

FACULTY NEEDS ASSESSMENT APPLICATION

Fall 2018

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 10	Faculty Load (per semester): 4.405
Position Requested:		One full-time, tenured position for ASL
Strategic Initiatives Addressed: <u>Strategic Directions + Goals</u>		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.)

This is the fourth consecutive year for submitting a Faculty Needs Assessment Application for the position of a full-time ASL position. The repeated request indicate the strong belief in a need for an additional faculty position. The hiring of an additional FT faculty member for the ASL program would benefit the campus of SBVC, the students of SBVC in many ways and will assist with meeting the goals of the department. The additional position will meet the 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 **86.84** in 2014-15 to **112.65** in the 2018-19 for **29.72%** growth over five years. This trend of growth has been steady and consistent for many years now. The **FTEF** has grown with the enrollment as well. The **FTEF** for 2014-15 was **2.535** and **increased** to **4.405** in 2018-19 for a growth of **73.8%** over five years.
- Load sufficient to carry **4.4 FT** positions with only **1 FT** position currently.
- Load has **increased** from the ability to carry **2.5** positions to **4.4** positions over the past five years.
- The current **FT** faculty member is teaching **only 22.7%** of the sections on regular load.
- Currently, **PT** faculty teaches **77.3%** of ASL courses, which does not align with educational standards, best practices, ASCCC support of the 75:25 ration for FT:PT faculty. 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, taking advantage of CTE Workforce funding opportunities and satisfaction of student and growth needs.
- Difficulty meeting the rapidly growing need and request for additional sections of ASL. Additional locations have requested ASL classes being offered on their sites, but we have only been able to respond to a limited number of those locations.
- 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, 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 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.

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 **86.84** in 2014-15 to **112.65** in the 2018-19 for **29.72%** growth. The **FTEF** has grown with the enrollment as well. The **FTEF** for 2014-15 was **2.535** and **increased** to **4.405** in 2018-19 for a growth of **78.8%**.
- Load sufficient to carry **4.4 FT** positions with only **1 FT** position currently.
- Load has **increased** from the ability to carry **2.5** positions to **4.4** positions over 5 years.
- 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 most recent EMP report for the MLD notes the goal for hiring a full-time ASL instructor in order to meet student needs and maintain growth. Previous goals set in EMP reports have not been met due to inability for one full-time faculty to complete work for success.

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 align with the AB 1725 full-time faculty ratio, education standards and best practices.
- MERLOT Journal of Online Learning and Teaching Vol. 9, No. 3, September 2013 indicated research findings that indicate increased failure rates, increased withdraw rates and decreased success rates for students with part-time faculty instructors vs full-time faculty instructors.
- The Academic Senate of California Community Colleges indicates part-time faculty are less likely to provide "essential stability for planning and curriculum functions to providing the levels of availability that students need outside of the classroom."
- 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 availability and participation of full-time faculty in planning and curriculum functions, which produce increased success and retention rates for students.