# Utilizing LAs to Employ 'Career Introduction Model' Programming

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Project Overview

Introduction to Interpreting is often the first career-focused course taken by students majoring in signed language interpreting. LAs are hosting a series of casual weekly events connecting students to the members of their academic cohort, to members of the interpreting field, and to organizations affiliated with the profession. Introducing the first year students to these resources, are a way of offering tangible connections to their academic and professional careers early on in their career progression. Students are incentivized to attend programming with course bonus points.

LA programming outside of the classroom provides an interactive approach to support the connection between students' academic and career development.
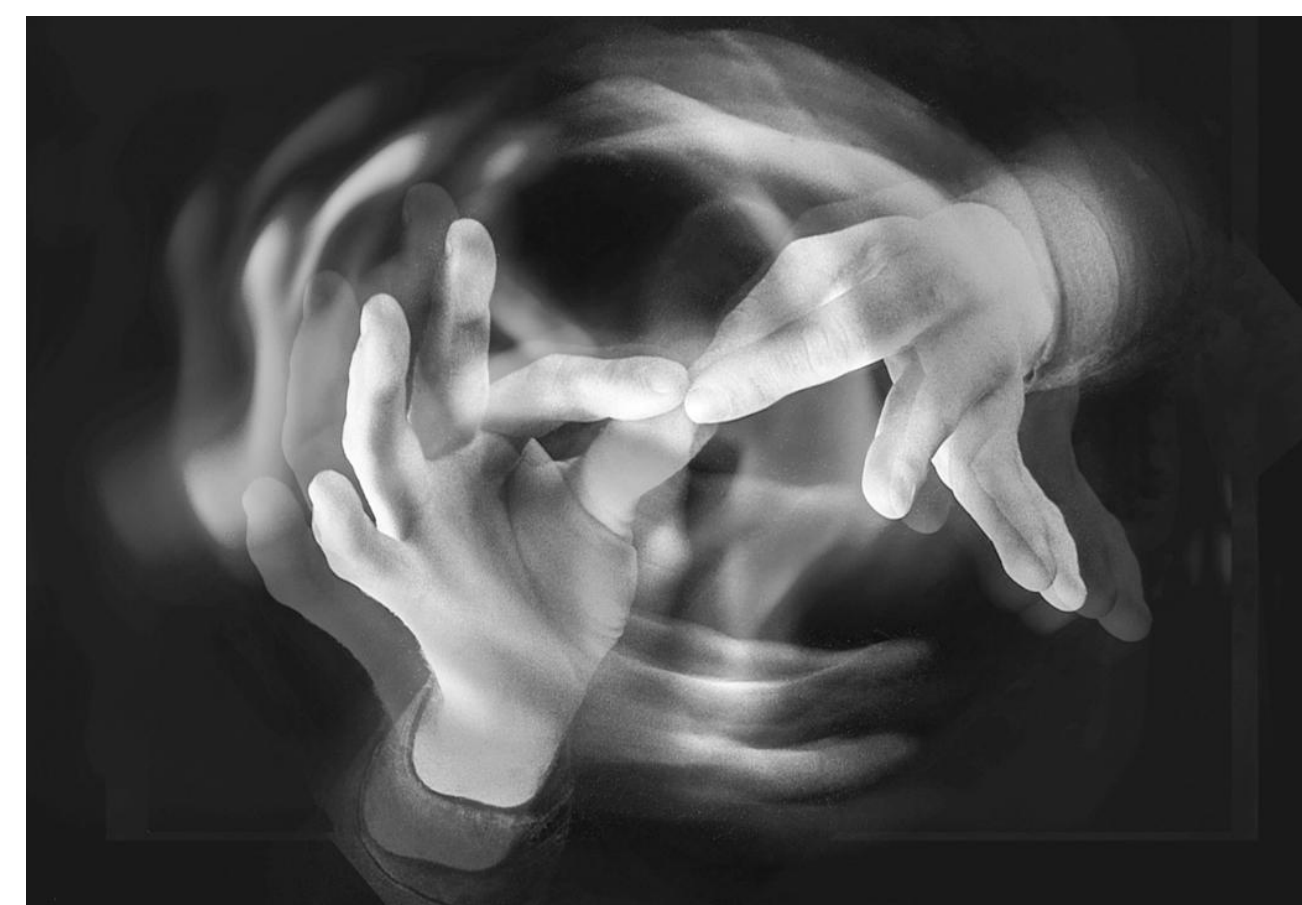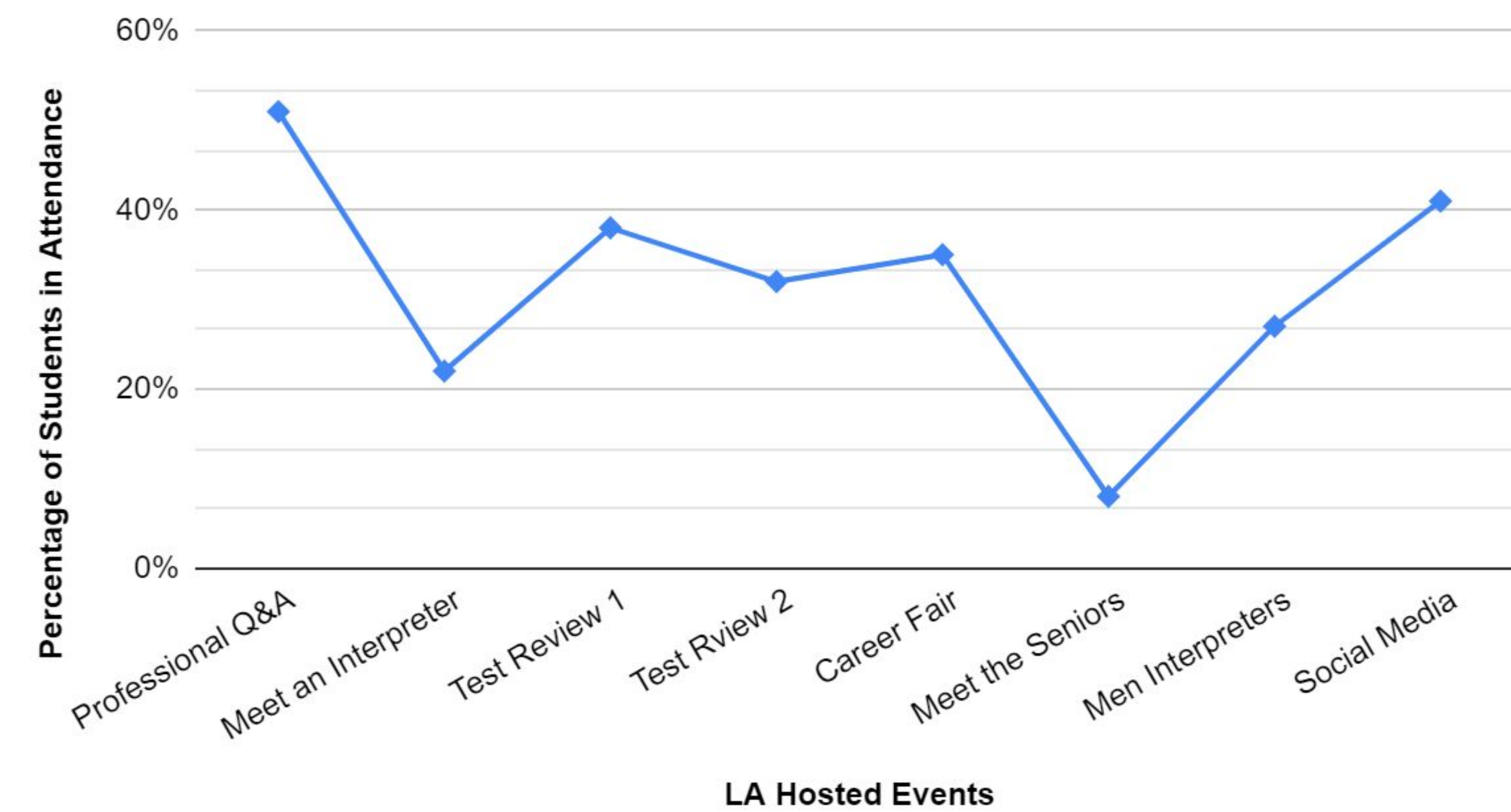

