**SLO Cycle Assessment Form**

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

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| **Course:**  **AMSL 100** | | **Semester data collected:**  **Fall 2012** | | **Date this form was completed:**  **13 December, 2012** |
| **# of sections offered:**  **6** | **# of sections assessed:**  **3** | | **Data Collected from: (Check all that apply)**  FT Faculty \_\_\_x\_\_\_ PT Faculty \_\_\_\_\_\_  Day \_\_\_x\_\_\_ Evening \_\_\_X\_\_ 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 – Distinguish basic differences between simple ASL and English sentence structures. | |
| **3. Data results**  Briefly summarize the data. (Please see instructions). | | | Three sections of ASL 1 were included in the sample. One section was a daily morning class, one section was an afternoon class conducted twice a week, and one section was an evening class conducted twice a week.  All students were given a “big quiz,” which could also be considered a small exam. One of the sections on the quiz required that they generate three refusals to requests. These refusals could be for any reason, and were written on the quiz.  In ASL, refusals require at least two cue signs to signal the refusal, followed by the reason itself. The students’ refusals were graded only on following that structure, and not on general syntax. Additionally, polite ASL refusals may not use the sign NO.  Of the 80 students in the three sections, 69 correctly followed the structural components for an ASL request. This results in 86.25% of the students receiving a 90% or better on this section. 3.75 % of the students (3/80) received a grade of 80 – 89.9%, 1.25% received a grade of 70 – 79.9% (1/80), 1.25% received a grade of 60 – 69.9%, and 7.5% received a grade of less than 60%. Of the 6 students who received a failing grade, 4 did not take the big quiz.  The data clearly indicates that the majority of students understand the ASL structure for polite refusals. Students were not instructed to remember the polite structure, or how many parts it contained. They were simply told to gloss three refusals. | |
| **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 | | | I don’t think any changes need to be implemented at this time regarding the SLO or the manner of analyzing it. I do think that the SLO is important and necessary for this course. Perhaps next time the syntax can be analyzed. More data collection from adjunct faculty needs to occur; coordinating with adjuncts continues to be somewhat challenging. | |
| **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 #2 and #5. It requires both analyzing and generating the components for a polite ASL refusal. It also requires understanding the cultural component involved in refusing. No student refused with the sign for NO, which is a very good indicator that the understood the cultural taboo in Deaf culture. | |
| **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?** | | | I believe the process was effective. The only change that may be to the assessment might be to administer it earlier. In that case the syntax differences could be analyzed. | |
| **7. After Thoughts**  **Feel free to celebrate, vent, or otherwise discuss the process** | | | I am pleased with the outcome, especially with the lack of the sign NO. Even the people who forgot to put down correct refusal cue signs did not used the sign NO. The information was successfully transmitted. | |

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/