Registry of Interpreters for the Deaf
National Interpreter Certification

Accreditation Gap Analysis Report
July 31, 2013
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Introduction

The following Gap Analysis report is based on a thorough review of the Registry of Interpreters for the Deaf (RID) National Interpreter Certification (NIC) program conducted by SeaCrest CEO Janice Moore. To develop the report, I reviewed documents including policies and procedures, candidate materials, governance documents, examination development materials, and the RID website. A full list of the documents reviewed for this report is included in Attachment A. To collect additional information I interviewed RID Director of Ethical Practices System and Special Projects, Matthew O’Hara, and RID Executive Director, Shane H. Feldman. Following these initial interviews I participated in the June 29th Certification Committee meeting. This full-day meeting provided a wealth of information regarding the NIC program. I would like to extend our thanks to Matthew O’Hara for his time in assembling materials and information and for responding to numerous questions during this process. The support and assistance of Certification Committee members Judith Gilliam, Kelly Flores, Shelly Engstrom-Kestel, Nancy Berlove, Maryann DiLuglio, Joan Fiske, Natalie Stanley, Juliann Wasisco, Betsy Winston, and Len Roberson as well as the staff support received from Shane, Matthew, and Certification Director Daniel Ebeling during this project was crucial.

The Gap Analysis was conducted during June and July 2013. The scope of the project included:

- Conducting a review of the NIC certification program against the National Commission for Certifying Agencies (NCCA) Standards for Accreditation of Certification Programs (Standards) to determine current compliance with each of the NCCA’s Standards.
- Identifying recommended steps to bring the NIC program into full compliance with the Standards while also increasing the credibility and legal defensibility of the credential.
- Providing an overview of the actions required to bring the NIC program into compliance with national accreditation standards so that key stakeholders and decision makers can make a fully-informed decision regarding whether or not the organization should pursue accreditation.
- Presenting the tasks involved in preparing the NIC program for accreditation so that if the organization chooses to seek accreditation a realistic timetable, budget, and overall project plan can be developed.

The report is formatted to mirror the structure of the NCCA Standards. A summary of each Standard is presented at the beginning of each section in italicized font, followed by discussion and then a summary of recommendations.

The standards and recommendations in this report are based on the 2004 NCCA Standards. The NCCA has recently initiated a standards revision process. At this point, it is too early in the Standards revision process to predict what changes may be included in the next edition of the NCCA Standards. RID is a member organization of the Institute for Credentialing Excellence (ICE), NCCA’s parent body. RID staff member Matthew O’Hara is participating on one of the Standards review committees which will provide RID with ongoing insight into the Standards revision process and timetable. Once the revised Standards are announced any significant
changes to the Standards should be reviewed to update the recommendations in this report as needed.

The report outlines the findings of our analysis in detail and provides recommendations for change to help the NIC program achieve conformance to national accreditation standards should the organization decide to seek accreditation. In general, the report describes the endpoint needed to comply with the NCCA accreditation standards. Should RID commit to earning accreditation a transition process would be developed to implement the recommended changes over time allowing for adequate transition as well as communications with members and certificants.

It should be noted that the program has many areas of strength including a strong and committed core group of volunteers, dedicated staff members, a well-developed organizational structure, an engaged membership, a clear strategic plan, and some well-developed policies and materials. These factors demonstrate a clear commitment to quality improvement and certification program best practices. While there are many positive accomplishments that can be highlighted, this report focuses areas where changes and improvements may provide significant benefit for the NIC program.

The report is intended first to help RID make a fully informed decision regarding whether or not to seek accreditation and second, to identify the changes necessary to prepare for an eventual accreditation application should the organization decide to seek NCCA accreditation. Regardless of whether or not RID ultimately elects to pursue accreditation, implementation of the recommendations in this report can serve to strengthen and bring additional value to the NIC program.

Certification program accreditation standards represent the minimum requirements for a quality certification program and are consistent with best practices for certification programs. Accreditation brings increased credibility and objective validation to certification programs. Achievement of third-party accreditation is a significant milestone in the ongoing development and growth of a professional certification program. We believe that the pursuit of accreditation serves as a valuable foundation for improving certification programs and that the accreditation standards can be applied in a manner that respects the unique culture and environment of each certification program.

Please note that a psychometrician was not involved in the preparation of this report. To remedy the identified examination development issues, as noted later in this report, we recommend that you work with a qualified psychometrician that has experience working with certification organizations and is familiar with the NCCA accreditation standards.
## Compliance Summary

### NCCA Standards

**Key**
- **Met:** Standard is met and documentation is sufficient to demonstrate compliance
- **Partial:** Standard is partially met or may be met in practice, but documentation is not sufficient to demonstrate full compliance
- **Not Met:** Standard is not met and changes should be implemented to achieve compliance

<table>
<thead>
<tr>
<th>Standard</th>
<th>Compliance</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Met</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Not Met</td>
<td>Amend the RID Bylaws to establish the CC as an independent body within RID that has sole authority regarding certification program decisions. Create governance policies and procedures for the CC.</td>
</tr>
<tr>
<td>3</td>
<td>Not Met</td>
<td>Consider changing the name of the CC to reflect the change of role and responsibilities. Define the composition of the CC to include certificants and at least one public member. Determine the selection process for members of the CC. Create a full set of governance policies and procedures. Develop a governance transition plan.</td>
</tr>
<tr>
<td>4</td>
<td>Partial</td>
<td>Develop financial policies and procedures regarding the operating budget for the certification programs.</td>
</tr>
<tr>
<td>5</td>
<td>Met</td>
<td>Develop a training and orientation process for CC members. Enhance professional development opportunities for certification program staff members.</td>
</tr>
<tr>
<td>6</td>
<td>Partial</td>
<td>Update the Candidate Handbook. Evaluate the psychometric defensibility of the 5 year time period for passing both exams. Determine the impact of separating membership and certification on the Ethical Practices System. Ensure that confidentiality/conflict of interest forms are on file for all staff members and CC members. Develop a separate CC policy manual.</td>
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<tr>
<td>7</td>
<td>Partial</td>
<td>Publish a summary of the job analysis study and subsequent examination development steps.</td>
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<td></td>
<td>Partial</td>
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<tr>
<td>8</td>
<td>Met</td>
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<tr>
<td>9</td>
<td>Not Met</td>
<td>Conduct a new job analysis study as planned. Create an examination development policy.</td>
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<tr>
<td>10</td>
<td>Partial</td>
<td>Implement the planned job analysis study and subsequent examination development steps for both the knowledge and practical exams. Create an examination development policy.</td>
</tr>
<tr>
<td>11</td>
<td>Partial</td>
<td>Implement the planned examination development steps for both the knowledge and practical exams. Update the Candidate Handbook.</td>
</tr>
<tr>
<td>12</td>
<td>Met</td>
<td></td>
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<tr>
<td>13</td>
<td>Not Evaluated</td>
<td></td>
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<tr>
<td>14</td>
<td>Partial</td>
<td>Continue to document rater training and evaluation. Update the policy manual. Re-evaluate the one year waiting period for raters who take an examination. Consider capturing test takers’ demographic information for analysis.</td>
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<tr>
<td>15</td>
<td>Not Evaluated</td>
<td></td>
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<tr>
<td>16</td>
<td>Partial</td>
<td>Continue to administer the examinations in standardized, secure testing centers via McCann and Castle or other qualified vendors. Update the policy manual.</td>
</tr>
<tr>
<td>17</td>
<td>Not Met</td>
<td>Update and expand the records retention policy. Create a security policy.</td>
</tr>
<tr>
<td>18</td>
<td>Not Met</td>
<td>Update the Candidate Handbook.</td>
</tr>
<tr>
<td>19</td>
<td>Not Met</td>
<td>Transition the policy making authority for determining the renewal/recertification requirements to the CC. Expand the CMP statement of purpose to include the purpose and rationale for each of the recertification requirements as well as the rationale for the 4 year renewal time interval.</td>
</tr>
<tr>
<td>20</td>
<td>Not Met</td>
<td>See Standard 19</td>
</tr>
<tr>
<td>21</td>
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Purpose, Governance and Resources

NCCA Standard 1  |  Met

Standard 1 requires:

> The purpose of the certification program is to conduct certification activities in a manner that upholds standards for competent practice
> The population being certified is identified and that certification activities are appropriate

Standard 1 is met.

