



to information regarding the program. All courses in this program will be coded ASL, instead of MAC, beginning fall 2004.

The master syllabi were reviewed during the 2003/2004 academic 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 American sign Language (ASL) program were reviewed and revised in 2005/2006.

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

<b>Learning Outcomes</b>	<b>Related Courses</b>
1. Interpret entry-level terminology commonly encountered in medical, educational, technical, legal, counseling and business settings.	ASL 211, 212, 231, 232, 233, 261, 262, 263
2. Demonstrate basic conversational skills and use of appropriate American Sign Language vocabulary, fingerspelling and numbers	ASL 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.	ASL 101, 102, 103, 261, 262, 263
4. Produce accurate American Sign Language vocabulary and sentence types using correct grammatical structure. Articulate selected aspects of Deaf culture.	ASL 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 techniques of simultaneous and consecutive interpretation.	ASL 207, 261, 262, 263
6. Explain the primary issues involved with Deaf persons, hard of hearing and Deaf-Blind persons and access to interpreting services, education, employment, health care, mental health and social services.	ASL 101, 116
7. Transliterate, at an entry level, spoken English into English related sign varieties and vice versa.	ASL 236, 261, 262, 263
8. Interpret accurately and effectively between English and American Sign Language consecutively and simultaneously.	ASL 201, 202, 203, 204, 261, 262, 263
9. Recognize the difference between deafness as a culture of an American linguistic minority as opposed to solely a medical condition. Understand the unique characteristics, cultural norm and processes of the Deaf community.	

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 ASL and interpreting course by means of observation, video critique, audio critique, peer assessment, self assessment, and written exams designed to test ASL comprehension. A formative assessment tool used is ASL 207, Role of the Interpreter. ASL majors enroll in this course in the Spring Quarter prior to the fall practicum. This three-credit-hour class requires ASL 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 ASL 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 ASL 101, 102, & 103. These courses cover the concepts required on both the RID/NAD National Certification Examination.

The ASL faculty individually advise students throughout their progress through the program. Faculty assess each student's overall ASL sign language skills at the conclusion of ASL 228, 229 and 230.

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

ASL majors are required to enroll in three quarters of ASL practicums; ASL 261, 262, & 263; ASL Practicum I, II, and III. These three practicums are taken during the second year of the ASL curriculum. One hundred contact hours are required in each practicum. Seventy contact hours are completed at the assigned practicum site, twenty socialization hours are completed with the Deaf community, and ten contact hours are completed in the CFE Laboratory. Each ASL 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 ASL 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 continue to make them more quantifiable for all instructors. Currently this process involves review of audio and videotapes by the student and the instructor. Instructors assess student performances from ASL 261, 262, 263.

Informal feedback regarding ASL 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 ASL program.

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

ASL 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 ASL faculty reviewed the entire American Sign Language portion of the curriculum resulting in a complete revision of that portion of the ASL program. The revised curriculum was implemented in the 2002-2003 academic year.

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

The department is in the process of revising proficiency tests to achieve consistency in assessment of courses.

The department is adding a short-term Educational Interpreter certificate that will be obtained after concluding the current degree program.

The department is also considering a new survey for ASL students and graduates with regard to the Sorenson replay system.

Finally, the department has formed an agreement with Wright State University to develop a bachelor completion degree: first two years at Sinclair and last two years at WSU.

**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.

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. Videoconference workshops and courses have and will continue to play a key role in this endeavor. The Ohio Department of Education has also funded a training grant for the *Signing Naturally* curriculum. This curriculum is based on full immersion in ASL. Approximately twenty faculty and ASL instructors, both Deaf and hearing, participated in this training. The participants were from a variety of colleges and agencies in the greater Miami Valley area.

The department is involved with a project to develop a more learning-centered curriculum. This has involved an analysis of current technology. To increase the quality of both formative and summative authentic assessment methodologies, faculty are in the process of implementing the use of new technologies including: electronic portfolios, digital video recorders, digital video cameras, streaming video,

web-based information, integrating Blackboard into courses, and a customized communication video feedback program utilizing laptops.

The department is interested in more formally tracking graduates of the program, especially those who are working as educational interpreters.

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 ASL 101, 102, & 103 where written assignments are required. Written transcription skills are emphasized in ASL131, 132, & 133 and ASL 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 ASL 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 ASL 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.