

Directions

Dear SAC Administrative Liaisons:

This is a flexible and intentionally brief outline, created by deans in prior pilot years, to support your writing of the Annual Update Administrative Response (AR). To view examples of recently completed ARs, please visit [Program/Discipline Review at PCC](#) and scroll down to the table.

1. In 2021-2022 the office of Effectiveness and Planning will create a template file for each Pathway. These files will include the Annual Update Reports submitted by the SACs in your Pathway as well as a folder of individual AR forms for each SAC. We will share these folders with the administrative liaison (and the Pathway Deans) after the SACs submit their Annual Updates (usually early December 2021).
2. When your AR file is complete, please “Share” it with nichole.reding@pcc.edu. (Use the blue “Share” button in the top right corner.) E&P will convert the file to .pdf and post it to the table here: [Program/Discipline Review at PCC](#)
3. Feel free to delete these instructions.
4. Our hope is to receive all the AR’s by Friday, March 18, 2022, and post all the ARs before April 1st, in time to be viewed by our accreditation visitors in April.

Tip from deans from prior years:

- Many SAC liaisons have found it helpful to have a principal writer and supporting deans and directors as commenters. ⇒ Feel free to share an early draft of your AR document with deans and directors and others.

Tip from past pilot participants and support from Student Affairs:

- The AR is an opportunity to invite participation within and even across pathways. In addition, the AR is an opportunity for admin liaisons of Academic Affairs (deans and directors) to invite participation and conversation with leaders in Student Affairs. (Consider contacting Heather Lang, VP Student Affairs, heather.lang@pcc.edu to get started.) This engagement is essential when the AR cites services and support that is offered by or could be offered by our Student Affairs departments/programs.

Timeline:

- 1) When the SAC liaison and co-writers have completed the AR, the SAC liaison should re-share the document with Nichole Reding and indicate that the document is final. (nichole.reding@pcc.edu , ⇒ Use the blue “Share” button in the top right corner.)
- 2) Again, our hope is to receive all final documents no later than **Friday, March 18, 2022**. This will allow SAC Chairs and SAC liaisons some time to include these documents as they plan for their spring SAC meetings. (Spring SAC day 2022 will be Tuesday, April 26th.) And this will allow time for Effectiveness and Planning to post the documents publicly for our accreditation visitors in April 2022.

⇒ If you have questions, or if you would like to schedule a 1:1 or small-group coaching meeting with Effectiveness and Planning, please contact Dieterich Steinmetz (dsteinme@pcc.edu) or Nichole Reding (nichole.reding@pcc.edu) ⇒ You can also schedule a meeting directly by going to the E&P Office Hours appointment calendar, [here](#).

The template starts on the next page.

Program Review – Annual Program/Discipline Update
Administrative Response and Follow Up
Winter 2021-2022

Program/Discipline: American Sign Language

SAC Chair(s): Tie Burcham

SAC Administrative Liaison (Director or Program Dean): Andrew Roessler

Other Dean(s) or Director(s):

Department Chair(s): Mish Ktejik

Date: October 7, 2022

This section is for Administration to provide feedback.

To be prepared by Program Dean(s) and reviewed by Pathway Dean and Associate Vice Presidents(s).

1. Strengths and successes of the program as evidenced by the data, analysis and reflection:

In terms of student enrollment, it is impressive to see the growth over the past 4-years, despite the global pandemic. The program is to be commended for recognizing the importance of attracting and supporting the success of a student body that reflects the diversity of the local community. The development of new courses, such as ASL 220 - Black American Sign Language and ASL 230 - Black Deaf Culture, is a strong example of the ASL program's commitment to continuing to increase the sense of belonging among their students as they learn about the richness and diversity of Deaf culture.

Below are an assortment of observations organized by the categories of data.

Gender: In terms of student success rates, over the past 4-years it is clear that female enrollment in ASL classes outpaces male enrollment by a significant percentage and success rates among male students ranges from 4%-10% lower than female students. It was impressive to see the increase in the number of students presenting as nonbinary over the past 3-years. In 2018-19, the 12 nonbinary students represented just over 1% of the total enrollment. This number rose to 51 students in 2020-21, approximately 5% of enrollment. However, the program team astutely highlight that we aren't seeing strong retention and progression of these students through the ASL sequence of courses.

Pell Eligibility: Prior to 2020-21, Pell-eligible students consistently achieved a success rate above 75%. With this said, this group of students' success rate was from 2%-7% below the rate of non-eligible students. In the 2020-21 academic year the success rate for Pell-eligible students dipped to 68.5%. Based on the last 4-years of data, it seems that we could assume that approximately 35% of ASL students are Pell-eligible. Keeping this in mind as we look at identifying success strategies seems important, especially in beginning ASL courses (101 and 151).

2. Areas of challenge or concern, if any:

Student success and retention: The overall student success rate between 2017-2020 for ASL was 84%. In 2020-21 the success rate dipped to 74%. The program team is researching ways to reduce student attrition in ASL language courses. As I am relatively new to working with ASL, I am looking forward to learning more about what we have done in the past, and what we feel could be helpful in contributing to increased student retention and progression through the sequences of ASL language courses. It will be interesting to compare how in-person and remote ASL 101 students perform and progress in classes during the 2022-23 academic year.

Race: It appears the slight increase in the numbers of Native American, Black, and Latinx students in ASL classes has matched the overall increase in program enrollment. Student success rates dropped across racial groups with the shift to remote education. With the success rate of Black students having declined the most of racial groups from 68.4% in 2018-19 to 48.3% in 2020-21, I was encouraged to read that the program has identified the need to work on improving success rates for Black students in ASL and has identified a variety of steps that can be taken to address this. .

Truway and GoReact Integration: Program staff have been liaising with Truway and PCC Online Learning with the aim of better integrating these into D2L. My understanding is that Truway is in communication with PCC Online Learning but their capacity for development work is limited by their small staff. In terms of Goreact, the Administration is committed to improving their understanding of this product, the cost and the challenges we are navigating so they are able to provide more support.

3. Reflection on goals and resources:

- Congratulations on the development of ASL 160, ASL 230, and ASL 220. ASL 160 and 230 will run fall 2022. We are looking forward to students having access to these classes.
- Successful delivery of ASL language classes remotely and a continued increase in overall student FTE.
- Well done on introducing True-WayASL (TWA).
- Beginning in the 2022-23 academic year, ASL will have a dedicated Faculty Department Chair.

- Looking forward to learning more about the goal to house the Deaf Cultural Studies Certificate in ASL, rather than in ITP.

4. Recommended next steps:

Proceed as planned on program review schedule

Follow up conversation needed with SAC, Dept Chair(s) and Dean

5. Additional comments/questions:

- If enrollment in ASL classes is capped at 15, what can we do to respond to the demand for ASL language courses and English/ASL Interpreting needs in the metro area?
- What has been the history related to branching out ASL courses to other campuses?
- What support or needs does the program have in order to continue to offer or expand ASL in other modalities (e.g. remote and hybrid)?
- Does the Deaf Cultural Studies Certificate need to be aligned with an AAS degree?