**COURSE ASSESSMENT IN A BOX**

**REPORTING FORM FOR COURSE SLO ASSESSMENT PROJECTS**

*Please submit this document to your Dean when completed.*

Revised August 2013

**Assessment Date:** Fall 2014

**Faculty Name(s):** Shelley Lawrence

1. **Course Name and Number:**
   
   | INT 245: Phantom Interpreting 1 unit |

2. **All Course SLOs from the Course Outline of Record:**
   1. Demonstrate the ability to research and prepare for an interpreting assignment
   2. Using Demand-Control Schema, analyze at least 5 different settings for workplace demands and a variety of controls that were or could be used.
   3. Produce a simultaneous interpretation that minimally contains main points, integrate techniques for text analysis and process management, and assess interpreting performance.

3. **Specific Course SLO(s) assessed as part of this project:**
   
   #2. Using Demand-Control Schema, analyze at least 5 different settings for workplace demands and a variety of controls that were or could be used.

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 needed to fill out an analysis form for 5 different settings. This was graded and recorded in Blackboard grading program. Form is attached.

   **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.):

   This form, developed by the author of DCS was modified for this class.
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.)*

There were 7 points possible. All students scored at 86% or higher. (5) students scored 100%; (1) student scored 97%; (2) students scored 96%; and (1) student scored 94%.

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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.):

No. No discussions about the SLOs. The concept of DCS is introduced in the first semester of the IPP and is spiraled throughout the program. By this 3rd semester class, they are evidently quite effective at using DCS analysis at various work sites.

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

Not at this time.

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

None.
Please save your finished document in the following format:

yyyysemester-sloa-courseid.doc
example: 2012fall-sloa-engl101c.doc