Assessment Date: Fall 2014

Faculty Name(s): Terri Manning

1. Course Name and Number:
Interpreting as a Career INT 101

2. All Course SLOs from the Course Outline of Record:
1. Outline the history of interpreting.
2. Define interpreting, transliterating, translating, and other related terms.
3. Describe the diglossic continuum.
4. Describe broadly, the Code of Ethics.
5. List and discuss interpreting settings and general factors that need consideration.
6. Describe evaluation and certification of interpreters.
7. Describe the working conditions of an interpreter.

3. Specific Course SLO(s) assessed as part of this project:
SLO#7 Discuss working conditions of an interpreter.

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.).):
Students submitted a 3-5 page paper or a 5-7 minute video essay in ASL summarizing an interview conducted with either a Deaf consumer about their interpreting services or with a working certified interpreter. The attached rubric was handed out to the students when the assignment was announced and was used to assess the interviews of or about working interpreters.

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.):
The interview gives students a valuable, real-life example of how a certified interpreter works, either from the perspective of the practitioner or from the recipient of services. The students are required to write about the ideal role for the interpreter as compared to what actually happens on
the job. The students compare what their preconceptions were to the work of an interpreter depicted in the interview. The students are required to cite from the book by Sharon Neumann Solow, Interpreting: A Basic Resource, a text which describes in detail the working conditions of interpreters in every setting.

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

Student submissions followed the requirements in the rubric. Because the interviews were of people experienced recipients of interpreting services or professional interpreters, the interviewees themselves provided extra insights, examples, and perspectives on the working conditions of interpreters to enhance student learning.

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.):

The assignment was discussed with mentor teacher, Shelley Lawrence, who taught the class previously.

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

I am considering adding to the required reading an article to enhance this SLO#7. The article is Elka Jones’ “Interpreters and Translators” published in Occupational Outlook Quarterly, Summer 2002. This article provides a comprehensive summary of the working conditions of spoken language interpreters and has many parallels to Sign Language Interpreters.

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

None available

Please save your finished document in the following format:
  yyyysemester-sloa-courseid.doc
  example: 2012fall-sloa-engl101c.doc