

Quincy University
School of Education
Interpreter Training Program (ITP) - Major
American Sign Language (ASL) - Minor
Assessment Report
2014-2015

Report Summary

This report contains information on the current assessments used by the ITP and the effectiveness of those assessments. The report includes changes implemented from the previous academic year and what changes will be made for the next year.

Quincy University Mission Statement

Quincy University stands as a Catholic, independent, liberal arts institute of higher learning in the Franciscan tradition. Inspired by the spirit of Francis and Clare of Assisi, we respect each person as a sister or brother with dignity, value, and worth. We work for justice, peace and integrity of creation. We prepare men and women for leadership and for the transformation of the world by educating them to seek knowledge that leads to wisdom. We welcome and invite all to share our spirit and our life.

School of Education Mission Statement

Embracing the Franciscan values of respect for the individual and service toward others, the Quincy University School of Education will personalize the development of servant-leaders. These inspiring and collaborative professional will be reflective decision makers who are committed to the academic and personal success of all students, particularly the marginalized, in responsive teaching and learning communities.

Interpreting Training Program Mission Statement

The ITP program will prepare students to become professional interpreters by using a variety of assessments that are designed to prepare them for state and national certification tests. These future interpreters will increase their ASL linguistic skills and become acculturated into the Deaf community by participating in on and off campus events. They will learn how to empower the Deaf community while serving them as ethical professionals who understand the role of interpreters within the culture. By providing accessibility to the hearing culture these professionals will enable Deaf and Hard of Hearing individuals to impact the world to their full potential.

Interpreter Training Program Goals

The ITP program goal is to ensure that students are ready to pass certification tests to be hired as professional interpreters. These tests assess students interpreting skills and ethical decision making. All students prepare for the National Interpreters Certification (NIC), the Board of Evaluators for Interpreters (BEI), and the Educational Interpreters Performance Assessment (EIPA) tests. The ITP program is designed to create student success by increasing their skill level by practice and exposure to the Deaf community.

Program Learning Outcomes:

#1 American Sign Language Skills Development (ASL): Students will be able to demonstrate native-like fluency of the vocabulary and grammar of ASL.

#2- Deaf Culture Awareness (DC): Students will demonstrate the readiness to be acculturated into the Deaf community and will be able to illustrate their role as an interpreter within the culture.

#3- Interpreting Skills Development (INT): Students will demonstrate the ability to interpret from spoken English to ASL and to be able to read ASL and interpret into spoken English.

#4- English/ Board of Evaluation of Interpreters Test Readiness (BEI): Students will demonstrate the written English skills necessary to be able to pass the written portion of the BEI test in order to start the process of obtaining a license to work as an interpreter in the state of Illinois.

#5- National Interpreter Certification Test Readiness (NIC): Students will demonstrate the readiness to pass the written portion of the NIC test.

#6- Educational Interpreter Performance Assessment Readiness (EIPA): Students will demonstrate the readiness to pass the EIPA test at a 3.0 level.

#7- Professional Readiness (READY): Students will be able to apply the National Association of the Deaf/Registered Interpreters for the Deaf (NAD/RID) Code of Ethics to ethical scenarios in ASL in order to prepare to pass the interview portion of the NIC test.

#8- Professional Ability (ABLE): Students will demonstrate the skills required to become a freelance interpreter for the Deaf through creating a professional portfolio.

#9- Linguistic Development (LING): Students will be able to identify and apply the ASL grammatical rules into their interpreting.

10- Ethical Decision Making (ETHICS): Students will be able to recite the seven tenets of the NAD/RID professional code of conduct and apply the appropriate tenet to an interpreting scenario.