Research Question

Can an early intervention strategy such as 'Career Introduction Model' Programming (1) strengthen students' professional knowledge and resources, (2) support students' self-efficacy, and (3) bolster a sense of inquiry with regard to career development.

Hypothesis

Introducing students to a variety of working interpreters, representatives from professional organizations, and offering organized interactions with diverse career groups during students' first semester of college, will result in an increase in professional knowledge, improved self-efficacy, and heightened sense of inquiry of the field of signed language interpretation.

Current Data: Programming Participation

LA Programming Attendance

Percentage of Students in Attendance (y-axis: 0% – 60%)

LA Hosted Events: Professional Q&A, Meet an Interpreter, Test Review 1, Test Rview 2, Career Fair, Meet the Seniors, Men Interpreters, Social Media

ASL Interpreter Education

Tracking Interactions

Slack Usage	Programming Attendance	Longitudinal Surveys

Future of the Study

A longitudinal study will be conducted via annual survey (until graduation) to measure the reported academic and career impact these career introduction model programming sessions have had on the students. Students will be asked if these sessions have impacted their professional networking, their preparedness for future classes, their desire to learn more about particular aspects of the profession, and self-efficacy as they proceed through the interpreting coursework. Students will be asked to rank the impact of each individual session and how that specific session influenced their ability to build lasting connections.

Works Cited

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