

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/English Interpreting

SAC Chair(s): Darcie LeMieux

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

Other Dean(s) or Director(s):

Department Chair(s): Mish Ktejik

Date: 10/10/2022

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:

We appreciate the ITP program’s reflections on the ADU data provided. Between 2016 to 2021 the overall success rate achieved by ITP students was between 92%-96.5%. Congratulations to the ITP team on this very impressive student success rate. This rate of success is especially impressive considering the effort and time required to shift the ITP program from in-person to remote, then to return to in-person instruction prior to the collegewide reopening. Maintaining academic integrity in a completely new modality during a pandemic is unlike any challenge we have ever experienced. In this discipline update it was clear that you are committed to applying what you have learned during the pandemic to continuously improve and support students to persevere and complete their programs.

In reviewing the Award data for ITP it was impressive to see the increase in number of awards achieved, with 13 AAS Degrees and 20 Deaf Studies Certificates for a total of 33:

SAC Code	Degree or Certification Code	Degree or Certification Title	Major Code	Major Title	Academic Year	Award Count
ITP		Total			2020-21	33
ITP		Total			2019-20	5
ITP		Total			2018-19	14
ITP		Total			2017-18	28
ITP		Total			2016-17	13

Looking to the future, it will be exciting to continue making progress toward the ITP program achieving national accreditation.

2. Areas of challenge or concern, if any:

Student FTE: Student attrition during the pandemic has been challenging, we look forward to being fully reopened so students are able to have full access to ITP learning opportunities.

Gender: We do agree that the ARGOS data is not reflective of the cohort numbers of students progressing through the program. We typically have two cohorts running at once, currently about 30 students. The ARGOS report appears to show enrollment of students across all the ITP courses, which appears to be a duplicated headcount:

Race: It doesn't appear that ARGOS pulls through data for categories with less than 5 students. This coupled with the small size of the ITP cohort, make it challenging to use ARGOS for this data point.

3. Reflection on goals and resources:

Truway and GoReact Integration: Program staff have been liaising with Truway and PCC Online Learning with the aim of better integrating these tools into D2L. While Truway is in communication with PCC Online Learning, their capacity for development work is limited by their small staff. Our hope is that the ITP program will continue to liaise with Truway and the PCC Online Learning teams to make progress on this program. In terms of Goreact, administration is committed to working to better understand this product, the cost, and the challenges the ITP program is navigating so we are able to provide more support.

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 we continue to limit the ITP co-hort to 14-15 students, will this impact our ability to meet the need for interpreters in the Portland Metro-Area? If so, what resources will be needed to meet needs?
- Do we have an action plan for the steps we need to accomplish in route to achieving accreditation?