Opportunity (Purpose or Primary Reason for Project):
- Applicants to ICC who wish also to be admitted to the Interpreter Preparation Program (IPP) are unaware that admission into the program requires a special application process and that seating in the program is limited.
- Currently, there is no clear application process for the IPP and maintenance of the wait list.

Business Case (Budget Information):
- Students, especially students who are out of district, are frustrated when coming to ICC for the Interpreter Preparation Program when they find out that they have been admitted to the college but not into the program.
- IPP has potential for growth as deaf advocacy groups lobby for quality assurance laws and Illinois’ Interpreter Licensure law went into effect as of January 2009.

Goal (Expected Outcomes, Deliverables, and/or Results):
- More effective and efficient communication with potential IPP students
- Clear and detailed application and admissions process for IPP

Scope (Constraints, Boundaries, and/or Key Risks):
- This project will examine the process beginning when a potential student applies to ICC with the intent of gaining admission into the IPP and ending when the student is successfully admitted into the program.

Timeline (Define, Measure, Analyze, Improve, and Control):
- The project will begin in September. A Kaizen team will meet to define problems, analyze data, and suggest improvements. Process improvements will be implemented in time for students applying for Fall 2010.

Primary Measures:
- Number of students applying to IPP program
- Number of students successfully admitted into the IPP.
- Number of students receiving communication from the IPP coordinator after expressing interest in the IPP
- Number of days from students’ initial application and initial communication from the IPP coordinator
- Number of students initially placed on waiting list who are later admitted to the program
Other (Additional Resources Needed, Critical Considerations, and/or Initial Concerns):

A number of programs at ICC require a special admissions process:

- Health Careers programs require special application/admissions process.
- Social Sciences: The DACT program has a screening process by the advisor for the program, Dan Kelts. This is a different mechanism than other program admission requirements primarily because of the type of students who may ask to be in the program. Students with some backgrounds may be inappropriate for the program (felons, etc.). Thus the screening prior to admission in the program.
- AIT: DPET has a limited seats and a special application process. GM/ASEP and the CAT program also require special application/admissions processes.
- Public Services: Paralegal Degree and Certificate require admission to the program before program courses can be taken.
- Community Outreach: Adult Education (GED and low- and intermediate-level ESL) require students to take a standardized screening test required by the Illinois Community College Board before they are batch enrolled into program courses.
- One risk of this project involves the use of any admissions requirement. Using such requirements may work against the college’s open access policies.
- Are there accreditation issues related to IPP? How does the licensure law affect this program?
- How/where is the student wait list maintained? What happens to students on the wait list? How many are later admitted to the program?

Supporting Data & Process Map(s):

- The IPP began in 1993 with a 3 year grant from the state agency, DHS/DRS (Department of Human Services/Division of Rehabilitation Services).
- Current student population is - 11 second year and 24 first year.
- ASL 001, 002, 003, and ASL 010 and 011 (Baby Sign I – 11) are offered as community education classes. This semester those classes have a combined enrollment of 72 students.
- ICC’s IPP is 1 of 8 IPP/ITP programs in IL; 3 of which are 4 year programs. ICC has the only 2 year program in Central Illinois. There are approximately 150 other programs in the nation.
- The IPP currently has an informal admission procedure. Students contact the IPP coordinator to discuss IPP enrollment. Their name is then placed on a list. 24 new students are accepted each year. When that number is reached, students are placed on a waiting list. At this point there are 35 names on the waiting list. Some are interested in taking evening program courses. To respond to this need, an additional section of IPP 110 is being added in the spring as an evening course.
- Currently, there are no formal admissions requirements.
- The IPP is staffed by 1 75% Coordinator/Instructor and 3 adjunct instructors. There is a small pool of adjunct instructors that teach our community education courses.
- This program has great potential for growth. Formal interpreter education began in the 1970’s and is still relatively new. As D/deaf advocacy groups around the country successfully lobby for the passage of quality assurance laws, interpreter education is being propelled forward. Some programs are meeting this challenge; others are not.
- Illinois has a new Interpreter Licensure law, effective this past January. This law does not mandate a specific level of education for licensing; however, passing the test does require sufficient education.