

## Annual Report for Assessment of Outcomes 2012-13

Subject Area Committee Name: \_\_\_\_\_ASL/SLIP/DS\_\_\_\_\_

Contact person: \_\_Xenia Woods\_\_

For LDC/DE: Core outcome(s) assessed: \_\_\_\_\_

For CTE: Degree or certificate\* assessed: \_AAS Sign Language Interpretation\_

\*please attach a table showing the alignment of the degree or certificate outcomes with the College Core Outcomes

Please address the questions below and send to [learningassessment@pcc.edu](mailto:learningassessment@pcc.edu) by **June 21, 2013** with Annual Report in the subject line

*Note: Information provided in this report may be inserted into or summarized in Section 2C Program Review Outline.*

1. Describe changes that have been implemented towards improving students' attainment of outcomes that resulted from recent outcome assessments. These may include but are not limited to changes to content, materials, instruction, pedagogy etc. Please be sure to **describe the connection** between the assessment results and the changes made.

We have revised our curriculum in multiple ways in order to better achieve the outcome of 70% message equivalency, which is measured through our Qualifying Exam that comes prior to internship. We have also added more tutoring hours, updated curricular materials, participated in continuing education for our own teaching toolbox, and applied the use of more live interpreting activities.

**For each outcome assessed this year:**

2. Describe the assessment design (tool and processes) used. Include relevant information about:
  - The nature of the assessment (e.g., written work, project, portfolio, exam, survey, performance etc.) and if it is direct (assesses evidence mastery of outcomes) or indirect (student's perception of mastery). Please give rationale for indirect assessments (direct assessments are preferable).
  - The student sample assessed (including sample size relative to the targeted student population for the assessment activity) process and rationale for selection of the student sample. Why was this group of students and/or courses chosen?
  - Any rubrics, checklists, surveys or other tools that were used to evaluate the student work. (Please include with your report – OK to include in appendix). Where appropriate, identify benchmarks.
  - How you analyzed results, including steps taken to ensure that results are reliable (consistent from one evaluator to another).

The outcome assessed this year was 70% message equivalence as demonstrated in the qualifying exam prior to internship. We use direct assessment through two filmed interpretations by each student. The students interpret from English to ASL and from ASL to English for approximately ten minutes. The resulting interpretations are scored by a team of three people for each video. An average score is taken for each assessment and the results determine the status of the student in progress toward internship.

An example test scoring sheet is attached.

3. Provide information about the results (i.e., what did you learn about how well students are meeting the outcomes)?
  - If scored (e.g., if a rubric or other scaled tool is used), please report the data, and relate to any appropriate benchmarks.
  - Results should be broken down in a way that is meaningful and useful for making improvements to teaching/learning. Please show those specific results.

Our results – this year, only three out of eleven students passed the qualifying exam - indicated that we needed to explore alternative avenues to assessment. We gathered our advisory committee and polled them on the possible use of a portfolio. The PowerPoint used for the presentation at the advisory committee meeting is attached here.

4. Identify any changes that should, as a result of this assessment, be implemented to help improve students' attainment of outcomes. (These may include, but are not limited to, changes in curriculum, content, materials, instruction, pedagogy etc).

Based on this meeting and poll, we are proceeding with establishing a new portfolio as a means to qualify students for their internships. Further advisory committee meetings will determine more details about the shape that the portfolio will take. For the first two terms (at least) of using the portfolio, we will retain the QE as a comparison tool. Students who pass either instrument will be placed in internships.

5. Reflect on the effectiveness of this assessment tool and assessment process. Please describe any changes to assessment methodology that would lead to more meaningful results if this assessment were to be repeated (or adapted to another outcome). Is there a different kind of assessment tool or process that the SAC would like to use for this outcome in the future? If the assessment tool and processes does not need to be revised, please indicate this.

See above.

