Assessment Date: Spring 2015

Faculty Name(s):

1. Course Name and Number:

INT – 199I Introduction to Interpreting with Deaf/Hearing teams

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

1. Demonstrate and articulate the need for, and advocate for the use of, deaf interpreters including ethical and cultural considerations.
2. Identify and articulate context characteristics of settings that would indicate need for a deaf/hearing team.
3. Develop and exhibit strategies to feed/negotiate feeds.
4. Conduct a dialogic analysis using the DCCRD in a variety of real and/or videotaped situations.
5. Demonstrate ability to work consecutively in a team with live or videotaped materials, demonstrating use of appropriate controls.

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

all

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.):

1. Completion of pre- and post-tests.
2. Participation in class discussion 20% (SLO #1, #2, #3, #4, #5)
3. Completion of homework and classwork 25% (includes readings and written assignments and online synchronous or asynchronous discussions). (SLO#1, 2, 3 & 5)
4. Participation in class activities and presentations, individual and group, as assigned (SLOs # 1, 2, 3 & 5)

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):
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.)*:

Student assessment of course evaluations summarized and provided to instructor via interview with Deaf Studies Faculty and Dean. Student test grades totaled and data collected. Data recorded per student for exams, participation and activities completion, submitted toward points/percentages used to calculate final grade.

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 coordinator regarding updating of SLOs and assessment methods. Individual discussions regarding concerns for student progress as needed.

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

Test questions revised each semester, teaching methodologies updated after attendance at industry conference for interpreter educators and faculty trainings, collection of data annually to measure student progress on exams and final projects. Portions of instruction adapted to in-class activities (Ex: interpreting team negotiations), and increased student centered learning methodologies.

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

Maintain current student learning plan, curriculum and assessment methods.

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