Major Highlights

Plan for the Assessment of Student Learning

Assessment of Student learning Results

Dashboard 2007-08

Dashboard 2007-08 Percent of Targets Achieved

Credit Hour Trends

Degree Trends

Occupational Projections

Occupational Skills Analysis

Marketing Plan

CRC Recommendations

CRC Follow Up

Sign Language Interpreter Program
Major Highlights
April 2009

Overview

The information contained in this binder represents supporting reports and data associated with the CRC's review of the Sign Language Interpreter program. These reports are intended to provide a historical perspective, as well as an idea of current strengths and future challenges facing the program which may impact short and long term curriculum development.

Major Highlights

- In terms of assessing student learning, the Sign Language Interpreter program has articulated five learning outcomes and five benchmarks, which is in accordance with the requirements established by the Student Outcomes Assessment Committee (SOAC) and affirmed by the Chancellor's Cabinet.

- During 2008, all five benchmarks were assessed as scheduled and four out of the five benchmarks were attained. For the benchmark that was not met, the proposed changes included modifications to the learning outcome, the benchmark, and the assessment method. These modifications are expected to be a more accurate measure of the percent of graduates who attain the benchmark.

- The overall composite dashboard score for this program has remained consistently high over the past four years, ranging between 9.10 and 9.40. With a dashboard score of 9.24 in 2007-08, the program ranked 30th highest out of all curriculum at OCC.

- Among the seven dashboard measures, only one, "the percent of sections filled to capacity", has consistently fallen below the established benchmark trouble score of 75%, as well as below the college-wide average of 85.6%. Meanwhile, a second measure, "credit hour trend ratio", continues to indicate enrollment growth; however the rate of growth has been declining over the past four years. This trend should be closely monitored and appropriate steps taken in order to stabilize the rate of decline.

- On a positive note, two of the dashboard measures exceeded their established benchmarks, which include "the percent of minority students" and "student course completion rate". The percent of minority students has been steadily growing over the past four years and at 23% in 2007-08, it's nearing the college-wide average of 29%. In addition, 83% of students complete SLS courses with a grade of "C" or higher, which is above the college average of 67%.

- Since 2000-01, the annual number of credit hours has been increasing and in 2007-08, the program generated a historical high of 2,585 credit hours. This places Sign Language as the 35th largest curriculum in the college in terms of credit hours. Moreover, since the Sign Language Interpreter program's inception in 2004-05, there has been a total of 7 Associate Degrees awarded, six of which were in 2007-08.

- The latest labor market data indicates that the Sign Language Interpreter and Translator occupation is projected to see little growth over the next five years in the Southeast Michigan region. The occupation is expected to experience stagnancy in this time frame, with less than 30 new and replacement job openings projected.

Sign Language Interpreter
Program Assessment Plan

Last Revised 6/26/2008

Statement of Purpose

The SLS Program is designed to train students to be qualified and certified interpreters for the Deaf and Hard of Hearing. Successful completion of the program requirements qualified the student to take exams for the State of Michigan Quality Assurance (QA) certification.

Sign Language Interpreter
Program Assessment Plan

Learning Outcome

Students will be able to communicate at a basic level using ASL.

Benchmark		Assessment Method	Assessment Date
762.1A	70% of the students will complete SLS 1030 with a "C" or better.	The overall grade for SLS 1030 will be used.	10/1/2009

Sign Language Interpreter
Program Assessment Plan

Learning Outcome

Graduates will demonstrate entry level knowledge to become qualified in the field of sign language interpreting.

Benchmark		Assessment Method	Assessment Date
762.2A	70% of the students who take the Michigan Quality Assurance Performance Examination will pass.	The Program Coordinator will obtain examination results from students by mailing out a survey.	6/1/2009

Sign Language Interpreter
Program Assessment Plan

Learning Outcome

Students will demonstrate an understanding of the NAD-RID (National Association of the Deaf-Registry of Interpreters for the Deaf, Inc.) Code of Professional Conduct, and the theory, history, and practice of the profession of interpreting.

Benchmark		Assessment Method	Assessment Date
762.3A	70% of the students in SLS 1250 will score at a "C" or better on the final exam.	Students will be assessed using a cumulative final exam in SLS 1250 (principles of interpreting).	2/1/2009

Sign Language Interpreter
Program Assessment Plan

Learning Outcome

Students will demonstrate the ability to interpret from American Sign Language to English.

Benchmark		Assessment Method	Assessment Date
762.4A	70% of the students in SLS 2150 will score at a "C" or better in their final grade.	The overall grade distribution for SLS 2150 will be used.	10/1/2009

Sign Language Interpreter
Program Assessment Plan

Learning Outcome

Students will demonstrate understanding of the difference between interpreting and transliterating by achieving basic competency in the ability to interpret and transliterate from English to American Sign Language.

Benchmark		Assessment Method	Assessment Date
762.5A	70% of the students in SLS 2250 will score at a "C" or better in their final grade.	The overall grade distribution for SLS 2250 will be used.	5/2/2009

Sign Language Interpreter

Summary of Program Assessment Findings

1/1/2008 to 12/31/2008

Statement of Purpose

The SLS Program is designed to train students to be qualified and certified interpreters for the Deaf and Hard of Hearing. Successful completion of the program requirements qualified the student to take exams for the State of Michigan Quality Assurance (QA) certification.

Within this timeframe:

5   **Benchmarks were scheduled to be assessed**

5   **Benchmarks were assessed**

0   **Benchmarks were not assessed**

Note: The following pages reflect findings for those Benchmarks that were assessed.

Sign Language Interpreter
Summary of Program Assessment Findings
1/1/2008 to 12/31/2008

Learning Outcome

Students will be able to communicate at a basic level using ASL.

Benchmark

762.1A   70% of the students will complete SLS 1030 with a "C" or better.

Findings	Benchmark Met?	Planned Change	Expected Completion	Status
The benchmark was exceeded by 14%. The score indicates that an evaluation of the SLS 1030 course is necessary to ensure that the materials and assessments are challenging to students. There were relatively few students scoring below a C grade. This may be an anomaly as it is the first assessment of this benchmark, however, it still indicates a thorough examination of the course materials and assessments.	Yes	The program coordinator will meet with all adjuncts teaching this course and review the materials and assessments and make changes as necessary.	10/1/2008	

Sign Language Interpreter
Summary of Program Assessment Findings
1/1/2008 to 12/31/2008

Learning Outcome

Graduates will demonstrate entry level knowledge to become qualified in the field of sign language interpreting.

Benchmark

762.2A   70% of the students will pass the Michigan Quality Assurance Performance Examination.

Findings	Benchmark Met?	Planned Change	Expected Completion	Status
As we depend upon the students to self-report this information, and/or wait for the State of Michigan to update their yearly registry of qualified interpreters, it is not an adequate or reliable benchmark for the Sign Language Interpreter Program. This current Benchmark, Assessment and Learning Outcome set should be replaced with the measure described above. I will work with my assessment coordinator, Karen Lee, to develop this new assessment set.	No	This current Benchmark, Assessment and Learning Outcome set should be replaced with the measure described above. I will work with my assessment coordinator, Karen Lee, to develop this new assessment set. (Note: changes provided to OAE 6/26/08. Plan then updated in database.) I believe a more accurate measure would be to look at the percentage of students who graduate from OCC with an A.A.S. in Sign Language Interpreting. The data on this would be easier to collect and track. (Note: changes provided to OAE 6/26/08. Plan then updated in database.)	6/1/2008	In Progress

Sign Language Interpreter

Summary of Program Assessment Findings

1/1/2008 to 12/31/2008

Learning Outcome

Students will demonstrate an understanding of the NAD-RID (National Association of the Deaf-Registry of Interpreters for the Deaf, Inc.) Code of Professional Conduct, and the theory, history, and practice of the profession of interpreting.

Benchmark

762.3A   70% of the students in SLS 1250 will score at a "C" or better on the final exam.

Findings	Benchmark Met?	Planned Change	Expected Completion	Status
As an initial benchmark, it is clear that our goal of 70% was an accurate target. Over several periods of assessment, we will get a clearer picture of whether or not this benchmark needs to be revised. Will monitor benchmark in the next assessment of this outcome and make determinations as to whether the curriculum or the benchmark need revision.	Yes		2/1/2008	

Sign Language Interpreter
Summary of Program Assessment Findings
1/1/2008 to 12/31/2008

Learning Outcome

Students will demonstrate the ability to interpret from American Sign Language to English.

Benchmark

762.4A   70% of the students in SLS 2150 will score at a "C" or better in their final grade.

Findings	Benchmark Met?	Planned Change	Expected Completion	Status
Clearly, this is a very small group on which to perform assessment. However, it is exceedingly rare to have all students complete a course with an "A". It warrants an examination of the materials and the assessments of the SLS 2150 course to ensure that they are appropriately challenging to students.	Yes	The program coordinator will review the course materials and implement changes to the materials and assessment of student work that will adequately measure student progress. The coordinator will also meet with the adjunct assigned to this course to review the course materials and implement those changes.	10/1/2008	

Sign Language Interpreter
Summary of Program Assessment Findings
1/1/2008 to 12/31/2008

Learning Outcome

Students will demonstrate understanding of the difference between interpreting and transliterating by achieving basic competency in the ability to interpret and transliterate from English to American Sign Language.

Benchmark

762.5A   70% of the students in SLS 2250 will score at a "C" or better in their final grade.

Findings	Benchmark Met?	Planned Change	Expected Completion	Status
The benchmark was met; the students who did not meet the benchmark did not complete all of the required assignments and thus scored accordingly. It may be of benefit to the students to counsel first year students about the requirements of second year courses in order to prepare them for the assignment load. No changes at this time – this is the first use of this assessment and when the course is assessed in the future, I will compare the results of each to determine the course of action.	Yes		5/1/2008	

Oakland Community College
Dashboard

The purpose of the dashboard is to provide a data driven tool designed for the objective review of all curriculum offerings. Based on a common set of measures which apply to all curriculum the dashboard facilitates the systematic identification of well performing as well as ailing curriculum in order to support short and long range curriculum development.

In a rapidly changing economic and competitive environment it is necessary if not imperative to continually review curriculum offerings annually. Dashboard reports are a useful tool for monitoring program performance. In addition, they allow for an integrated approach for collecting, presenting, and monitoring data to meet long and short-term curriculum decision-making needs.

The Dashboard is based on seven measures which include:

- Sections Filled to Capacity
- Percent of Canceled Sections
- Credit Hour Trend Ratio
- Percent of Minority Students
- Percent of Withdrawals
- Percent of Incompletes
- Student Course Completion Rate

The following report provides summative information for the most recent academic year as well as detailed trend data on each measure over the past several years.

Program Dashboard
Detail Report

Prefix SLS
Title   Sign Language Studies

	Discipline				All Curriculum College Wide
	2004-05	**2005-06**	**2006-07**	**2007-08**	**2007-08**
Sections Filled to Capacity	59.8%	59.6%	57.3%	63.2%	85.6%
Percent of Cancelled Sections	14.3%	30.9%	19.7%	12.1%	9.7%
Credit Hour Trend Ratio	1.33	1.35	1.23	1.14	1.02
Percent of Minority Students	15.6%	17.8%	20.7%	22.7%	28.7%
Percent of Withdrawals	8.3%	10.8%	6.9%	9.3%	18.4%
Percent of Incompletes	0.6%	2.1%	1.7%	0.8%	1.5%
Student Course Completion Rate	81.8%	80.7%	86.0%	83.1%	67.4%
Dashboard Score	9.27	9.1	9.4	9.24	

Sections Filled to Capacity

Prefix   SLS

Prefix Title   Sign Language Studies

	2004-05	**2005-06**	**2006-07**	**2007-08**
Total Students	530	792	856	920
Total Capacity	887	1,329	1,493	1,456
Sections Filled To Capacity	59.8%	59.6%	57.3%	63.2%

Definition:

Of all available seats, the percent that are filled based on end of term enrollment data. Calculation includes all four terms within the academic year Summer II, Fall, Winter and Summer I. This measure reflects the extent to which all credit "sections" are filled to their designated capacity e.g. allocated seats divided by the total number of available seats between July 1 and June 30. In particular, this measure provides one indication of the magnitude of student demand.

Percent of Cancelled Sections

Prefix   SLS

Prefix Title   Sign Language Studies

	2004-05	2005-06	2006-07	2007-08
Active Sections	42	47	53	51
Cancelled Sections	6	21	13	7
Total Sections	49	68	66	58
Percent of Cancelled Sections	14.3%	30.9%	19.7%	12.1%

Definition:

Of all offered credit sections the percent of sections that are cancelled as of the end of the term. Calculation includes all four terms during the academic year Summer II, Fall, Winter and Summer I. The calculation is based on a simple formula which takes the number of cancelled credit sections which is then divided by the total number of offered credit sections. This measure is one indicator of scheduling strategies and student demand.

Credit Hour Trend Ratio

Prefix   SLS

Prefix Title   Sign Language Studies

	2004-05	**2005-06**	**2006-07**	**2007-08**
Credit Hours Year 1	711	855	1,227	1,631
Credit Hours Year 2	855	1,227	1,631	2,156
Credit Hours Year 3	1,227	1,631	2,156	2,380
Credit Hours Year 4	1,631	2,156	2,380	2,491
Credit Hours Period 1	931	1,238	1,671	2,056
Credit Hours Period 2	1,238	1,671	2,056	2,342
Credit Hours Ratio	1.33	1.35	1.23	1.14

Definition:

Trend in credit hour enrollment based on a three year rolling average. Includes total credit hours over the academic year Summer II, Fall, Winter and Summer I. The calculation is based on those students enrolled on the terms official census date (one-tenth day). In order to establish a meaningful enrollment statistic which applies to large as well as small disciplines/programs a "ratio" is calculated based on a three year rolling average of student credit hours. The formula used to calculate this measure involves three simple steps:

a. Year 1 + Year 2 + Year 3 / 3 = Period 1
b. Year 2 + Year 3 + Year 4 / 3 = Period 2
c. (Period 2 – Period 1) / Period 1 = Ratio

If the ratio is greater than "1" this means there has been an enrollment increase. On the other hand, if the ratio is less than "1" this translates into an enrollment decline. The larger the number the larger the enrollment increase. Likewise, the lower the number the greater the enrollment decline.

Percent of Minority Students

Prefix   SLS

Prefix Title   Sign Language Studies

	2004-05	2005-06	2006-07	2007-08
Minority Students	50	65	81	209
Total Students	321	366	391	920
Percent of Minority Students	15.6%	17.8%	20.7%	22.7%

Definition:

The percent of students who are minority in relation to all enrolled students. Minority status is self-reported by the student and includes African American, Asian, Hispanic, Native American Indian and Other. Calculation is based on the full academic year Summer II, Fall, Winter and Summer I. Percentages are computed on those students enrolled as of the end of the term and exclude missing data.

Percent of Withdrawals

Prefix   SLS

Prefix Title   Sign Language Studies

	2004-05	2005-06	2006-07	2007-08
Total Withdrawals	42	73	53	83
Total Grades	505	673	770	894
Percent of Withdrawals	8.3%	10.8%	6.9%	9.3%

Definition:

The percent of students who withdraw from their course after the term begins. Calculation includes the entire academic year Summer II, Fall, Winter and Summer I. Moreover, the calculations are derived from end of session data, after grades are posted. Percent of withdrawals is derived by dividing the total number of student initiated withdrawals by the total number of grades and marks awarded throughout the academic year. The Withdrawal-Passing (WP) and Withdrawal-Failing (WF) are considered Withdrawals (W). Meanwhile, calculations exclude: Audit (AU), Not Attended (N), Not Reported (NR), and Missing status. This is one indication of student success.

Percent of Incompletes

Prefix   SLS

Prefix Title   Sign Language Studies

	2004-05	2005-06	2006-07	2007-08
Total Incompletes	3	14	13	7
Total Grades	505	673	770	894
Percent of Incompletes	0.6%	2.1%	1.7%	0.8%

Definition:

The percent of students who receive an incomplete in their course. Calculation includes the entire academic year Summer II, Fall, Winter and Summer I. Moreover, the calculations are based on end of session files, after grades are posted. Percent of incompletes is derived by dividing the total number of incompletes by the total number of grades and marks awarded throughout the academic year. The Continuous Progress (CP) grade is considered an Incomplete (I). Meanwhile, calculations exclude: Audit (AU), Not Attended (N) Not Reported (NR), and Missing status. This is one indication of student success.

Student Course Completion Rate

Prefix   SLS

Prefix Title   Sign Language Studies

	2004-05	2005-06	2006-07	2007-08
Successful Grades	413	543	662	743
Total Student Grades	505	673	770	894
Student Course Completion Rate	81.8%	80.7%	86.0%	83.1%

Definition:

The percent of students who successfully complete a course with a grade of "C" or higher. Calculation includes grades from the entire academic year Summer II, Fall, Winter and Summer I. Student success rates are based on end of session data after grades have been posted. The following grades/marks are excluded from the calculation: Audit (AU), Not Attended (N), Not Reported (NR), and Missing status. This is one indication of student success.

Oakland Community College
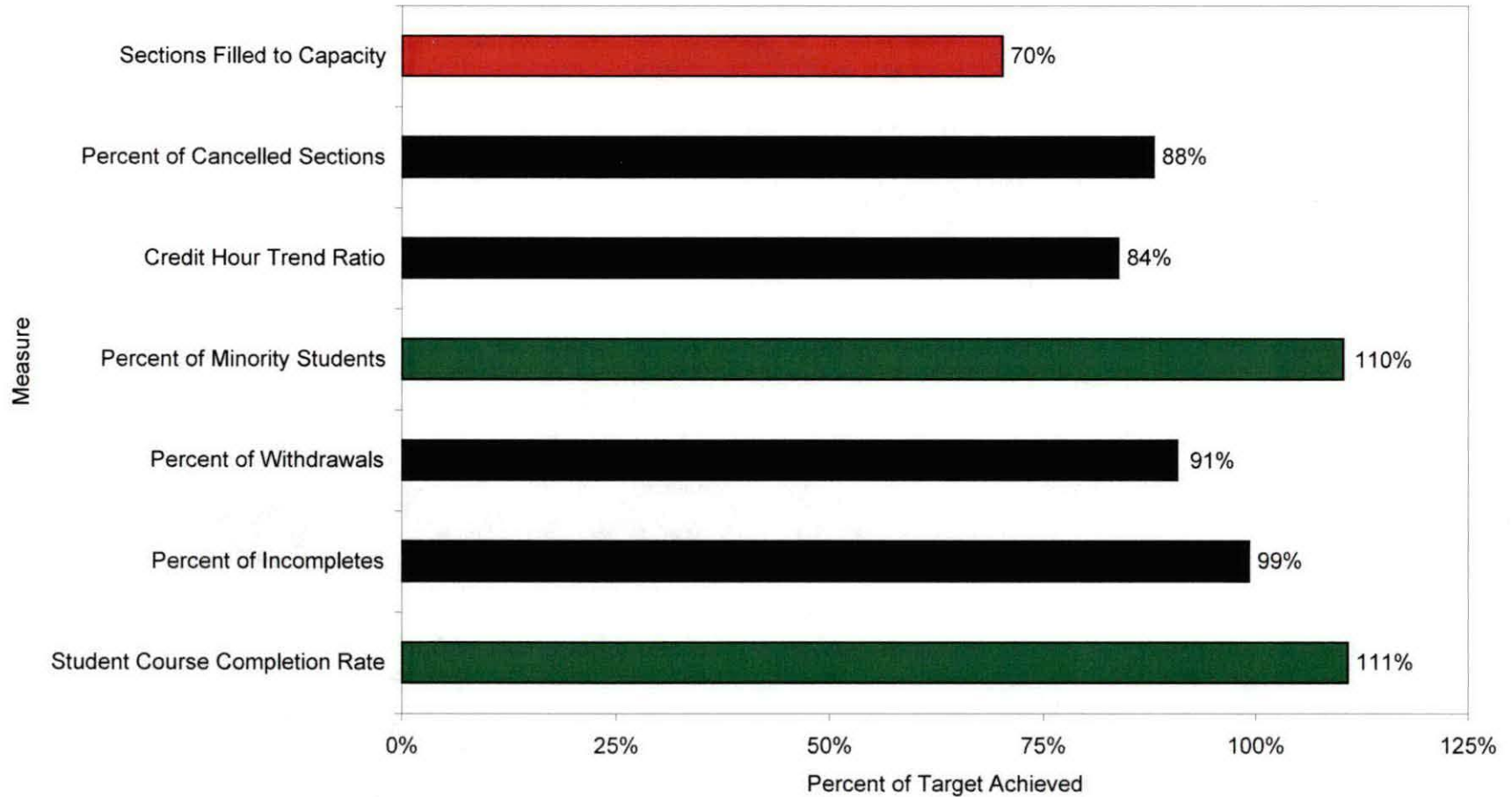## Program Dashboard
Percent of Targets Achieved

The following graph and table depict the extent to which each of the seven dashboard measures met established college-wide benchmarks. Benchmarks (targets and trouble scores) are based on historical data and reflect a range within which each measure is expected to perform.

Measures which exceed the established benchmark are depicted in green, while those that fall short of the benchmark are shown in red. This information is useful in identifying areas of excellence, as well as areas of concern. As a consequence, this report can help to identify specific areas which may require additional attention by program staff.

