Course Assessed: INT 295 - Internship

- Since all classes linked to previous classes, 4th semester classes targeted for assessment
  - Internship Course (on-line)
    - 2 placements, 4 weeks each (full time)
    - 150 hours
    - Plus two discussion forums, reading and assignment analysis
  - Students prepare for work
    - Shadow working interpreters
    - Assume role as team
    - Debrief
  - Mentors in position to determine if student is work-ready

Assessment tool

- Monkey Survey
  - 12 mentors sent survey (Fall 2012)
    - 2 returned – undeliverable
    - 6 responses (50%)
  - 10 questions
    - Likert scale [Highly agree to Highly Disagree] & 4 Open-ended questions
  - All questions allowed for comments

Survey Questions

1. The set-up of the program was clearly explained in person, email or via program documents. 4.67/6.0
2. The meetings and communication prior to the start of the program were effective. 4.5/6.0
3. The availability of the coordinator prior to the start of the program were effective. 4.83/6.0

Questions (continued)

4. The module block [4 weeks] is effective. 2.83/6.0
5. The Mentor Evaluation form and the Intern Feedback form were effective and easy to use. 4.17/6.0
6. The meeting with the intern and the coordinator was helpful. 4.5/6.0
Questions (continued)

7. Did the students come to you prepared? What do you feel they were missing, if anything?
8. Do you feel the students demonstrated professionalism, had effective communication and decision-making skills?
9. How do you feel your participation in this internship contributed to the student’s ability to work as entry-level interpreter?
10. How could this course be improved by additions, deletions or revisions?

Analysis & Follow up

- Effective in preparing students for entry-level work
- Students have the information they need; communication is effective
- Forms are clear
- Mentors feel their role & participation is helpful in transitioning students to entry-level interpreters
- Most feel the students are prepared to act as professionals
- Several felt students were well prepared for their next step. Others felt that more time was needed.

Feedback that requires action

- 4-week block-adjustments made this spring
  - Two face-to-face meetings with students
    - How to maximize their time
  - Brought in a mentor from Ohlone (a former grad) to speak about attitude and navigation of internship
  - Recommended students contact placement sites prior to the beginning of module

Work Samples

- Starting internships with evidence of work product, decision-making...
  - Portfolio development from previous classes
  - Possibility of restricted website to showcase students

Transition from Student to Interpreter

- Work needs to be done
  - Reducing student hesitancy
  - Gaining confidence (or projecting it)
  - Role of intern vs. equal part of team
  - Focus on self care

Additional data:
IPP Graduate Survey Fall 2012

- 67 responses (out of 103 sent)
  - Graduated between 1982-2012
  - 97% received and end degree
    - 43% AA
    - 48% Certificate of Completion
  - 1% received both
  - 3% no response
  - 88% are working as interpreters
Certification
- RID Written Exam
  - 94% passed
  - 6% never took it
- Certification:
  - 72% hold national certification

Graduates felt ready for entry-level work
- Yes - 93%
  - Emphatically (1.3)
  - Solidly (58%)
  - With reservations (23%)
- No - .6 %

Programs Strengths
- Quality of the faculty
- Community connections made through the program
- Strong foundation of cultural awareness
- Structured, multi-pronged curriculum
- Rigor of developing interpreting and self-analysis skills
- Practicum experiences
- High standards
- Cohort model
- Small class size

Next Steps
- Re-survey Mentors at the end of S’13
- Evaluate effectiveness of 4-week block
  - Student focus group
  - Faculty
- Next course to evaluate:
  - INT 299 Capstone course