NCCA Standard 2  |  Not Met

Standard 2 requires:

> The structure and governance of the certification program ensures autonomy in decision making over essential certification activities
> Essential certification activities include eligibility requirements, recertification requirements, test development, test administration, test scoring, selection of personnel, and operations
> The governance structure, policies, and procedures protect against undue influence that could compromise the integrity of the certification process
> Exam development must promote the purpose of the certification program
> The certification program does not accredit or approve any educational/training programs that lead to the certification
> Training/education programs offered by the certifying agency cannot be required. The certification program cannot state or imply that any educational program it offers is the only available route to certification or that purchase/completion is required or necessary.

Structure and Governance

Standard 2 requires that the body charged with making certification decisions, in this case the Certification Committee (CC), meet requirements regarding independence and autonomy. The Standard is required to ensure that the CC is free to make decisions for the good of the certification program without any conflict of interest or influence from other factors. Elements that could cause undue influence include the parent organization’s (RID’s) interest in membership, education, and business development as well as the interests of other groups outside of RID, such as NAD. For example, the RID Board is elected by the membership, and as such must consider the wants and needs of the membership in its decision making. This is a necessary and appropriate role for the Board of Directors of a membership association – but it is not appropriate for the body operating a certification program to be influenced by anything
other than what is required to ensure the certification program is measuring the skills and knowledge required of individuals who are being certified in a valid and legally defensible manner. To illustrate this point, in establishing the passing point for the NIC exam the CC would consider the results of a passing point study which would include input from a diverse and representative group of subject matter experts and a psychometric consultant to determine the optimal passing point for the exam in a legally defensible manner consistent with generally accepted psychometric principles. Pressure from members, educators, or others that the exam is “too easy” or “too hard” should not influence the CC in determining the passing point.

To protect the CC from any undue influence (real or perceived) and to ensure the CC has sufficient independence and autonomy to establish policy for the certification program the structure and governance of the CC must be strengthened. To accomplish this, the RID Bylaws should be amended to establish the CC as an independent body within RID that has sole authority regarding certification program decisions. (Recommendations regarding a name change to reflect this change for the CC are discussed in Standard 3.) Currently the RID Bylaws require that all committee members are appointed by the RID President. This type of selection process is not compliant with the requirements of NCCA Standards 2 and 3. The Bylaws amendment would establish the CC as a special unit within RID with wider authority and a different composition and selection process than other RID committees which act only in an advisory capacity to the Board. The new CC would inform, rather than advise, the Board in certification program matters and would have the ability to establish committees of subject matter experts for the examination development process.

In addition to establishing the role, responsibilities and authority of the CC in the RID Bylaws, a set of governance policies and procedures will be required. These policies are listed in Attachment D and discussed further in Standard 3.

Granting the CC sufficient independence and autonomy regarding the certification programs does not mean writing a blank check and allowing the CC to have unlimited authority. Standard 2 requires that the CC has sole decision making authority over “essential certification activities.” These activities are defined as authority to establish policies and procedures for: eligibility requirements, recertification requirements (see Standards 19 and 20 for additional discussion), examination development, examination administration, examination scoring, selection of personnel (specifically selection of subject experts to serve on exam development committees and subcommittees), and oversight of certification program operations. The CC is not required to have decision-making authority beyond these areas, so activities such as marketing or developing/approving educational courses would stay within the purview of the RID Board and the Board would also retain its broad fiduciary and overall financial responsibility for the organization.
Many organizations believe that it is necessary to completely separate the certification program from the parent organization in order the meet the requirements of the accreditation standards. This is not the case. While establishing the certification program as a fully separate, non-profit organization would likely meet the accreditation requirements, it is not necessary to launch a new organization in order to provide sufficient independence and autonomy for the certification program. In fact, the decision to split a certification program completely from its parent organization requires consideration of a broad number of factors that extend well beyond accreditation compliance and include the certification program’s ability to be financially self-sustaining in an environment where, without the shared efficiencies offered by the parent organization, administrative, marketing, and other overhead costs will significantly increase. Because creating a new organization is time consuming and costly and should only be undertaken after sufficient feasibility studies and business planning have been completed, establishing the existing certification program as an autonomous and independent unit within the certification program is usually the best first step, and is often the only step required.

Training and Education Programs
Standard 2 requires that the CC cannot accredit or approve any educational or training programs that lead to the certification. The CC also cannot require training or education programs that are offered by RID as requirements for initial certification. The CC cannot state, or imply, that RID educational programs are necessary for certification. The certification program currently complies with this portion of the Standard, but it is worth noting that the CC should take care not to endorse or approve any certification preparation course for the NIC exam. RID, NAD, and other organizations may offer certification preparation courses or sessions — but these must be developed without the participation of the CC and without any “insider” knowledge of the examination content other than what is published in the exam content outline.

NIC Education Requirements
Candidates for NIC certification must have either a bachelor’s degree in any field of study or be approved via the Educational Equivalency Application process. Educational equivalency is determined by assigning experience credits for qualifying experience. A total of 120 experience credits is necessary to meet the requirement. Experience credits can be earned in a number of ways, one of which is completion of continuing education offered by RID. Because this RID-provided education is one of many options and is not required for completion of the Educational Equivalency pathway we do not anticipate that it will cause any concerns regarding Standard 2 compliance.

Multiple Certification Programs
This report focuses on accreditation compliance for the NIC certification program, however there are numerous generalist and specialist certification programs currently being administered within RID. Given that the members of the CC will become increasingly well
versed in best practices for certification programs it makes sense that these other certification programs also be under the authority of the CC. To accomplish this without creating an unmanageable workload for the CC a series of certification specific committees could be established under the CC. These committees would be selected by, and would work in an advisory capacity to, the CC offering recommendations regarding eligibility and recertification policies as well as participating in examination development activities. This general concept is illustrated below.

Application for NCCA accreditation is required for each certification program, or credential, offered. It is possible to have one, or more, NCCA accredited certification program(s) while other certification programs offered by the same parent organization are not accredited.

**Recommendations Summary**

→ Amend the RID Bylaws to establish the CC as an independent body within RID that has sole authority regarding certification program decisions.

→ Create governance policies and procedures for the CC (see Standard 3 and Attachment D).

**NCCA Standard 3 | Not Met**

*Standard 3 requires:*

> The body that governs the certification includes certified individuals
> The certification board includes at least one public member
> Clear policies are established that define the selection process for the certification board
> The certification board selection process must prevent inappropriate influence from the any parent board/organization
> The Public Member meets the NCA criteria
> Policies are in place to define the role of the certification board as well as the composition of the certification board and the terms of service of members
> Stakeholders (public, employers, certificants, etc.) must be represented on the certification board with voting privileges
**Name Change**

Should the decision be made to pursue third-party accreditation, the Certification Committee (CC) is the body that will be restructured to meet the NCCA requirements for an independent certification program governing body. The resulting changes will mean an increase in responsibility for the CC, an increased level of autonomy regarding certification decisions, and a more well-defined role for the CC. The new roles and responsibilities of the CC should be communicated clearly throughout the organization, membership, and community. Changing the name of the CC to represent its new role and structure can be a useful step in communicating the broader changes.

The current Certification Committee was previously named the Certification Council. Since both of these names have been used to describe a committee that is quite different from the proposed restructured body, we suggest selecting a name that does not use the terms “committee” or “council.”

