Assessment Date: Fall 2014  
Faculty Name(s): Michele Barber

1. Course Name and Number:

| INT 199C Introduction to Medical Interpreting |

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

| The student will: 1. Understand and identify unique characteristics and variety of situations of interpreting in the medical setting. 2. Discuss unique discourse issues of medical interpreting 3. Determine qualifications for acceptance of medical interpreting jobs 4. Describe and incorporate interpretation strategies regarding at least five specific situations including medical history, physical exam and consent forms 5. Assemble list of challenges of interpreting in the medical setting 6. Compile list of possible resources for medical settings to prepare for given interpreting assignment 7. Construct and organize ethical considerations in at least two medically-related scenarios 8. Analyze situational demands and possible controls in a variety of real and/or videotaped medical settings. 9. Satisfactorily interpret live and/or videotaped medical situations |

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

| The student will: 8. Analyze situational demands and possible controls in a variety of real and/or videotaped medical settings. |

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 completed a power point presentation that included a case scenario, and analysis of situational demands and possible controls. They presented to the entire class.

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 assessment tool directly assesses the students' ability to identify situational demands and possible controls in a variety of medical settings.

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.):
Notable results:

- Students successfully identified situational demands and possible controls in medical settings.

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 SLOs were re-examined and there was agreement that the SLOs were appropriately written to express the desired outcomes of the course.

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

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