Assessment Date:  Fall 2013

Faculty Name(s): Lawrence, Shelley

1. Course Name and Number:

INT 115

2. All Course SLOs from the Course Outline of Record:

   1. Diagram and discuss at least 2 interpreter process theories
   2. Demonstrate successful visual & auditory memory skills and introspect regarding successful and unsuccessful strategies
   3. Differentiate visual and auditory like-pairs demonstrating acuity skills
   4. Demonstrate proficiency of discourse analysis, including content mapping in both English and ASL texts
   5. Identify and categorize "Demands" found in a variety of environments and "Controls" interpreters can employ in those environments
   6. Develop Interpreter readiness in
      a. summarizing and paraphrasing skills
      b. comprehension skills
      c. short term and long term memory skills
      d. visual and auditory cloze skills
      e. immediate and delayed repetition skills

7. Demonstrate effective expressive fingerspelling articulation, pace & position

8. Develop insight into the interpreting field from a Deaf-centric perspective

3. Specific Course SLO(s) assessed as part of this project:

Demonstrate effective expressive fingerspelling articulation, pace and position.

4. Assessment strategy or tool used in the assessment. (Describe below, and if applicable copy/paste any additional related documents at end of this form (i.e. Rubric, score sheet, test questions, essay assignment, etc.):

Test of skills as measured by rubric.
NOTE: This will usually consist of things you are already using to evaluate student work, i.e. Final Exam questions, Final Essay, Final Presentation or Culminating Project, other Assignments, Portfolio Evaluation, Performance Assessment, Department Testing, Pre and Post Tests, Vendor or Industry Certification Examinations, Indirect Assessments (Student Surveys, Focus Group Discussions, Interviews), etc.

5. Specific aspects of the assessment tool which link up to specific Course SLOs being assessed (i.e. Which specific test questions measured which Course SLOs? Note: May describe with #4 above):

Students are assessed three times during the semester; each time, the stimulus is more difficult.
Test 1-2 syllabled words
Test 2-2 & 3 syllabled words
Test 3-multi-syllabled words

6. Results and analysis of the data. (Explain below and if applicably copy/paste any related documents, i.e. spreadsheets with data at the end of this document):

In isolation, students are above average in producing clear and intelligible.  [N=10 for each test]
Test 1  72-96%  [72% (1); 76% (2); 80% (2); 82% (1); 86% (1); 92% (2); 96% (1)]
Test 2  80-98%  [80% (1); 82% (2); 86% (1); 90% (1); 94% (1); 965 (3); 98% (1)]
Test 3  70-96%  [70% (1); 84% (1); 88% (4); 90% (1); 92% (2); 96% (1)]

All of the students have passed. Even as the task escalated in difficulty, 50% of the students improved.
7. **Describe any faculty dialogue that occurred as part of the assessment process** (i.e. Were results shared at a department meeting? Was there discussion about changing any SLOs? Etc.):

Discussed this with instructor who will teach this class in Fall 2014.

8. **Next steps** (i.e. any planned revisions to curriculum or teaching strategies to promote student success, future assessment plans, etc.):

This SLO will stay in the course. Course review to be completed Spring 2014.

9. **Results of implemented changes, if available at this time:**

Please save your finished document in the following format:

`yyyysemester-sloa-courseid.doc`

`example: 2012fall-sloa-engl101c.doc`