The new name should accurately reflect the role of the CC. As the certification governing body that operates within an existing association the term “board” may incorrectly imply that the CC is a separate organization, while the term “committee” does not accurately convey the CC’s increased level of responsibility. Ideas for consideration, as discussed during the June CC meeting are listed below:

- Certification Commission (CC)
- Certification Authority (CA)
- National Commission on Interpreting Certification (NCIC)
- National Interpreter Certification Commission (NICC)
- National Interpreter Certification Authority (NICA)
- Interpreter Certification Commission (ICC)
- RID Authority on Interpreter Certification (RAIC)
- Interpreter Certification Authority (ICA)

For clarity throughout this report we will continue to refer to this group as either the “certification program governing body” or the CC.

**Composition**

The current CC is composed of 10 members including a Chair and 2 RID Board liaisons. CC members currently serve 2 year terms. To meet the NCCA Standards both the composition and selection process for the CC will change. The new composition and selection process will allow for appropriate representation, balance, and diversity from stakeholder groups while ensuring that the CC can make policy-level decisions for the NIC certification program without any outside pressure or undue influence.

Standard 2 requires that representation on the CC include:

- **Certificants:** Members who hold the certifications offered by RID should be represented on the CC. The NCCA Standards allow representation through a rotating system to ensure that all RID certifications are represented over time.
- **Public Member**: The public member may be an individual who is deaf and does not work as an interpreter. See **Attachment C** for a detailed listing of all NCCA public member requirements.

- **Stakeholders**: In addition to certificants and the public member(s), representation from other stakeholder groups should be considered and included as appropriate.

These positions will all have full voting rights on the CC. As needed, other positions may be added without voting rights. For example, the RID Certification Director should be a non-voting, ex-officio member of the CC. A representative from the RID Board may also be selected to serve in a non-voting capacity to assist in maintaining open communication channels between the CC and RID Board.

The size of the CC is also an important factor when considering the group’s composition. A small group with 5 or fewer members may not have adequate capacity to complete the CC’s responsibilities. On the other hand, a larger group of 15 or more may find it challenging to make decisions quickly, stay well organized, and be responsive to the needs of the certification program. The size of the CC also has budgetary impact as the travel expenses associated with larger groups result in more costly in person meetings.

There are many ways in which the CC can be composed to meet the NCCA’s requirements. The following recommendation is based on in-depth discussion with the members of the CC during the June 29 meeting.

### Certification Program Governing Body

- **5 Certificants**
- **2 NAD Representatives**
- **2 Public Members**
- **1 RID Representative (non-voting)**
- **RID Executive Director (non-voting)**
- **Certification Director (non-voting)**

The 9 voting members of the CC would be as follows:

- **Certificants**: 5 individuals who each hold at least one current RID interpreter certification. The composition of these 5 certificants should be specified in the policies. For example, 2 NIC certified individuals with the remaining 3 positions to be rotated among the other certifications on an established schedule.

- **Public Member(s)**: During the June 29 meeting the CC members expressed interest in having two public member positions. At least one of the two public members would be deaf. To meet the NCCA Standards, each public member must meet all of the requirements listed in **Attachment C**.

- **NAD Representatives**: This requirement may be carried over from the current NAD-RID memorandum of understanding. To address possible issues of real, or perceived, undue influence a process by which NAD recommends representatives that are then selected by the CC may be considered.
• **RID Representative**: To ensure that there would be no undue influence from the RID Board, the RID representative would be a non-voting position.

The CC has not previously included a public member. The addition of a public member to a certification governing body is a tool to enhance the accountability and credibility of the body. A qualified public member can bring substantial value to a certification governing body, including: bringing an outside, objective perspective to discussions; helping the CC examine the rationale behind decisions; encouraging consumer-oriented positions; increasing accountability; and balancing the CC’s roles of advancing the profession while establishing rigorous certification standards.

The policies and procedures regarding the composition and selection of the CC should also address roles that may cause a conflict of interest that would restrict an individual or group from membership on the CC. For example, the policy may specify that the following are not eligible for service on the CC:

- Members of any national organization that competes with or represents a conflict with the interests of RID
- Individuals who are serving on the RID or NAD board of directors (with the exception of the RID representative)
- Individuals who are currently serving on other RID committees

### Criteria and Qualifications

Once the composition of the CC is determined, clear criteria should be developed for each CC position. During the June 29 meeting the CC identified the following required qualifications for CC members (other than the public members):

- RID certification
- RID membership

The CC also identified the following general skills and/or attributes that should be placed on a skills inventory so that they can be represented within the membership of the CC. These attributes would not necessarily apply to the public members.

- ASL knowledge
- Strong receptive skills
- Understanding of the certification/examination development process (prior experience as a SME in the exam development process)
- Balance of varied experience levels as an interpreter
- Attitude / openness
- Diversity across a variety of areas including, but not limited to, geographic areas, gender, age, experience level, specialty areas, etc.

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Selection Process

Members of the CC are appointed by the RID Board of Directors President who also designates a member of the Board to serve as a non-voting member of the CC. The new selection process must provide for selection of CC members without any undue influence from RID, NAD, or other groups. Clear policies and procedures should be created to define how CC candidates are nominated and selected (see Attachment D).

A typical selection process would involve the appointment of a Nominating Committee that would solicit nominations (including self-nominations) and recruit additional qualified nominees as needed. The Nominating Committee would then review the nominees to ensure they meet the established criteria as well as any other general factors identified by the CC such as diversity, specific skill areas, etc. The Nominating Committee would then prepare a ballot of qualified candidates for the CC.

CC members can be elected by the CC, membership, or a combination of both. Many organizations choose to have the certification program governing body elect members from a ballot prepared by a Nominating Committee.

Terms

Initial terms of the CC members should be staggered to ensure that only a portion of CC members will rotate off the CC each year. The CC agreed by consensus during the June 29 meeting that given the significant learning curve associated with the certification program and accreditation standards terms of three years would be ideal. A limit of two terms (for a total of 6 years of CC service) as was also agreed upon.

Meetings

The CC currently meets virtually approximately 4 times per year with the option for in-person meetings on an as-needed basis as determined by the RID board and staff. During the June 29
CC meeting the group agreed by consensus that having two in person meetings each year would be necessary to meet increased responsibilities.

**Communication**

The restructured CC will no longer serve in an advisory capacity to the RID Board. With the increased decision making authority of the CC it will be critical to maintain open communication between the CC and the RID Board. The Certification Director, Certification Manager, and RID Executive Director will play critical roles in maintaining open communication. Formal reporting channels should be developed so that the RID Board and the membership will regularly be informed regarding certification program activities. The CC should also continue to solicit input, as appropriate, from the RID Board.

**Orientation and Training**

Orientation and training should be required for new CC members and should include an overview of the CC’s roles and responsibilities, certification program policies and procedures, and accreditation and best practices information.

**Transition Planning**

The governance recommendations in this report can be implemented over time. Once the final structure and composition of the certification program governing body have been determined, we recommend developing a transition plan that will allow a gradual conversion from the current CC to the new certification governing body.

**Recommendations Summary**

→ Consider changing the name of the CC to reflect the change of role and responsibilities.
→ Define the composition of the CC to include certificants and at least one public member.
→ Determine the selection process for members of the CC.
→ Create a full set of governance policies and procedures.
→ Develop a governance transition plan.

**NCCA Standard 4 | Partial**

*Standard 4 requires:*

> The certification program has sufficient financial resources for ongoing certification and recertification activities

As required by Standard 4, RID appears to have sufficient financial resources to support ongoing certification and recertification activities. The certification program is not currently financially
self-sustaining and additional financial resources will be necessary to maintain examination development activities at a level that will be compliant with the accreditation standards. As noted in the 2011 RID annual report, building financial reserves is a necessary step toward ensuring sufficient operating funds in the future.

To document full compliance with Standard 4 the CC policy and procedure manual should include procedures regarding budgeting for the certification program – to include planning for future job analysis studies and other ongoing examination development activities. While financial support from RID is acceptable, and necessary at this point, for the operation of the certification program the financial roles and responsibilities of the Board and the CC in relation to the certification programs should be clearly defined in order to demonstrate that the CC has adequate funding without any undue influence regarding its role in making essential certification decisions and setting policy for the certification programs.

