

FACULTY HIRE PROPOSAL FORM

DIVISION: Literature and Language Arts

POSITION: Joint appointment- EL/Languages:Spanish

REPLACEMENT (*Retirement announced by September 30th*)

Growth (*All positions that are NOT replacement*)

Emergency (*After the fall process deadline (mid October), any hire proposals must be considered "emergencies," and if accepted, will be a one-year temporary positions.*)

1. Please provide a brief history or context for position proposed:

We ask that the voting members of this council evaluate this replacement position on stand-alone merit that assesses program viability. This is a straightforward replacement position request. The faculty member retiring, Gabriele Steiner, was classified as an EL instructor after the RIF in spring 2011, yet since her reclassification, she has been teaching two-thirds in the Languages Department and one-third in the EL Department; during this time period, Professor Steiner has taught 9 of 12 terms at $\frac{2}{3}$ Languages and $\frac{1}{3}$ EL.

The IC asked our Division to reconsider the Spanish/Romance Languages position submitted in October and we did. The Division has unanimously decided that the most strategic use for this replacement position is to keep it as a true replacement position: we request a joint appointment for a full time faculty member that will teach 2/3 in the Languages Department: Spanish and 1/3 in EL. Spanish is one of the Languages we offer that has experienced growth. Additionally, candidates with an MA in Spanish and Minimum Qualifications/TESOL are common.

The VPI has asked that we address IOR priorities 1 & 3 (EMP foundational foci):

1) Academic excellence in teaching and learning

3) Student-focused education and support that leads to completion

We address them at length in the sections that follow. Given that this is a replacement position, we will also address IOR priority #2: "Institutional culture and transformational change" because smaller programs such as ours address this aspect of the Educational Master Plan and Mission Statement of the College. Smaller programs like ours diversify and add dimension to our campus. Replacement positions in smaller, viable programs, especially in EL/Languages: Spanish, are an investment opportunity that will yield immediate gains and also pay off in the long-run. Evaluating replacement positions for smaller departments on stand-alone merit are imperative in Divisions that have larger departments that exhibit "long-standing needs" and that suffer from enrollment "bottleneck" because these larger departments will always be able to advocate for growth positions and be ranked towards the top of hiring prioritization list; unfortunately, smaller departments do not have this luxury even though they exhibit growth.

Due diligence and thorough consideration should be given to replacement position in terms of program viability. Not doing so will set precedent for a process that systematically eliminates smaller, viable programs without due process. Continuing on this path of funneling all of our positions towards "bottleneck" disciplines will eventually result in MJC being a

one-dimensional College. Giving our one EL/Languages: Spanish Replacement position to English is like a raindrop in the ocean; granting our Division this straightforward EL/Languages: Spanish Replacement position is like filling up a reservoir that has been on low reserves.

EL and Languages:Spanish are viable programs that are not in danger of program discontinuance or reduction of course offerings. Both programs are actually experiencing growth. Unless the IC can provide compelling data, indicating that Spanish/EL are in danger of program discontinuance or reduction in course offerings, our request for a straight replacement position should be granted.

2. Use data from your Program Review, the Institutional Effectiveness Page, and the Data Dashboard to justify the need for this position. (Enrollment, fill rates, success rates, retention rates, Assessment data, curriculum compliance, student:faculty ratio, productivity)

I. Faculty Need:

A. The EL Program actually warrants a growth position and yet in conjunction with Spanish is only requesting a fraction of a replacement position vacated by $\frac{1}{3}$ load by Gabriele Steiner and $\frac{1}{3}$ load by Ines Bucknam, who retired but was never replaced. By current accounting, the EL Program has 4 $\frac{1}{3}$ full-time instructors (four full-time EL with Gabriele's current $\frac{1}{3}$ load in EL). This is down from previous semesters of six full-time instructors but yet the department has continued to grow in sections gained (26 sections total).

The Languages Program: Spanish also continues to grow and gain sections: Spanish went from 18 sections in Fall 2013 to 26 sections in Fall 2017. Our most notable growth has happened in fully online courses. We started with 7 courses in the 2013-2014 academic year and in the 2016-2017 academic year, we offer 21 courses.

B. The majority of courses taught in the EL department are taught by adjunct instructors. Currently, in Fall 2017, out of 36 sections in the EL Department, 26 are taught by adjunct (72% adjunct to 25% full-time). In Spring 2018, 42 sections are projected to be offered taught by 30 adjunct. Very few qualified adjunct applicants are available. There is a documented shallow pool for qualified EL instructors in both programs (ELIC and ELW).

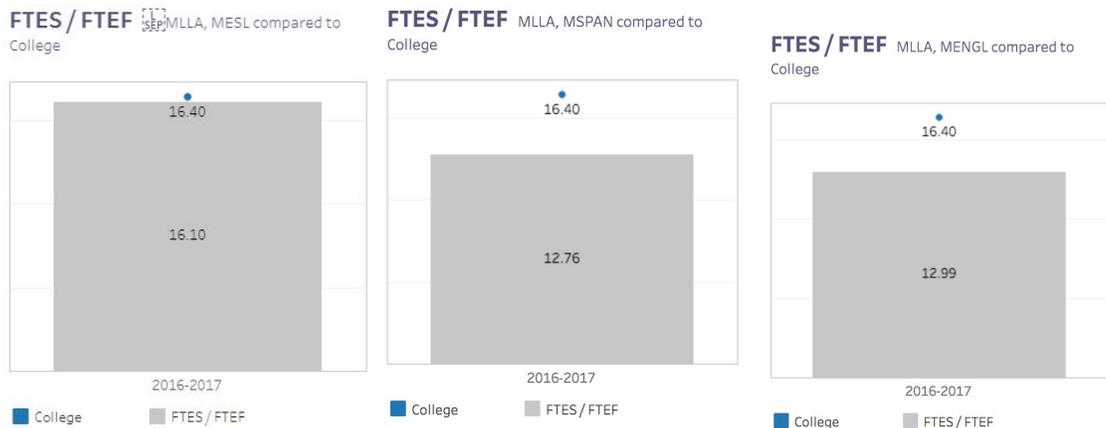
The majority of courses taught in Languages: Spanish are by adjunct instructors and as overloads. In Fall 2017, out of 25 sections, 11 are taught by adjunct, 9 sections by full-time, and 5 sections PTOL (64% adjunct/PTOL to 36% full-time).

C. The EL Department has also introduced new courses (academic language skills modules and EL citizenship courses to be implemented Summer 2018) that will require additional staffing.

The Languages: Spanish Department anticipates continued growth in our online course offerings. We offer Spanish 101, 102, 103, and 109 fully online (that's 4 of our 7 course offerings). In order to offer the remainder of our courses fully online, we will need full time faculty to teach these courses and for program maintenance to ensure we have equity minded practices and a high quality online program. In the equity data section of this document, you will notice that online courses are slightly lower than the College success and retention averages.

II. Enrollment, Fill Rates, Success, and Retention:

A. FTEF/FTES of EL Department is nearly on par with the College average. The Spanish Department is close to the College average, but nearly on par with the English Department average (see below)



B. Success, fill, and retention rates in the EL Department exceed the college average. The Spanish Department success rate is on par with the college average: both fill and retention rates are only 5% below the college average (see below)

Measures MLLA, MESL

	2016-2017
FTEF	20.81
FTES	334.99
Cost/FTES	\$2,665.35
FTEF/FTES	16.10
WSCH/FTEF	483.00
Sections	84
1st Census Enrolled	3,133
Fill Rate	93%
Retention Rate	88%
Success Rate	70%

Measures All, All

	2016-2017
FTEF	877.02
FTES	14,386.01
Cost/FTES	\$2,371.25
FTEF/FTES	16.40
WSCH/FTEF	492.10
Sections	3,882
1st Census Enrolled	124,870
Fill Rate	85%
Retention Rate	83%
Success Rate	65%

Measures MLLA, MSPAN

	2016-2017
FTEF	19.12
FTES	243.86
Cost/FTES	\$2,640.78
FTEF/FTES	12.76
WSCH/FTEF	382.71
Sections	59
1st Census Enrolled	1,488
Fill Rate	80%
Retention Rate	78%
Success Rate	65%

III. Compliance:

The EL department is in compliance with regard to submission of Program Review, Assessment Outcomes data, and Curriculum. All courses within the program are in compliance, and in keeping with recent trends in acceleration, an entirely new academic EL program was created to streamline transition of language learners directly into transfer-level English courses. In addition, the EL Department is already in compliance with recent mandates of AB705 which stipulate that language learners have the potential to take academic EL credit courses leading to the completion of transfer-level English in under three years.

The Spanish Department is also in compliance with the submission of PR and AO data. All courses went through a major revision this semester and the Spanish AAT was revised to create a clearer pathway so that students can complete coursework for the major in 3-4 semesters at 19-21 units.

3. Based on our community, projected demographics change, workforce and community need, justify this position.

1. The Hispanic demographic has shown a steady growth pattern for several decades and continues to increase in Stanislaus County. According to U.S. Census 2011-2015 American Community Survey 5-Year Estimates, 40.9% of the population speaks a language other than English and 31.8 of these non-English speakers speak Spanish¹.
2. County employers list English language skills as one of ten skills in greatest demand (Burning Glass Industries/MJC Educational Master Plan).
3. According to past surveys of program students, the majority of students earn minimum wage and without more advanced English skills, are unable to earn a living wage and thus contribute to a low Gini income-equity co-efficient for the Central Valley of California (Benner and Pastor²) all while in a city that is rated by Forbes³ as the fifth least educated city in the United States several years in a row.
4. The MJC credit EL sequence also meets a need in the county/region given that no adult schools or surrounding community college districts offer an English language instruction program specializing in academic English for non-native speakers.

¹ <https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk>

² Benner, Chris and Pastor, Manuel. *Just Growth: Inclusion and Prosperity in America's Metropolitan Regions*. Regional Studies Association, 2012.

³ <https://www.forbes.com/pictures/54f4e701da47a54de8244248/no-2-most-educated-city-r/#6c32d42d2f4e>

5. Stanislaus County is also one of eight refugee-impacted counties⁴ in California. Approximately 400-500 new refugees arrive annually, many of whom speak little to no English.
6. EL/Languages: Spanish are a bridge for college bound students seeking proficiency in another language. In Stanislaus County, fifteen high schools across six districts offer students a State Seal of Biliteracy:

State Seal of Biliteracy: Participating Districts and Schools of 2015-2016

Stanislaus	Ceres Unified School District	Central Valley High School
		Ceres High School
		Whitmore Charter High School
Stanislaus	Modesto City High School District	Beyer High School
		Davis High School
		Downey High School
		Enochs High School
		Gregori High School
		Johansen High School
		Modesto High School
Stanislaus	Oakdale Joint Unified School District	Oakdale High School
Stanislaus	Patterson Joint Unified School District	Patterson High School
Stanislaus	Riverbank Unified School District	Riverbank High School
Stanislaus	Turlock Unified School District	Pitman High School
		Turlock High School
Stanislaus TOTAL	6 Districts	15 Schools

4. Program/Department Outlook: Justify the significance and role of this position in terms of Certificates, AA degrees, majors, and student success. (The IOR names Basic Skills Sequence, Transfer, and CTE Completions.)

Basic Skills Sequence Completion, Transfer, and CTE Completion

- A. Both programs address the need for language acquisition in our community. Both programs prepare students to enter the workforce as English-speakers or as bilingual speakers seeking cultural competency and the ability to communicate with the Spanish-speaking population. Employers rely on both programs for an English-speaking and Spanish bilingual workforce.
- B. The Spanish Department serves students seeking to transfer to universities with a foundation in a second language required by UCs.
- C. According to program survey information, 77% of EL program students desire a certificate, degree, or transfer to a 4-year university. EL courses are an entry/access point to all programs on campus for language learners, of whom there are many in our community.

⁴ <http://www.cdss.ca.gov/inforesources/Refugees/CRCs/Refugee-Impacted-Countries>

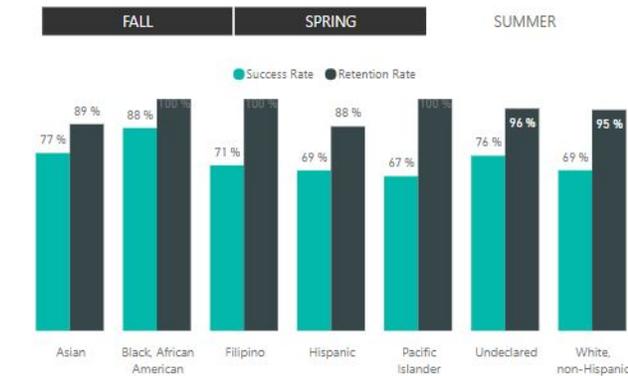
D. While taking EL courses, 60% of EL students also take non-language courses, the majority of which are college-level courses. EL instruction supports student success in other transfer-level disciplines.

E. The English for Life and Work (ELW) program also meets the needs of students seeking workforce preparation as well as matriculation into a an academic sequence. Earlier surveys studying non-credit to credit transition demonstrate that nearly 30-50% of students currently in the academic EL program transitioned over from non-credit courses. The ELW also has two certificate of completion programs allowing students to submit evidence to local area employers of their proficiency in English.

5. Include other elements from Program Review, and/or the IOR Priorities, (e.g. equity, etc.) to justify this position.

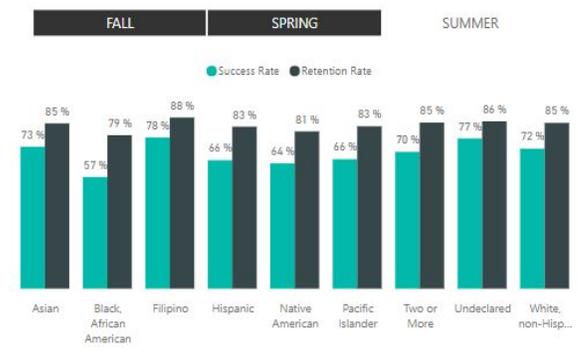
- The EL Department contributes positively to overall student equity at the college (see below comparisons of retention and success between the EL Department and the college based on ethnicity).

EL Department Equity Data 2016-2017:



Ethnicity	Cen Enroll...	Retained	Successful	Success ...	Retention ...
Asian	120	107	92	77 %	89 %
Black, African Ameri...	8	8	7	88 %	100 %
Filipino	7	7	5	71 %	100 %
Hispanic	338	298	234	69 %	88 %
Pacific Islander	6	6	4	67 %	100 %
Undeclared	49	47	37	76 %	96 %
White, non-Hispanic	192	183	133	69 %	95 %
Total	720	656	512	71 %	91 %

College Equity Data 2016-2017:

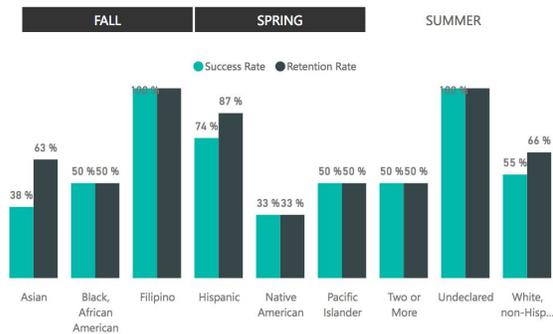


Ethnicity	Cen Enroll...	Retained	Successful	Success ...	Retention ...
Asian	4545	3851	3306	73 %	85 %
Black, African Ameri...	3396	2671	1944	57 %	79 %
Filipino	1183	1038	917	78 %	88 %
Hispanic	48270	40077	31759	66 %	83 %
Native American	500	403	321	64 %	81 %
Pacific Islander	977	813	648	66 %	83 %
Two or More	645	549	452	70 %	85 %
Undeclared	1017	872	783	77 %	86 %
White, non-Hispanic	35970	30557	25797	72 %	85 %
Total	96503	80831	65927	68 %	84 %

- The Languages: As you can see below, the Languages: Spanish Department also contributes positively to overall student equity at the college. Retention and success for face-to-face (F2F) courses are slightly higher than the College average and the F2F/Online averages fall slightly below the College average:

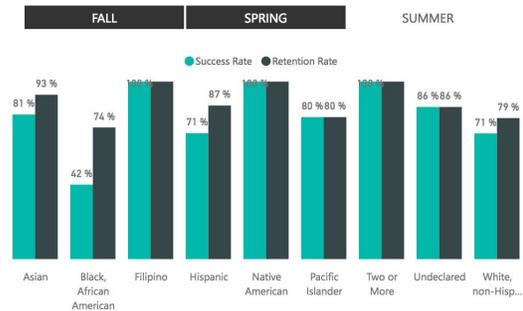
Equity Data 2016-2017

Languages: Spanish F2F/ Online:



