above results**  **4b**. **Will this include a change to the curriculum (i.e., course outline)?**  Yes  No x | | | As this is a topic that students are going to encounter if they become working interpreters, I believe that this is a necessary outcome. I was happily surprised by the level of passion that the discussion raised. I will continue to show this movie in this course, and may include it in a few other courses.  In the future, the course needs more discussion forums like this. Unfortunately, time is very limited in this course, due to the skill development focus that is necessary. I will try and structure more time for discussions in future 212 courses. | |
| **5. How did the SLO(s) contribute to student acquisition of the Institutional Learning Outcome(s) (ILOs)?**  For example, if ILO #1 (communication skills) was identified as being related to this SLO, then please write a sentence or two supporting the relationship.  **IVC’s 5 ILOs:**  **ILO1 = Communication Skills**  **ILO2 = Critical Thinking Skills**  **ILO3 = Personal Responsibility**  **ILO4 = Information Literacy**  **ILO5 = Global Awareness** | | | This SLO is linked to ISLOs #1, #2, #4, and #5. The students used their ASL skills to conduct the discussion, their critical thinking skills to analyze and interpret the different cultural responses to this topic. They had to display their cultural awareness to analyze. They also used information literacy when researching the response paper component of this assignment. | |
| **6. Next Steps**  **Was the process effective? Will you change the outcome/assessment (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to students)?**  **If so, how?** | | | This process seems exceptionally effective. I will not be changing the SLO or the assessment at this time. | |
| **7. After Thoughts**  **Feel free to celebrate, vent, or otherwise discuss the process** | | | As stated above, I was amazed at the level of engagement this exercise inspired. | |

For instructions on how to fill out this form, click here:

[SLO Cycle Assessment Form Guidelines](http://www.imperial.edu/ivc/files/student_learning_outcomes/Forms/DRAFT%20SLO%20Cycle%20Assessment%20Form%20Guidelines.docx)

Or visit the IVC SLO Website: http://www.imperial.edu/faculty-and-staff/campus-committees/student-learning-outcomes/slo-forms-and-handouts/