**Recommendations Summary**

→ Develop financial policies and procedures regarding the operating budget for the certification programs.

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<th>NCCA Standard 5</th>
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*Standard 5 requires:*

> The certification program has sufficient staff, consultants, and other human resources to conduct certification and recertification activities.
> Key staff and consultants have appropriate qualifications
> Human resources for day to day operations are adequate

**Human Resources**

Once the currently vacant Certification Director position is filled the program appears to have sufficient staff to conduct certification program operations. Please note that the NCCA does not evaluate whether or not the staffing level is optimal, rather the Standard is intended to verify that the combination of staff and consultant resources are minimally sufficient. The program has recently issued a Request for Proposals for examination development activities including a job analysis for the NIC program the outcome of which will identify suitable exam development consultation. RID contracts with Castle to administer the knowledge exam and has recently contracted with McCann to administer the performance examination.

**Training and Orientation**

The development of clearly defined policies and procedures and an established orientation and training program for all CC members will help develop clarity regarding the new roles and responsibilities of board members, committee members, and staff. Once a certification
program policy manual has been developed and approved it will become a reference manual and guidance document for CC members and staff members.

We recommend developing an annual training and orientation session for CC members. Training should be mandatory for all new CC members with refresher participation encouraged for everyone. An orientation package provided along with the training may include the policy manual, Bylaws, job descriptions, candidate handbook, expense reimbursement forms, past meeting minutes, introductory information on psychometrics and certification examination development, introductory information on certification best practices, and meeting procedures.

Staff professional development is essential as well. Managing the daily operations of a certification program presents many challenges and a well trained staff that is knowledgeable regarding best practices and trends brings considerable value to the program. Staff members who have a strong working knowledge of examination development and basic psychometric principles can insure that the organization makes well informed and effective decisions when choosing test administration vendors, psychometricians, and other consultants. We recommend implementing a formal professional development program for certification program staff that may include continued attendance at Institute for Credentialing Excellence (ICE) conferences or seminars, attendance at sessions provided by the Association of Test Publishers (ATP), conferences hosted by the Performance Testing Council (PTC), participation in regional Certification Networking Groups, and review of publications available through ICE and ASAE.

**Recommendations Summary**

→ Develop a training and orientation process for CC members.

→ Enhance professional development opportunities for certification program staff members.
Responsibilities to Stakeholders

NCCA Standard 6 | Partial

Standard 6 requires:

- Certain key policies must be established, applied and periodically reviewed.
- Published policies include: purpose, eligibility, application process, exam administration, content outline, discipline, appeals, confidentiality, aggregate certification statistics, accommodations and nondiscrimination.
- Published policies are easily accessible and available to the public (typically via a website, Candidate Handbook, or both).
- Confidentiality policies must ensure the confidentiality of application status and examination results.
- Candidates must be able to appeal eligibility decisions, exam results, and certification status.
- Disciplinary policies must include procedures for filing complaints.

<table>
<thead>
<tr>
<th>Policy/Information</th>
<th>Published?</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>yes</td>
<td></td>
</tr>
<tr>
<td>Eligibility</td>
<td>yes</td>
<td></td>
</tr>
<tr>
<td>Application process</td>
<td>yes</td>
<td></td>
</tr>
<tr>
<td>Exam administration</td>
<td>yes</td>
<td>Information for the knowledge exam regarding items that candidates should bring to the test center and items that are not permitted should be added to the Candidate Handbook. A similar section is included for the interview and performance exam on page 24.</td>
</tr>
<tr>
<td>Content outline</td>
<td>partial</td>
<td>The weights for the domain areas in the content outline should be included in the handbook</td>
</tr>
<tr>
<td>Discipline</td>
<td>yes</td>
<td>RID Ethical Practices System</td>
</tr>
<tr>
<td>Appeals – eligibility</td>
<td>no</td>
<td>An appeals process should be developed for individuals who are notified that they are ineligible to take the exam, but believe that they are eligible.</td>
</tr>
<tr>
<td>Appeals – exam results</td>
<td>yes</td>
<td></td>
</tr>
<tr>
<td>Appeals – certification status</td>
<td>yes</td>
<td></td>
</tr>
<tr>
<td>Confidentiality</td>
<td>yes</td>
<td>Confidentiality policies in the Candidate Handbook should specifically address application status and exam scores in addition to exam content.</td>
</tr>
<tr>
<td>Certification</td>
<td>yes</td>
<td>A summary of certification activities including the number</td>
</tr>
</tbody>
</table>
Eligibility
After candidates pass the knowledge exam they are permitted 5 years to pass the interview and performance exam before having to re-apply and re-start the certification process. We encourage the CC to examine this policy in consultation with the psychometrician to determine the time period that will be fair to all candidates while also being psychometrically defensible. If the time period is shortened the CC also has the option to develop a policy for reviewing and allowing exceptions in serious cases.

Eligibility Appeals
An appeals process should be developed for individuals who are notified that they are ineligible to take the exam, but believe that they are eligible. The policy should be included in the Candidate Handbook.

Discipline
RID has a comprehensive Ethical Practices System (EPS) that applies to all RID members in regard to violations of the NAD-RID Code of Conduct. The EPS is administered under the oversight of the RID Board of Directors. NCCA Standard 2 requires that the CC has decision making authority over all essential certification decisions. Disciplinary actions in which an individual’s certification could be suspended or revoked should fall within the CCs purview. The CC may determine that it is appropriate to use the existing NAD-RID Code of Conduct and EPS. There are other NCCA accredited certification programs that use a similar approach, including the Society for Certified Senior Advisors that has a separate Board of Standards that establishes a professional code of conduct and administers the disciplinary policy.

Confidentiality
Confidentiality policies must ensure both the confidentiality of an individual’s application status and examination results. These provisions should be added to confidentiality policies in the Candidate Handbook.
All CC members and staff members should sign confidentiality forms and conflict of interest forms.
Certification Statistics

A summary of certification activities including the number of test takers, pass/fail rates, and the total number of certified individuals should be available each year. This information is included in the published 2011 annual report. As long as this data is published each year in the annual report, or by other means, this portion of the standard will be met.

Membership

Membership in RID is currently required to maintain NIC certification. While this is not explicitly prohibited by the NCA accreditation standards it is commonly considered best practice not to tie membership to certification. The ANSI/ISO 17024 standards do not allow membership to be a requirement for certification and it is possible that the revision of the NCA Standards will add the same requirement. Most associations do offer a discount system for members applying for certification. At the time of this report, RID was beginning discussions regarding separating requirements for membership and certification.

Policy Manual

RID currently has a 385 page Policy and Procedure Manual. Policies in the manual apply to association operations and include policies specific to the certification programs. We recommend creating a separate policy and procedure manual for the certification program that will be developed, applied, and periodically reviewed and updated by the CC with the support of the certification program staff. The CC policy manual will include existing policies from the RID manual where appropriate and will be expanded to include the policies listed in Attachment D. Shifting these existing policies into one CC certification program policy manual will also provide an opportunity to carefully review the existing policies and update them where needed.

To meet the portion of Standard 6 that requires the CC to periodically review and update the certification program policies, we suggest the addition of a quality improvement policy that specifies how often, at a minimum, the CC will oversee the review the policy manual for needed updates.

While the NCA Standards do not prescribe specific formatting for the policy manual we recommend developing a header for each policy that includes at least the policy title, policy number, date of approval, and date(s) of revision. Each policy should begin on a separate page. It is often helpful to begin each policy with a rationale and/or references to the appropriate accreditation standards. These measures help ensure that the current version of each policy is identified and that any future policy revisions are made in compliance with the accreditation standards.

Recommendations Summary

→ Update the Candidate Handbook.
→ Evaluate the psychometric defensibility of the 5 year time period for passing both exams.

→ Determine the impact of separating membership and certification on the Ethical Practices System.

