

# CTE Program Review – Annual Program Update for 2021-2022

## PART A

### SECTION 1: BASIC PROGRAM INFORMATION

Program Name: **Interpretation - English/ASL**

Program Faculty Department Chair(s): Mish Ktejik

Program SAC Chair(s): Darcie LeMieux

Program Dean: Andrew Roessler

Pathway Dean: ??

Please highlight where your classes are offered.

Classes/Services offered at: CA / RC / SE / **SY** / NB / HC / WCC / Metro / CLIMB / OMIC / Other:

#### 1A. Program Structure

- Do you have a Competitive Entry or Admissions Process?

Competitive, based on admission criteria

Competitive due to limited capacity, based on order of application

Open entry

Other \_\_\_\_\_

## SECTION 2: REFLECTING ON DATA

All data cited below can be found here:

<https://www.pcc.edu/institutional-effectiveness/program-profiles/>

\*\*\*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 review is recommended. SACs may have unique circumstances and reasons for looking more or less broadly.

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

**SEE Student FTE Tab.**

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

Due to COVID pandemic and moving to remote learning, with the approval of the administration ITP have accepted a limited numbers of 14-15 students instead of usual 20-25 into the program due to visualibity of ASL language on Zoom classes. The SFTE number has declined slightly for 2020-2021.

Will the numbers of the students increase when we are fully back on the campus again? Or will we continue to keep our enrollment at 14-15?

2A2. Do the data suggest adjustments be made in your program, 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?

ITP have updated their curriculum so some of the course number offerings are being changed to new course numbers, so this does reflect in the data. Some of the new courses are currently offered for the first time. It will take some time to have better data to show what areas we need to improve.

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 program?

Data showing how many PCC ASL students apply and enroll in ITP courses.

## 2B. Course Success Rates

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

$$\% S = \frac{\text{Number of students receiving a grade of A, B, C, P, PR, or CM}}{\text{Number of students receiving a grade of A, B, C, D, F, P, NP, I, W, PR, CM, N, UP}}$$

*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**

**SEE Modality Tab**

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?

N/A - data doesn't show this.

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?

N/A - data doesn't show this

## 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.

During the 2020-2022 with remote courses, we have made some changes with grading for some specific courses by giving the students pass/incomplete instead of letter grade for each assignment/test. This has helped to reduce the students' stress level and to focus on the task. As well, there are some changes in pedagogy/teaching for some of the practicum courses with materials and assignments especially with some hand-on activities, and practicum experiences. We will continue to explore and make changes with our content/curriculum with new materials. The classes are smaller and we can cover more information.

## **Enrollment and % Success 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.

**The data does not show accurate # of gender and race within the ITP program as it has been factored with both ASL and ITP programs. Female students continue to enroll and succeed with high percent compare to male and nonbinary students:**

2020-2021 10 female - 80% / 3 male -0%/ 0 nonbinary - NA

2019-2020 20 female - 95%/ 3 male - 0%/ 0 nonbinary - NA

2018-2019 20 female - 100%/ 1 male- 0% /0 nonbinary - NA

**The data show a very low # of BIPOC students enrolled and no success rate for the last three years.**

2020-2021 There are only one student of each race: Native American, Black, Multiracial enrolled with 0% success rate.

2019-2020 There is only one NHoPI and 2 Multiracial students with 0% success rate.

2018-2019 There is only one Latinx and 2 Multiracial students ith 0% success rate.

- Develop a strategic plan with more support and resources with a goal to retain our BIPOC and male students.
- With recent hiring of a full time faculty member who is Black and Deaf, the ITP SAC hopes they will be able to help ITP SAC to identify barriers and develop some resources to support and retain BIPOC students as well as male students. See 2B4 for more information.
- Recruit and train new BIPOC and male mentors to work and support our BIPOC/male students.

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?

- With upcoming new courses ASL 220 Black ASL and ASL 230 Black Deaf offerings, ITP/ASL SAC hope this will spark great interest among BIPOC students to take more ASL courses and enroll into ITP.
- The hardship related to financial inequality and technological inequality should be explored and addressed among ASL and ITP students. PCC can help reduce the cost

for our students by purchasing the GoReact license so all ASL/ITP students can use this platform at no cost. GoReact is the web-based subscription platform used for submitting video assignments and to receive video feedback from peers and instructors.

- With additional funding, hire a person with BIPOC/male experience to evaluate our ITP content/curriculum, pedagogy/teaching, course material and develop a strategic plan to make some changes as needed. Develop a strategic plan to recruit and retain BIPOC/male students with additional support and resources for success. Explore why ITP continues to lose male students after 1st year of the program. Track post-covid BIPOC numbers. Prior to Covid, ITP BIPOC students graduated at a higher rate than white students. Covid significantly affected BIPOC graduation rate.
- There is nothing in this report that is useful for how our BIPOC and male students can succeed.

## 2C. CTE Completions

### **SEE Awards Tab**

2C1. Is the program independently tracking student completions? Feel free to share your data sets here. Are there any program practices that positively influence completions? Are there any program practices that could be revised in order to more positively influence completions? Please explain.

Yes, individual graduation rates are tracked by the FDC. No data sets have been compiled.

ITP program offers free tutoring and requires students to attend tutoring sessions as part of their assignments. Students must pass a qualifying assessment which they are allowed to take 4 times, increasing their chances of success. A new elective course, Practicum III, was added to support students who struggle to pass the qualifying assessment.

2C2. If different from your internal tracking (if you do it), what conclusions or observations are suggested by the graduation data provided in the Awards Tab?

Student's ASL skills are the biggest factor in determining their success in the program. Steps to strengthen ASL pre-program requirements and strengthen ASL skill during the program are being discussed.

2C3. Is your program aware of any external influences that strongly affect program completion? For example, labor market impacts, business partnerships, or internship availability, etc. Please explain.

With COVID pandemic, many of our internship placement availability have closed up or disappeared. It has a very strong impact on our internship students as they are not able to earn enough practicum hours to be able to graduate on time, and most of them had to delay completing their ITP degree at least one year or so. Some of them are struggling to keep up with their skills that they have learned from classes with a long gap between internships. By offering the ITP 286 Practicum III course to all students who have not passed the Qualifying Exam, they are able to keep up their skills as much as possible.

2C4. Are you able to get information about graduate job placement/salaries for recent graduates? If so, please describe how you get that information, and what you have learned.

No

### **SECTION 3: REFLECTION ON ASSESSMENT OF STUDENT LEARNING**

3A1. Learning Assessment Reports

- Multi Year Plan current and complete
- 2021 Summary Data Report submitted
- 2021 CTE Learning Assessment Report submitted
  
- 2021 TSA submitted (Please check if TSA submitted)

Program Notes: If any of the above forms above was not submitted, please explain why. Feel free to add additional notes/ context as appropriate.

See answer on 3A2.

### 3A2. Assessment Reflection

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

***Interpretation, ENG/ASL 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:**

## **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 ITP 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. ITP courses were capped at 15 students for remote teaching. This is a vastly more reasonable load for ITP instructors and allows for more effective instruction. Students have thrived with smaller classes, evidenced by their skill developing at a higher rate than pre-covid cohorts. Our goal is to continue capping our ITP courses at 15 students when we return to campus.
- Goal: Adding Black Deaf Culture, Black ASL, and Visual Gestural Communication to the Deaf Cultural Studies Certificate requirements. Adding Black Deaf Culture to ITP program prereqs.

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

None

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

None

## SECTION 5: INDUSTRY AND EXTERNAL ACCREDITATION GUIDANCE

### 5A. Advisory Committee

Please check your Advisory Committee list at [Spaces](#). If it is not up to date, submit the current list to [academicaffairs@pcc.edu](mailto:academicaffairs@pcc.edu) and we can update Spaces for you.

Advisory committee roster is current as of: **May 2021**

Please summarize feedback/input that you have received from your Advisory Committee over the past two years, and outline actions that resulted from this feedback.

With the pandemic the past two years, ITP Advisory Committee has not met at all. We hope to meet again when we are back on campus fully next academic year.

Are there any examples of successes you have had working with your Advisory Committee that you would like to highlight?

None

Does the SAC have any suggestions for ways that the Program and Pathway Deans could support the SAC and the Advisory Committee to work together effectively?

At this time SAC doesn't have any suggestions.

### 5B. Accreditation

- Do you have professional or programmatic accreditation? (This is a separate accreditation from PCC's institutional accreditation by NWCCU).

YES / **NO**

- If yes:
  - What is the name of your accrediting body?
  
  - What is the typical accreditation cycle?
  
  - When is your next self-study/visit scheduled to occur?

Please summarize feedback/input that you have received from your accrediting body over the past two years, and/or any actions taken as a result of accreditation recommendation or guidance.

**None**