

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2016

Name of Person Submitting Request:		Davena Burns-Peters
Program or Service Area:		Modern Languages: ASL
Division:		Humanities
Date of Last Program Efficacy:		March 30, 2016
What rating was given?		Continuation
# of FT faculty 1	# of Adjuncts 6	Faculty Load (per semester): 39
Position Requested:		One full-time, tenured position for ASL
Strategic Initiatives Addressed:(See http://www.valleycollege.edu/about-sbvc/office-of-president/college_planning_documents/documents/strategic-plan-report-working-doc-8-25-15-2.pdf)		1.11, 2.6, 2.6.3, 2.9.1, 2.14, 3.1

1. Provide a rationale for your request. (Explain, in detail, the need for this position.)

For the academic year 2017-2018 the Modern Languages Department (MLD) would benefit in the hiring one additional full-time position for American Sign Language (ASL). The hiring of an additional full-time position would assist the department in meeting several strategic initiatives, promote growth, as well as benefit students.

The MLD has seen a growth in enrollment for ASL courses over the past five academic years. The FTES for ASL courses has increased from 74.8 in 2011-12 to 91.33 in the 2015-16 for 22% growth. The FTEF has grown with the enrollment as well. The FTEF for 2011-12 was 4.05 and increased to 5.87 in 2015-16 for a 45% growth. The most current FTEF data indicates a load sufficient to carry nearly three full-time tenured positions for ASL. Currently the one full-time faculty member is only teaching approximately one third of the courses offered each semester at a regular load, despite the fact, they have carried an overload of one course nearly every semester for the last three academic years. The ability for this position to continue with an overload schedule is not sustainable over the long-term and will affect the department and students. The result of sustained overload limits the faculty member in the ability to complete additional assigned duties, the ability to develop the program, the ability to allow continued growth within the department and ultimately will result in burnout. Despite these risks, the full-time position carries an overload in an attempt to provide as many courses as possible to the student body. The hiring of one additional full-time position would further the progress in meeting this goal of strategic initiative 2.14 for the MLD.

An additional full-time faculty member would allow students to experience increased consistency with curriculum, consistency in expectations as they move upward in courses, improved and more consistent assessment measures and methodology, and more consistency in curriculum materials used. An additional full-time faculty would also allow for higher-level course, which are critical to the success of students transferring to training programs and higher-level institutions, to be taught by full-time faculty members as well as provide the mentorship that is necessary at that level. Currently part-time faculty teaches 66% of ASL courses. Course load restrictions and limited scheduling availability due to outside non-academic restrictions prevents half of the current part-time faculty from to teaching more than one class per semester, these results in numerous administrative and curricular challenges. Staffing and scheduling issues, watered-down expectations, and academic and procedural inconsistencies connected to an artificially high number of part timers affect the quality of education in the department. As consistency and expectations waver, so does the assessment methodologies and data. Increasing

the percentage of full-time faculty will address these critical shortcomings and bolster departmental consistency and expectations, as well as assessment methodologies and data.

Increasing the full-time positions for ASL courses to two would also allow the MLD to better satisfy strategic goals of 1.1, 2.6, 2.6.3 and 2.9.1. The burden of responsibility to grow a program is tremendous. A single faculty member fulfilling full-time requirements and expectations, and frequently teaching overload courses due to staffing issues, leaves little time to continue to develop a successful program. Limited time and resources require a single faculty member to prioritize and choose between developing additional curriculum, configuring more reliable assessment tools, determining community needs, and creating lifelong learning opportunities. Such decisions naturally result in underdevelopment of some of these crucial objectives. Doubling the number of full-time faculty would allow for the sharing of these responsibilities and would result in a more robust more thoroughly developed ASL program.

2. Indicate how the content of the department/program's latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. (*Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.*)

As mentioned previously, the EMP data for ASL courses indicates a continued pattern of growth in all areas. The fill rate for ASL courses over the past five academic years has averaged 97%. The fill rate combined with the growth in FTEF and FTES indicates an upward growth patterns that has been consistent and steady and sets the expectation for the pattern to continue. Such growth will be impossible to maintain without additional faculty positions and a full-time position would provide the most benefit on all levels.

In addition to the actual growth documented, the District has been encouraging of setting goals for even more growth across the board. At the current level of staffing, there is limited opportunity for such growth to occur with American Sign Language courses.

The most recent EMP for the MLD notes a goal of creating an ASL Advisory Committee as the first step to investigating the ability to establish an Interpreter Training Program (ITP) here at SBVC. Strong Workforce monies will be requested for the creation of such a program and the program will be a CTE. If such plans are approved, there will be an immediate and desperate need to hire additional faculty members to teach the additional courses and provide additional expertise for additional courses to be taught. The hiring of an additional full-time faculty member in the next academic year would provide the additional labor needed to successfully create curriculum and establish such a program.

3. Indicate any additional information you want the committee to consider (*for example, course fill rates, regulatory information, compliance, updated efficiency, student success data, planning, etc.*).

The real consideration is the improvement to the MLD in the area of ASL for the benefit of the students. The presence of additional full-time Modern Language faculty on campus provides for greater departmental cohesion, more consistent interaction with students, increased networking opportunities, improved mentoring, and support. This equates to greater student success and retention. While part-time faculty positions address some of these needs, full-time faculty members have a greater responsibility and ability to do so.

4. What are the consequences of not filling this position?

Without an additional full-time faculty for ASL courses, there will be limited opportunity to grow and develop course offerings and creation of a CTE program through Strong Workforce monies will be impossible. While growth can continue, it will be maximized and limited if an additional full-time position is not added. If the needs created by growth are filled with the hiring of part-time faculty, the only needs being filled is that of course offerings. Without an additional full-time faculty member, there will be little to no additional program development, strategic planning, networking, collaboration and mentoring, of which all are critical to the success of the ASL program and to the success of our students.