**COURSE ASSESSMENT IN A BOX**

**REPORTING FORM FOR COURSE SLO ASSESSMENT PROJECTS**

Assessment Date: Spring 2014

Faculty Name(s): Kendra Keller

1. **Course Name and Number:**
   
   INT 227  Interpreting Across the Language Continuum

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

   1. Define and produce ethics-related terminology.
   2. Analyze and produce application of the tenets and values of the Registry of Interpreters for the Deaf (RID)'s Code of Professional Conduct.
   3. Analyze and apply knowledge of ethical decision-making.
   4. Produce a reflective practice structure and approach.

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

   4. Produce a reflective practice structure and approach.

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.).)

   For all SLOs, students are given a pre- and post-test of basic concepts covered during the course. They are required to participate in class discussion of required readings and research, and in discussion, mention at least 3 talking points covered in the assigned reading/research. For purposes of producing a reflective practice structure and approach, students must participate in case analysis applying the demand control schema. Tool used is a case analysis form and diagrams produced by students during case analysis. Students must deliver a 20-minute professional presentation on their reflective practice approach to their peers, faculty and community members, as well as submitting a final copy of their presentation.

**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):

<table>
<thead>
<tr>
<th>Indirect Assessment: Group Discussion, ongoing throughout the semester. Participation is expected and monitored.</th>
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<tbody>
<tr>
<td>Students keep weekly journals assessing their work and progress and are required to submit a final presentation demonstrating their interpreting product.</td>
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<tr>
<td>Students participate in a live interpreted interaction based on individual presentations with an audience of consumers and colleagues.</td>
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<tr>
<td>Rubrics to measure components required in dialogic analysis of interpreting cases.</td>
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<tr>
<td>Students evaluate course at the completion of the semester.</td>
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</table>

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):

| Students have received grades which reflect the successful achievement of learning and applying the concept the outcome is based on. Exam scores indicate such success. Completion of rubric domains and competencies indicates success. To date, no student has been unable to successfully show these competencies nor failed to achieve a passing grade in this course |

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.):

| Discussion with program chair regarding SLOs to be assessed and clarification of assessment methodologies to be used. |

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

| INT 227 Guidelines are updated. |
| Syllabus and Course Outline are updated. |
| Student evaluation comments are incorporated into course revision for effectiveness and teaching methods. |
| Students meet individually with instructor 3 times during the semester long course to self-assess progress and receive progress notes in each SLO area and course competency. |
| Course structure will be updated according to educational needs and successes of students. |

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

| Students work together in triads in a co-constructed processed interpreting model to supply input and resources for live interpreting practice applying consecutive, simultaneous and blended interpreting techniques with follow up discussion of their ethical decision making process. |
Generally, in increase in activities which allow application of skills to implementation and integration of theory and technique.

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

Case analysis form:

Type of Assignment:
Goal of the Environment:
Pre-assignment Controls
Environmental Demands
Interpersonal Demands
Post-assignment Controls
Paralinguistic Demands
Intrapersonal Demands
Assignment Controls

CONTROL:
Tends toward:

Liberal ____________________ Conservative

+Consequence(s):

-(-Consequence(s):

RESULTING DEMAND(S):

NEW CONTROL(S):