## Advisory Committee Meeting Spring 2013

Portland Community College  
Sign Language Interpretation and  
Deaf Studies Programs

## Welcome

- Thank you for being here
- We value your input
- We respect your time – let's take a break at 5:55, start again at 6:10, and end at 7:00
- Message from the Dean of English and World Languages

## Introductions

- Please introduce yourself briefly:
  - Name
  - Where you work
  - Your connection to interpreter education or interpreters

## Purpose of this Meeting

- We can't cover everything
- We meet twice a year – rotating committee members as needed
- Our program must adapt
- Completion agenda
- Addressing our challenges
- Staying current
- Focus: qualifying process

## Background

- The current version of the qualifying exam (QE) was created in 1999
- It is based solely on a voice to sign sample and a sign to voice sample, each about 12 minutes long
- Scoring is based on 70% message equivalence
- Six raters: 3 deaf; 3 hearing
- Students could take it 3 or 4 times
- No pass means no internship and thus no degree

## Results

- Attrition, combined with failing grades, combined with a low pass rate on the QE, has led to low completion rates for our program
- This has effectively kept dozens, perhaps hundreds of potential interpreters out of the field, while many became interpreters without completing their degrees
- Some of them were clearly unqualified, and did not pursue interpreting, while others went on to work or even become certified.

### A typical results chart

H1	H2	H3	Avg	D1	D2	D3	Avg	Result
NP	NP	NP	NP	NP	DP	NP	NP	NOT PASS
DP	NP	NP	NP	DP	NP	NP	NP	NOT PASS
PASS	PASS		PASS	NP	DP	NP	NP	NOT PASS
DP	DP		DP	NP	DP	DP	DP	PASS
DP	PASS	NP	DP	DP	PASS	DP	DP	PASS
DP	PASS		DP	NP	PASS	DP	DP	PASS
PASS	PASS		PASS	PASS	PASS		PASS	PASS
PASS	DP	DP	DP	NP	DP	NP	NP	NOT PASS
NP	NP		NP	NP	NP		NP	NOT PASS
PASS	DP	NP	DP	DP	PASS	NP	DP	PASS
DP	DP		DP	NP	PASS	NP	NP	NOT PASS
DP	DP		DP	NP	NP		NP	NOT PASS
NP	NP		NP	PASS	PASS		PASS	NOT PASS

### Research Survey

- We conducted a survey this year of ITPs and how they screen for exit.
- Out of 13 responses, four use an exit exam. None of these four use it prior to internship.
- One of our challenges is the limited availability of internship placements.

### Our Responsibility

- We must consider our responsibility to:
  - The students
  - The college
  - The community, including deaf and hearing consumers and the interpreting community
  - Best practices in higher education and in interpreter education

### Administrative response to our Program Review (2010)

- We understand the importance of sending out students for an internship only when they are ready, but are concerned over what appears to be a low success rate. The overall success rate appears to fall in the 30-40% range. We recommend that you review the pass rates for all students who attempt this exam and, should it prove to be a barrier, explore options for making improvements.
- One option is to consider whether or not the OE is the best measure of students' preparedness for internship. Is it a sufficiently authentic assessment, and does it accurately measure a student's proficiencies as an interpreter?

### Proposal

- We are now considering replacing the OE with a portfolio, such as the one used by Douglas College ITP (Vancouver, B.C.)
- This would ideally be a more holistic way to evaluate students' readiness for an internship
- We intend to pilot this project at the end of the summer with a small set of portfolios

### Your Role

- We need community input to determine several elements of the portfolio project:
  - Format: physical or online?
  - Review board: number and types of members
  - Items to include in the portfolio
  - Rubric for scoring
- We will determine these by conducting a survey of all of you as well as some advisory committee members who couldn't be here today

## Discussion

• Example e-portfolios:

- 1
- 2
- 3

## Survey

• A survey will be sent to you via email. Please reply within three days. We will use the results to plan the pilot testing of the instrument.

## Closing

Thank you for being here!