II. Methods of program assessed:

Name of the Assessment	Type or Form of Assessment	When the Assessment is Administered	Program Outcomes Assessed
1. American Sign Language Proficiency Interview (ASLPI) Rubric	50 point Performance Rubric Use Gallaudet University ASLPI assessment to evaluate student's ASL skill level	Final in ITP 310 (Interpreting IV)	ASL, LING
2. (4) Deaf Culture Awareness Reflection Papers with Rubric	(4) 50 Point Reflection Papers Papers using standard English must demonstrate awareness of cultural differences and the interpreter's role within the culture	Midterm in ITP 410 (Interpreting V) Final in ITP 410 (Interpreting V)	DC, ASL, BEI, NIC
3. Board for Evaluation of Interpreters (BEI) Test	1. Written Test- 40 item sample test from the IL Deaf and Hard of Hearing Commission- 80 points 2. Performance Test-sample test from the IL Deaf and Hard of Hearing Commission- 70 point test	Midterm in ITP 310 (Interpreting IV) Assignment in ITP 310 (Interpreting IV)	BEI, INT, ASL, LING,
4. National Interpreter Certification (NIC) Test	1. NIC Written Test (see attached)- 50 item sample test from Registered Interpreters for the Deaf (RID)- 100 points 2. NIC Interview Performance Test- RID sample NIC test DVD- rubric- 50 points	Midterm in ITP 410 (Interpreting V) Final in ITP 410 (Interpreting V)	NIC, READY, INT, ETHICS, LING, ASL, DC
5. Educational Interpreters Performance Assessment (EIPA)	1. Performance Test- rubric- 100 points 2. Performance Test-rubric- 100points	Midterm in ITP 399 (Topics in Interpreting) Midterm in ITP 420 (Intensive Interpreting)	EIPA, INT, ASL, LING
6. Professional Portfolio	10 item portfolio with rubric- Presentation of portfolio demonstrating the skills for conducting a freelance interpreting business	Midterm in ITP 330 (Practical and Ethical Applications of Interpreting)	ABLE, ETHICS
7. DVD of Interpreting Work	Create a DVD with 4 (2-3 minutes) videos of themselves demonstrating their interpreting skills	Final project in ITP 485 (Professional Experience)	INT, ASL, LING

III. Results of Assessment

Assessment #1 American Sign Language Proficiency Interview (ASLPI)

Fall 2014

Final ITP 310 (Int IV)

3.50 = passing

n = 5

Professional Development Needed 1	More Professional Development Needed 2	Some Prof Development Needed 3	Somewhat Meets Professional Requirements 4	Meets Professional Requirements 5
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Interpreting from English to ASL	Student 1	Student 2	Student 3	Student 4	Student 5	Average Scores
Conceptual Accuracy	3.00	3.00	3.00	2.00	2.00	2.60
Use of ASL	4.00	2.00	3.00	2.00	2.00	2.60
Affect	4.00	5.00	5.00	4.00	3.00	4.20
Use of Classifiers	5.00	4.00	3.00	3.00	2.00	3.40
ASL Production	4.00	3.00	3.00	3.00	1.00	2.80
Content Accuracy	4.00	4.00	4.00	4.00	4.00	4.00
ASL Linguistic Choices	5.00	3.00	4.00	4.00	4.00	4.00
Comfort Level	5.00	5.00	4.00	4.00	3.00	4.20
Technology	5.00	5.00	5.00	5.00	5.00	5.00
Professionalism	5.00	5.00	5.00	5.00	5.00	5.00
Average Grade	4.40	3.90	3.90	3.60	3.10	3.78

Analysis of Assessment Results:

This assessment is a culmination of ASL 1-5 and Interpreting 1-4. Assessment is based on Gallaudet University's ASL Standards for ASL Levels 1-5 found on the Gallaudet website. Students study the standards before the final in ITP310 (Interpreting IV). A question is given to the student in American Sign Language to the student and the student is given three minutes to respond in American Sign Language on camera. Three student passed above the minimum level, one student passed just above the minimum level, and one student failed to reach the minimum level. This student has struggled throughout the two and one-half years in the program and had been advised to change her major during sophomore year but decided to continue. She has earned at least a 70% in all ASL and Interpreting courses.

Planned Changes Based upon Analysis:

A variety of assessment formats are conducted throughout the courses including performance projects and performance tests. Homework is also assigned to support the objectives. In each ITP course 25 hours of lab practice time and four lab assignments are required each semester to increase skills in ASL vocabulary and idioms. It is up to each student to practice outside the class room with other students and the Deaf community at QU sponsored Deaf Events. This same assessment is given in ITP 220 (Interpreting II) and perhaps could be used as tool to disallow students to continue in the Interpreting program if minimum standard is not met.

