Assessment Date: Spring 2014

Faculty Name(s): Kendra Keller

1. Course Name and Number:
INT 263  Interpreting Across the Language Continuum

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

1. Distinguish and discuss language varieties used in the Deaf Community.
2. Demonstrate skill in matching consumer language use when interpreting.
3. Apply Demand-Control –Resulting Demand Schema to scenarios that include language range among participants.
4. Demonstrate skill in language and process fluency in interactive and multi-directional interpreted discourse.
5. Employ and defend use of consecutive, simultaneous and/or blended style of interpreting in a variety of situations.
6. Continue to develop and refine composure and appearance while interpreting.

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

5. Employ and defend use of consecutive, simultaneous and/or blended style of interpreting in a variety of situations.

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.).)

Pre-test questions asking a definition of each - consecutive, simultaneous , blended (base knowledge assessment). Midterm exam question viewing a video sample of various users of ASL and answering a question about which would be the preferred interpreting method(s) and why (recognition and analysis to test for emergent skill). Final exam question to re-test knowledge in same format for measuring consistent usage. Participation in dialogue during discourse assessment discussions about which approach would be used, to measure integration of knowledge and practice. Final video projects and in-class projects measure use and application of theoretical approach.

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.):

Indirect Assessment: Group Discussion, ongoing throughout the semester. Participation is expected and monitored.

Students keep weekly journals assessing their work and progress and are required to submit a final video project demonstrating their interpreting product.

Students participate in a live interpreted interaction based on individual presentations with an audience of consumers and colleagues.

Rubrics to measure components required in final video projects and final presentations.

Students evaluate course at the completion of the semester.

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 263 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.

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