#	Point	Correct	Skewed	Absent
	<p>We played together every day. One of those students... playmates was blind and one experienced mental retardation. And we played together famously - we were the terror of the street. It was an enjoyable time. I always felt it was pretty unfair that Ronnie and Patrick couldn't go with me to my school and they had to go to different schools or to at least different parts of the same school. So, again, in 1971 there were a number of parents who staged a sit in, in the office of... Department of Education, and had this law passed that gave the children the right to access education in their local public school. So following that was Section 504 of the Rehab Act of 1973, which kind of extended that responsibility to colleges; that any institution that received federal financial aid or federal resources had to be able to provide equal access to individuals who had disabilities, and that's really when the colleges started developing services for students who experience disability. Although there were some notable exceptions – PCC being one of those – we actually started a program here in 1971. The person who started that program was Bill Cooksley and he was a veteran's counselor. And they saw a need for serving individuals with disabilities, many of whom were veterans returning from the Vietnam War as well as younger</p>	n/a		
1	<p><b>Again, the next law down the list there is the Americans with Disabilities Act of 1990</b></p>			
2	<p>that was passed by Bush the elder.</p>			
3	<p><b>and that kind of extended the right to access out into the business world,</b></p>			
4	<p><b>and it also had some very clear prescriptions for employment and employment responsibilities of businesses.</b></p>			
5	<p>The law impacts almost every business of any size.</p>			
6	<p><b>In the law it says that a businesses, to comply with ADA must have 15 employees or more;</b></p>			
7	<p>if there are less than 15, they don't have to comply with the hiring procedures that are there,</p>			
8	<p>but it goes beyond that, it applies to private institutions, private colleges as well as public institutions like ourself.</p>			
9	<p><b>But in fact in 1990 there was really no change in what our office did or even considered because it really didn't require us to do any more than we had been doing since 1973, uh, 71.</b></p>			
10	<p><b>So that kind of gives you a history and a context for thinking about disability rights or civil rights legislation and where disability rights fit into that.</b></p>			
11	<p><b>So specifically, what does Section 504 and the Americans with Disabilities Act actually say?</b></p>			
12	<p>You can really kind of boil down pages and pages and pages of it to this very basic kind of premise: this is Section 504.</p>			
13	<p>Let's just take a second and look at that and then we'll go over it.</p>			

#	Point	Correct	Skewed	Absent
14	<b>It says “no other qualified individual with a disability shall, solely by reason of his or her disability be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity of a public</b>			
15	<b>So there are several words up in there that I think are important to recognize and understand if you’re going to understand what that really means.</b>			
16	<b>The first is disability, what is a disability?</b>			
17	So let’s take a look – we’ll come back to this, but let’s take a look and see actually how disability is defined.			
18	I’m sorry this is so small. We’ll just take a second and see if you can take a look at it.			
19	<b>Basically you have a physical or mental impairment, okay, and it substantially limits one or more major life activities...</b>			
20	That’s the major part of the definition.			
21	So if you experience a physical or mental impairment, that’s one thing, that’s one part of the test.			
22	<b>The other part of that test is that it must substantially limit a major life activity.</b>			
23	Okay? And those are a listing of some of those kinds of major life activities.			
24	<b>Let’s take for example diabetes. Diabetes is clearly a physical limitation.</b>			
25	<b>Does it rise to the level of being a disability? That depends.</b>			
26	That depends on what major life activities are impacted.			
27	I experience diabetes, and I have no adverse physical... or, I have no major life activities that are impacted by that,			
28	except I have to kind of watch what I eat.			
29	<b>That’s just based on the nature of my health condition. So I have a health condition, but it doesn’t rise to the level of disability. Okay?</b>			
30	There are two other parts over here that we want to talk about so that you understand who is considered to have a disability.			
31	<b>You can be protected under the law, if you have a record of an impairment.</b>			
32	If you currently don’t have an impairment, but you have had one in the past, you can be protected. You can’t be discriminated against on the basis of that record.			
33	In the first case where you have a physical or mental impairment and it affects a major life activity and it is present, there may be some adjustments and considerations that will be afforded to you as either a student or an employee.			
34	<b>If you only have a record, the record just prevents discrimination;</b>			
35	you would not be eligible for special considerations necessarily, unless you had a need that was directly related to disability.			
36	So you can see the record of the impairment just protects you against someone saying, “Oh, I see here you had a disability,” and then they discriminate against you in terms of employment.			
37	<b>Then finally, regarded as having an impairment.</b>			