Assessment #2 Deaf Culture Awareness Reflection Papers

Four (4) Papers are required- 2 at midterm and 2 at the final on ITP 410 (Int V) 70% is passing $n = 5$

- This reflection paper should be well written and grammatically correct.
- Explain what event you attended. Record when and where the event took place.
- Summarize what you learned at the Deaf community event.
- Express your thoughts and feelings during the event.
- Note new signs you learned.
- Explain the cultural differences you noticed.
- Reflect how you can use what you learned in the future.
- Papers must be at least 500 words in length.
- Papers must be typed and in font size 12.

Spring 2015 Midterm ITP 410 (Int V)	Spring 2015 Final ITP 410 (Int V)
Avg Score 93.6%	Avg Score 98.8%

Analysis of Assessment Results:

In all ITP and ASL courses students are required to attend Deaf Community events to help become acculturated and increase their ASL linguistic skills. Students are required to attend four events per course. Throughout the ASL and ITP courses students are required to write papers or sign in a video demonstrating their knowledge of Deaf culture and their role as an interpreter. The final assessment is done in ITP 410 (Interpreting V). The five students have demonstrated their Deaf cultural awareness.

Planned Changes Based upon Analysis:

A rubric will to be created to help students understand the requirements of the Deaf Awareness Reflection papers.

Assessment #3 Board for Evaluation of Interpreters (BEI) Tests 2 Assessments

Fall 2014	Midterm ITP 310 (Int IV)	<i>n = 5</i>
40 item written multiple choice test- 80 points		
<ul style="list-style-type: none"> • Test assesses English skills- reading comprehension, synonyms, antonyms, idioms, sentence completion, and written English syntax. • The Test for English Proficiency (TEP) is used for the assessment. It is a sample test is used found in the IL Deaf and Hard of Hearing Commission BEI study guide. 		
55 correct = passing		
2 students passed - 62 pts, 56 pts		
3 students failed - 50 pts, 50 pts, 48 pts		

Analysis of Assessment Results:

English skills are assessed throughout all ITP classes using a variety of assessment tools in order to prepare them for the written portion of the BEI. Vocabulary exercises are required starting in ITP 215 (INT I) and are again required in INT 410 (INT IV) to prepare for the test. Before midterm in ITP 410 (INT IV) focus is on preparing for the sample TEP test. The students are advised to use the exercises given to improve their vocabulary and English skills throughout the program. During INT IV before midterm sample TEP questions are discussed in class and test taking strategies are taught. Three students failed the test showing their need for further of study English vocabulary and written English syntax.

Planned Changes Based upon Analysis:

Perhaps exercises in English should be given not only in ITP I and IV but in ITP II and III.

Fall 2014	Assignment ITP 310 (Int IV)	<i>n = 5</i>
Performance assignment interpreting spoken English to ASL 50 item test + 20 points subjective scoring = Total 70 points		
<ul style="list-style-type: none"> • The source text for the assessment is the sample text for the BEI found in the IL Deaf and Hard of Hearing Commission BEI Study Manual 		
60 points = passing		
2 Students passed 63 pts, 60 pts		
3 Students failed 47 pts, 43 pts, 39 pts		

Analysis of Assessment Results:

This assignment is given fall of a student's junior year to expose them to the requirements of the minimum standards of an IL state BEI certified interpreter. It is not surprising that three students did not meet the minimum requirements with three more semesters to improve.

Planned Changes Based upon Analysis:

The instructor has purchased newly released BEI sample test DVDs to help students study for the test in ITP 310 (Int IV). Another assessment will be given using the new sample BEI test DVDs in ITP 420 (Intensive Interpreting Practice) during their senior year in order to better prepare them for the BEI upon graduation.

