Assessment Date: Spring 2014

Faculty Name(s): Terri Manning

1. Course Name and Number:

   INT 199E

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

   1. Outline and analyze the roles and responsibilities of the students, instructor and interpreter in college and university settings
   2. Analyze situational Demands and possible Controls in a variety of real and/or videotaped educational settings
   3. Identify unique characteristics of the variety of settings in which educational interpreting might be provided (classroom, field trips, student-teacher conferences, counseling, admissions, etc.)
   4. Compile list of possible resources in school settings and elsewhere to prepare for a given interpreting assignment
   5. Assess, analyze and interpret deaf students' language samples
   6. Interpret effectively in live and/or videotaped situations in a variety of language levels

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

   1. Outline and analyze the roles and responsibilities of the students, instructor and interpreter in college and university 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 were assigned a paper and given assignment instructions and a rubric to follow (both 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):
SLO#1 is addressed in the requirement for students to outline and delineate in the paper the roles and responsibilities of students, instructors, and interpreters in post-secondary settings.

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

This assignment challenges students to integrate and analyze from resources given core aspects of the course SLOs. The papers from students were thorough and addressed requirements per assignment instructions and grading rubric.

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.):

None

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

Continue the assignment.

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`