

**POSITION REQUESTED:**

New: American Sign Language  
 Replacement: [list person(s) being replaced]

**DIVISION:** Language Arts Division

**DIVISION CHAIR:** Melissa Long

**YEAR DIVISION LAST HIRED A FULL-TIME FACULTY POSITION:** 2021 (Replacement)  
1990s or earlier (New)

**GENERAL INFORMATION REGARDING POSITION REQUEST:**

1. Which of the following areas of need will be addressed by this position? (check all that apply)
  - Transfer to 4-year colleges and universities
  - General Education
  - Basic Skills Instruction
  - Vocational instruction
  - Instructional Support Services
  - Student Support Services
  
2. Is this position addressed in the college’s Educational Master Plan and/or the most recent Program Review for the area?
  - Yes (please cite below)
  - No (please explain why below)

Language Arts Program Review (2021)

- All instructors in this program are adjuncts. This limitation leads to difficulties in communication and program coherence—as well as the time and energy to do the work needed to offer an AA in American Sign Language. Given our proximity to CSU-Fresno, home to one of the top Deaf Studies programs in the state—we anticipate this would be a popular major. (13)
- In fall 2019, we began offering the third and fourth levels of ASL. Offering these courses brings us very close to the necessary curriculum for a certificate and/or AA degree in ASL that will prepare students for careers or transfer—particularly into the Deaf Studies program at CSU Fresno. A full-time ASL instructor would be able to create the curriculum, ensure compliance with requirements, lead instruction, and oversee implementation of the ASL program. (29-30)
- Goal 10: Hire a full-time faculty ASL instructor. (16)

3. Identify any resources the hiring of this position will require. Do not include salary and benefits, but please list things such as a computer, office space, equipment, and other related resources the new faculty member would require.
  - Office space
  - Computer
  - Desk
  - Any technology necessary for a deaf professor to function effectively
  
4. List any classes likely to be taught by this individual. If the position is primarily non-teaching, please describe the person’s assignment.

- ASL 101
- ASL 102
- ASL 103
- ASL 104
- A class in sign language interpretation and/or deaf studies in order to offer an AA in ASL

**PROGRAM REVIEW DATA-BASED JUSTIFICATION:**

Provide the following data measures for the past 5 academic years in classes/subjects to be taught by the faculty (as applicable). Program review data can be obtained by subject from the Institutional Research web page below (include with supplemental materials any additional data or relevant past program review content). Faculty needing assistance with collecting relevant data are encouraged to contact our Institutional Research Director, Michael Carley.

<https://www.kccd.edu/institutional-research/program-review-data>

		2017-18	2018-19	2019-20	2020-21	2021-22
Enrollment at Census		368	448	423	364	253
Average number of students per section		33.5	34.5	28.2	26.0	18.1
First Day Waitlist		45	61	47	21	18
FTEF	TOTAL	2.9	3.5	3.9	3.7	3.6
	Full-Time	0	0	0	0	0
	Overload	0	0	0	0	0
	Adjunct	2.4	2.9	3.1	2.9	2.8
	Summer	.5	.5	.8	.8	.8
FTES		52.6	63.9	60.7	49.2	28.6
Degrees & Certificates		N/A	N/A	N/A	N/A	N/A

**OTHER JUSTIFICATION:**

Provide here qualitative/narrative information that supports hiring this full-time position:

- **Availability of part-time/overload faculty**

ASL adjunct instructors are incredibly difficult to find. Last year, we lost two of our four part-time faculty (one to retirement and one to a full-time position elsewhere). We are down to two instructors to man the entire program. One of the instructors is currently teaching an overload in order to staff our fall 2022 courses and we are forced to cut sections in spring 2023 because we cannot find instructors. We are in danger of losing one or both of these instructors at any time and replacing them is nearly impossible.

As far as developing the curriculum for an ASL certificate or degree, we can pay one of these two adjuncts a stipend to do that work, but that experience will also make her more desirable for a full-time position (and justifiably so), and we are likely to lose that person with no means to bring the program to fruition—even though an ASL award is certain to be popular and even demanded by students.

- **Compliance with state regulations/accreditations:**

With the need to meet disability requirements and the rewards of growing an ASL program to help meet those needs, putting our resources toward a full-time ASL faculty member makes good sense for the future. An investment in a single position will reap benefits that permeate numerous and overlapping facets of the college.

- **Maintaining “one-full-time-faculty” program:**

Currently, we have a “no-full-time-faculty” program to maintain, and the responsibilities that are overwhelming for programs that have a single faculty member fall on the division chair who does not have the discipline knowledge, experience, time, or resources to maintain the program. Unfortunately, without a full-time faculty member in ASL, the program is not only unsustainable but likely to fade out of existence—a true travesty for students, the college, and the community.

- **Long-term community needs/support (Document with Advisory Committee, Program Review or other recommendations for increased staff):**

PC began offering ASL 103 and ASL 104 in the fall of 2019. Prior to that time, the division chair received multiple petitions from students requesting that higher-level courses be offered.

There is a large deaf community in the area. The ability of our students to communicate with deaf community members (even minimally) enhances the lives of both groups. Former students tell stories that back this up.

Also, certificates and/or degrees in ASL (programs that could be developed with a full-time faculty member) will help students fill in-demand jobs in sign-language interpretation both at the college and in the community.

- **Maintaining certificate/degree/transfer program:**

PC is one course short of being able to provide both an AA and a certificate in American Sign Language. An AA degree would prepare our students to transfer to CSU-Fresno, which has one of the best Deaf Studies programs in the state.

- **Courses are part of a core program and/or a graduation requirement (Identify program(s) and/or applicable graduation requirements):**

ASL is one of only two disciplines we offer at PC to meet the foreign language requirement (CSU Area C-2, UC Area 6). If we do not hire a full-time ASL faculty member and continue to have a difficult time finding adjunct instructors, we may be limited to Spanish as our only foreign language option. While Spanish is a great program and a pathway many students choose, it should not be the only choice.

- **Potential for development in a related and/or emerging discipline (Identify source for growth potential):**

An ASL certificate or an ASL AA-T is an ideal complement to many of our current awards, including the Elementary Teacher Education AA-T, Nursing AS, Child Development AA, Early Childhood Education AS-T, Communication Studies AA-T, Child Development Associate Teacher CA, and others.

- **Potential for multi-discipline expertise (Cite discipline and justify need within each discipline):**

Because ASL classes need content to practice signing, the potential for multi-discipline expertise is infinite. ASL classes might work in learning communities, with the DRC, and volunteer across campus in an ASL capacity.

- **Potential for aiding the college’s goals of closing achievement gaps, aiding underserved populations, or other areas of the college’s mission that may have an impact beyond the program itself.**

When we look at our equity gaps at Porterville College, one of the largest and most consistent gaps we see is between our DRC students and our non-DRC students. Offering classes in ASL gives our students the opportunity to build and promote a community that is often ignored.

- **Other relevant areas not addressed in this list**

Unfortunately, if we continue to deny this position at Porterville College, we will lose students, even in our own district. Bakersfield College has four full-time ASL instructors; COS and Reedley each have one. If we do not hire a full-time ASL faculty, we will continue to depend on two adjunct faculty members and in all likelihood, the program will dissolve. Counselors already send students interested in ASL elsewhere because we are not able to staff the courses and we do not offer an award in ASL. We cannot continue to overlook this void in our program offerings.