Results of Assessment #4 National Interpreter Certification (NIC) Test 2 Assessments

Spring 2015	Midterm ITP 410 (Int V)	n = 5
50 item written test		
<ul style="list-style-type: none"> • The assessment is the sample test used from the Registered Interpreters for the Deaf (RID) study guide. • Assessment of Professional Ethics, ASL Linguistics, Deaf Culture 		
31 points is passing		
4 Students passed 47, 40, 35, 31 pts		
1 Student failed 25 pts		
Avg Score 44.6points		

Analysis of Assessment Results:

A sample written NIC test is given to the students at Midterm of ITP 410 (Int V). This is the NIC sample written test published by the Registered Interpreters for the Deaf (RID). The RID sample test is 75 items so the first 25 items are studied in class before midterm as practice. Questions are discussed in class and test taking strategies are taught. The NIC study guide is given to students and discussed in class. A reference list of materials to study for the test is given. The materials are made available in the ASL lab or are found in Brenner Library. The student who did not pass the test is the same student who was advised to change her major.

Planned Changes Based upon Analysis:

Instructor will schedule one class period for students to study the materials before midterm.

Points possible	NIC Interview Performance Rubric ITP 410 (Int V) n = 5	50 points 31points is passing	Spring 2015 Final	Average Scores
				4 Students passed: 42, 37, 32, 31 1 Student failed: 29
10	Exhibits confidence and critical thinking			8.00
5	Clearly and comprehensively identifies the issues in the vignette			5.00
5	Includes the perspectives of other people than just the interpreter			3.60
10	Defends or criticizes the interpreter’s actions effectively			5.80
10	References any relevant tenets of the CPC			6.20
5	Discusses at least one possible impact of the interpreter’s decision			1.80
5	Completes the above within three minutes			3.80
50 points				34.2

Analysis of Assessment Results:

An interview performance tests is given to the students during the final week of Interpreting V class. This is done through the NIC official practice DVD. An interpreting ethical situation is presented to the student and they are to respond in ASL to the situation. The student is not evaluated on their ASL skills when responding; however, the instructor gives feedback to the student of their ASL skills. The student is given comments on their areas of strength as well as areas identified for development. The category that needs most improved is “Discusses at least one possible impact of the interpreter’s decision”. The student who did not pass the test is the same student who was advised to change her major.

Planned Changes Based upon Analysis:

The category that needs most improved is “Discusses at least one possible impact of the interpreter’s decision”. This will be discussed more in class during practice interview ethical questions.

Results of Assessment #5 Educational Interpreters Performance Assessment (EIPA) 2 Assessments

Spring 2015 Midterm in ITP 399 (Topics in Interpreting) EIPA Performance Test 3.00 = passing n = 5

Professional Development Needed 1	More Professional Development Needed 2	Some Prof Development Needed 3	Somewhat Meets Professional Requirements 4	Meets Professional Requirements 5
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Interpreting from English to PSE	Student 1	Student 2	Student 3	Student 4	Student 5	Average Scores
Conceptual Accuracy	3.00	3.00	3.00	4.00	2.00	3.00
Use of PSE	4.00	3.00	3.00	3.00	3.00	3.20
Affect	5.00	4.00	4.00	4.00	4.00	4.20
Use of Classifiers	4.00	4.00	4.00	3.00	3.00	3.60
PSE Production	3.00	4.00	4.00	3.00	2.00	3.20
Content Accuracy	5.00	4.00	4.00	5.00	2.00	4.00
ASL Linguistic Choices	5.00	5.00	5.00	4.00	4.00	4.60
Comfort Level	5.00	4.00	4.00	5.00	4.00	4.40
Technology	5.00	4.00	4.00	5.00	5.00	4.60
Professionalism	5.00	5.00	5.00	5.00	5.00	5.00
Total Score	4.40	4.10	4.10	4.10	3.40	3.98

Analysis of Assessment Results:

The Educational Interpreter Performance Assessment (EIPA) practice DVDs are used in Topics of interpreting (ITP399) so that students can prepare for the national EIPA test. A mock EIPA performance test is given at Midterm where students are evaluated on their ability to interpret from English to ASL. All five students passed the test at the minimum 3.00 required score. Since 2009, the instructor has been keeping record of students who have attempted the national EIPA test after graduation. All four students who took the national EIPA test have successfully passed with at least a 3.00 score.

Planned Changes Based upon Analysis:

During the 2014/2015 year the instructor held once a month webinars for students to prepare for the EIPA. These will continue through the coming year.

