

**FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2017**

Name of Person Submitting Request:		Davena Burns-Peters
Program or Service Area:		Modern Languages: ASL
Division:		Arts and Humanities
Date of Last Program Efficacy:		March 30, 2016
What rating was given?		Continuation
# of FT faculty 1	# of Adjuncts 9	Faculty Load (per semester): 3.375
Position Requested:		One full-time, tenured position for ASL
Strategic Initiatives Addressed: Strategic Directions + Goals		1, 2 *Establish and maintain partnerships with community organizations, K-12 systems, and adult schools *Explore and expand online advising opportunities *Improve access to transfer, CTE Certificate, and other courses needed for graduation *Create better balance between transfer and CTE program offerings * Maintain up-to-date curriculum that is relevant to community needs *Establish and maintain an appropriate ratio of fulltime to part-time faculty

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

The hiring of an additional FT faculty member for the ASL program would benefit the campus of SBVC and its students in several ways. An additional full-time position will assist in meeting strategic initiatives of the campus as a whole, promote department growth, meet the demand of course offerings by students and community stakeholders, as well as provide a stronger program and experience for students taking ASL courses.

Some of the evidence supporting the need for an additional FT position include:

- Continual growth in enrollment for ASL courses over the past five academic years. The FTES for ASL courses has increased from **66.80** in 2012-13 to **101.63** in the 2016-17 for **52%** growth. The FTEF has grown with the enrollment as well. The FTEF for 2012-13 was **3.78** and increased to **6.94** in 2016-17 for a growth of **83.5%**.
- Load sufficient to carry **three FT** positions with only **one FT** position currently.
- Load has **increased** from the ability to carry **1.75** positions to **3.375** positions in a short 5 year span.
- One **FT** faculty is teaching **only 30%** of the sections on regular load.
- Currently, **PT** faculty teaches **70%** of ASL courses, which does not meet the campus and educational standards. In addition, this creates unique administrative and curricular challenges.
- Lack of additional FT faculty support has affected establishment of FTE earning programs, outreach to feeder schools, curriculum development and satisfaction of student and growth needs.
- Difficulty meeting the rapidly growing need and request for additional sections of ASL.
- Though the FT ASL position is housed within the MLD; it functions independently in many ways. Many responsibilities normally shared with a team are placed on the single FT position and has resulting in consequence that have been detrimental to meeting the initiatives of SBVC. The single FT position carries the load of curriculum review, curriculum and program development, program review, reporting, outreach, networking with the community, and other duties.
- The burden of responsibility to grow a program is tremendous, no easy task for any single FT faculty. Currently, normal ASL FT faculty duties include: ASL admin duties, committee service, ASL club oversight, and overload teaching—due to recognized complexities and difficulties of ASL PT staffing. When these demands consume the purview of the single FT faculty, the creation of vital new programs suffers. In fact, previously stated issues resulted in the inability to establish an Interpreter Training Program this past academic year despite the opportunity to take advantage of SWF monies. The faculty member has had to prioritize and choose between developing additional curriculum,

Commented [M1]: Overall very good paragraph.

Commented [M2]: A little wordy?

Commented [M3]: Strong paragraph

Commented [M4]: I have been struggling with this sentence for a little while.

Commented [M5]: Is this going too far.....?

Commented [M6]: It sounded stronger to frame this as a "lack of human capital" problem instead of a "not enough time" issue. Committees like to fix problems, and how could they fix a problem of not enough time? On the other hand, they could definitely help out by allowing more FT human capital.

Commented [M7]: hmmm... I think this sentence needs a little massaging. Too many "this" n the beginning...

configuring more reliable assessment tools, meeting community needs, creating lifelong learning opportunities and satisfying the basic of needs of the students.

The addition of one additional FT ASL position would do the following:

- Further the progress in meeting the strategic initiative goals 1 and 2.
- Provide students increased consistency in curriculum, in expectations as they advance in courses, in assessment measures and methodology, and curriculum materials used.
- Allow for higher-level courses, which are critical for students' ability to transfer to training programs and higher-level institutions, to be taught by FT faculty, as well as provide necessary mentorship.
- Allow for additional higher level courses to be taught every semester, as there is a demand for such due to admission requirements for certain programs on and off campus, ensuring SBVC students the ability to complete their coursework required for transfer or admittance to programs of their choice within a reasonable time frame without interruption.
- Address critical shortcomings and bolster consistency in expectations, assessment methodologies and data.
- Satisfy current and future request for course offerings, as well as the District goals for growth.
- Allow for the development of a more robust and thoroughly developed ASL program.

Commented [M8]: good

Commented [M9]: good

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.*)

The EMP data for ASL courses indicates a continued pattern of growth in all areas and supports the addition of a FT ASL position in the following ways:

- Continual growth in enrollment for ASL courses over the past five academic years. The **FTEs** for ASL courses has increased from **66.80** in 2012-13 to **101.63** in the 2016-17 for **52%** growth. The **FTEF** has grown with the enrollment as well. The **FTEF** for 2012-13 was **3.78** and **increased to 6.94** in 2016-17 for a growth of **83.5%**.
- Load sufficient to carry **three FT** positions with only **one FT** position currently.
- Load has **increased** from the ability to carry **1.75** positions to **3.375** positions in a short 5 year span.
- Fill rate for ASL courses over the past five academic years has averaged 97%.
- Growths in FTEF and FTES have been consistent and set the expectation for the pattern to continue, but such growth will be impossible to maintain without an additional FT position.
- The two most recent EMP reports for the MLD note a goal of creating an ASL Advisory Committee in order to investigate the ability to establish an Interpreter Training Program (ITP). Goal has not been met due to previous stated limitations.

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 ASL program has seen steady and rapid growth over the past 5 years and growth needs are being met by hiring PT faculty. Continuing this practice fails to comply with the education standards.
- PT faculty positions address the need for course offerings, but do not address the need for program development, networking, and mentoring.
- Current FT member would benefit greatly in an additional FT position to act as a support and team member in the process of meeting strategic goals, developing programs and meeting growth needs.
- ASL courses satisfy humanities requirements for graduation, as well as requirements for transfer to 4 year institutions, allied health/nursing programs and interpreter training programs.

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

- Limit the ability to meet the current needs of course offerings, growth, development, strategic planning, networking and creation of a CTE program. All of these things are critical to the success of the ASL program and to the success of our students.
- Limit the diversity in choices for students to satisfy their language requirements for their degrees.

