

2017-18 Proposal to Fill a Full-Time Faculty Position

1. Faculty position being proposed

American Sign Language & Deaf Studies Department: Tenure Track Faculty

2. Proposal being made by (list name(s) and title(s))

Sandra Ammons, ASL & Deaf Studies Associate Professor

3. Summary description of the position

A full-time position within the ASL & Deaf Studies Department is greatly needed under the supervision of the Dean of Deaf Studies Division to replace the full-time position vacated by a long-time professor, Sandra Lee (Bunny) Klopping, who retired last January. The instructor will be responsible for teaching ASL and Deaf Studies courses and support the Deaf Studies Division in its work of providing quality ASL instruction to hearing and Deaf students.

4. Rationale for filling this position: include examples of how this position impacts students, program needs, and college goals.

Because of the high demand for ASL courses in the Fremont community due to the presence of the California School for the Deaf and one of the largest Deaf communities in the nation, the ASL & Deaf Studies Department provides comprehensive course offerings at three different program levels – day classes, evening classes and high school classes. Because adjunct faculty teach most of these classes, the full-time faculty members try their best to work closely with them to ensure consistency between classes and quality in their instructional activities with limited success. This, along with a steady growth in enrollment over the years, made it necessary for the department to submit a proposal last year to add a third full-time position. This was done with the hope of providing the evening and high school programs with the support they need for quality instruction. Unfortunately, the proposal did not make the final round.

With Bunny Klopping's retirement last January, the situation is even more dire with only one remaining full-time faculty member trying to provide support to adjunct faculty members in all three programs (day, evening and high school). This is on top of all the regular duties expected of all full-timers such as curriculum development, committee work, and preparation of PIOs/SLOs.

Goal 1: ASL is a challenging language to master, and yet is one of the most popular modern language learning options across the nation and at Ohlone. Students come from all over the Bay Area and the state to take advantage of Ohlone's location in Fremont where there is a large number of Deaf residents. Accordingly, the curriculum is designed to capitalize on this by providing as much hands-on experience with the language. Unfortunately, part-time faculty are not able to provide the full attention necessary to design and create opportunities and experiences for language and cultural immersion within the Deaf community. For example, we are unable to provide the ASL Club the kind of support they need for Deaf/hearing interactions outside the classroom.

Goal 2: There is a huge demand for service providers who are skilled in sign language in this area. Because of laws such as Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA), the demand for interpreters is high with many requests going unfilled. This is why our Interpreter Preparation Program (IPP) has 100% success in its graduates finding jobs after finishing the program with some working for Interpreting and Accommodation Services Office on campus. Many IPP students are graduates of the ASL & Deaf Studies Program and we consider ourselves a feeder program for IPP. In addition, the ASL & Deaf Studies graduates are in high demand by programs needing service providers who can communicate in ASL. Local employers such as the California School for the Deaf, local public schools with Deaf education programs, Toolworks, and Deaf Plus Adult community recruit our students on a regular basis in an effort to fill their positions.

Goal #3: In following the college's theme, a World of Cultures, United in Learning, the ASL & Deaf Studies Department is proud to bring a new dimension to the college, the local community, the nation, and across the world as well in spotlighting the Deaf community as an integral part of the college and the Fremont community.

Goal #4: The Deaf population is considered an underrepresented and disproportionately impacted group. In light of the large Deaf population here in Fremont, the Deaf Studies Division enables Ohlone to respond to the unique needs of this population.

Goal #5: Fremont is home to one of the largest Deaf populations in the nation. Many graduates of the California School for the Deaf remain in the area and attend Ohlone. In addition, Deaf students graduating from local public schools also come to Ohlone to benefit from its outstanding program offerings. One main reason for the popularity of Ohlone College is the large number of ASL students, affording Deaf students opportunities to interact with hearing students and develop positive relationships with them. Conversely, ASL students are provided with unique opportunities to meet and interact with a large number of Deaf students, both on and off campus.

Goal #6: The ASL & Deaf Studies Department is celebrating its 45th year of service at Ohlone. It enjoys a national and international reputation for the quantity and quality of course offerings. Accordingly, the department has been identified as a signature program of Ohlone. In fact, the previous accreditation process identified the Deaf Studies Program as a shining example of Ohlone's reputation for excellence and inclusiveness. Unfortunately, it has become increasingly difficult to maintain the quality within the department due to the changes in the division and the reduction in staffing. With only one full-time faculty, it has become practically impossible to do everything that is needed to maintain quality. This is especially challenging for this department because of the work it is expected to do in addition to the regular teaching responsibilities. For example, because the counselors do not have the ability to evaluate ASL skills for the purpose of determining appropriate class placement for new incoming students, this responsibility falls upon the full-time faculty member. This work is necessary as the skill level of new incoming students vary a great deal. Some students arrive with absolutely no background in ASL and others have Deaf members in their family and are able to converse in ASL. Furthermore, if they are transferring here to complete their ASL studies requirements, their skill level also varies a great deal due to differing quality of ASL instruction from one college to the next. Another challenge is the need for follow up on academic advising by the counselors. Again, because they are not quite familiar with ASL and Deaf Studies, ASL faculty members often find themselves providing additional academic advising work to ensure that students have the most accurate information regarding their course of study and beyond. Another challenge is the evaluation of students' work. Because ASL is a visual language, the medium to evaluate students' skills videos. Accordingly, it takes approximately an hour for each student to be assessed for each examination. On top of these activities, a full-time faculty member needs to work closely with evening and high school teachers. Recruiting and retaining qualified ASL teachers also requires time of the full-timers within the Division. This is a difficult challenge because there are not many people who possess the skills or qualifications to teach ASL.