#	Point	Correct	Skewed	Absent
38	<b>If, for example, I express to you that I have that condition and you on that basis assumed I had a disability and used that against me, I would be protected against under the Americans with Disabilities Act even though I don't have a</b>			
39	So those are kind of some interesting pieces: the record of impairment and regarding a person as being impaired. Okay?			
40	So, that kind of helps us understand one part of the law about who is covered and who isn't covered in the Americans with Disabilities Act.			
41	<b>The other thing here talks about <i>no otherwise qualified</i> , what does that mean? What does qualified mean?</b>			
42	<b>Well in terms of the college, an individual is qualified, just as you are all qualified to be in this classroom. You are considered otherwise qualified, if you meet the academic and technical standards requisite to admissions or</b>			
43	Because you have a disability doesn't mean that you can - not meet the academic and technical standards requisite in admission or participation.			
44	<b>So you know, you don't get a special consideration - we don't say "Well even though you don't meet these standards, we'll let you in."</b>			
45	The college is not required to do that for a student. Okay?			
46	<b>So you meet the academic and technical standards requisite - that is required - to admission or participation with or without a reasonable modification of the rules and policies.</b>			
47	So these are some things we might do here.			
48	<b>We would consider reasonable modification of rules, policies or practices;</b>			
49	<b>we would consider removal of architectural, communication, or transportation barriers.</b>			
50	<b>And we would consider the provision of auxiliary aids and services to allow that person to be able to participate.</b>			
51	So that is what is meant by <i>otherwise qualified</i> .			
52	Any questions so far? Am I going too fast? Okay.			
53	Let's talk about some points to remember in terms of the Americans with Disabilities			
54	<b>It requires that a disabled person be given as equal an opportunity to participate as possible.</b>			
55	<b>However, the ADA does not require equality of results. So you're guaranteed access, but you're not guaranteed success.</b>			
56	Just like any of us.			
57	<b>We all have an opportunity to be here, but it's all up to us individually to be successful, and pass our courses.</b>			
58	<b>The ADA does not permit unnecessary inquiries into the existence of disability.</b>			
59	How that plays out in a college, how that plays out here, is in the admissions process.			
60	<b>In the admissions process. it is illegal for us to ask prior to acceptance, if you have a disability.</b>			

#	Point	Correct	Skewed	Absent
61	<b>We can certainly give information to people who are applying about resources for them, but we are not allowed to ask that question on our admissions policy.</b>			
62	<b>The same is true in an interview, in a job interview.</b>			
63	You're not allowed to ask questions about disability until a bona fide offer has been presented.			
64	<b>That being said, a lot of people with disabilities offer up that information in the interview process to calm down the interviewer, because most often, the interviewer is anxious about this person with a disability.</b>			
65	And I think most folks with disabilities know that.			
66	So you kind of have to play it by ear as to whether you're going to disclose this prior to being accepted either in school or on the job but from their side the interviewer or the college can't ask those inquiries prior to being accepted.			
67	<b>Once accepted, or once hired, that discussion is a very important discussion to have about: will you need some adjustments, will you need some accommodations to be able to meet the requirements of this job or to be a</b>			
68	And that's where our office gets involved.			

A	TOTAL SCORE FOR MAIN POINTS (BOLD POINTS CORRECT X 2)	
B	TOTAL SCORE FOR SUPPORTING POINTS (NON-BOLD POINTS CORRECT X 1)	
C	TOTAL POINTS (A+B)	
D	PERCENTAGE (TOTAL POINTS - C- DIVIDED BY 103)	

COMMENTS:

QE #4 Clark Hostedtler

QE #4 Clark Hostedtler

QE #4 Clark Hostedtler

QE #4 Clark Hostedtler

#	Point	Correc	Skewed	Absent
	It's interesting... when I was a month old, my parents didn't know that I was deaf. Later on, they discussed it and they realized what had been going on, but at that time, when a baby was born, it was immediately taken to the nursery ward. It was a different time {before your time}. These days, the baby stays in the same room with the mother. But back then it was a rough birth; the baby was spanked and then and taken to the nursery and it could get confusing about which baby is which, whose baby is whose, you might not know. At that time, they didn't know about DNA. But they would put the baby's name and put in the nursery with all the others in rows. Right next door to the hospital was a film studio and a movie producer needed a baby for a movie. So he came over to the hospital smoking his cigar, and had a look through the window of the nursery at all the different babies lined up there. He picked me because I was such a beautiful baby. No, no, no. The reason he chose me was because all the other babies were crying, except me. I was the only one who was lying there peacefully, because I was completely deaf. So being deaf was a blessing. The movie producer was sure that those crying babies would be a big hassle to deal with in the studio so he chose me because I was sure to be an easy baby. That's the benefit	n/a		
1	Today, they do newborn hearing screening and they can find out right away if the baby is deaf.			
2	Many other states have state laws but I don't know about here in Oregon.			
3	We don't have it in Washington; Washington is behind.			
4	But that's fine, it takes a lot of work. It's a big political process; requires a lot of lobbying to get that done. A lot of work.			
5	<b>Today we have the technology for early detection.</b>			
6	But at that time there was really no technology so they didn't know that I was deaf.			
7	<b>If the technology had been around earlier, maybe I would have been identified as deaf.</b>			
8	I may have been a cute and happy baby, but the movie producer would have rejected me.			
9	It's strange, because there was no need to talk - babies can't talk anyway!			
10	<b>And now today there is still discrimination.</b>			
11	Maybe you don't realize it, but I see it everywhere.			
12	<b>Anyway, I'm glad that you all have an open mind and a good attitude. That's wonderful.</b>			
13	I'm not worried about having to teaching you that.			
14	So that's my life story from one month old when I peaked, and after that everything was downhill.			
15	<b>But what saved my life was the school for the deaf.</b>			
16	You know what that sign means - school for the deaf.			
17	<b>Anyway, I was about three or four years old.</b>			
18	<b>My parents decided to send me to a school near L.A. - the famous John Tracy Clinic - have you ever heard of it?</b>			
19	No? Well, add that to the list of things to teach them about.			

#	Point	Correc	Skewed	Absent
20	<b>John Tracy's father was Spencer Tracy - I don't know if you know who this famous actor was.</b>			
21	He was a famous Oscar-winning actor.			
22	<b>He and his wife had a baby, John Tracy, who was deaf,</b>			
23	<b>so the wife decided to open a school called the John Tracy Clinic.</b>			
24	Does anybody know what the philosophy there was?			
25	That's right, it was the oral method.			
26	<b>They taught with the oral method from the beginning/from infancy.</b>			
27	<b>I didn't understand a thing.</b>			
28	but my sister is also deaf and she caught on.			
29	They tried to teach me and it failed. They even moved me to other teachers.			
30	<b>But my sister learned to speak and got a lot of kudos.</b>			
31	<b>They thought I was mentally retarded.</b>			
32	They needed kids who could learn to speak well for their promotional films and materials and to make them look good,			
33	and those kids who were oral successes got a lot of praise,			
34	but the students who did well in reading and writing were not acknowledged.			
35	<b>Beautiful speech was the only thing that mattered.</b>			
36	<b>It was extremely frustrating for me.</b>			
37	I remember a woman teaching me, trying to teach me speech and I remember having such a hard time.			
38	She would make me touch her face and she was a smoker, so her breath was disgusting.			
39	It was terrible - she was constantly fighting with me trying to get me to talk, and I had to breathe her terrible smoker's breath and her spit landed on my face.			
40	<b>Then she would put my hand on her chest to feel her breath and her voice and of course that was terribly embarrassing for me.</b>			
41	I guess I shouldn't say those kinds of things, because you may have to edit them out of the film you're making. It's not for those under 16.			
42	<b>Anyway, I wasn't learning anything so I went to a public school - a day school.</b>			
43	It wasn't exactly mainstreaming; it was a tiny group of deaf students,			
44	and when we went out on the playground, we signed,			
45	<b>but in the classroom we weren't allowed to sign –</b>			
46	<b>we could get in a lot of trouble and get hit with a ruler - at that time that kind of punishment was allowed.</b>			
47	That was back in the 18 <sup>th</sup> century – I was born in the 18 <sup>th</sup> century.			
48	You didn't laugh at my joke!			
49	I was just testing to see if you were daydreaming.			
50	Now it's the 21 <sup>st</sup> century, right? Sorry, I got lost for a minute there.			

