

Members of the local Advisory Committee, meet approximately on a bi-annual basis and also provide valuable input into the MAC program.. Members of the Dayton Association for the Deaf serve on the MAC Advisory Committee as well as members of the deaf community, retired faculty, and representatives from the Dayton Public School system.

The master syllabi have been reviewed during the last year.

- II. Program Learning Outcomes:** A description of what you intend for students to know (cognitive), think/feel (affective), or do (psychomotor), when they have completed your degree program. A suggested manageable number of outcomes should be in the range of five to ten. Describe Program Learning Outcomes review activities.*

The program learning outcomes for the Manual Communication (MAC) program have not been revised during the past year.

An entry-level graduate with an Associate of Applied Science Degree in Manual Communication from Sinclair Community College will be able to:

Learning Outcomes	Related Courses
1. Interpret entry-level terminology commonly encountered in medical, educational, technical, legal, counseling and business settings.	MAC 211, 212, 231, 232, 233, 261, 262, 263
2. Identify the difference between American Sign Language and English sign varieties. Demonstrate basic conversational skills in fingerspelling, numbers and American Sign Language vocabulary.	MAC 111, 112, 113, 131, 132, 133
3. Explain the myths that have surrounded deafness throughout history. Articulate the legal rights of Deaf citizens in the United States. Articulate the ethics and protocol of professional interpreting.	MAC 101, 102, 103, 261, 262, 263
4. Produce accurate, entry-level American Sign Language vocabulary and sentence types using correct grammatical structure. Articulate selected aspects of Deaf culture.	MAC 131, 132, 133, 231, 232, 233, 261, 262, 263
5. Articulate the historical changes in the interpreting profession. Explain the models of interpretation. Perform as an entry-level interpreter in a variety of settings using the technique of consecutive interpretation.	MAC 207, 261, 262, 263

Learning Outcomes	Related Courses
6. Explain the primary issues involved with Deaf persons and access to interpreting services, education, employment, health care, and society in general.	MAC 101, 116
7. Transliterate, at an entry level, spoken English into English related sign varieties and vice versa.	MAC 236, 261, 262, 263
8. Voice interpret at an entry level, American Sign Language to English and English sign varieties to English.	MAC 201, 202, 203, 204, 261, 262, 263

III. Assessment Method(s): A measurable indicator of success in attaining the stated learning outcome(s). The methodology should be both reliable and valid. Please describe in detail.

- a. **Formative Assessment Method(s) and Description:** a measurable indicator of student in-progress success in attaining the stated learning outcome(s).

A major formative assessment tool used is MAC 207, Role of the Interpreter. MAC majors enroll in this course in the Spring Quarter prior to the fall practicum. This three-credit-hour class requires MAC majors to apply interpreting and voicing skills acquired during the first year of the program. Students participate in many role-playing exercises with members of the deaf community and participate in live performances. Faculty assess student skill levels throughout these exercises.

Students must achieve a “C” or better in all MAC classes which are prerequisites to the practicums. If they do not achieve “C’s” or better they must repeat the course(s).

Student written knowledge is assessed in MAC 101, 102, & 103. These courses cover the knowledge-based skills required on the RID National Certification Examination which includes both written and performance proficiency.

Students are able to complete formative self-assessment through a software based learning tool located in the MAC lab (room 9309).

MAC students are advised individually by the MAC faculty throughout their degree completion process. At the conclusion of MAC 131, 132, & 133 each student’s overall MAC skills are assessed by the faculty and an individual conference is scheduled with each student. At this time students who have not acquired adequate interpreting skills are counseled into other areas.

- b. **Summative Assessment Method(s) and Description:** a measurable indicator of end-of-program success in attaining the stated program learning outcome(s).

MAC majors are required to enroll in three quarters of MAC practicums; MAC 261, 262, & 263; MAC Practicum I, II, and III. The three practicums are taken during the second year of the MAC curriculum. One hundred contact hours are required in each practicum. Seventy contact hours at the assigned practicum site, ten socialization hours with the deaf community, and twenty contact hours in the MAC Language Laboratory. Each MAC practicum is three-credit-hours. Students are placed in various settings throughout the community and each student has a minimum of three different experiences such as an educational institution, a community organization, a medical institution, etc. Students must use their interpreting skills at the practicum site. Student performance levels are assessed by the faculty member and site supervisor. Students are also assessed on their behavioral skills as well as interpreting skills and they are also assessed in the MAC Language Laboratory on their interpreting skills. Students create videotapes in the MAC Laboratory and instructors assess student interpreting skills by viewing the videos. Faculty members observe each student twice during the quarter at their practicum site.

