**COURSE ASSESSMENT IN A BOX**

**REPORTING FORM FOR COURSE SLO ASSESSMENT PROJECTS**

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

Revised May 2014

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**Assessment Data is from what semester?**  
Spring 2014

**Faculty Name(s):** Patricia Lessard

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1. **Course Name and Number:**

   INT 112 Comparative Linguistics

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

   1. Identify and describe grammatical uses of ASL and compare them with similar structures in English
   2. Examine structures in English that are not found in ASL
   3. Examine structures in ASL that are not found in English
   4. Improve his/her patterned production of ASL
   5. Transfer and integrate knowledge gained in this course into the use of ASL and English by producing correct ASL signing for English clausal, phrasal and transitional structures

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

   3. Examine structures in ASL that are not found in English

4. **Is this course on GE Plan A?**  
   **Yes**  
   **X**  
   No  

   *(See Catalog pages 49-51 & page 55)*

   If Yes, identify what area. (All GE course assessments count as GE assessments.)

   - **Area I Natural Sciences**
   - **Area II Social and Behavioral Sciences**
   - **Area III Fine Arts/Humanities**
   - **Area IV Language and Rationality**
   - **Area V Physical Education/Wellness**
   - **Area VI Intercultural/International Studies**
   - **Area VII Information Competency**

5. **How did you assess the SLO(s)?** (Attach any related documents at end of form.)

   There was a minimum of 12 quizzes given over the semester, usually lasting about 30-45 minutes, taking place at some point during a class session. Each quiz contained samples of utterances in ASL that were either similar to or different from constructions found in English.
In addition, for some grammatical structures that the students should have already been familiar with from their previous ASL courses, I would give them a pre-test and after discussion or lecture on the subject I would give them a post-test.

6. Results and analysis of the data. (Attach any related documents at end of form.)

The repeated exposure to the grammatical structures seemed very beneficial to the students. I would always incorporate at least four or five items from previous tests into each subsequent test – especially those that I noticed a majority of the class missed.

As the students became comfortable with the testing format, I added time limits to the test to be sure that they were able to recognize these structures with increasing ability since as interpreters, they would be required to work in setting where translations are simultaneous and rapid.

All of the students made great progress in the course of the semester. I took the highest 10 scores. The class averaged about 80% on these exams. Those structures that were the most unlike English were typically the ones that the students struggled with the most.

7. What are you going to do based on the results of the data? (Any planned revisions?)

I will continue to use these quizzes the next time. As before, I will use a variety of sources to obtain video samples for the quiz items. One thing I will try to do differently is to go online to sources like YouTube to find examples of expressions generated from people from all walks of life; ones that more imitate the kinds of people the students will meet on interpreting assignments rather than using clips that I acquired from professionally made videos.

Please save your finished document in the following format. (Date should be for the semester in which data was collected; same date should be listed at top of this form.)

yyysemester-sloa-courseid.doc
Example: 2014spring-sloa-eng101c.doc