Course Assessment in a Box, Version II

Course Assessment in a Box is a practical tool for you to conduct assessment of course Student Learning Outcomes (SLOs). By following these simple steps, using assessment tools you already use to evaluate student work, you can easily produce a course assessment of SLOs.

These steps align with the course SLO assessment page in the CurricUNET Program Review Module. Once the steps are completed, simply attach it to your Program Review.

1. Number and name of the course being assessed:

| INT 145: Deaf Mentorship |

2. List all the Course SLOs from the Course Outline of Record:

| 1. Document the deaf consumers' perspectives of the interpreter's role by recording opinions offered by their deaf mentors. |
| 2. Demonstrate linguistic analysis ability by recognizing correct semantic choices made by deaf mentor and demonstrate effective communication skills with deaf mentors. |
| 3. Identify strategies for cultural conflict resolution through observation of deaf mentor and class discussion. |
| 4. Describe the variety of linguistic demands placed on an interpreter and identify potential controls for each demand. |
| 5. Contrast sign communication styles of the deaf mentors and categorize components of each style. |

3. If you have had any dialogue about the Course SLOs amongst faculty who teach this course, please describe it here (leave blank if there has been no specific dialogue):

4. List the SLO(s) you are assessing in this particular instance:

| Contrast sign communication styles of the deaf mentors and categorize components of each style. |

5. Describe the assessment strategy or tool that addresses the SLO(s):

Students are expected to maintain a daily log, documenting their observations and feelings as they relate to their mentorship experiences. In addition, students are expected to share their experiences and process their thoughts in class with their classmates. A large part of the students’ final grades will be based on the journal entries and classroom discussions.

NOTE: Try to use assessment strategies you are already using to evaluate student work as part of your grading system. Examples: Rubrics for Evaluating Projects or Assignments, Portfolio Evaluation, Culminating Projects, Final Exams, Writing Assignments, Performance Assessment,
6. Describe how the criteria or standards in this assessment tool link to the SLO(s) being assessed:

Rubrics for evaluating the presentations of the journal entries and discussions will serve as a basis for the assessment.

7. By looking holistically at the results from all students, describe your findings:

In Spring 2013, all students but one received “A” for the course. Because of the intensive nature of the program and the cohort model, this finding is not surprising.

8. Describe faculty dialogue (if any) involved in the assessment process:

Shelley Lawrence, the program director, is involved in an-ongoing discussion about ways to measure students’ success and the program design.

9. Based on an analysis of your findings and dialogue, describe revisions (if any) in curriculum or teaching strategies implemented to promote student success:

Rubrics need to be more developed to better measure students’ progress in meeting the SLOs.

10. After the improvements are implemented, describe the results: