

Program Planning Report Sign Language Interpreter

Contact Person	Arden Sargent	Credential 1	Degree
Contact Phone	2006	Credential 2	
Dean		Site	Highland Lakes
President		CIP Code 1	16.1601
Requester	Keith, George	CIP Code 2	16.1603
Date Requested	1/6/03	CIP Code 3	13.1003
Status	New Program	OCC Program Code	SLS.ALA
Program Type	Credit	Course Code 1	SLS
		Course Code 2	

Hyperlink J:\Advancement\Sign Language

Problem Statement

Based on a grant from x OCC is developing a new program in Sign Language. Prior to launching the program it is necessary to develop a marketing strategy to build awareness within the community. In addition, information is needed to help determine the most appropriate format for offering courses e.g. length, time of day, etc.

Action Taken

*may never
have all
or the best
data*

Program Planning- Initial Interview

Sign Language Interpreter

1. Student Interest: To what extent is there evidence that people in the community have an expressed interest in this area?

Negative Traits

Single source
Narrow
Questionable sources
Low
Little to no evidence
Weak
Anecdotal

Positive Traits

Well documented
Multiple sources from a variety of sectors
Credible sources
Based on valid methods
Widespread
High
Strong

Source

In-bound phone calls
Website hits
Waiting lists
Competitor's enrollment
Cancelled or offered courses
Faculty
-Advisory Committee-

*all the other sources of info -
i.e. CIP codes
look @ other colleges enrollments*

Comments

Program Planning- Initial Interview

Sign Language Interpreter

2. Student Target Market: Exactly for whom is the program designed? To what extent can this population of potential students be clearly defined?

Negative Traits

No Contact Information
 Lack of information on target population
 Outside of OCC's regional market
 Difficult to identify
 Unclear
 Unfocused
 Will never view OCC as leader
 Loyal to others
 Not accessible
 Limited
 Unreachable
 Questionable
 Not defined

Positive Traits

Receptive
 Easy to identify
 Easy to obtain contact information
 Community college education acceptable
 Information on target market easy to obtain
 Within OCC's regional market
 Unlimited
 Accessible
 Already serving
 Have no loyalty
 Reachable

Source

Associations/targeted publications survey results
 Student profile
 In-class survey
 Industry survey
 Faculty
 Advisory Committee
 Census data

Comments

Program Planning- Initial Interview

Sign Language Interpreter

3. Student Market Size: How large is each target market within OCC's regional market? Roughly how many people are in each target market?

Negative Traits

Not sustainable
Small
Unable to determine
First need to define target market

Positive Traits

Large
Well documented
Sustainable
Growing

Source

Advisory Committee
Advancement
Competitor analysis
Enrollment and degree trends
Faculty
Labor market analysis
Socio demographic data
Census data

Comments

Program Planning- Initial Interview

Sign Language Interpreter

4. Student Target Market Growth Rate: TO what extent are each of the target markets growing in OCC's regional market? How large will each target market be in the future?

Negative Traits

Stagnant or declining
Government funded/supported
Slow
First need to define target markets
Unknown

Positive Traits

Growing
Maintainable at desired level
Rapid
Sustainable

Source

Labor market analysis
Socio demographic data
Industry Reports
Faculty
Advisory Committee
Advancement
Census data

Comments

Program Planning- Initial Interview

Sign Language Interpreter

5. Student Skill, Knowledge and Credential Gained: Exactly what will the student learn, gain from taking courses in the program? To what extent is this knowledge durable, portable, transferable and/or certified through a formal award?

Negative Traits

Perishable
Less than investment
Fad
Short-term social trend
Limited use
Outdated
Transforming

Positive Traits

Durable
Beyond investment
Long lasting social trend
Demand from multiple sectors
Cutting edge

Source

Accreditation
Labor market analysis
Graduate follow-up
SWOT
Advisory Committee
Faculty
Industry studies

Comments

Program Planning- Initial Interview

Sign Language Interpreter

6. Student Flexibility, Convenience: To what extent will students have the ability to take courses that fit their life styles? Will the sequencing of courses optimize student flexibility?

Negative Traits

Little flexibility
Restrictive
Not flexible

Positive Traits

High flexibility
Moderate to strong control
Not restricted

Source

Catalog
Schedule of classes
Course descriptions
Former student survey
Faculty
Competitor Analysis
Labor Market Study

Comments

Program Planning- Initial Interview

Sign Language Interpreter

7. Student Financial Commitment: What financial burden is placed on the student? Will the student encounter other non-tuition related expenses e.g. fees, loss of income, etc.?

Negative Traits

High cost given other opportunities
Not affordable
High personal cost
Major commitment
No financial aid

Positive Traits

Low outlay in comparison to other opportunities
Moderate outlay
No extra fees, costs
Affordable
Extensive financial aid available

Source

Financial aid information
Competitor analysis
Faculty
Advancement
Labor Market study

Comments

Program Planning- Initial Interview

Sign Language Interpreter

8. Student Barriers to Entering the Program: Must the student meet unique standards before entering the program, beyond normal? Will the student have to reach a given level of knowledge, experience, before entering the program?

Negative Traits

Restricted entry

Wait list

High minimum qualifications

Must meet additional requirements
beyond normal

Positive Traits

No restrictions outside of norm

Immediate entry available

Source

College catalog

Accreditation

Faculty

Comments

Program Planning- Initial Interview

Sign Language Interpreter

9. College Degree of Control: To what extent will the College have the ability to modify the program and control its content, delivery, and on-going operation?

Negative Traits

Little flexibility

Dictated by external agencies

Low

Weak

Positive Traits

High flexibility

Moderate to strong control

Source

Accreditation

Faculty

Advisory Committee

Competitor analysis

Labor Market analysis

Comments

Program Planning- Initial Interview

Sign Language Interpreter

10. College Responsiveness, Ability to Adapt to Changing Market: : To what extent will the College have the ability to modify the program given changing economic, technological, labor market and social changes?

Negative Traits

Not responsive
No ability to adapt
Dogmatic
Difficult to accomplish
Unwilling to change
Slow

Positive Traits

Responsive to market
Resilient
Willing to change
Rapid

Source

Accreditation
SWOT
Faculty

Comments

Program Planning- Initial Interview

Sign Language Interpreter

11. College Exit Mechanism: To what extent will internal and/or external forces hinder the College's ability to discontinue the program?

Negative Traits

Undefined benchmarks

Illiquid investment

Politically and/or socially difficult to sunset

Strong internal issues

Positive Traits

Benchmarks exist

Exit already envisioned

Well defined options exist

Easy to sunset

Few internal issues

Source

Accreditation

Advancement

Faculty

Comments

Program Planning- Initial Interview

Sign Language Interpreter

12. College Location and Method of Delivery: To what extent can courses be offered at multiple locations, in modular format, electronically, as well as in a variety of settings?

Negative Traits

Few options
 Difficult to revise
 Lacks innovation
 Single location
 Single method
 Unwilling to experiment
 Low percentage of courses can be enhanced by technology

Positive Traits

Multiple locations
 Variety
 Easy to design
 Easy to revise
 Willing to experiment
 High % of courses can be replicated using distance learning
 High % of courses can be enhanced with technology

Source

Catalog
 Course descriptions
 Schedule of classes
 Competitor analysis
 Faculty

Comments

Program Planning- Initial Interview

Sign Language Interpreter

13. College Barriers to Entering the Market: To what extent are there legal or accrediting issues confronting the College in order to establish the program?

Negative Traits

No proprietary protection
Must have accreditation, inspection, highly regulated
Many other providers
Difficult to define
Low acceptance of community college

Positive Traits

Have or can gain proprietary protection
No other providers
High acceptance of community college
No barriers

Source

Accreditation
Advisory Committee
Faculty
Competitor analysis
Labor Market analysis
Advancement

Comments

Program Planning- Initial Interview

Sign Language Interpreter

14. College Contacts and Networks: To what extent is the College plugged into appropriate business networks? What is the quality of these contacts?

Negative Traits

Undefined

Newcomer

Not accessible

Crude

Limited

Don't have

Positive Traits

Well established

Accessible

Well developed

High quality

Source

SWOT

Advisory Committee

Faculty

Advancement

Comments

Program Planning- Initial Interview

Sign Language Interpreter

15. College Marketing Strategy: Are there existing venues for marketing the program? Are these venues affordable, accessible, and appropriate? Is the program difficult to promote? Does the program require unique or special marketing methods?

Negative Traits

High cost
Process not established
Few resources
Lack of commitment
Expensive
Ineffective
Unrealistic

Positive Traits

Low cost
Great resources
Strong commitment
Established process
Ease of entry
Realistic

Source

Marketing plan
SWOT interviews
Waiting list
Faculty
Advisory Committee
Advancement

Comments

Program Planning- Initial Interview

Sign Language Interpreter

16. College Supporting Resources: Is there wide-spread support for allocating the necessary resources to develop and sustain the program? Is there a skilled pool of instructors available to teach courses throughout the duration of the program?

Negative Traits

Weak

Only for proposer

Can't find instructors

Positive Traits

Moderate to strong

Easy to find instructors

Source

Historical hiring data from SWOT

Faculty

Advancement

Comments

Program Planning- Initial Interview

Sign Language Interpreter

17. College Capital Requirements: What are the short and long term costs associated with developing and maintaining the program? Are these costs justifiable given other priorities and opportunities?

Negative Traits

High outlay
Not fundable
Funding difficult to obtain
Need to create infrastructure
Major renovation
High on-going costs
Need to acquire equipment

Positive Traits

Moderate outlay
Fundable
Infrastructure already exists
Low on-going costs
Equipment already existing

Source

Cost analysis
Faculty

Comments

Program Planning- Initial Interview

Sign Language Interpreter

18. College Return on Investment: Will the program generate sufficient revenue given its cost? How long will it take to reach an acceptable rate of return on investment?

Negative Traits

Money loser
 Little chance of seeing return
 Uncertain
 More than three years
 Slower than competition
 Negative public relations
 Low politically
 Low socially
 Not aligned with direction of college

Positive Traits

Real revenue generator
 High potential return
 Immediate
 Less than one year
 Faster than competition
 High socially
 High politically
 High visibility
 Aligned with direction of college
 Strong public relations

Source

Cost analysis
 Advisory Committee
 Advancement

Comments

Program Planning- Initial Interview

Sign Language Interpreter

19. College Management Team: To what extent is the management team experienced in the program area? How broad based is the management team?

Negative Traits

Narrowly based
Not in place
Solo person
Fragmented

Positive Traits

Existing
Strong
Broad based
Cohesive

Source

SWOT
Advancement

Comments

Program Planning- Initial Interview

Sign Language Interpreter

20. Industry Need: To what extent is there evidence that industry needs and economically values this program? How broad based is this need? Is this a real and valued need? Is there a clearly defined industry/occupation within Southeast Michigan?

Negative Traits	Positive Traits	Source
Unfocused	Well defined	Labor market analysis
Single focus	Multiple sources from a variety of sectors	SWOT
Narrow focus	Well documented	Graduate follow-up
Questionable	Credible sources	Employer surveys
Limited geographically	Based on valid methods	Advisory Committee
Anecdotal	Widespread	
Low demand	High demand	
Single employer	Many industries	
Weak	Strong	
Satisfied from within	Receptive	
Unreachable	Reachable	
Loyal to others	Easy to obtain contact information	
No contact information	Within regional market	
Never accept community college	Community college acceptable	
Outside of regional market		

Comments

Program Planning- Initial Interview

Sign Language Interpreter

21. Industry Size: What is the relative size of the targeted industry/occupation in southeast Michigan? Is the size of the targeted industry/occupation sufficient to sustain employment for those who complete all or part of the program?

Negative Traits

Poorly defined job opportunities
Unable to determine job opportunities
Small
Can't transfer
Shrinking
Unsustainable

Positive Traits

Reliable estimate of job opportunities
Large
Growing
Sustainable

Source

Labor market analysis
Advisory Committee

Comments

Program Planning- Initial Interview

Sign Language Interpreter

22. Industry Growth Rate: To what extent is each targeted industry/occupation growing in southeast Michigan? What is the expected duration of the current growth rate?

Negative Traits

Stagnant or declining
Government funded/supported
Slow
Weak

Positive Traits

Growing
Maintain at desired level
Rapid
Strong

Source

Labor market analysis
Advisory Committee

Comments

Program Planning- Initial Interview

Sign Language Interpreter

23. Industry Working Conditions and Benefits: Are future earnings enhanced by completing all or part of the program? Are expected wages justified given the typical working conditions? Do employers value what is gained through the program?

Negative Traits

Low
Negative
Few
Little potential
Difficult working conditions

Positive Traits

High
Positive
Great potential

Source

Labor market analysis
Graduate follow-up
Advisory Committee

Comments

Program Planning- Initial Interview

Sign Language Interpreter

24. Industry Barriers to Entering the Occupation: To what extent are there additional requirements for gaining employment in the industry/occupation? To what extent is the market already saturated with skilled workers?

Negative Traits

Licensure
Highly restricted
Glut, saturated
Hire/promote from within
Limited

Positive Traits

No limits
No restrictions

Source

Accreditation
Labor market analysis
Advisory Committee

Comments

Program Planning- Initial Interview

Sign Language Interpreter

25. Industry Degree of Versatility: To what extent are there opportunities for career growth? What is the likelihood of career growth?

Negative Traits

Little flexibility

Low

Few options

Limited growth potential

Limited

Positive Traits

Industry has high flexibility

High

Many options

Source

Labor market analysis

Advisory Committee

Comments

Program Planning- Initial Interview Sign Language Interpreter

26. Competition: Who else offers similar training? Who are our major competitors?

Negative Traits	Positive Traits	Source
Mature industry	Imperfect competition (few providing similar training)	Competitor analysis
Many others providing training in the region	Emerging (no training from within the industry)	Advisory Committee
Strong	No one has foothold (public nor private, 2-nor 4 year)	State-wide enrollment report
Well established	None	State-wide completions report
High recognition		
Training provided from within		

Comments

2/4/03 - Program Planning Model

CAR program next

- What is? Systematic way of making decisions about our academic programs?

- Based on banking model - venture capitalism

- CPC sets \$1m for new initiatives - usually 2-year projects - ① technology & ② non-tech -
i.e. newspaper boxes for college students

ANNUAL PROGRAM REPORT

* Early warning measures of a program is in trouble.

Report Card

i.e. student to faculty ratio
% of new students

IDEAS:

Advancement:

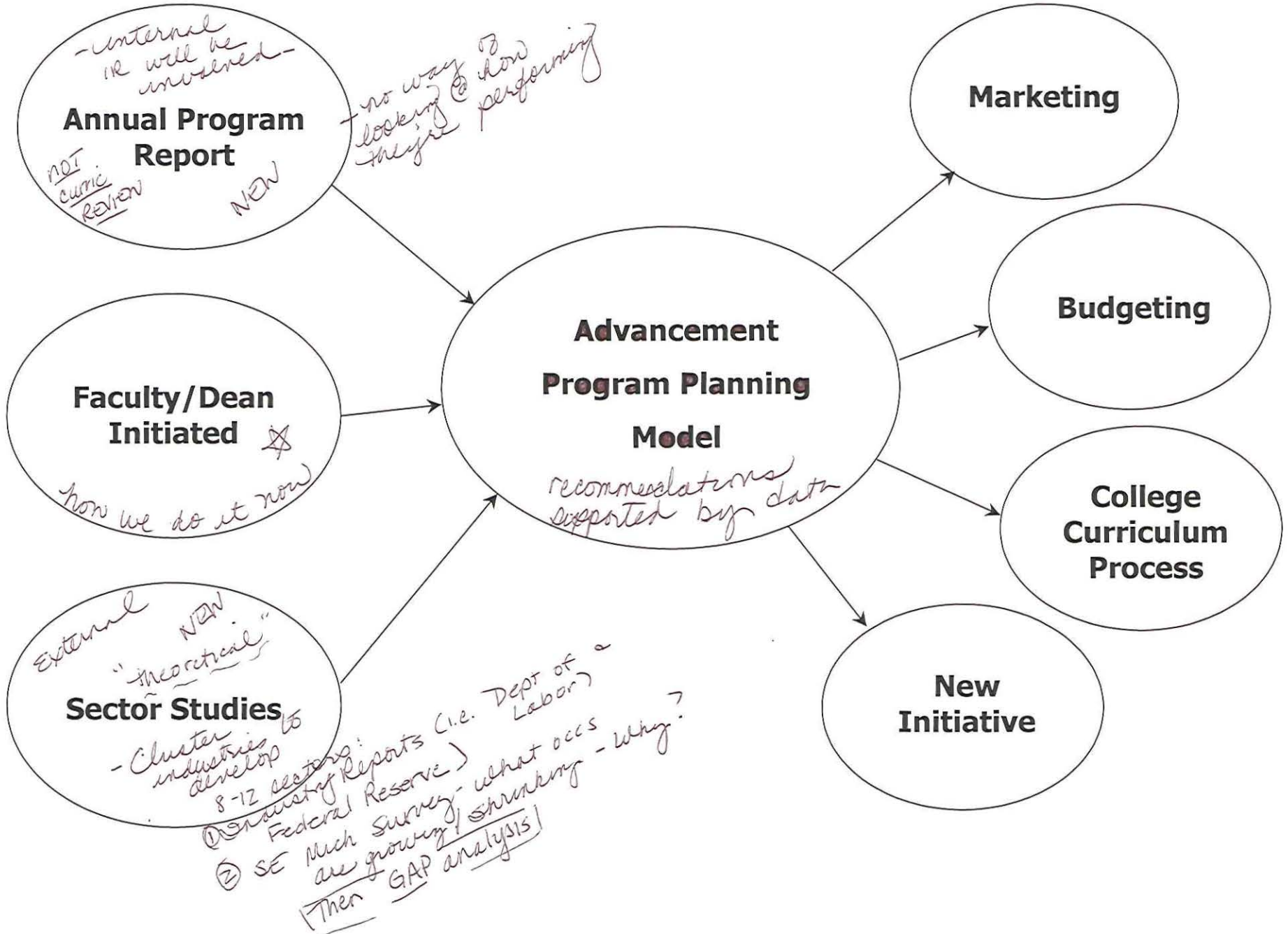
① Inst. Effectiveness

② Prog. Planning

SEMCC - S. Much E?

Program Planning Model

- DRAFT -



mtg needs to be scheduled

Possible Questions for DeafCAN

1. What is the average salary for an interpreter/translator for the deaf?
(Relates to Question 23 Under Occupational Conditions)
2. Is there a preferred educational standard? Does it really impact pay? To what extent is this preferred standard adhered to in the industry?
(Relates to Questions 5 & 23 Under Occupational Conditions and Benefit to Student))
3. Generally, how long does it take a newly degreed person to find gainful employment? (Related to Question 20 Under Industry Demand)
4. Is there a typical career path for these individuals? Beyond becoming a "better" and more proficient interpreter... where does the career path typically lead? To what extent do people learn these skills "first" or obtain later in their career "second"? (Relates to Question 20 Under Industry Demand)
5. Is a sign language interpreter/translator typically a primary or secondary occupation (Is it usually something someone does as a side job?)?
 - What percent does interpreters use sign language as their primary employment? secondary employment? and/or casual practice?
(Relates to Question 2 Under Target Market)
6. Is there a typical age group for these individuals? Is there a typical profile?
(Relates to Question 2 Under Target Market)
7. Which are the most well-know schools for their sign language program(s), reputation, etc. within Michigan. (Relates to Question 26 Under Competition)
8. Generally, is the field growing, declining or relatively stable? What are the short and long term prospects in the field? (Relates to Questions 20, 21 & 22 Under Industry Demand)
9. What is the size of the deaf community in southeast Michigan? (Unsure what category this question falls under, but I've already pulled this information from the latest census data)
10. What are the latest technological advances in the field, if any? How are these impacting the Deaf? (Unsure what category this question falls under)
11. Is their any pending legislation? (Relates to Question 13 Under College Flexibility)
12. Currently, what are the best avenues of communication for the deaf community, e.g. print (direct mail, newspaper, newsletter), Internet, e-mail?
(Unsure what category this question falls under)
13. What is the best method for reaching friends and family of the deaf?
(Unsure what category this question falls under)

14. Who are Oakland City employers?

Questions for DeafCAN

Note: It would help to indicate at the end of each question which issue in the model the question is addressing.

1. What is the average salary or hourly wage for an interpreter/translator for the deaf? This information should then be compared to that obtained through MOIS, classified ads, and other sources. This is likely to vary by industry e.g. school districts, interpreter agencies, government, etc. *Ques #23*
2. Is there a preferred educational standard or is it more driven by skill level? Does it really impact pay? To what extent is this preferred standard adhered to in the industry? This will differ depending on employer e.g. school district, private interpreter agency, etc. *#5 or #23*
3. Generally, how long does it take a newly degreed person to find gainful employment? *#20* Is this not driven by economic conditions, individual skill level, personal motivation, type of job one is seeking, etc? This will change as economic conditions change. What question within the model does this address?
4. Is there a career path for these individuals? Beyond becoming a "better" and more proficient interpreter... where does the career path typically go? To what extent do people learn these skills "first" or obtain them later in their career "second"? *4.25 25*
5. *Target market* Is a sign language interpreter/translator typically a primary or secondary occupation (Is usually something some does as a side job)? What percent of Interpreters... primary x%, secondary x%. Need to keep separate degreed Interpreters and those that are just casual. *#2*
6. Is there a typical age group for these individuals? Is there a typical profile? See if this matches our Student Profile. *#2*
7. *Competitive* Which are the most well known schools for their sign language programs, reputation, etc. within Michigan. *(# #26)*
8. *Industry Demand* Generally, is the field growing, declining or relatively stable. What is the short and long term prospects in the field? *#20-22*
9. ~~What is the size of the deaf community in southeast Michigan?~~
10. What are the latest technological advances in the field, if any? How are these impacting the Deaf? *(not covered)*
11. Is there any pending legislation? Search the Legislative data base. *#13*
12. Currently, what are the best avenues of communication for the deaf community e.g. print (direct mail, newspaper, news letter), Internet, e-mail. *(not covered)*
13. What is the best method for reaching the friends and family of the deaf? *(not covered)*

Showers, Nancy

From: Orłowski, Martin
Sent: Tuesday, May 20, 2003 7:48 AM
To: Tucker, Katherine
Cc: Showers, Nancy
Subject: RE: Sign Language Questions for DeafCan



Questions for
DeafCAN.doc

I think you've developed a good set of questions. I've added to some of them and included further clarification in *italic*. It would be very helpful to know which issue in the model each question was addressing. This should be indicated at the end of each question. I'm trying to schedule the meeting with DeafCAN. What is your schedule?

-----Original Message-----

From: Tucker, Katherine
To: Orłowski, Martin
Cc: Showers, Nancy
Sent: 5/14/2003 4:23 PM
Subject: Sign Language Questions for DeafCan

<<Possible Questions for DeafCAN.doc>>

Katherine K. Tucker
Oakland Community College
Research Analyst
Office of Institutional Research
(248) 232-4870