

Interpreter Preparation Program
Program Outcomes Assessment Project
Executive Summary

Stage 1: Designing and Proposing a Learning Outcomes Project

This Program Outcomes Assessment Project focused on the interpreting fieldwork experience that all Interpreter Preparation Program students must complete prior to graduation. INTR 241, Practicum, is the culminating course in the program where students perform 90 hours of interpreting fieldwork, with at least 60 hours supervised by a qualified professional mentor. Interpreter mentors, who are working professionals in the field, evaluated students' on-the-job performance using a detailed rubric after they had spent at least 10 hours with them. Each student was asked to have **two mentors** complete the rubric.

The program outcomes listed below were rated as to whether each student was **Proficient, Emerging, Needing Development** or **Does Not Meet Performance Expectations**.

Graduates of the INTR Program will be able to:

1. Assess if their skill set matches what is needed on a particular assignment;
2. Interpret consecutively and simultaneously in a low-key, one-on-one setting;
3. Use internal and external cues to maintain accuracy and determine if assignment goals are being met;
4. Incorporate feedback from a mentor, team interpreter and/or deaf consumer into their interpretations;
5. Adjust language style for the situation, guided by the consumer's preference;
6. Function appropriately in an interpreting situation, following the interpreter's Code of Professional Conduct.

Stage 2: Implementing the Design and Collecting and Analyzing the Data

The first rubrics were completed in the spring of 2006. After one year, only 21 evaluations were collected on 12 students; it was agreed that more data was necessary. At the end of spring 2008, 43 evaluations were collected on **25 students** (seven students received only one mentor rubric evaluation instead of two).

Significant results:

- **52%** (13 students) received a **Proficient** rating in all six areas.
- **0%** received **Does Not Meet Performance Expectation** in any area.
- **12%** (3 students) received **Needs Development** in one area.
- **88%** (22 students) received the **Proficient** rating on outcome 6(above).

Stage 3: Redesigning Practicum Prerequisites to Improve Student Learning

In 2005, the program adopted an American Sign Language proficiency requirement. The ASLPI (American Sign Language Proficiency Interview) is a nationally recognized tool used to measure the ability to converse in ASL. It consists of a structured conversation/interview between a candidate and a neutral team of three Deaf raters who are not CCBC INTR faculty. Following the interview, the candidate's performance is given a numerical rating ranging from 0 – 5 (0 lowest – 5 highest). In order to ensure that students entering the Practicum are at least minimally proficient in conversational ASL, a score of 2.5 or higher on the ASLPI is required. Students entering Practicum in 2007 had all met this requirement, and a positive impact was seen, especially on outcome 5. "Adjusting language style for the situation" had the highest percentage of **Emerging** scores. Seventy-five percent of the students in 2007 had this skill noted as **Emerging** while in 2008 approximately 60% had achieved a **Proficient** rating.

Stage 4: Reassessing Student Learning and Implementing Course Revisions

The second assessments were conducted in fall 2007 through spring 2008. Results were consistent with the first set of data, with some improvements. Since a minimum score of 2.5 on the ASLPI was required in 2006 for students going into the Practicum, improvement has been seen in the one skill that was most often noted as **Emerging**. With better conversational ASL skills, interpreters are more equipped to "adjust language style for the situation."

Based on feedback received from the Program Outcomes Assessment Project and other input, four new upper-level skill classes have been developed to replace the current ones; these classes will go through the college approval process and will hopefully be in place by fall of 2009. It may prove worthwhile to reevaluate the program outcomes assessment data after students have completed the new courses.

Stage 5: Final Analysis and Reporting Results

It is clear that students graduating from the Interpreter Preparation Program are mastering the outcomes of the program. It is not surprising that there are still areas of skill seen as **Emerging** by the interpreter mentors. Until students have more experience in the field, skills will continue to emerge and improve. Upon review of the second year of evaluation data from the mentors, additional observations were made that have been shared with interpreting faculty. The interpreting skills assessment rubric will continue to be an ongoing tool used to evaluate students' skills and identify areas which the interpreter program needs to address while preparing students to function as competent and professional practitioners.