ASL-ENGLISH
INTERPRETING PREPARATION
PROGRAM
PROGRAM ASSESSMENT
2012-2013

Shelley Lawrence
Professor/Coordinator
Deaf Studies Division

- Vocational/Career Program
  - Prepares students for entry level interpreting work
  - Pre-requisites required prior to entry
  - All courses are sequenced; information is spiraled
  - 2 year, full time program
  - 50.5-54 units
IPP Program Objectives

- Display the ability to create and maintain professional relationships and appropriate cultural sensitivities with various stakeholders including members of the deaf community, professional interpreters and interpreter agencies through effective interpersonal and cross-cultural communication skills.

- Demonstrate critical thinking skills by assessing potential demands of various interpreting situations and construct appropriate responses to mitigate those demands, and by applying and defending appropriate decision-making skills when ethical dilemmas arise.

IPP Program Objectives

- Perform entry-level Sign Language Interpreting skills in post secondary educational and/or community settings.
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)
    - 180 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-Open-ended (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: partial analysis
IPP Graduate Survey Fall 2012

- 67 responses (out of 103 sent)
  - Graduated between 1982-2012
  - 97% received an 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:
  - 81% 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

Question 4- 4 week block

- Those who commented noted:
  - Gives students a quick view of life in the field; longer might give more depth
  - 4-weeks give concentration; 8-weeks would have the benefit of depth
  - Understanding constraints of program and students, limited time to provide proper feedback on experience
Question 7: Students prepared? 
What was missing?

- Students eager and open to be challenged
  - Yes. All ready for professional world
  - Good basic preparation-need more speed and stamina (comes with time and experience)
  - Would have liked to see work sample prior to placement-students do not come with that
  - Need a transition mind-set from student to working interpreter

Question 8: Students professional, effective communication and decision-making skills?

- 4 responses- yes!
  - It is a pleasure to work with them and engage with their questions
  - Some IPP students have some with outstanding potential while others were less than adequate
  - Professional-yes. Effective communication-no. Too much hesitancy. Decision-making skills, hard line to walk-want them to be better prepared to walk the line and deal with consequences if they mis-step.
Question 9: Internship’s role in preparation of entry-level interpreters

- Good beginning. 4 weeks not enough but several 4-week sessions help a lot to begin at entry-level
- Being able to meet working interpreters, making connections, seeing different responses to various situations starts them on their path
- We provide real-life situations and get their hands up to start doing what they have been well trained for

Continued

- This could be an effective placement because it is essentially, an extended job interview. Students could get much more out of it if they had the right mindset.
- I talk with the students about a variety of nuts and bolts issues which they will face. Their in-class mentors have all done outstanding jobs of going into great detail regarding so many aspects of working as a new interpreter.
Question 10: How could the course be improved?

- Nothing comes to mind right now.
- Make it a bit longer. Seems to take some time at the beginning to set up a system & arrange for scheduling; Just as a rhythm is established, it ends pretty quickly.
- I continue to be puzzled regarding how few students are able to process verbal instructions, who do not make notes when given instructions as a new intern and who do not see themselves as becoming a member of an educational team when working in schools. In this regard, their focus 84 that they need to be better informed regarding self care. All in all, my experience has been that most of the Ohlone IPP graduates become excellent interpreters.

10 (continued)

- Only to have more time with the intern over an extended period rather than just 4 weeks.
- Maybe more time could be spent on how to have an effective internship beforehand? Then a student would not have to figure that part out while they were in the midst of the internship itself...?
F ‘13 Changes made for S ‘14

- Changed schedule for mentorship
  - Blocked two 4-week modules back to back
    - Allows students to extend time at one site.
  - Mandated pre-mentorship meeting with site.
    - Allows students to start mentorship on time to receive a full benefits of each site.