Changes to the assessment tools have made them more quantifiable for all instructors. Assessment occurs in the lab with both audio and video taping. The process involves review of audio and videotapes. Instructor's assess performances from 261,262, 263. Assessments occur twice in each of four areas during the final three-quarters.

Student self-assessment is also required along with peer assessment in the early stages of the program. Skilled interpreters offer formative assessment at the practicum site.

Informal feedback regarding MAC student performance and requisite interpreting skill is received from deaf "role models", representatives from Community Services for the Deaf (a major employer of Sinclair students,) public school personnel, other employers, and previous graduates of the MAC program.

IV. Results: A description of the actual results of overall student performance gathered from the summative assessment(s). (see III.b.)

Students who are hired by Community Services for the Deaf (CSD) indicate they have been well prepared for their jobs. CSD has shared assessment with the college and has made employees available to the part-time members. They have also suggested the need for more deaf instructors.

Students report dissatisfaction with the Manual Communication language lab. The small space offers little room for student to utilize the equipment or complete assessment privately with faculty or await their opportunity to utilize lab resources.

The public school system employs most MAC graduates and would hire more if available. Satisfaction with Sinclair MAC graduates remains very high among educational interpreters. Feedback received from various employers is also very positive. Employers give high praise to SCC MAC graduates professional and interpreting skills.

The faculty comment that SCC MAC graduates do very well when compared to students who receive interpreting training from other sources.

Students who complete the MAC practicum classes generally complete the program and are placed in appropriate positions. Those students who do not acquire adequate interpreting skills generally do not progress into the practicum classes.

- V. **Analysis/Actions:** From analysis of your summative assessment results, do you plan to or have you made any adjustments to your program learning outcomes, methodologies, curriculum, etc.? If yes, describe. If no, explain.

The department is involved with a project to develop a more learning-centered curriculum. Consideration is being given to the development of a web-based "portal" (communication resource) and personal interest modules.

Modules are under consideration to meet the specialized needs of education professionals pursuing Professional Development Units.

The department is interested in more formally tracking graduates of the program.

Two deaf full-time instructors are currently members of the staff. Opportunities to increase the number of qualified deaf instructors are being actively sought.

The MAC lab is scheduled for expansion Summer 2000.

- VI. **General Education:** Are you using any tool(s) to assess any of the three primary general education outcomes * (communication, thinking, values/citizenship)? If so, describe.

- a. Where within the major do you assess written communication? Describe the assessment method(s) used. Describe assessment results if available.

Written communication skills are reinforced throughout the curriculum as a result of the program itself. Written communication is especially emphasized in MAC 101, 102, & 103 where written assignments are required. Written transcription skills are emphasized in MAC 131, 132, & 133 and MAC 231, 232, & 233. Assessment is left to the discretion of the faculty member.

- b. Where within the major do you assess oral communication? Describe the assessment method(s) used. Describe assessment results if available.

Oral communication skills are reinforced throughout the curriculum with an emphasis in every MAC course. Students are expected to constantly present in two languages: American Sign Language and English language. Faculty assess students based on feedback from voicing for the hearing person and signing for the non-hearing person.

- c. Where within the major do you assess thinking? Thinking might include inventing new problems, seeing relationships and/or implications, respecting other approaches,

demonstrating clarity and/or integrity, or recognizing assumptions. Describe the assessment method(s) used. Describe assessment results if available.

Thinking skills are reinforced through learning ASL itself. The process of interpreting and processing information requires students to think and use problem-solving skills. For example, students must determine how to sign for some things spoken in English for which there is no adequate sign.

- d. Where within the major do you assess values/citizenship/community? These activities might include behaviors, perspective, awareness, responsibility, teamwork, ethical/professional standards, service learning or community participation. Describe the assessment method(s) used. Describe assessment results if available.

Values/citizenship are reinforced through an emphasis on professional skills reinforced through all practicums. One aspect of professional skills stressed is the need for interpreters to develop an understanding and acceptance of diverse cultures. Interpreters are exposed to many different events/issues in the world such as gay rights, pro-life/pro-choice, etc., and yet they must remain totally objective and professional requiring the highest level of ethical and professional preparation. Students are required ten hours for each of three required practicums in order to become socialized with the deaf community. Students serve deaf community members through involvement in the Sinclair Deaf Club and the Dayton Senior Citizen deaf community.

A code of ethics for interpreters is shared with the students in MAC 101, 102 & 103.

- * Note: The oral communication checklist and the written communication checklist developed by the General Education Committee were adopted for college-wide use during the 1997-98 academic year by Academic Council. Thinking Guidelines developed by the General Education Committee are being piloted by faculty during the 1998-99 academic year.