

Faculty Prioritization Worksheet

Faculty Requested ASL Interpreting (by Jodi Mowrey, Tommy Korn, and Diana MacDougall)

Data from EMD

Data to use for when developing the faculty request justification

Academic Year	FTEs	FT FTEF	Overload FTEF	PT FTEF	Lg Lec FTEF	Total FTEF	FT FTEF /Total FTEF	FT+Overload FTEF /Total FTEF	PT FTEF /Total FTEF	Total Students (census)	Total Waitlist	# Sections	WSCH	WSCH / FTEF
2014-2015	166.65	6.03	1.32	4.11		11.46	0.53	0.64	0.36	1,017	275	40	5,334.28	465.27
2015-2016	178.96	6.64	1.73	3.31		11.69	0.57	0.72	0.28	1,077	292	42	5,729.02	490.28
2016-2017	198.70	7.83	2.82	2.85		13.51	0.58	0.79	0.21	1,256	266	49	6,360.87	470.86
2017-2018	197.03	7.00	2.54	3.31		12.85	0.54	0.74	0.26	1,232	258	47	6,306.50	490.74
2018-2019	237.55	6.60	2.90	5.61		15.11	0.44	0.63	0.37	1,476	244	56	7,605.46	503.31

2018-2019 Data is as of September 30, 2019

Using the data provided by the Office of Institutional Effectiveness, please provide a brief narrative to contextualize your request

Using the ratio of full-time to part-time faculty (FT FTEF / PT FTEF), please give a little more information about the need for the increase in full-time faculty.

The ASL Interpreting Program has doubled in size in the last 2 years. Where there was historically a new cohort every year on M/W nights, now we have M/W AND T/Th nights to accommodate all of the students who are entering into the Interpreting Program. ASL sections are increasing, and new sections added each term to accommodate studentss on the waitlists for ASL 1 and ASL 2, as well. These increased student numbers impact the Interpreting Program enrollments. With MVC now offering ASL 1 and 2 sections, the impact on ASL 3 and 4 on our camous will increase, as well, further impacting the Interpreting Program here at RCC. Enrollment data support these statements. At this time, there is only one Interpreter Educator trying to fulfill the needs of many interpreting students. It is untenable for one Interpreter Educator to be taking the full load for a program that has doubled in size. It is not pedagogically sound to be trying to meet the learning needs of so many students, while trying to foster the Deaf community in whom we are striving to serve. The Program curriculum and instruction suffer, as do student learning, ultimately impacting the communication needs of the larger Deaf community we are striving to serve. This undermines the quality of interpreting services we are trying to teach and model. There is a strong need for another full time Interpreter Educator to meet the growing needs of our Program.

Using the waitlist per section report (additional tab), please discuss the number of courses ranking high on the college's waitlist per section report. Please also note which CSU General Education requirements these course fulfill.

ASL 1 and 2 sections are loaded with waitlists in each section. Creating courses to meet students' needs means larger feeder students into the interpreting classes. Another ASL Inerpreting faculty is needed to meet the growing needs of students wanting to get into the interpreting program.

Using the effciceny metric based on WSCH/FTEF, discuss the discipline efficiency. How has the efficiency changed over the past few years? What is your discipline doing to increase efficiency? Have you changed course delivery methods (online to face-to-face, evening offerings, etc.) to try and improve efficiency?

We have introduced more hybrid esctions for the interpreting classes, and for some of the ASL courses in terms of online labs, specifically, as well as creating the hybrid courses in interpreting so that students can complete at least 50% of the course work online.

Please discuss any faculty trends (historical and recent changes) which have helped you identify this need.

Historically, the Interpreting Program had around 6-12 students per section. Now there are Ever-increasing popularity of Nyle DiMarco, Switched at Birth, Music Videos in ASL, Performing Arts trend, DWT on Broadway. Exposure to ASL in Social Media Deaf Interpreters, DB Interpreters, Interpreters of Color

Ever-increasing popuylarity of ASL and Interpreting. Nyle DiMarco, Switched at Birth, Performing Arts

Please discuss any specific activities your discipline has participated in with a focus on reducing the student equity gap. This could include serving on the student equity committee, holding office hours in engagement centers, or faculty participating in Champions for Change equity training, attending an equity summit, or attending Center for Urban Excellence training.

AVID workshops. Deaf Festival. Deaf students becoming interpreters (growing trends), Deaf Interpreters, DB Interpreters, Interpreters of Color. Participating in Soc Club workshops, SAID Terp Conference, ASLTA Conference, CIT, RID Conference, Model Deaf Community, Equity Training at Center for Social Justice, Model Deaf Community

Please discuss how your discipline is working to ensure your course offerings align with college strategic goals included Guided Pathways, HS/CSU/UC partnerships, accelerated courses, support courses, contextualized education, integrated academic support, etc. Has your discipline developed a Pathways Map? If not, why not?

The Interpreting Program Coordinator has worked closely with Monique Greene and her dept to create Guided Pathway files for each student to get through the Program in 2 years. Diana also wants to complete the required paperwork to create an ADT for ASL and ASL Interpreting students to transfer to (possibly) CSU Long Beach for ASL Linguistic or ASL Interpreting BA degrees. Western Oregon University is also an option, but it is out of state.

Have members of your discipline participated in faculty training including 3CSN, AB 705, AVID, CUE, or other training? How is the information learned being implemented within your discipline?

Diana MacDougall is currently consulting for the AB 705 Committee to advise English and Math on including Deaf students with more equity in their curriculum and classroom settings. Deaf community leaders were invited to an AB 705 meeting to give their expertise on classroom instruction for Deaf students, to possibly include English and Math teachers as supplemental specialists in Engagement Centers for Deaf students. She has also participated with Dr. Greathouse with AVID, incorporating a Deaf Interpreting student to gain practice interpreting with her during a particular session.

Please discuss your faculty's roles on Leadership Councils, committees, or academic senate.

Diversity Committee, SASLC, TLLC, AB705 Committee

Please discuss your discipline's assessment activities in the last 2 years. How many SLO's were assessed? What percentage of the scheduled SLO's were assessed? How many PLO's were assessed? Is a faculty from your discipline active on the Assessment Committee?

All SLOs have been assessed. We are 100% current. That is also true for PLOs. There are 35 SLOs total for all ASL and Interpreting courses, and all have been assessed within the last 2 years. Rosemarie Sarkis is our World Languages Representative on the Assessment Committee.

Please include any other additional factors which the Leadership Councils should know about (pending accreditation needs, significant curriculum changes, grant funding for the position, specialized faculty expertise needed, etc.)

Diversity Committee SASLC, TLLC, CSET, ASL, CIT, Workforce Strong Grant, AB705 Committee. We do have the Strong Workforce Grant that helps tremendously in supporting student service learning in the Deaf and Interpreting communities around us. We partner on an active level with The Center on Deafness and with CSDR staff, students, and faculty, and with Deaf community members. Without the involvement of these entities, our students could not get the necessary hands-on experience in the classroom that a larger, committed community can give. Having only one faculty teaching all of the interpreting students ends up being a disservice to the students. Having community people work with them allows the students to see a diverse range of signing and interpreting styles. Another Interpreting faculty would help in the program with some diverse approaches to signing and teaching.