

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 are in the process of revision.

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

Learning Outcomes	Related Courses
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
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).

Ongoing formal and informal formative assessment of students' expressive and receptive ASL ability occurs in every MAC ASL and interpreting course by means of observation, video critique, audio critique, and written exams designed to test ASL comprehension. 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 that serve as prerequisites for the practicum courses. Students who do not achieve "C's" or better must repeat the course(s).

Student conceptual understanding of interpreting theory, the interpreting process, and Deaf culture is assessed in MAC 101, 102, & 103. These courses cover the concepts required on both the RID National Certification Examination and the National Association of the Deaf Examination.

The MAC faculty individually advise students throughout their progress through the program. Faculty assess each student's overall MAC sign language skills at the conclusion of MAC 131, 132, and 133.

- 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. These three practicums are taken during the second year of the MAC curriculum. One hundred contact hours are required in each practicum. Seventy contact hours are completed at the assigned practicum site, ten socialization hours are completed with the Deaf community, and twenty contact hours are completed in the CFE 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. The Mac faculty member and site supervisor assesses student performance levels. Students are assessed on their interpersonal and professional skills as well as interpreting skills. Students are also assessed in the CFE Laboratory on their interpreting skills. 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. Ongoing formative assessment continues in the lab utilizing both audio and videotape for self-assessment and for faculty assessment. This process involves review of audio and videotapes by the student and the instructor. Instructors assess student performances from MAC 261, 262, 263.

Informal feedback regarding MAC student performance and requisite interpreting skills 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.)

MAC faculty's review of student assessment revealed the need for increased hands-on learning and a greater focus on authentic learning tasks. During the 2001-2002 academic year the MAC faculty reviewed the entire American Sign Language portion of the curriculum resulting in a complete revision of that portion of the MAC program. The revised curriculum will be implemented in the 2002-2003 academic year.

MAC students hired in both community and educational settings indicate they have been well prepared. The public school system employs many MAC graduates and would hire more if available. Satisfaction with Sinclair MAC graduates remains very high among educational institutions. Feedback received from various employers is also very positive. Employers give high praise to SCC MAC graduates professional and interpreting skills.

- 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.

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In the past, the Ohio Department of Education has awarded a significant amount of grant moneys to meet ODE's specialized need of providing educational interpreters and teachers with professional development/ CEU's. Faculty continue to work to meet the Department's specialized needs and continue to pursue grant moneys for this endeavor. Teleconference workshops and telecourses have and will continue to play a key role in this endeavor.

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.

Opportunities to increase the number of qualified Deaf instructors are being actively sought. Internally faculty provide mentoring experiences for minority Deaf students.

- 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 Deaf individual.

- 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.

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.