Oakland Community College
# Percent of Target Achieved
2007-08

Sign Language Studies SLS

Source: Office of Assessment and Effectiveness
Updated On: 1/7/2009

Oakland Community College
Program Dashboard Report
2007-08

Sign Language Studies SLS
Dashboard Score: 9.24

Measures	Current Score	Benchmarks Trouble Score	Target Score	Percent of Target Achieved	Weight	Weighted Score
Sections Filled to Capacity	63.2%	75.0%	90.0%	70.2%	18.3%	1.28
Percent of Cancelled Sections	12.1%	25.0%	0.0%	87.9%	14.8%	1.30
Credit Hour Trend Ratio	1.14	0.68	1.36	83.8%	17.6%	1.47
Percent of Minority Students	22.7%	18.5%	20.6%	110.3%	5.9%	0.65
Percent of Withdrawals	9.3%	15.0%	0.0%	90.7%	10.3%	0.93
Percent of Incompletes	0.8%	3.0%	0.0%	99.2%	6.5%	0.64
Student Course Completion Rate	83.1%	60.0%	75.0%	110.8%	26.6%	2.95

Oakland Community College
Ten-Year Trend in Student Credit Hours
Sign Language Studies
1997-98 through 2007-08

	1997-98 SCH	1998-99 SCH	1999-00 SCH	2000-01 SCH	2001-02 SCH	2002-03 SCH	2003-04 SCH	2004-05 SCH	2005-06 SCH	2006-07 SCH	2007-08 SCH	5-Year % Change	10-Year % Change
Sign Language Studies	558	621	630	537	693	843	1,195	1,490	2,273	2,443	2,585	206.6	363.3
College Wide Totals	431,521	440,448	438,997	453,054	447,928	478,827	468,777	472,892	487,597	493,655	506,474	5.8	17.4
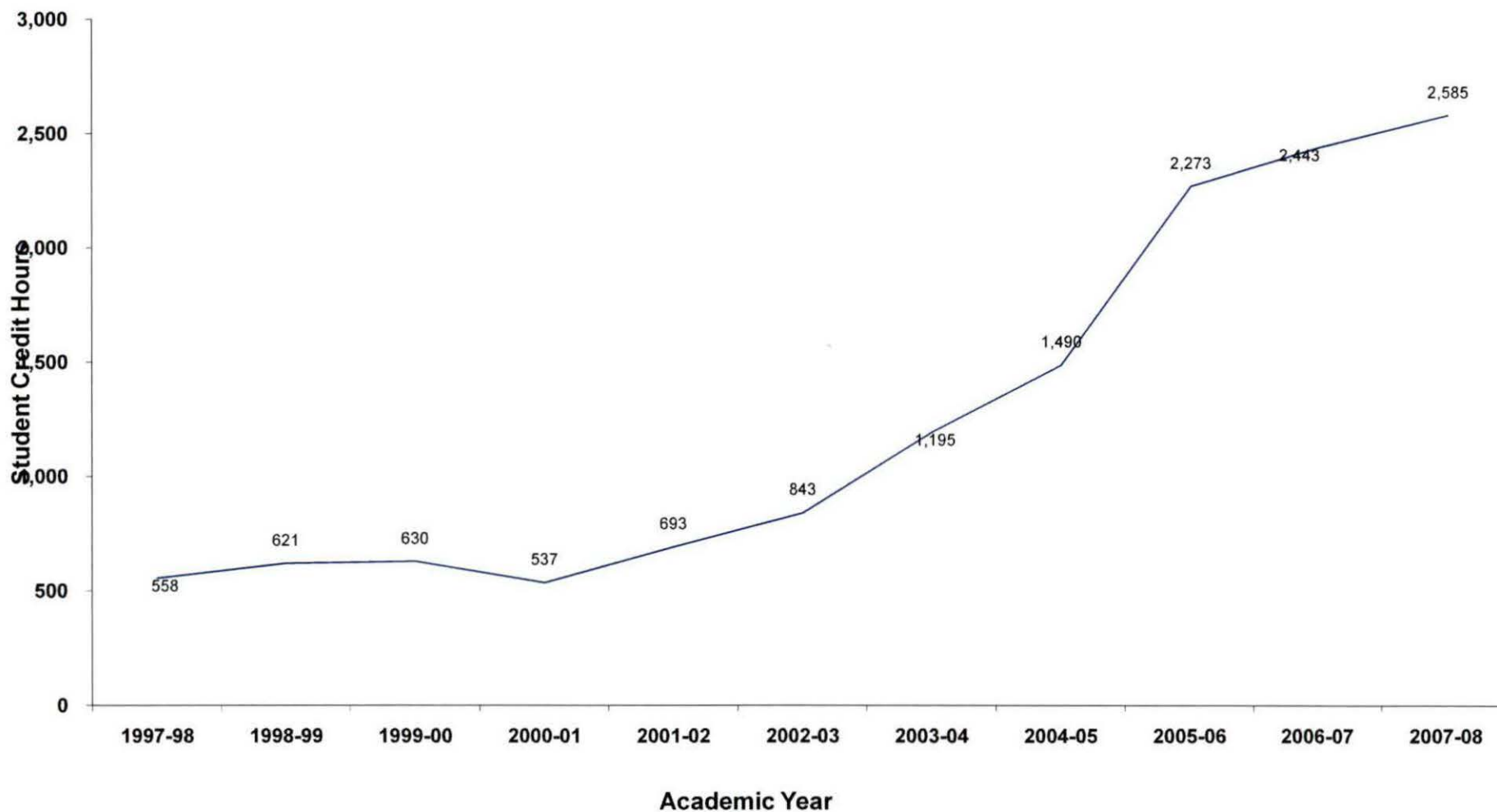
Oakland Community College
Associate Degrees and Certificates Awarded
Sign Language Interpreter
1998-99 through 2007-08
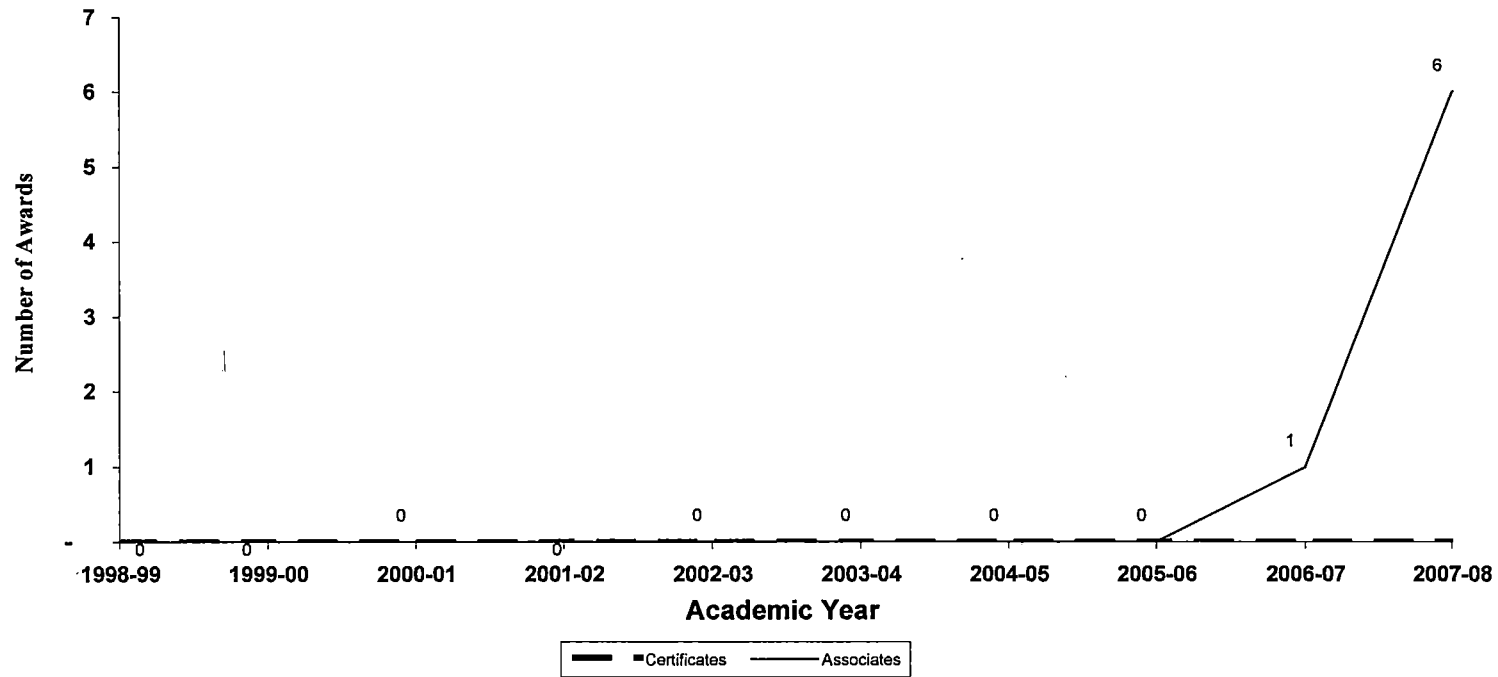
Academic Yr.	Certificates	Associates
1998-99	0	0
1999-00	0	0
2000-01	0	0
2001-02	0	0
2002-03	0	0
2003-04	0	0
2004-05	0	0
2005-06	0	0
2006-07	0	1
2007-08	0	6

Occupational Projections
2009 – 2014

The following projections are for those occupations most closely associated with this program based on national and regional labor market data. However, the extent to which specific OCC programs lead to employment within a given Standard Occupational Code (SOC) is dependent upon the way in which the U.S. Department of Labor groups specific occupations.

Occupational projections are presented at the "Detailed Standard Occupational Code" level as defined by the U.S. Department of Labor.

Although based on sound well tested economic modeling procedures, projections are subject to change based on emerging economic, political and social forces.

These projections reflect the four county region of Oakland, Macomb, Livingston and Wayne counties.

Projections are based on data from 24 major data sources, including the U.S. Department of Commerce, Bureau of Labor Statistics (BLS), Internal Revenue Service (IRS), and Census data. To forecast occupational demand at the county level, BLS data are regionalized and adjusted for emerging technological changes, the age of workers by occupation, and other factors affecting occupational demand.

Occupational forecast data was obtained from EMSI (Economic Modeling Specialists Inc.).

Sign Language Interpreter Occupation Definition
SOC Detail Definitions

SOC Code   27-3091

Name   Interpreters and translators

Definition

Translate or interpret written, oral, or sign language text into another language for others.

Examples

Braille Translator, Deaf Interpreter, Language Translator

Source: OCC, Office of Assessment && Effectivenes (CCSP)

Sign Language Interpreter Occupation Projection 2009-2014

Region Info										
Region: SE Michigan Four-County Region										
County Areas: Livingston, Michigan (26093), Macomb, Michigan (26099), Oakland, Michigan (26125), Wayne, Michigan (26163)										
SOC Code	Description	2009 Jobs	2014 Jobs	Change	% Change	New & Rep. Jobs	% New & Rep.	2007 Median Hourly Earnings	2007 Avg Hourly Earnings	Education Level
27-3091	Interpreters and translators	125	138	13	10%	27	22%	$32.21	$30.73	Long-term on-the-job training
		125	138	13	10%	27	22%	$32.21	$30.73	
Source: EMSI Covered Employment - Fall 2008										

Source: EMSI

Occupational Skills Analysis

The following report provides detailed information on the knowledge, skills and abilities required for a given occupation. Consideration of these different competencies and levels of attainment while designing and reviewing curriculum will ensure that students enrolled in our programs are adequately prepared for employment.

In particular this report provides:

Importance of the competency to the occupation (in general terms)

- Not important
- Somewhat important
- Important
- Very important
- Extremely important

Importance of the competency to the occupation (in specific terms).

- 0 to 20 = not important
- 21 to 40 = somewhat important
- 41 to 60 = important
- 61 to 80 = very important
- 81 to 100 = extremely important

Level of Attainment in the competency required by the occupation:

- Basic = 0 to 24
- Intermediate = 25 to 49
- Advanced = 50 to 74
- Expert = 75 to 100

Occupational Knowledge

Knowledge	Importance	Imp (0-100)	Level	Lvl (0-100)
Foreign Language	Very Important	91	Expert	86
English Language	Very Important	91	Advanced	71
Customer and Personal Service	Important	52	Intermediate	44
Computers and Electronics	Somewhat Important	47	Intermediate	47
Clerical	Somewhat Important	45	Intermediate	42
Law and Government	Somewhat Important	39	Intermediate	34
Communications and Media	Somewhat Important	39	Intermediate	32
Geography	Somewhat Important	38	Intermediate	35
Education and Training	Somewhat Important	34	Intermediate	35
Psychology	Somewhat Important	34	Intermediate	34
Sociology and Anthropology	Somewhat Important	34	Intermediate	32
Mathematics	Somewhat Important	30	Intermediate	31
Public Safety and Security	Somewhat Important	30	Intermediate	25
Administration and Management	Somewhat Important	29	Intermediate	29
Telecommunications	Somewhat Important	25	Basic	15
History and Archeology	Not Important	23	Basic	23
Personnel and Human Resources	Not Important	22	Intermediate	25
Philosophy and Theology	Not Important	21	Intermediate	28
Medicine and Dentistry	Not Important	21	Basic	18
Economics and Accounting	Not Important	20	Basic	15
Transportation	Not Important	19	Basic	16
Sales and Marketing	Not Important	18	Basic	17
Biology	Not Important	18	Basic	15
Therapy and Counseling	Not Important	16	Basic	14
Engineering and Technology	Not Important	15	Basic	13
Fine Arts	Not Important	15	Basic	11
Design	Not Important	14	Basic	11
Chemistry	Not Important	14	Basic	10
Physics	Not Important	13	Basic	9
Building and Construction	Not Important	12	Basic	9
Mechanical	Not Important	11	Basic	9
Production and Processing	Not Important	10	Basic	9
Food Production	Not Important	4	Basic	4

Occupational Skills

Skill	Importance	Imp (0-100)	Level	Lvl (0-100)
Active Listening	Very Important	88	Advanced	69
Speaking	Very Important	82	Advanced	65
Reading Comprehension	Important	74	Advanced	65
Social Perceptiveness	Important	72	Advanced	63
Coordination	Important	69	Advanced	56
Time Management	Important	67	Intermediate	44
Critical Thinking	Important	65	Advanced	57
Monitoring	Important	64	Advanced	56
Writing	Important	63	Advanced	59
Active Learning	Important	56	Advanced	55
Service Orientation	Important	53	Intermediate	43
Learning Strategies	Important	50	Advanced	53
Judgment and Decision Making	Somewhat Important	48	Intermediate	43
Instructing	Somewhat Important	42	Intermediate	41
Complex Problem Solving	Somewhat Important	39	Intermediate	37
Mathematics	Somewhat Important	30	Intermediate	33
Negotiation	Somewhat Important	30	Intermediate	33
Quality Control Analysis	Somewhat Important	27	Intermediate	28
Operations Analysis	Somewhat Important	26	Intermediate	29
Science	Somewhat Important	26	Basic	21
Persuasion	Not Important	23	Intermediate	30
Systems Evaluation	Not Important	23	Intermediate	26
Management of Personnel Resources	Not Important	23	Intermediate	26
Equipment Selection	Not Important	22	Intermediate	27
Systems Analysis	Not Important	22	Basic	21
Management of Financial Resources	Not Important	16	Basic	17
Technology Design	Not Important	15	Basic	17
Troubleshooting	Not Important	15	Basic	16
Operation and Control	Not Important	13	Basic	14
Management of Material Resources	Not Important	11	Basic	10
Equipment Maintenance	Not Important	8	Basic	9
Repairing	Not Important	8	Basic	7
Programming	Not Important	8	Basic	7
Installation	Not Important	7	Basic	6
Operation Monitoring	Not Important	6	Basic	5

Occupational Abilities

Ability	Importance	Imp (0-100)	Level	Lvl (0-100)
Speech Recognition	Very Important	88	Expert	77
Oral Expression	Very Important	85	Advanced	66
Oral Comprehension	Very Important	78	Advanced	64
Written Comprehension	Very Important	78	Advanced	64
Speech Clarity	Very Important	75	Advanced	66
Written Expression	Important	66	Advanced	59
Information Ordering	Important	66	Advanced	54
Near Vision	Important	63	Advanced	59
Selective Attention	Important	63	Advanced	54
Problem Sensitivity	Important	63	Intermediate	46
Auditory Attention	Important	63	Intermediate	43
Hearing Sensitivity	Important	63	Intermediate	39
Deductive Reasoning	Important	60	Advanced	50
Inductive Reasoning	Important	56	Intermediate	48
Category Flexibility	Important	56	Intermediate	46
Far Vision	Important	56	Intermediate	46
Perceptual Speed	Important	56	Intermediate	39
Speed of Closure	Important	50	Intermediate	43
Fluency of Ideas	Somewhat Important	47	Intermediate	45
Flexibility of Closure	Somewhat Important	47	Intermediate	38
Time Sharing	Somewhat Important	44	Intermediate	39
Visualization	Somewhat Important	44	Intermediate	34
Finger Dexterity	Somewhat Important	41	Intermediate	38
Originality	Somewhat Important	41	Intermediate	38
Memorization	Somewhat Important	41	Intermediate	34
Visual Color Discrimination	Somewhat Important	35	Intermediate	30
Multilimb Coordination	Somewhat Important	28	Basic	23
Arm-Hand Steadiness	Somewhat Important	28	Basic	23
Trunk Strength	Somewhat Important	25	Intermediate	25
Number Facility	Not Important	22	Basic	21
Gross Body Coordination	Not Important	22	Basic	18
Stamina	Not Important	22	Basic	14
Extent Flexibility	Not Important	19	Basic	16
Mathematical Reasoning	Not Important	19	Basic	14
Static Strength	Not Important	19	Basic	14
Dynamic Strength	Not Important	19	Basic	14
Gross Body Equilibrium	Not Important	19	Basic	13
Manual Dexterity	Not Important	13	Basic	9
Sound Localization	Not Important	9	Basic	7
Wrist-Finger Speed	Not Important	6	Basic	5
Response Orientation	Not Important	3	Basic	2
Spatial Orientation	Not Important	0	Basic	0
Speed of Limb Movement	Not Important	0	Basic	0
Night Vision	Not Important	0	Basic	0
Control Precision	Not Important	0	Basic	0
Dynamic Flexibility	Not Important	0	Basic	0
Peripheral Vision	Not Important	0	Basic	0
Explosive Strength	Not Important	0	Basic	0
Depth Perception	Not Important	0	Basic	0
Glare Sensitivity	Not Important	0	Basic	0
Rate Control	Not Important	0	Basic	0
Reaction Time	Not Important	0	Basic	0

Data Sources and Calculations						
Occupation Data						
Organizing regional employment information by occupation provides a workforce-oriented view of the re						
atterns taken from the Occupational Employment Statistics program (U.S. Bureau of Labor Statistics). \						
(SOC-to-CIP) crosswalk is based on one from the U.S. Department of Education, with customizations						
Competency Data						
The competency data in this report is taken directly from the O*NET database.						
State Data Sources						
This report uses state data from the following agencies: Michigan Department of Labor and Economic (						

gional economy. EMSI's occupation data are based on EMSI's industry data and regional staffing p								
Wage information is partially derived from the American Community Survey. The occupation-to-program								
by EMSI.								
Growth, Bureau of Labor Market Information and Strategic Initiatives.								

Marketing Plan

Oakland Community College
Sign Language Studies

September 2004 –December 2005

Table of Contents

Introduction

While OCC has offered limited courses in American Sign Language (ASL) for a number of years, the designation as a complete Associate degree program occurred only recently. With the designation as a new program to the college, strategic marketing attention must be given to position the product to appropriate target markets; the program and institution that clings to the philosophy of "build it and they will come" will not survive in today's competitive market.

In order to develop appropriate marketing strategies an understanding of not only the product but also competition and the labor market must be fully understood. Research conducted by the OCC Office of Institutional research finds that the Sign Language program enjoys limited competition, a favorable outlook for employment sectors and a well-defined target market. These factors point to a highly targeted marketing strategy to define the program as a quality training option for those already in or preparing to enter the field.

The OCC Program

The offerings in Sign Language Studies have grown from three courses to a total of 17 required for the completion of an Associate in Applied Science. The program is based at Highland Lakes, under the English and Humanities Department and has a curriculum code of SLS (Sign Language Studies). Courses have been offered at HL, Auburn Hills and Orchard Ridge campuses. An average of six sections are offered in Fall and Winter semesters, and fewer than four in the Spring and Summer.

The following table contains the requirements and degree description taken from the OCC 2004/05 catalog.

Figure 1

Sign Language Interpreter Program (SLS.AAS)

Associate in Applied Science Highland Lakes Campus

In this program, leading to an Associate in Applied Science Degree in the Sign Language Interpreter Program, students will gain knowledge of the Deaf community, culture and language, with emphasis on interpretation. The program is designed to train students to be qualified and certified interpreters for the Deaf and Hard of Hearing. Successful completion of the program requirements qualifies the student to take exams for the State of Michigan Quality Assurance (QA) certification.

Major Requirements			**Credits**
SLS	1000	American Sign Language (ASL) I	3
SLS	1001	Orientation to Deafness	2
SLS	1010	American Sign Language (ASL) II	3
SLS	1020	American Sign Language (ASL) III	3
SLS	1030	American Sign Language (ASL) IV	3
SLS	1050	Linguistic Principles of ASL	3
SLS	1100	Fingerspelling and Number use in ASL	2
SLS	1150	Beginning Sign to Voice	3
SLS	1211	Non-Manual Communication	2
SLS	1250	Principles of Interpreting	3
SLS	1501	Deaf Culture and History	3
SLS	1550	Intermediate Sign to Voice	3
SLS	2100	Advanced Fingerspelling and Number Use in ASL	2
SLS	2150	Advanced Sign to Voice	4
SLS	2250	Advanced Interpreting/Transliteration	4
SLS	2800	Mock Quality Assurance	2
SLS	2900	Sign Internship/Independent Study	3

Required Supportive Courses			**Credits**
ENG	1510*	Composition I	3
ENG	1520*	Composition II	3
Recommended Elective [H]			
MED	1103	Medical Terminology	3
PSY	2510*		3
SOC	2510*		3
ANT	1540*		3

See Graduation Requirements for an **Associate in Applied Science Degree**
H When all courses marked with an asterisk are completed,
students may apply for a certificate.
* Course may be used to meet General Education requirements.

Competitive Analysis

Only three other institutions were found to offer a Sign Language program: Mott Community College, Lansing Community College and Madonna University. This gives OCC a geographic advantage and could be used to position it as the only ASL training resource in Oakland County. Two of the three, Madonna and Lansing, offer a certificate in addition to degrees.

Knowledge of sign language and interpretation is often used as an additional credential in many jobs, such as K-12 teachers. A short-term certificate could be easily marketed to those currently working in education and would be recognized as a valid credential by employers. It is highly recommended that OCC begin the process to implement a certificate in signing. That process is outside of the scope of this marketing team; therefore the strategies outlines in this 15-month plan will promote only the existing product, the associate degree in applied science.

Labor Market Analysis

Interpreters work in a variety of settings including medical, legal, religious, mental health, rehabilitation, performing arts, and business. They may work for television stations or other providers of information or for court systems, schools and other public agencies. Many with educational backgrounds and/or certification in the Sign Language/Interpretation field typically find employment with state and local governmental agencies as well as the private and public sectors.

Salaries vary depending on many factors including geographical location, education, experience and credentials.[1] Salaries range from $10,000 to $50,000.[2] Some

4

part-time interpreters and/or freelancers might earn between $20 and $45 per hour,

depending on education, training, experience and employer. Freelance interpreters may

earn anywhere from $12-$40 an hour. Interpreters employed by agencies earn anywhere

from $15,000-$30,000 per year depending on the agency and level of their credentials.

Highly skilled, credentialed interpreters may earn anywhere from $40,000-$50,000 per

year.[3]

1999 National Occupational Employment Estimates and Mean Wage Estimates for Interpreters and Translators

Employment	$13,640	*RSE=5.55%
Mean Hourly Wage	$14.16	*RSE=2.0%
Mean Annual Wage	429,450	*RSE=2.0%

*Note: RSE- Range, Standard of Error.
http: www.bls.gov/oes/1999/oes273091.html

Percentile Wage Estimates for Interpreters and Translators

Percentile	10%	25%	50% Median	75%	90%
Hourly Wage	$7.70	$10.02	$12.94	$16.88	$21.66
Annual Wage	$16,010	$20,840	$26,920	$35,110	$45,050

http: www.bls.gov/oes/1999/oes273091.html

1 http://www.lcc.edu/communication/sign_lang/careers/ Lansing Community College: May 02, 2003.
[2] Ibid
[3] Family Independence Agency www.michigan.gov/fia/0,1607,7-124-5460_7260_21376-14878-00-html (May 02, 2003).

There is a strong need for qualified interpreters with credentials as the field is rapidly expanding. Schools, government agencies, religious institutions and private businesses employ interpreters. They work in many different environments, part-time, full-time, freelance and salaried. The rule is the more mobile the individual is the more marketable they become. Hence, the more likely the individual will find employment in the interpreting field.

Recent changes to the Americans with Disabilities Act (ADA) and efforts to increase employment opportunities and accommodations for the deaf and hard of hearing should mean increased job opportunities. Advances in technology and greater social acceptance of the deaf also contribute to the increased opportunities. According to the Los Angeles Times, "above average growth in the field is projected through 2008 for interpreters."

Target Markets

In a 2003 survey of current OCC sign language students, nearly three-quarters of the 79 respondents stated they were taking courses to enhance their current knowledge of the field. Nearly 75 percent stated that they would use the knowledge for job-related purposes, either as a major or minor part of their current job, or to gain a new job with a current or new employer. Forty-one percent had jobs somewhat related to the field. This points to a target market of people who use ASL to some extent on the job or wish to have a career where they use it. The typical places of employment include state and local government agencies, school districts, and private and public agencies. This points to several key target markets:

Paraprofessionals, teachers, counselors in K-12 districts: The State of Michigan requires interpreters working in grades K-12 to have graduated from a state-approved program. In most other jobs, certification is preferred, but not yet required. The OCC program prepares students to take the state and national certification exams.

Students in education programs at other colleges: Sign Language is a sought after additional credential for the education graduate and may be an elective or a requirement, depending on the course of study. Students specializing in a minor or major in special education would be key candidates to take Sign Language courses.

OCC Students: Three primary categories of current and former OCC students can be targeted for the SLS program.

Liberal Arts/Education Students: While OCC does not offer an Education degree, students pursuing an Associates in Liberal Arts can designate Education as their intended area of study. These students have the intent to transfer to a four-year institution to pursue their teaching certification and bachelor's degree but may be interested in taking Sign Language courses while at OCC. They may also choose to return to OCC for this specialized training.

Former OCC SLS students: The expansion of program offerings may be an attractant for former students to return to OCC to continue training in sign language skills.

Early Childhood Development/Mental Health-Social Work: Similar to the education students, sign language is a sough after credential for students pursuing this career area. The courses could be marketed as electives within the program or as an additional degree.

Interpreter agencies: Agencies, both public and private, not only hire interpreters but also refer family, friends and those working with the deaf to appropriate training programs. Building relations with these agencies will not only increase the awareness of OCC's program, but also give it credibility within the deaf community.

Marketing Strategies

As a new program, the SLS program needs to have in place standardized College marketing tools provided to all new programs, in addition to some targeted strategies.

Strategy A: Standard marketing tool package

The College Marketing Department will provide assistance in creating the following components for marketing the program to external and internal audiences:

I.   External Marketing Tools

a.   Program brochure – designed for potential students, this brochure contains specific program information including courses and degree options. Information on the labor market, typical places of employment and salary ranges are also included for those considering the field as a career.

b.   Website – a Sign Language Studies program website will be created under the OCC institutional website. After initial creation, the department will assume responsibility for updating and promoting the site.

c.   Marketing Brochure – While the program brochure is an information resource, the marketing brochure establishes the image of the program and increases awareness. This piece is designed as a sales tool with emphasis on testimonials and visual elements.

Cost: While much of the work will be done in-house, a budget must be given for the printing of the program and marketing brochures. A budget of $3,000 is recommended for the external marketing pieces.

II.   Internal Marketing

As with all new programs, it is important to raise awareness internally so that members of the college community can effectively market the program and handle inquiries resulting from advertising and publicity initiatives. Members of the Sign Language department will notify counselors and recruiters about the program offerings with copies of the brochures and presentations at meetings. The department should also seek permission to make a brief presentation at a Board of Trustees meeting. This should be done as soon as the marketing materials are available, preferably in time for registration for the Winter 2005 semester.

The department should also seek out partnerships with other academic departments where appropriate. A primary opportunity is to work with the Police and Fire academies to publicize the benefits of sign language as a communication skill when working with the public.

Upon approval of the marketing plan, the College Marketing Department can begin to publicize the program to all internal audiences through the college communication vehicles OCCurrences and Quintet. A press release should also be produced and sent to the regular media contacts.

Strategy B: University Advertising

To reach current education students who may consider taking sign language courses as a guest student at OCC, a series of ads will be placed in college publications (i.e. newspapers/electronic newsletters) at Oakland, Wayne State, Eastern Michigan, Western Michigan, Central Michigan and Michigan State universities. The ads will appear in early 2005 in the months of February, March and April and encourage students to consider the Summer sessions at OCC. A budget of $2,000 will be established for this advertising campaign.

Strategy C: OCC Students

The three groups of OCC students will be reached through a mail campaign.

A list of names and addresses of current and former Liberal Arts students who have indicated an interest in Education should be requested from the Institutional Research office. These students will receive a brochure and letter describing the expansion of the program. The timing of the mailing should coincide with the academic calendar, promoting upcoming semesters and ample time to register. The same strategy will be implemented for the former SLS students and Early Childhood Development/Mental Health students. Each group will receive a customized message in the letter signed by department members.

Cost: A mailing budget of $500 will be established for this initiative.

Strategy D: School District Outreach

The primary objective of this strategy is to raise awareness of the SLS program with employees of K-12 school districts in Oakland, Wayne and Macomb counties. The campaign will consist of a letter and brochure sent to five groups:

district superintendents

directors of special education

school prinicipals

currently employed paraprofessionals

high school counselors

The marketing materials will stress the high quality of instruction for anyone working with the deaf or hard of hearing students such as teachers, parapros and social workers. It should also stress that completion of the OCC degree program can lead to state certification. This one-time communication campaign should take place prior to December 2004. The estimated budget for this campaign, which includes mailing list creation and postage, is $1500.00 (The cost for the brochures is absorbed in Strategy A.)

Strategy E: Agency Referrals

A secondary way to reach those already working in the field will take place by partnering with two primary agencies: The Registry of Deaf Interpreters, Inc. (RID) and the Michigan Division on Deaf and Hard of Hearing (DOD).

The Registry of Deaf Interpreters, Inc. is a national membership organization of professionals who provide sign language interpreting/transliterating services for deaf and

hard of hearing persons. Established in 1964 and incorporated in 1972, RID is a tax-exempt 501(c)(3) non-profit organization.

RID advocates for the increased quality, qualifications, and quantity of interpreters through a triad of services:

- Professional Certification through a National Testing System (NTS)
- Professional development through the Certification Maintenance Program (CMP) and Associate Continuing Education Tracking (ACET)
- Promoting a Code of Ethics through Ethical Practices System (EPS).

While OCC has a very good relationship with local agencies that service this population, it would benefit from the recognition of being a RID Approved Interpreter Training Program. It is also recommended that the program seek to become an RID Approved Sponsor. This designation would allow the college to host classes and workshops as part of the Certification Maintenance and Associate Continuing Education Tracking programs of RID. All RID registered interpreters must earn CEUS through approved programs to retain their certification.

The Michigan Division on Deaf and Hard of Hearing operates under the Family Independence Agency. This state office concentrates on helping improve the lives of Michigan's 1 million Deaf and Hard of Hearing citizens. It receives input from its 13-member citizens Advisory Council appointed by the Governor and provides the following services:

Technical Support

- Assist deaf and hard of hearing persons with referrals to public or private agencies dealing with their specific problems or concerns.

- Assist employers, educational institutions, service agencies, and businesses with suggestions to make their programs and services accessible to deaf and hard of hearing persons in compliance with state and federal laws.

- Analyze legislation and present testimony to the legislature on issues affecting deaf or hard of hearing persons.

- Assist other state agencies to assure that the needs of deaf and hard of hearing persons are considered in policy development.

Information and Referral Services

- Respond to public inquiries regarding deafness.

- Provide Orientation to Deaf and Hard of Hearing trainings.

- Publish DODHH Bulletin.

- Publish The Michigan TTY/Service and Interpreter Directory

- Maintain and distribute statistical data related to deaf and hard of hearing persons.

- Maintain a statewide list of services for deaf and hard of hearing persons.

- Refer expert witnesses.

- Conduct general workshops and seminars.

- Conduct annual DODHH Silent Retreat

Interpreter Information and Services

- Consult with the appointing authorities on the need and use of qualified or certified interpreters.

- Assist state agencies and the public in locating qualified oral and sign language interpreters.

- Administer the statewide Quality Assurance Interpreter Screening Program as required by the Public Act No. 204 of 1982.
- Provide technical assistance to interpreters.
- Conduct interpreter information workshops.
- Provide interpreting services to state government agencies.

OCC should make it a priority to become a RID approved sponsor and a state approved program. A letter seeking state approval should be sent to the DOD State Advisory Committee immediately. These designations will result in increased public relations opportunities and will aid in spreading awareness of the OCC program throughout the region.

In addition, the program will seek out advertising opportunities and submit articles to the various DOD publications including the DOD Bulletin newsletter and the Interpreter Directory. Further opportunities that would increase awareness of OCC's program include hosting workshops and seminars at OCC campuses and participating as a sponsor of the DODHH Silent Retreat.

The combined costs for this strategy include possible application fees to become an RID Approved Sponsor, limited website or newsletter advertising and other possible sponsorship opportunities. A small budget may be approved to pay the appropriate department personnel for the time involved to compile the necessary reports required by RID and to pursue the relationship with the DOD. If the department pursues the CEU market, additional monies may be needed to develop short courses and specialized workshops. For the short-term marketing plan, the recommended budget for Strategy E is $2000.00

Timeline

Execution of the marketing strategies may begin immediately upon final approval of the plan, with all activities completed within 15 months (approximately September 2004 –December 2005). All components of Strategies A and C should be completed in the first six months, followed by Strategies B, D and E. A detailed implementation plan including department responsibilities and printing and advertising schedules will be created by the OCC Marketing Department.

Goals & Objectives

While the objective of introducing the new Sign Language Studies program to the marketplace is achieved through creating and sustaining awareness, the measurement of success will be increased enrollment in SLS courses. An analysis of credit hours for the program over a ten-year period of 1992/93 through 2002/03 shows that the program has remained relatively consistent in the number of credit hours for many years recording an average of 600. It reached its peak in 2002/03 with 843 credit hours. This jump directly correlates to the creation of the associate degree and thus, an increase in the number of courses offered. With increased marketing support, it is expected that the program will continue to increase at a rate slightly higher than the college average. A benchmark of 1400 credit hours by the end of the 2004/2005 academic year is expected. To ensure continued success of the program, enrollment increases will need to be supported with additional section and course offerings at times and locations suited to the target audience, particularly those already working in the schools districts.

Over a period of fifteen months $9,000 will be spent to increase awareness of the new SLS program at OCC. With highly targeted strategies, the expenditure should result in not only increasing enrollment in SLS courses, but also increasing the awareness and reputation of OCC as a quality provider of interpreter training.

The strategies in this plan were created in the context of current labor market needs and requirements. When and if the State of Michigan institutes mandatory certification or CEUS for interpreters the plan would need to be revisited to put appropriate emphasis and resources to meet those requirements.

OAKLAND COMMUNITY COLLEGE

Curriculum Review Committee Recommendations

Sign Language Interpreter
Faculty Coordinator: Kelly Flores
May 15, 2009

The Sign Language Interpreter Program is a young program at OCC, yet exceeds the established college benchmarks. This program has been approved by the college to request accreditation by the Commission on Collegiate Interpreter Education in the 2009-2010 academic year, and has been named as one of the four approved interpreter training programs colleges in the state by the Michigan Department of Education.

Curriculum

- In order to prepare for accreditation by the Commission on Collegiate Interpreter Education of this program there are major/minor revisions recommended:

  1. SLS 1100 pre requisite to SLS 1010, SLS 2050 pre-requisite to ENG 1510 and 1520, and SLS 2800 pre-requisite to SLS 2250 or proposed new course (SLS # TDB)
  2. Add a summer course (SLS #TBD) to close gap over summer in Interpreting /Transilierating
  3. Increase SLS 2800 from 2 credit hours to 3 credit hours as it is a practical course. The 1 credit would be moved from SLS 2900 internship.
  4. Minor course revisions in all SLS courses except SLS 1040, 1045, 2100, and 2900

- Continue to work with administration and the Office of State and Federal Programs for language software and language lab system which would enhance classroom instruction.
- Consider application and acceptance requirements for the program to determine program participants versus those that are completing General Education requirements.
- Consider SLS 1000, 1010 and 1020 as meeting the General Education requirement versus only SLS 1030.
- Consider a Sign Language Interpreter Certificate for those that want to meet Michigan State's requirements for certification.
- FERPA statement is required on all syllabi as of 2009-2010.