5. Are there any externally imposed requirements such as a specialized program accreditation that would put this program in jeopardy if a full-time position is not filled? If so, please explain.

Yes, if we want to keep the Interpreter Preparation Program running. And to continue supporting the community's needs in having ASL signers and interpreters.

6. Other information to support the position proposal (include qualitative data if applicable).

The ASL & Deaf Studies department, under the Deaf Studies Division, is so unique since we are only one of the two colleges in the SF Bay Area that offer ASL III and ASL IV. Most other colleges offer up to only ASL I and II.

The current faculty member also get requests from people outside of college (who are considering applying to the IPP), for ASL assessments so that they can begin taking some classes here prior to applying and screening for IPP.

It should also be noted that there is a good number of Deaf students who are planning to go into the field of ASL & Deaf Studies. They have taken ASL classes here along with their hearing peers to study the language teaching methods used by our faculty. They have become ASL tutors in the lab. They plan to transfer to a four-year college to get a degree in ASL Teaching and/ or Deaf Studies.

The increasing demand on the program has resulted in decreased access by students to the program's most qualified faculty. We need to utilize the College Student Equity Plan while we work with our students to support them with certificate/ degree plans and pathways.

As stated in Goal 6 above, we are concerned about the current state of securing part-time teachers to teach for us. We value hiring qualified people to teach ASL and Deaf Studies courses. This has become a huge challenge the past year. Some of the qualified people are unable to keep working for us on a part-time basis because they have looked elsewhere for a full-time position. We are also constrained because of the load restriction placed on part-time teaching load.

The remaining questions to be completed by the Division Dean

7. A statement by the dean of the division housing this position, which includes data, evidence, and analysis. **Include all relevant information you would like the committee to consider.**

The legislatively-mandated ratio for faculty is 75:25. Currently, the ratio for our ASL department is 21:79. Filling this vacated position will be a step toward achieving gains in the legislatively-mandated ratio, achieving student success and retention in the Division and meeting requirements of the Student Success Act by stabilizing and increasing the efficiency of our evening and concurrent courses.

According to College Goal #2, the key goal of the ASL and Deaf Studies program is to prepare students to apply and enroll in the Interpreter Preparation Program, a CTE program on campus. Currently, there is a high demand for interpreters and signers in the Deaf community.

8. Is the position part of a Career Technical Education (CTE) Program? ___ Yes X No

QUANTATIVE DATA SUMMARY: (Refer to datasheet provided by the Research and Planning Office)

9. What is the department FTES? (Data is available on the Program Review data sheet – [Academic Affairs website.](#))

Fall 2016 80.88 including Dual Enrollment courses Spring 2017 38.00

10. What is the ratio of full-time to part-time faculty in the department?

21:79 including Dual Enrollment courses

11. What is the ratio of FTES by Adjuncts?

21:79 including Dual Enrollment courses

12. What is the current WSCH/FTEF in the department?

398 including Dual Enrollment courses

13. Does the position address an area of growth? If yes, include a five year trend line for FTES.

Dual enrollment course data is not included in all five-year trend line for FTES so it is difficult to measure and address an area of growth. Since Ohlone's enrollment has declined for the last two years, it impacted many program's enrollment. ASL and Deaf Studies Department FTES has declined a bit. However, this program is stable and continues to feed students into our Interpreter Preparation Program which is part of CTE program on campus.

According to the Ohlone College Environmental Scan Comparison By Bay 10 Districts Fall 2015, since Fall 2010, the student population has declined 16% over the period. As a result in terms of students: the full time equivalent workload full time faculty has increased. With Bunny Klopping's retirement in January 2017, Bunny's workload has fallen all on one full time faculty within the department doubling her workload. This impacts the quality of the program, as it is becoming a hardship for one full time faculty member to handle. To maintain the top of quality of our spiral instruction, which feeds students into our Interpreter Preparation

Progam, we need to have two full-time faculty to maintain our top quality program and prepare our students for the IPP.