#	Point	Correc	Skewed	Absent
51	So we would get hit with a ruler, but sometimes the teacher would say something that I could actually understand!			
52	and I would try to respond in English.			
53	<b>The teacher said, “wrong,” and the other kids would read my lips and say the same answer I gave,</b>			
54	which was correct.			
55	And I said no, I got it first!			
56	I was always getting in trouble, and I wasn’t getting any credit.			
57	<b>I decided to stop participating.</b>			
58	I would go home and my mom would ask me how was my day at school.			
59	I tried to answer her. I would try to say the word girl, but I mispronounced it, so my mom tried to help me with my speech.			
60	<b>By the time I finally got the word right, I had lost my momentum about what I was going to say to her.</b>			
61	<b>I didn’t feel like I could express myself. So I just said, “Oh forget it. Never mind.”</b>			
62	It was interesting because at that time, my mother had been hired to work at the John Tracy Clinic.			
63	She was a speech teacher and she was very supportive of the oral method,			
64	but I wasn't doing well with it.			
65	<b>So I was put in a school for the deaf at the age of 10,</b>			
66	and they used sign language.			
67	<b>The staff at the John Tracy Clinic were shocked that she made a decision that conflicted with their philosophy</b>			
68	and her goal of making me normal and perfect – the ideal child.			
69	But ideal things don’t really exist.			
70	Yes, my mother changed her mind. That’s right, you got it.			
71	She put her job at risk!			
72	Other parents judged her for her choice.			
73	She said, “OK, then fire me!”			
74	<b>I applaud my mother (and my father who supported her) for being a maverick. She didn't care what they thought.</b>			
75	<b>She went ahead and put me in the school for the deaf.</b>			
76	At first I was, had difficulty with sign language.			
77	It was such a shock, but then I started to get the hang of it.			
78	My parents had warned me about all the signing.			
79	<b>The first few months were awful; I was homesick and I cried a lot.</b>			
80	My sister was older than I was.			
81	I was in elementary school, my sister was in junior high school or high school.			
82	One day at recess, I’ll never forget.			
83	I was ten.			
84	<b>Kids were signing so fast, and I went up and tried to sign somebody and they just laughed at me.</b>			

QE #4: Rusty Wales

#	Point	Correc	Skewed	Absent
85	<b>I started to cry and I went over to my to see my sister.</b>			
86	We weren't supposed to do that; we were supposed to be separate.			
87	My sister was talking with some boys and they were flirting with her.			
88	She couldn't sign very well either but they didn't care.			
89	They thought she was pretty, so they were nice to her.			
90	<b>I went up to her, and I said hey, the other kids are teasing me!</b>			
91	<b>She wanted me to just go away.</b>			
92	I felt so rejected. Life was going downhill, like I said before.			
93	<b>I went away and cried.</b>			
94	<b>But after a few months or a year at the school for the deaf, I learned so much.</b>			
95	There was no limit.			
96	<b>When I found out that the teacher was deaf, he was a role model for me.</b>			
97	The teacher emphasized going to college - Gallaudet.			

TOTAL MAIN POINTS (BOLD POINTS X 2) max possible points	72
TOTAL SUPPORTING POINTS (NON-BOLD POINTS X 1) max possible points	61
TOTAL POINTS	
PERCENTAGE (TOTAL POINTS DIVIDED BY 133)	

COMMENTS: