LDC Program Review – Annual Discipline Update for 2021-2022
PART A

SECTION 1: BASIC PROGRAM/DISCIPLINE INFORMATION

SAC Name: **American Sign Language**

Disciplines included in this SAC: ASL

SAC Chair(s): Tie Burcham

Faculty Department Chair(s): Mish Ktejik

Program Dean/ SAC Administrative Liaison: Andrew Roessler

Pathway Dean: Dan Wenger

Please highlight where your classes are offered.

Classes/Services offered at: CA / SY / NB /
Other:

SECTION 2: REFLECTING ON DATA

All data cited below can be found here:

***Note the row of Tabs just below your Bookmarks Bar. Begin on the Home Tab. This is where you will choose your selection criteria for your data. Return to the Home Tab whenever you want to change your selection criteria. See the Help and Data Dictionary Tabs as well as the Data Directions Document included in the email with this template for more information.

Please include data from at least the last three years and up to the last five years. A 3-year enrollment review is recommended. SACs may have unique circumstances and reasons for looking more or less broadly.

2A.Enrollment (SFTE) per year; Location (where course is taught); Modality

Appendix A — Student Enrollment FTE (SFTE) by Campus and Modality — Portland Community College

Table A-1: College Wide / Sylvania Campus

Course ID		2017-18				2018-19				2019-2020							2020-2021						
		Overall	Campus	Online	Hybrid	Overall	Campus	Online	Hybrid	Overall	Campus	Onsite	Remote	Online	Hybrid	Blended	Overall	Campus	Onsite	Remote	Online	Hybrid	Blended
ASL	101	33.2	33.2			39.2	39.2			37.8	37.8	30.0	7.9				44.9	44.9		44.9			
ASL	102	12.3	12.3			19.1	19.1			15.2	15.2	11.4	3.7				15.1	15.1		15.1			
ASL	103	8.4	8.4			9.1	9.1			8.2	8.2	6.0	2.2				7.2	7.2		7.2			
ASL	150	5.9	5.9							2.1	2.1	2.1					4.9	4.9		4.9			
ASL	151	4.0	4.0							1.7	1.7	1.7					1.6	1.6		1.6			
ASL	201	4.9	4.9			4.9	4.9			6.3	6.3	6.3					3.7	3.7		3.7			
ASL	202	3.5	3.5			3.6	3.6			4.1	4.1	2.7	1.4				2.5	2.5		2.5			
ASL	203	1.7	1.7			2.6	2.6			2.9	2.9	0.7	2.2				1.5	1.5		1.5			
ASL	210	0.5	0.5			1.1	1.1										4.4	4.4		4.4			
ASL	240	6.5	6.5			4.6	4.6			4.4	4.4	3.0	1.5				1.6	1.6		1.6			
ASL	250	1.7	1.7			0.9	0.9			2.5	2.5		2.5				1.4	1.4		1.4			
ASL	251	2.5	2.5			0.5	0.5			0.5	0.5	0.5					1.0	1.0		1.0			
ASL	260	1.2	1.2			0.8	0.8			1.0	1.0		1.0				1.0	1.0		1.0			
ASL	265	0.8	0.8			0.5	0.5			0.5	0.5		0.5										
	Totals	87.0	87.0			86.9	86.9			87.2	87.2	64.4	22.9				89.8	89.8		89.8			

2A1. Does this data suggest any questions that the SAC would like to pursue?

This data is representative of the continued shift to a completely remote modality due to the global pandemic. It will be valuable as a benchmark when determining the ratio of classes that will return to on-campus, those that will be offered hybrid and those that will be completely remote. It will also serve as a reflection point in acknowledging that there is continued growth in these classes even during a pandemic and regardless of the shift in modality.

2A2. Do the data suggest adjustments be made in your discipline, such as schedule or course offerings, with regards to enrollment? If yes, what ideas/strategies do you have that you would like to implement or have help with in the upcoming academic year?

- It will be crucial to have continued assistance in student retention for ASL 201, 202, 203, 250, and 251 and reducing attrition.
- Ideas that the SAC will be researching will be assessing national trends within ASL programs to see how the pandemic has impacted modality preferences and creating a ratio of classes that best meets the demands of students.

2A3. Are there other data reports that you would find informative/useful with regards to enrollment? How would this information support decision-making for the SAC/discipline?

- Data on instructors and SFTE. Do particular instructors lead to more SFTE for the next course? Do particular instructors lead to less?
- A careful investigation of data collected within the ASL Teacher's Association (ASLTA) to see if there are national trends indicating prefered course modality.
- ASL 160, ASL 230 and ASL 220 have recently been proposed–if these are added to the course offerings, it will be necessary to examine the demographics of the students that enroll in these classes. The hope is that they will be appealing to a broad demographic population.
- How many ASL students go on to enroll in ITP courses

2A4. Is your program aware of any external influences that strongly affect recent enrollment? For example, state requirements, transferability challenges, other university policies, etc. Please explain.
- It is yet to be seen how the pandemic will impact enrollment long term; though historically when there has been an economic recession, there has been a surge in student enrollment. If this becomes the case, it will be necessary to capitalize on the non-traditional student population, offering courses at times of the day when they are able to attend and in a modality that meets their needs.
- There is discussion within the state legislature about requiring an interpreting license. This may result in working interpreters returning to community colleges to brush up on their language skills by taking ASL classes. This will have more of an impact, likely, on the upper level language courses, reducing attrition rates.

2B. Course Success Rates

Data Definition: Success rate represents the percentage of students who successfully complete a course. It is calculated as:

Number of students receiving a grade of A, B, C, P, PR, or CM

% S = _____

Number of students receiving a grade of A, B, C, D, F, P, NP, I, W, PR, CM, N, UP

PR, CM, N, and UP are non-credit grades used in the Adult Basic Education program.

Success rates for gender and race are not calculated when the enrollment is less than 5. For any success rate that is not calculated, the total for that column is also not calculated.

% Success By Course and Modality

Enrollment (Enroll) and Success Rate (%S) by Modality

Table B-1

Course ID	Academic Year	Overall		Onsite		Remote		Online		Hybrid		Blended	
		Enrl	%S	Enrl	%S	Enrl	%S	Enrl	%S	Enrl	%S	Enrl	%S
ASL 101	2017-18	364	77.2	364	77.2								
	2018-19	436	83.0	436	83.0								
	2019-20	421	77.9	421	77.9								
	2020-21	509	67.2			509	67.2						
ASL 102	2017-18	142	90.1	142	90.1								
	2018-19	220	80.0	220	80.0								
	2019-20	174	77.6	174	77.6								
	2020-21	177	75.1			177	75.1						
ASL 103	2017-18	95	88.4	95	88.4								
	2018-19	104	92.3	104	92.3								
	2019-20	92	85.9	92	85.9								
	2020-21	83	89.2			83	89.2						
ASL 150	2017-18	42	83.2	42	83.2								
	2018-19												
	2019-20	15	86.7	15	86.7								
	2020-21	37	89.2			37	89.2						
ASL 151	2017-18	30	90.0	30	90.0								
	2018-19												
	2019-20	13	84.6	13	84.6								
	2020-21	12	91.7			12	91.7						
ASL 201	2017-18	54	88.9	54	88.9								
	2018-19	53	90.6	53	90.6								
	2019-20	68	91.2	68	91.2								
	2020-21	41	85.4			41	85.4						
ASL 202	2017-18	40	90.0	40	90.0								
	2018-19	42	95.2	42	95.2								
	2019-20	47	87.2	47	87.2								
	2020-21	29	79.3			29	79.3						
ASL 203	2017-18	20	95.0	20	95.0								
	2018-19	31	100.0	31	100.0								
	2019-20	34	88.2										
	2020-21	18	79.3			18	79.3						
ASL 210	2017-18	6	100.0	6	100.0								
	2018-19	13	100.0	13	100.0								
	2019-20												
	2020-21												
ASL 240	2017-18	74	94.6	74	94.6								
	2018-19	53	88.7										
	2019-20	51	86.3										
	2020-21	51	90.2			51	90.2						
ASL 250	2017-18	13	76.9	13	76.9								
	2018-19	7	85.7	7	85.7								
	2019-20	19	94.7	19	94.7								
	2020-21	12	75.0			12	75.0						
ASL 251	2017-18	18	100.0	18	100.0								
	2018-19	4	100.0	4	100.0								
	2019-20	4	100.0	4	100.0								
	2020-21	12	91.7			12	91.7						
ASL 260	2017-18	19	84.2	19	84.2								
	2018-19	12	83.3	12	83.3								
	2019-20	16	75.0	16	75.0								
	2020-21	15	73.3			15	73.3						
ASL 265	2017-18	19	94.7	19	94.7								
	2018-19	11	90.9	11	90.9								
	2019-20	11	90.9	11	90.9								
	2020-21												
Totals	2017-18	936	85.0	936	85.0								
	2018-19	986	85.5	986	85.5								
	2019-20	965	81.6	965	81.6								
	2020-21	996	74.2			996	74.2						

2B1a. Are there any courses with lower or higher pass rates than others (over time, over many sections, or a notably higher or lower rate)? If so, which ones?

- ASL 101 has the lowest success rate. This may be due to the common myth that ASL is an "easy" course to learn. Students report that PCC advisors have made this claim, and encouraged them to enroll in ASL. In actuality, ASL is a challenging language to learn since students are not just learning another language, but also a new communication modality.

2B1b. Are there any modalities with lower or higher pass rates than others (over time, over many sections, or a notably higher or lower rate)? If so, which ones?

- Data from this past year does not provide information for drawing comparisons between modalities because all courses were provided remotely due to the pandemic.

2B2. Strategy Insights

What strategies have you used to maintain high success rates? What can be learned that might be applied to courses with lower success rates? What are possible actions to be taken to understand/address lower success rates? Please clearly explain how your discipline intends to explore content/curriculum, pedagogy/teaching, course material selection, etc. using culturally responsive teaching approaches throughout the next year. Try to identify a realistic one-year goal.

- The curriculum design was modified in 2020 to incorporate True-WayASL (TWA), rather than Signing Naturally. While it was used in every course, it's difficult to gauge its effectiveness due to the additional stressors created by shifting modalities to remote learning throughout the pandemic. One of the technical difficulties encountered is that TWA does not easily interface with the LMS, D2L, while it interfaces seamlessly with other LMS's, such as Canvas. D2L is not user-friendly from a student perspective and from the perspective of new faculty.
- TWA integrates cultural diversity and operates from a pedagogical framework of culturally responsive teaching much more than Signing Naturally. An example of this is the depiction of regional signs used across the United States, rather than simply relying on the regional signs seen within the West coast, as is done in the Signing Naturally curriculum.
- There has been continued discussion and collaboration within the ASL team in examining which units align best with the various language courses. The team is taking an iterative approach and incorporating student feedback, success rates and instructor feedback when making these decisions.
- By creating the accelerated language learning courses (ASL 150, ASL 151, ASL 250 and ASL 251), there have been two notable improvements:
  - It has resulted in smaller class sizes for other language courses, making it more amenable to language learning
  - There has been a great deal of interest and high enrollment for these classes, indicating that there was a need for them
- Goal: Solidify a one-year plan of what units of TWA will align with which language course and maintain it for an entire year so as to collect valuable determinative data for following years.
- Goal: Continue to collaborate with colleagues locally and nationally to supplement the TWA curriculum with even more activities and culturally relevant material.

Enrollment and % Passing By Course and Student Demographics

SEE Gender, Race, and Pell Tabs

2B3. The data may indicate a pattern of inequities (in gender, race, or Pell eligibility) in student enrollment or success. Please clearly explain how your program intends to explore content/curriculum, pedagogy/teaching, course material selection, etc. using culturally responsive teaching approaches throughout the next year. Try to identify a realistic one-year goal.

- Females continue to enroll in ASL 101 at 2-3 times the rate than their male counterparts
- Only 3% of the students enrolling in ASL 101 disclosed as being nonbinary–yet they collectively had a tremendous success rate of 73.3%.
- The number of nonbinary students drastically declined by 50% after ASL 102 and continued to decline in subsequent courses.
- Using data from ASL 101: There was a markedly low success rate among Black students (38.9%), while the Native American (83.3%), Asian (94.4%), Latinx (69.4%) and multiracial (55.3%) rates were higher. This may be attributed to the social climate of 2020 and the resurgence of the attention on police brutality that Black students encounter.
    - By hiring a full time faculty member onto the team who is Black and Deaf, the team hopes Black students feel better represented, thereby increasing the success rates.
    - A proposal has been submitted for ASL 220: Black ASL and ASL 230: Black Deaf culture–with the intention of reaching out to more students from diverse backgrounds and also highlighting the need for cultural intelligence among the majority population.

2B4. What support does your SAC need to fully explore inequities in enrollment or student success? For example, are there any other data reports you would find useful to have related to student success?

- A demographic survey should be conducted exploring the technological inequities that students are facing
    - This would help in identifying the ratio of classes that should be held in person or should continue to be held virtually
- To narrow the gap in financial inequity and hardship, PCC should pay for the GoReact license and TWA curriculum for students. GoReact is the web-based subscription-like platform used for submitting video assignments and for receiving video feedback from peers and instructors. This has been done at other local community colleges and has substantially increased the number of students enrolled and their retention rates.

SECTION 3: REFLECTION ON ASSESSMENT OF STUDENT LEARNING

3A. Assessment Reports

Please note: The following questions link directly to your Annual Learning Assessment Reports for the Learning Assessment Council. Feel free to cut and paste between this document and your other assessment documentation.

3A1. Which student learning outcomes from your SAC's available courses will you assess this year and will you use direct assessment strategies?
(These can be larger, program-level outcomes or course-level outcomes from your CCOGs).

- All outcomes for ASL 101, 102, 103, 201, 202, 203, 250, 251, 150, and 151 will be reviewed using student performance, student feedback, and instructor observations.

3A2. Which courses do you plan to assess this year; how and why will your SAC choose the sections?

- ASL 101, 102, 103, 201, 202, 203, 250, 251, 150, 151. These courses recently adopted a new curriculum and it is requiring ongoing revision.

3A3. In general terms, describe the assessment project for the year from implementation to data collection. What steps will you take in carrying out the project?

- All ASL COOGs were revised roughly three years ago and a new curriculum was adopted. The ASL SAC is actively monitoring all courses and the impact of this new curriculum on achieving the course outcomes. Student success rates, student feedback, and instructor observations will be used to assess these outcomes. This information has been collected throughout the academic year and will be reviewed in our spring SAC meeting.

3B. Response to LAC Assessment Question

Please respond to the question below, which relates to your SAC's 2020-2021 Learning Assessment Report to the Learning Assessment Council (LAC).

American Sign Language did not submit a learning assessment report in 2021.

Question: SACs have experienced a range of challenges in assessing outcomes in 2020-2021. As you think about the next academic year and the many ways you already assess students, how might you share that information with others and learn from it? The LAC has coaches ready to help you translate that into a learning assessment project.

SAC Response:

> Tie Burcham is a new faculty to PCC ASL/ITP program as of September 2021. They are still navigating the system and learning their program and its operations. Mx. Burcham requires more time to study and learn its LAC assessment, SAC and PCC's regulations and expectations amidst all of the infrastructure changes this year.

SECTION 4: ADDITIONAL ACHIEVEMENTS, CHALLENGES or OPPORTUNITIES

4A. Is there anything further you would like to share about your program's achievements at this time?

- PCC's ASL department has undergone tremendous changes with the new course revisions, the newly adopted curriculum, and the transition to remote teaching. The instructors have all risen to the challenge and continued on admirably!
- Goals: 15 student limit per section. ASL courses were capped at 15 students for remote teaching. This is a vastly more reasonable load for ASL instructors (see the previous comment in 2B2) and allows for more effective instruction. Our goal is to continue capping our ASL courses at 15 students when we return to campus.
- Goal: Offer synchronous remote courses in the future. Synchronous remote instruction has been effective for some students who live far away from campus, do not have transportation, or do not have childcare options. Once we return to campus, ASL SAC would like to continue offering a synchronous remote ASL track along with our on-campus courses.
- Goal: Adding more courses to the ASL program: Black Deaf Culture, Black ASL, and Visual Gestural Communication to attract more students and expand enrollment numbers.

4B. Are there any challenges not described above that you would like to note here?

- Prior to the pandemic, ASL enrollment was steadily increasing despite the overall college enrollment trends. We expect this growth to continue post-pandemic. Based on this data, the ASL department has requested a designated FDC. It currently shares an FDC with the ITP department, a CTE program that demands most of the chair's attention. A designated ASL chair is necessary to support the program effectively.

4C. Do you see any opportunities in the near or long term that you would like to share?

- ASL has continued to grow in popularity nationwide and we expect to see that growth reflected in the enrollment. The recent additions of ASL 160, 220, and 230 will also encourage an increase in SFTE. We hope that a designated FDC can capitalize on this positive momentum.
- The ITP program currently houses the Deaf Cultural Studies Certificate. With the addition of a designated chair, it would be more appropriate to house the Deaf Cultural Studies Certificate in ASL and add ASL classes to the certificate requirements. Given the

growing demand for medical, social, and private sector fields to increase their awareness of Deaf culture, this certificate has a lot of potential for growth.