Fall 2014 Final in ITP 420 (Intensive Interpreting) EIPA Performance Test 3.00 is passing n = 1

Professional Development Needed 1	More Professional Development Needed 2	Some Prof Development Needed 3	Somewhat Meets Professional Requirements 4	Meets Professional Requirements 5
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Interpreting from ASL to English	Score
Conceptual Accuracy	3.00
Use of English	5.00
Affect	5.00
Complete Sentences	5.00
English Production	4.00
Content Accuracy	3.00
English Linguistic Choices	5.00

Comfort Level	5.00
Technology	5.00
Professionalism	5.00
Total Score	4.50

Analysis of Assessment Results:

The Educational Interpreter Performance Assessment (EIPA) practice DVDs are used as the final in ITP 420 (Intensive Interpreting Practice) so that students can prepare for the national EIPA test. This is a performance test where students are evaluated on their ability to interpret from ASL to spoken English. The student passed the assessment with a score of 4.50, well above the minimum score of 3.00 requirement for national EIPA certification.

Planned Changes Based upon Analysis:

During the 2014/2015 year the instructor held monthly webinars for students to prepare for the EIPA. These webinars will continue through the coming year.

Results of Assessment #6 Professional Portfolio

ITP 330 (Practical and Ethical Applications of Interpreting) was not offered during 2014/2015.

Results of Assessment #7 DVD of Interpreting Work (4 samples)

Spring 2015 ITP 485 (Professional Experience) 3.50 is passing $n = 3$

Professional Development Needed 1	More Professional Development Needed 2	Some Prof Development Needed 3	Somewhat Meets Professional Requirements 4	Meets Professional Requirements 5
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Interpreting from English to ASL	Student # 1 Scores	Student # 2 Scores	Student # 3 Scores	Average Scores
Conceptual Accuracy	4.00	4.25	3.75	4.00
Use of ASL	5.00	4.00	3.25	4.08
Affect	4.75	4.75	3.00	4.16
Complete Sentences	4.50	4.25	3.50	4.08
ASL Production	4.75	4.00	3.50	4.08
Content Accuracy	5.00	4.75	4.25	4.66
ASL Linguistic Choices	5.00	4.00	3.50	4.16
Comfort Level	5.00	5.00	4.00	4.66
Technology	4.75	4.25	5.00	4.66
Professionalism	5.00	4.75	5.00	4.91
Average Grade	4.77	4.40	3.88	4.34

Analysis of Assessment Results:

Each student compiles a professional DVD portfolio of four outstanding samples of their interpreting work. This DVD is evaluated during Professional Experience (ITP485). The time required to record samples of the student's work considered practicum hours. The DVD is labeled with "QU" in ASL fingerspelled letters and has the student's name and "Bachelors of Arts Interpreter Studies". Students can make copies of the labels and DVD and send to prospective employers along with their resume and cover letter. All students passed above the minimum score of 3.00. Principals and superintendants of schools have commented to the instructor that the DVDs are beneficial in the hiring process of QU graduates. Since May 2010, thirteen students have graduated from the program. Eleven graduates have interviewed for educational interpreting jobs and used these DVDs during interviews. All eleven graduates were hired by school districts as educational interpreters.

Planned Changes Based upon Analysis:

The current technology only allows students to show interpreting work from spoken English into ASL. The instructor is working with the Communications department to attempt to add a split screen to allow viewers to see a Deaf person signing a text in ASL while showing the interpreter voicing for the Deaf person on the other side of the screen. This will allow the viewer to see both interpreting skills: spoken English to ASL and ASL to spoken English.

VII. Changes in assessment methods for the future:

The process of program assessment has been a learning experience through Master's of Education course work, trial and error, and mentorship by colleagues. I now have a better understanding of program learning outcomes and will better create and track assessments to fulfill those outcomes. The following is what I will do in the future to ensure fulfillment of program outcomes:

1. The changes listed after each of the assessment analysis will be enacted.
2. To reduce subjective scoring two new rubrics will be created to evaluate student interpreting work from ASL to English and from English to ASL.
3. To reduce subjective scoring a new rubric will be created for Deaf Cultural Awareness paper.
4. This same program assessments will be used next year so that comparisons can be conducted.
5. Electronic scoring will be used to make data collecting easier for program assessment.