

G-PAC Student Learning Outcome	Assessment Plan	Assessment Findings	Interpretation of Findings	Action Plan
<p>1. Use cultural comparison as a tool for understanding how social, cultural, or economic contexts shape understandings and behaviors</p> <p>Semester: Fall Year: 2016</p>	<p>Measure A (must be direct) <i>Examples of Direct: scores on presentations, papers, or performances using a rubric; pre-post test scores or scores on specific exam questions.</i></p>			
	<p>Midterm exam. All students taking this exam faced several questions relating to the comparison of cultural aspects between members of the Deaf community and hearing people in general such as norms, behavior, and values. Two sample questions on the exam, each of which require at least 100 words:</p> <p>1) Define culture and provide your logical argument whether or not a culture actually exists within the American Deaf community. Whether you agree or not, support your discussion by mentioning distinctive cultural aspects.</p> <p>2) Thoroughly explain the concept of privacy different between Deaf and American hearing cultures. What are the two main reasons why Deaf people value information sharing, especially when it comes to financial matters and working relationship?</p>	<p>Recent assessment finding for this exam:</p> <p>In the past semester, the majority of the students were able to successfully present a complete answer to both questions relating to cultural comparison by correctly identifying and comparing the cultural differences. Those who provided at least two cultural aspects as examples for each culture (Deaf and hearing) with supported discussion or insight earned full points based on the rubric that is similar to the one described above for the Measure A of the critical thinking outcome.</p> <p>Actual assessment outcome for this exam:</p> <p>2 students received a 10 (perfect score). 7 students received a 9.5 3 students received a 9. 4 students received a 8.5. 1 student received a 8. 2 students received a 7.</p>	<p>Prior to taking this exam, there is evidence that the majority of the students had effectively gained a full understanding of the definition of culture with the key aspects identified because they were able to compare what they learned, recalled, or experienced in their own culture with those of Deaf culture. They found differences and similarities of the cultural aspects between Deaf and hearing communities.</p> <p>Those who received a score below 10 did not identify the key cultural aspect(s) and/or were unable to provide a logical argument that the Deaf community does have a culture by failing to provide a supporting evidence, for example. A rubric used to assess this portion of the exam is called written communication value rubric developed by AACU.</p>	<p>Exam</p> <p>Because cultural comparison is the key approach in this course, such questions will always be on the midterm exam. I have seen consistent, positive outcome by the students with their accurate/near-accurate answers as the result of their ability to analyze and compare both cultures during the first half of semester.</p>

Measure B may be direct or indirect; indicate which it is: indirect <i>Examples of Indirect: participation scores, student course evaluation questions referring to student learning (as opposed to questions about the instructor).</i>			
Student course evaluation	Below are the actual student comments taken from the Spring 2017 course evaluation: The professor was very informative and taught me a lot about Deaf culture Very interesting course This course covers excellent material that I think every student should take. It opened my eyes to another culture and got me to think critically about issues I had not previously known about. The class taught me a lot and I will walk away from this semester more informed about Deaf culture than I ever thought I would be. I especially enjoyed the Deaf community event. It got me out of my comfort zone and pushed me to see everything we learned in practice. Professor O'Donnell tries to engage the whole class and the information taught in class is very interesting. Bringing in guest speakers also made the class very interesting and allowed for other, different perspectives on the issue of Deaf Culture. interesting material Awesome subject and an eye-opening class about the Deaf World - so important for people to be educated on this! Explaining Deaf culture compared to Hearing culture. Great comparisons in the course. The guest lectures provided really interesting insights. Since the professor is Deaf himself, he was obviously very knowledgeable and enthusiastic about the course material. He really cared about his students and did his best to help us understand the Deaf cultural perspective. I enjoyed having various Deaf guest speakers come present to the class, and it was cool to see the interpreting process with the interpreters. The professor was very passionate about the information and I liked the looser class style rather than sticking to a rigid syllabus. Because the topic is so new for most of the class, I think the class explored the right amount of topics in depth to introduce and inform everyone.	The students found that the content increased their understanding of Deaf Culture in comparison to their own was more understandable. They benefitted from being taught by a Deaf instructor.	Course evals I continue to be pleased with the overall of this outcome, particularly on everyone's ability to identify, analyze, and compare the cultural difference on a greater variety of aspects and issues. To make this cultural comparison even more exciting and varied, I am dedicated to expanding students' opportunity to get themselves exposed to Deaf culture by introducing current issues and advanced technology that affect and benefit the Deaf community nowadays—the kind of information that is not found in the textbook, which was published some years ago.