→ Ensure that confidentiality/conflict of interest forms are on file for all staff members and CC members.

→ Develop a separate CC policy manual.

### NCCA Standard 7 | Partial

**Standard 7 requires:**

- A description of each exam is published
- A description of the research methods used to create each exam is published
- Exam administration procedures (locations, fees, etc.) are published

The portions of Standard 7 requiring a description of each exam as well as the examination administration procedures is met.

Following the completion of the new job analysis study and the subsequent examination development steps for both the knowledge exam and the interview/practical exam, a summary of the job analysis process and a summary of the overall examination development process should be published. This information may be included in the candidate handbook, in reports posted on the web site, or a combination of both. Additional information in the annual report and/or in journal articles may be helpful as well.

### Recommendations Summary

→ Publish a summary of the job analysis study and subsequent examination development steps.

### NCCA Standard 8 | Partial

**Standard 8 requires:**

- Certification is only awarded after applicants skill and/or knowledge has been evaluated and determined to be acceptable
- A rationale must be provided for any grandfathering activities to explain how the competence of those individuals was evaluated and found to be sufficient
- No additional grandfathering can occur
Standard 8 requires that certification is only awarded after applicants’ knowledge and skill has been evaluated and determined to be acceptable. The CC has not granted the NIC certification through “grandfathering” and as such meets this portion of the Standard.

The Eligibility Exemptions policy does exempt some individuals from taking the NIC knowledge exam if they hold the IC, TC, CSC, MCSC, CI, CT, NIC, NIC Advanced, NIC Master, NAD III, NAD IV, or NAD V certifications. There is some NCCA precedent to indicate that the NCCA Commission may expect the CC to demonstrate how the examinations associated with each of the accepted credentials is comparable to the NIC knowledge exam and to show evidence that candidates that passed the other exams would be able to pass the NIC knowledge exam. The revised NCCA Standards may introduce further clarification regarding this issue.

RID is considering bringing other existing certifications into the NIC certification program. This introduces complex issues outside of the scope of this report that would impact the ability of the NIC program to earn accreditation.

<table>
<thead>
<tr>
<th>NCCA Standard 9</th>
<th>Met</th>
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</table>

*Standard 9 requires:*

- The certification program must maintain a list of certified individuals
- Verification of certification status must be provided

The requirements of Standard 9 are met.
Assessment Instruments

NCCA Standard 10 | Not Met

Standard 10 requires:

> The performance domains (and the knowledge and skills associated with each domain/task) must be analyzed, defined and published. This process is commonly referred to as a Job Analysis, Job Task Analysis, Practice Analysis, or Role Delineation Study. For purposes of this report the term “Job Analysis” will be used.
> A job analysis study must be conducted and must include the content specifications for each exam.
> Validation of the content specifications should involve a wide sample representative of the profession.
> The research conducted during the job analysis must support the final content specifications.
> The job analysis report must be fully documented and a summary of the process must be published.
> The timeframe for how frequently the job analysis will be conducted must be documented, along with the rationale for that timeframe. (5-7 years is typical)
> Along with a complete report on the job analysis process used, the decisions made, and the psychometric methods implemented the report should also include: a list of Subject Matter Experts (SMEs) with background/experience, identification of the psychometric consultant(s) involved, a detailed description of the methods used to determine the content specifications, a copy of the job analysis survey and results, the survey return rate and data analysis including the psychometric methods used to analyze the data, content specifications, the date of the study, and documentation of the plan to update the study in the future.

The existing NIC job analysis was conducted in 2002. Typically, certification programs conduct job analysis studies every 5-7 years based on the certification governing body’s determination of how often knowledge and practice significantly change in the field. The CC has recently released a Request for Proposals for examination development services which includes development of a new job analysis study to be conducted in 2013-2014. Completion of the new NIC job analysis study will be necessary to meet the requirements of Standard 10.

An examination development policy should be added to the CC policy manual to document the CC’s determination regarding how often job analysis studies should be conducted.

Subject Matter Experts (SMEs) selected to participate on the job analysis panel should be selected by the CC to represent the diversity of the population of NIC certificants. Factors may

[22]
include, but are not necessarily limited to, diversity in terms of interpreting experience level, interpreting specialty area, geographic region, gender, age, etc. The diversity of representativeness of the SME panel must be documented in the final job analysis study report.

**Recommendations Summary**

- Conduct a new job analysis study as planned.
- Create an examination development policy.

**NCCA Standard 11 | Partial**

*Standard 11 requires:*

- The exams are based on a job analysis.
- The exam development process meets generally accepted psychometric principles.
- All components of the exams (items, instructions, scoring, proctor/examiner training, etc.) must be developed in compliance with generally accepted psychometric principles and must be properly documented.
- The content specifications must correspond to the job analysis results. This linkage must be published.
- There must be an ongoing process to ensure that the linkage between the exams and the job analysis is maintained as the exams are updated, revised, and replaced.
- A plan to minimize content error and bias during the exam development process must be in place and documented.
- Appropriate training for item writers, item reviewers and other SMEs must be documented.
- Exams must be developed and reviewed by qualified SMEs.
- The process for assembling test forms must be documented.
- Procedures used to review the statistical performance of exam items/components, and the criteria used to determine when revision or removal is needed, must be documented.
- The size of the item pool must be sufficient to safeguard the security and integrity of the item bank.

RID plans to contract with a testing vendor/psychometric consultant in 2013 to conduct a job analysis study and implement the subsequent examination development steps based on the updated examination specifications that will result from the job analysis study. Item writing and item review activities will be conducted to develop new forms of the exams based on the updated examination specifications. Cut score studies will be conducted to establish the passing points for the updated exams. Once the new exams have been administered to candidates the consulting psychometrician will develop technical reports to address the reliability of the
examination forms, performance of exam items, etc. These steps, as they are implemented over the next 1-2 years, will serve to demonstrate compliance with Standard 11.

The examination development reports along with the training materials and manuals used to train item writers, item reviewers, proctors, and practical exam raters will all be used to document compliance with the Standard.

The development and review of examination items should include a documented plan to address and minimize bias during the exam development process. This can be included in the item writing and review training materials.

In addition, the examination development policy (see Standard 10) will document how the CC plans to continue to maintain and update the examination over time.

The updated content outline, along with a summary of the job analysis and examination development process, should be published.

**Recommendations Summary**

→ Implement the planned job analysis study and subsequent examination development steps for both the knowledge and practical exams.

→ Create an examination development policy.

**NCCA Standard 12 | Partial**

*Standard 12 requires:*

> The cut score, or passing score, for the exam must be set using a criterion-referenced method and must be consistent with the purpose of the credential.

> A cut score must be determined for each exam using an acceptable method.

> A formal report must be created that documents the cut score methods and procedures for each exam.

> A summary of the cut score setting method along with a description of how exam scores should be interpreted should be published.

Formal cut score studies that will be developed following the implementation of the updated exams will serve to document compliance with this Standard.

The Candidate Handbook includes a detailed discussion of how the interview and performance examination is scored. A section summarizing the methodology used for selecting the passing point for the knowledge exam and how the exam score should be interpreted should be added to the handbook.
**Recommendations Summary**

- Implement the planned examination development steps for both the knowledge and practical exams.
- Update the Candidate Handbook.

<table>
<thead>
<tr>
<th>NCCA Standard 13</th>
<th>Met</th>
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**Standard 13 requires:**

- Acceptable psychometric procedures used to score, interpret, and report exam results must be documented.
- For the oral/practical exam training materials and training standards for examiners must be documented.
- Candidates must be provided meaningful information on their exam performance. This information should allow failing candidates to understand their strengths and weaknesses.
- Reports of aggregate assessment data must be published.

RID’s current examination development vendors are using appropriate procedures to score, interpret and report examination results and we anticipate that the continued examination development activities following the transition to the McCann platform and following the RFP process will remain in compliance with this Standard. Care should be taken to ensure ongoing training and evaluation of the interview and performance exam raters as well as documentation of all training and grading procedures.

<table>
<thead>
<tr>
<th>NCCA Standard 14</th>
<th>Partial</th>
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</table>

**Standard 14 requires:**

- The reliability of scores is sufficient (based on approved psychometric methods)
- Reliability data for exams must be provided
- Reliability among examiners should be evaluated

We anticipate that the continued examination development activities following the RFP process, including implementation of the job analysis and subsequent examination development steps, will result in full compliance with this Standard.

Documentation of the reliability for the interview and performance exam will require special attention to ensure compliance. This documentation will include statistical evaluation regarding inter-rater reliability and other factors, as well as documentation of the selection and training process for raters, implementation of re-training as needed when variances are found among raters, etc.
Policies and procedures that document the criteria for raters, the selection process, required confidentiality agreements, monitoring of raters, etc. should be included in the policy manual.

The current rater manual requires that raters cannot take an examination for one year after they have discontinued rating services. We suggest that the psychometrician be consulted regarding this policy to develop a time frame that will adequately ensure the security of the examination. A policy that requires raters to already be certified before serving as raters might sufficiently address this issue and would also be consistent with current practice.

Some concern has been expressed regarding the passing score for the interview and performance exam, which has been as low as 30%. While a low passing rate in and of itself is not necessarily a reason for concern, it may be useful to capture demographic information related to the pass/fail rate for analysis. For example, the CC may want to examine if the pass/fail rate varies depending on education level, years of interpreting experience, reported study/preparation time for the exam, or other relevant factors.

**Recommendations Summary**

- Continue to document rater training and evaluation.
- Update the policy manual.
- Re-evaluate the one year waiting period for raters who take an examination.
- Consider capturing test takers’ demographic information for analysis.

**NCCA Standard 15 | Not Evaluated**

*Standard 15 requires:*

- Different forms of an exam are shown to assess equivalent content.

We anticipate that the continued examination development activities following the RFP process, including implementation of the job analysis and subsequent examination development steps, will result in full compliance with this Standard.

**NCCA Standard 16 | Partial**

*Standard 16 requires:*

- Standardized security procedures for both the development and the administration of the exams must be in place.
- The fact that security procedures are in place and enforced should be published.
- Exams must be administered securely
- Any exam administration irregularities should be reported and documented
Proctors and examiners should be thoroughly trained
Exam administration sites should be standardized with similar conditions

The current process of administering the interview and performance examination at varied examination sites would most likely not meet the requirements for standardized and secure examination administration. The planned transition to McCann should eliminate these issues by ensuring that all interview and performance exams are administered under standardized and secure conditions and by ensuring that all proctors are unaffiliated with RID and have no conflict of interest issues. The use of interpreter instructors, or any other individuals who may have a vested interest in the outcome of the exam, is not permitted.

Administration of the knowledge exam in Castle testing centers meets the requirements for standardized and secure test administration.

To complete compliance with this Standard the CC policy manual should include policies regarding examination administration, security, and rater training. Policies and procedures for how McCann and Castle handle any examination irregularities (including cheating, disturbances, power outages, etc.) and how these situations are reported to the RID certification director and are resolved should be included in the exam administration policy.

Recommendations Summary

→ Continue to administer the examinations in standardized, secure testing centers via McCann and Castle or other qualified vendors
→ Update the policy manual.

NCCA Standard 17 | Not Met

Standard 17 requires:

→ Policies and procedures are in place for record retention
→ Record retention policies ensure information required to prove the validity and reliability of the exams is retained properly
→ Exam documentations is retained securely

The RID Record Retention Policy (Appendix AS of the Policy manual) meets some, but not all, of the requirements of this Standard. The CC policy manual should include a record retention schedule for certification documents that specifically addresses certification and recertification applications, examination results, and documentation of examination development a maintenance including job analysis reports, item writing and review documents, examiner training, cut score studies, technical reports, etc.

The CC policy manual should also include a Security policy that details how confidential reports and documents are retained securely and how access to the documents is appropriately limited.
Recommendations Summary

→ Update and expand the records retention policy.

→ Create a security policy.

<table>
<thead>
<tr>
<th>NCCA Standard 18</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 18 requires:</td>
<td></td>
</tr>
<tr>
<td>&gt; Policies and procedures ensure the secure retention of exam results and scores.</td>
<td></td>
</tr>
<tr>
<td>&gt; The retention policy specifies the length of time results are retained.</td>
<td></td>
</tr>
<tr>
<td>&gt; The retention policy for scores should be published.</td>
<td></td>
</tr>
<tr>
<td>&gt; The policy regarding confidentiality of exam results should be published.</td>
<td></td>
</tr>
</tbody>
</table>

The record retention, security, and confidentiality policies developed for compliance with Standards 6 and 17 will also serve to document compliance with Standard 18. In addition, the Candidate Handbook should be updated to include the length of time exam results for the written exam and for the interview and practical exam are retained.

Recommendations Summary

→ Update the Candidate Handbook.
Recertification

NCCA Standard 19 | Not Met

Standard 19 requires:

> Recertification must be required.
> Requirements for recertification must be published.
> The purpose and rationale for recertification must be published.
> The purpose and rationale for each recertification requirement must be published.
> The rationale for the recertification time interval must be published.
> The consequences for failure to recertify must be published.

Recertification Requirements

Currently all RID certificants, regardless of their specific credential(s) must maintain certification by paying membership dues, completing 8 CEUs, and adhering to the code of conduct. Requirements must be met during each four year maintenance cycle. All continuing education units must be earned through RID approved CMP sponsors.

The RID Professional Development Committee develops the CMP requirements and reviews and approves CMP sponsors.

To meet the requirements of Standard 2 that the CC has decision making authority over all essential certification decisions the policy making authority for determining the renewal/recertification requirements for the certification program should be transitioned to the CC. The Professional Development Committee should remain in the role of reviewing and approving CMP sponsors and/or course content. Examples of how these roles could be divided are listed below.

<table>
<thead>
<tr>
<th>CC</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Establishes recertification requirements</td>
</tr>
<tr>
<td>- Establishes recertification policies for extensions, inactive status, reinstatement, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Development Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Establishes standards and criteria for CMP sponsors</td>
</tr>
<tr>
<td>- Reviews and approves CMP sponsor applications</td>
</tr>
</tbody>
</table>

In establishing the recertification requirements the CC would set the policy for the types and amount of recertification activities required as well as documenting the rationale for the requirements. The NCCA Standards do not currently prohibit the CC from approving continuing education providers, however, it is anticipated that this may change as the Standards are revised during 2013-2014.
Purpose and Rationale

The purpose for the CMP requirement is included on the web site and in the candidate handbook. This statement of purpose should be expanded to include the purpose and rationale for each of the recertification requirements as well as the rationale for the 4 year renewal time interval. This information should be published in the handbook and/or on the web site.

Recommendations Summary

→ Transition the policy making authority for determining the renewal/recertification requirements to the CC.
→ Expand the CMP statement of purpose to include the purpose and rationale for each of the recertification requirements as well as the rationale for the 4 year renewal time interval.

NCCA Standard 20 | Not Met

Standard 20 requires:

> The certification program must demonstrate how the recertification requirements contribute to the professional development of certificants.
> The rationale for how the recertification program supports professional development and enhances continued competence must be stated.

Development of the expanded statements of purpose and rationale for each of the CMP requirements as outlined in Standard 19 above will also serve to meet the requirements of Standard 20.
Conclusion

The recommendations in this report are organized by project and summarized in the table below. In general, the recommended changes to the governance and structure of the certification program as well as development of policies and procedures and updates to candidate materials can be conducted while the additional examination development steps are underway. It is important to note that the time it will take to complete these tasks will vary depending on available staff time to be dedicated to the project, available volunteer time, meeting schedules, budget resources, and other factors.

The recommendations throughout this report describe an end-point that will meet the NCCA Standards should the RID decide to pursue accreditation. Reaching that point will require careful and detailed transition planning. The amount of transition time needed for internal changes, such re-structuring the CC or completing a job analysis study, can be slowed or accelerated depending the preference of the Board. Changes that directly impact applicants and certificants should be implemented in a manner that allows adequate notice to be provided to the impacted individuals. For example, if any changes to the examination content outline result from the job analysis study, those changes should be publicized well in advance of their implementation.

It is important to note that while this report identifies areas that need improvement, the NIC program already contains many elements of quality certification programs as noted in the introduction to this report. The recommended changes will require a thorough understanding, commitment, allocation of resources, and ongoing communication with all constituencies within the profession in order to attain the desired result. SeaCrest firmly believes that the outcome will justify the effort.

<table>
<thead>
<tr>
<th>Items</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose, Governance, Certification Program Policies, Operations</strong></td>
<td></td>
</tr>
<tr>
<td>RID Bylaws</td>
<td>Establish the CC as an independent body within RID that has sole authority regarding certification program decisions (Standards 2, 3)</td>
</tr>
<tr>
<td>Certification Committee</td>
<td>Develop governance policies and procedures for the CC (Standards 2, 3) Establish certification-specific committees under the CC (Standard 2) Consider a name change for the CC (Standard 3) Develop a plan to transition to the new CC structure, composition, and selection process (Standards 2, 3) Develop a training and orientation process for CC members (Standard 5) Include disciplinary actions within the CC’s authority (Standard 6) Transition policy authority for determining renewal/recertification requirements to the CC (Standards 19, 20)</td>
</tr>
<tr>
<td>CC Policy Manual</td>
<td>Create a separate certification program policy manual (Standard 6) See Attachment D for a list of recommended policies (Standards 2, 3, 6) Develop governance policies (Standards 2, 3) Develop financial policies for the certification program (Standard 4) Add a quality improvement policy (Standard 6)</td>
</tr>
</tbody>
</table>
Create an examination development policy (Standards 10, 11)
Develop policies to document rater criteria, selection process, required confidentiality agreements, monitoring of raters, etc. (Standard 14)
Re-evaluate the one year waiting period for raters who take the examination (Standard 14)
Develop policies regarding examination administration, security, and rater training (Standard 15)
Create a certification program specific record retention policy (Standards 17, 18)
Develop a security policy (Standards 17, 18)

**Candidate & Certificant Materials**

<table>
<thead>
<tr>
<th>Candidate Handbook</th>
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<tbody>
<tr>
<td>Review the policy allowing candidates 5 years to pass the interview and performance exam before re-applying (Standard 6)</td>
</tr>
<tr>
<td>Add an eligibility appeals policy (Standard 6)</td>
</tr>
<tr>
<td>Update the confidentiality policy (Standard 6)</td>
</tr>
<tr>
<td>Publish a summary of the job analysis study and examination development process (Standard 7, 12)</td>
</tr>
<tr>
<td>Expand the CMP statement of purpose to include the purpose and rationale for each of the recertification requirements as well as the rationale for the 4 year renewal time interval (Standards 19, 20)</td>
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</table>

**Examinations**

<table>
<thead>
<tr>
<th>Job Analysis</th>
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</thead>
<tbody>
<tr>
<td>Conduct a job analysis (Standard 10)</td>
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<table>
<thead>
<tr>
<th>Examination Development</th>
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<tbody>
<tr>
<td>Implement the examination development steps (see Attachment F) following the development of updated examination specifications for the knowledge and practical exams (Standards 11, 12, 13, 14, 15)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Examination Administration</th>
</tr>
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<tbody>
<tr>
<td>Consider capturing test takers’ demographic information for analysis (Standard 14)</td>
</tr>
<tr>
<td>Complete the transition to secure, standardized testing centers (Standard 15)</td>
</tr>
<tr>
<td>Develop policies regarding examination administration, security, and rater training (Standard 15)</td>
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</table>

**Recertification**

<table>
<thead>
<tr>
<th>Recertification</th>
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</thead>
<tbody>
<tr>
<td>Transition policy authority for determining renewal/recertification requirements to the CC (Standards 19, 20)</td>
</tr>
</tbody>
</table>

Please feel free to contact me at 877-619-9885 x 702 or jmoore@seacrestcompany.com with questions.

*Please note that no individual can represent the determination of the full NCCA Commission when they meet to review a complete accreditation application package. Implementation of the recommendations in this report is not a guarantee that accreditation will be granted. A psychometric analysis was not included in the scope of this report and a psychometrician was not involved in the preparation of this report.*
Attachment A – List of Documents Reviewed

- 2011 Annual Report to the Members
- 2012 Annual Report for National Interpreter Certification Form 102 (April 2013)
- 2013 Certification Master Plan
- Articles of Incorporation
- Assessing the Validity and Reliability of the NIC Examination (Draft, 6/3/2013)
- Building Value in Certification – A Status Report on the Enhanced NIC Interview and Performance Examination (June 2012)
- Bylaws (October 2010)
- CMP/ACET Sponsor Instruction Packet (April 2008)
- Call for NIC Raters: Criteria for NIC Interview and Performance Exam Rater Eligibility (May 2012)
- Certification Committee Fact Sheet (September 2012)
- Certification Department FY 2006-2012 History
- Certification Governance 2013
- Development Report for the National Council on Interpreting Certification Examination (May 2002)
- Enhanced NIC Examination: A Report of Status of the Examination – Year 1 (December 6, 2012)
- Financials:
  - Balance Sheet, June 30, 2012
  - Balance Sheet, June 30, 2011
  - Consolidated Income Statement, June 30, 2012
  - Consolidated Income Statement, June 30, 2011
  - Detailed Income Statement, June 30, 2012
  - Detailed Income Statement, June 30, 2011
  - Financial Statements Years Ended June 30, 2012 and 2011
- Forms:
  - 2013 Certification Cycle Extension Request Form
  - Acknowledgement of Confidentiality
  - Application for Sponsor Approval (February 2009)
  - Declaration to Defer Testing
  - NAD-RID National Interpreter Certification (NIC) Interview and Performance Exam Application (June 2012)
  - Official Complaint Form / Ethical Practices System
  - RID Official Agents Agreement
  - RID Test Administrator (TA) Application
  - RID Testing Site Application
  - RID Testing Site Contract
  - Rater Application (March 2012)
- How to Earn CEUs?
• How to Earn RID CEUs and Reach CMP Success!
• Letter to the Certification Committee from the RID Board of Directors (email dated May 24, 2013)
• NAD-RID Code of Professional Conduct (2005)
• NIC Candidate Handbook 2013
• NIC Interview and Performance Background Materials
• NIC Interview and Performance Examination Rater Manual 2012 (v.1.1)
• NIC Interview and Performance Examination Test Administrator Manual 2011 (December 2011)
• NIC Rater Training FAQ (April 9, 2012)
• PC RID PowerPoint Presentation
• Policies and Procedures Manual (February 2009)
• Preparing the Enhanced NIC Examination: A report of the process used to develop the examination (November 28, 2011)
• Press releases and communications:
  o NAD and RID NIC Performance and Interview Exam Transition to McCann Platform FAQ (May 20, 2013)
  o NAD-RID NIC Performance and Interview Exam Transition to McCann Platform Talking Points (May 20, 2013)
  o RID and NAD to Embark on NIC Enhancement Process (July 19, 2011)
• Results of the RID Pre-JTA Survey (December 2011)
• Resumes:
  o Daniel Ebeling / Certification Manager
  o Margie Alma English / Contractor
  o Matthew O’Hara / Director of Ethical Practices System and Special Projects
  o Renee Kunia / Certification and Education Specialist
  o Casse Marie Wykle / Certification and Education Specialist
• RID Mission Statement
• RID Strategic Plan for Fiscal Years 2014-2016
• RID Strategic Plan 2009
• Rater Training Sessions:
  o Scoring the enhanced NIC Interview and Performance Examination: Session1 - Introduction
  o Scoring the enhanced NIC Interview and Performance Examination: Vignette 3-1
  o Scoring the enhanced NIC Interview and Performance Examination: Vignette 3-2
  o Scoring the enhanced NIC Interview and Performance Examination: Vignette 3-3
  o Scoring the enhanced NIC Interview and Performance Examination: Vignette 3-4
  o Scoring the enhanced NIC Interview and Performance Examination: Vignette 3-5
  o Scoring the enhanced NIC Interview and Performance Examination: Vignette 3-6
  o Scoring the enhanced NIC Interview and Performance Examination: Vignette 3-7
  o Scoring the enhanced NIC Interview and Performance Examination: Vignette 4-1
  o Scoring the enhanced NIC Interview and Performance Examination: Vignette 4-2
  o Scoring the enhanced NIC Interview and Performance Examination: Vignette 4-3
- Scoring the enhanced NIC Interview and Performance Examination: Vignette 4-4
- Scoring the enhanced NIC Interview and Performance Examination: Vignette 4-5
- Scoring the enhanced NIC Interview and Performance Examination: Vignette 4-6
- Scoring the enhanced NIC Interview and Performance Examination: Vignette 4-7v2
- Role Delineation Study of Certified Interpreters (April 2002)
- Score Reports:
  - Interview and Performance Exam Results Notification (pass and fail templates)
  - Knowledge Exam results notification letters (pass and fail)
- Standards and Criteria for Approved Sponsors (April 2008)
Attachment B – Terminology

Credentialing programs serve many purposes and audiences and the terminology used can vary as widely as the programs themselves. To ensure readers of this report have a common understanding of frequently used terminology the following definitions from NOCA’s Basic Guide to Credentialing Terminology (October 2006) are provided for your reference:

Accreditation:
The voluntary process by which a nongovernmental agency grants a time-limited recognition to an institution, organization, business, or other entity after verifying that it has met predetermined and standardized criteria.

Assessment Instruments:
Any one of several standardized methods for determining if candidates possess the necessary knowledge and/or skill related to the purpose of the certification.

Certificate Program:
A training program on a topic for which participants receive a certificate after attendance and/or completion of the coursework. Some programs also require successful demonstration of attainment of the course objectives. One who completes a professional certificate program is known as a certificate holder. A credential is usually NOT granted at the completion of a certificate program. There are three types of certificate programs: knowledge-based certificate, curriculum based certificate, and certificate of attendance or participation.

Certification:
1. A process, often voluntary, by which individuals who have demonstrated the level of knowledge and skill required in the profession, occupation, role, or skill are identified to the public and other stakeholders. 2004 Standards Glossary.
2. The voluntary process by which a non-governmental entity grants a time-limited recognition and use of a credential to an individual after verifying that he or she has met predetermined and standardized criteria. It is the vehicle that a profession or occupation uses to differentiate among its members, using standards, sometimes developed through a consensus-driven process, based on existing legal and psychometric requirements. 2005 NOCA Guide.

Certification Agency:
The organizational or administrative unit that offers and/or operates a certification program.

Certification Board:
A group of individuals appointed or elected to govern one or more certification programs as well as the certification agency, and responsible for all certification decision making, including governance.

Certification Program:
The standards, policies, procedures, assessment instruments, and related products and activities through which individuals are publicly identified as qualified in a profession, occupation, role, or skill.

Credentialing:
The umbrella term that includes the concepts of accreditation, licensure, registration, and professional certification. Credentialing can establish criteria for fairness, quality, competence, and/or safety for professional services provided by authorized individuals, for products, or for educational endeavors. Credentialing is the process by which an entity, authorized and qualified to do so, grants formal
recognition to, or records the recognition status of individuals, organizations, institutions, programs, processes, services, or products that meet predetermined and standardized criteria.

**Grandfathering:**
The process by which individuals are granted certification without being required to meet a formal examination requirement. This process is frequently invoked when a certification program is initiated, as a way of recognizing the experience and expertise of long-term experts, and/or to allow grandfathered individuals to develop the initial form(s) of the certification examination. Individuals initially certified through grandfathering may, in the future, be required to pass a form of the certification examination they did not participate in developing in order to maintain certification.

**Governing Committee:**
A group of individuals appointed or elected to formulate and implement policy related to certification program operation. The NCCA uses this term to denote those committees that are given complete authority over all essential certification decisions.

**Knowledge-based Certificate:**
Recognizes a relatively narrow scope of specialized knowledge used in performing duties or tasks required by a certain profession or occupation. This certificate is issued after the individual passes an assessment instrument.

**Psychometrics:**
The science and technology of mental measurement, including psychology, behavioral science, education, statistics, and information technology.

**Psychometrician:**
A practitioner of psychometrics; an individual who normally holds a doctoral degree in measurement or a discipline of psychology (such as educational or industrial/organizational psychology) who can understand, apply, and describe the science and technology of mental measurement.

**Publish:**
Make available in hardcopy, electronic, or web-based formats and easily accessible and available on request. The degree of accessibility may be a function of the level of confidentiality of the information. 

*2004 Standards Glossary.*
Attachment C – Public Member Criteria

As stated in the NCCA Standards: “A public member is considered by NCCA to be a person who represents the direct and indirect users of certificants’ skills/services. Because this may be defined very broadly, a rotating system for representation of various publics many be implemented over time. The public member may be a professional, but should not have similar credentials to the certificants. The public member should not be a member of a related profession or a profession that provides services that are complementary to certificants’ services. The NCCA recommends, but does not require, that the public member has been or is a potential consumer of the certificants’ skills or services. It is also recommended that public members have experience with public advocacy.”

The public member should NOT be:

- A current or previous member of the certified profession.
- A member of a profession related to the certification that provides complementary services.
- An employer or an employee of certificants.
- An employee of a certificant’s employer of certificants.
- An employee of any certification organization.
- Currently deriving more than 5% of their total income from the certified field.

The public member should NOT have:

- Derived in any of the 5 years preceding appointment as a public member on the certification board more than 5% of their total income from the certified field.
- Worked for or provided contract services to the certifying organization at any time during the 5 years preceding appointment as a public member on the certification board.
Attachment D – Recommended Policies and Procedures

*Indicates a required policy for NCCA accreditation.

**Governance:**
- Purpose*
- Authority
- Composition*
- Terms
- Officers
- Qualifications
- Nominations and elections*
- Member resignation, vacancy and removal
- Meetings
- Confidentiality *
- Committee(s)

**Program Administration:**
- Financial Management *
- Organizational Charts
- Vendor Contracts
- Staff job descriptions
- Quality improvement *

**Certification Program:**
- Eligibility criteria*
- Application process and procedures*
- Examination process and procedures*
- Fees *
- Discipline/complaints*
- Appeals policies and procedures*
- Confidentiality*
- Summary of Certification Activities*
- Accommodations*
- Non-discrimination*
- Security*
- Records retention policy*
- Code of Conduct
- Use of Certification mark/logo
- Verification of credentials *
- Grandfathering*
- International exams (if applicable)

**Recertification:**
- Purpose*
- Recertification/renewal requirements*
- Failure to recertify/renew*
- Retired status

**Examination:**
- Exam development and maintenance*
- Exam administration*
- Security*
- Exam site selection
Attachment E – NCCA Accreditation Process

Organization considers pursuing NCCA accreditation -> Needs assessment conducted to determine level of compliance with NCCA accreditation standards

Organization decides to pursue accreditation -> Yes

Corrective actions as identified in needs assessment are completed

No

Application is sent to reviewers

Administrative and Psychometric Reviewers are assigned to the application

NCCA Staff complete initial review

Submit accreditation application and fee

Prepare review, and complete accreditation application

Letter of Intent submitted to NCCA 90 days prior to planned application deadline

NCCA Commission meets to make decision

Accreditation Denied

Accreditation Granted

Accredited, deferred & additional info requested

Response is reviewed by NCCA Reviewers

Organization prepares response and submits by deadline

Organization may choose to reapply
Attachment G - References