Ethnicity	Cen Enroll...	Retained	Successful	Success ...	Retention ...
Asian	8	5	3	38 %	63 %
Black, African Ameri...	4	2	2	50 %	50 %
Filipino	2	2	2	100 %	100 %
Hispanic	168	146	124	74 %	87 %
Native American	3	1	1	33 %	33 %
Pacific Islander	2	1	1	50 %	50 %
Two or More	2	1	1	50 %	50 %
Undeclared	3	3	3	100 %	100 %
White, non-Hispanic	77	51	42	55 %	66 %
Total	269	212	179	67 %	79 %

Languages: Spanish F2F only:



Ethnicity	Cen Enroll...	Retained	Successful	Success ...	Retention ...
Asian	27	25	22	81 %	93 %
Black, African Ameri...	31	23	13	42 %	74 %
Filipino	5	5	5	100 %	100 %
Hispanic	609	527	432	71 %	87 %
Native American	3	3	3	100 %	100 %
Pacific Islander	5	4	4	80 %	80 %
Two or More	3	3	3	100 %	100 %
Undeclared	7	6	6	86 %	86 %
White, non-Hispanic	219	174	155	71 %	79 %
Total	909	770	643	71 %	85 %

- Addressing IOR Priorities: The EL Department is committed and regularly contributes to academic excellence in teaching and learning through a variety of activities and community outreach, as well as student-focused education and support that leads to completion. Additional personnel in both the Languages:Spanish and EL Departments would only further and expand on the work in teaching, learning, outreach, and student support. Together we can do more for our students and the community since there is overlap between our student demographic.

- Excellence in Teaching and Learning:

- Attended conferences/other professional development and training:

- Canvas implementation training at MJC
 - California Acceleration Project March Conference in Sacramento (attended by two full-time faculty)
 - Two-day acceleration training at MJC (all full time faculty)
 - Annual state-wide and regional CATESOL Conference
 - Reading Apprenticeship
 - CUE
 - CCAE Conference
 - CASAS training

- CAI training in Fresno
- Presented at conferences/community/college meetings:
 - El Concilio Coalition Meeting
 - Counselor's Meeting
 - Literacy Network of Stanislaus County Annual Meeting
 - World Relief Tutor Trainings (3 instructors and 3 meetings during Spring 2017)
 - Asilomar Retreat Presentation
 - Sabado de Educacion breakout by Welcome Center staff
 - Presentation on programs for YCCD Board
 - YOTESOL presentations/dinners
 - Presentations at regional and statewide CATESOL conferences
- Instructors in both departments have demonstrated commitment to academic excellence in teaching and learning through individual sabbatical projects that have contributed to student success and quality instruction.
 - Sara Berger completed graduate level French coursework at University of New Orleans in spring and summer 2017 and is currently on sabbatical for the 2017-2018 academic year to pursue a Master's Degree in Romance Languages
 - Michael Akard completed graduate level coursework in Middle-Eastern history and culture at CSU, Dominguez Hills in spring 2016
 - Ruth Luman completed a graduate certificate in Postsecondary Reading and Learning from CSU, Fullerton in 2014.
 - Laura Manzo conducted independent research on the Spanish-speaking population's language acquisition needs and compiled a low-cost custom textbook for the Native/Heritage Spanish-speaker two semester course sequence in 2013.
- Campus and Community Engagement:
 - We have marketing materials in five languages: Spanish, Farsi and Dari, Arabic, Cambodian, and Assyrian to reach students in these language groups.
 - Hosted interactive ELLWC Open House for campus and college community with over 200 in attendance in July 2016
 - We are actively engaged in doing outreach and partnering with other agencies in the community. The list below gives just a few examples of outreach contacts and partners the department has made in over the last

year via presentations, informational tables at outreach events, off-site course launches, and/or meetings with staff to discuss and implement transitions from the community to the college:

- Davis High Language Institute
- World Relief
- International Rescue Committee
- Comeback Kids
- Community Baptists Church of Waterford
- Islamic Center of Modesto
- Literacy Network of Stanislaus County
- Beyer High School EL Counseling
- Assyrian Civic Center
- Turlock Adult School
- Ceres Adult School
- Parent Resource Center
- East Union High School
- Congregations Building Community
- Salida Elementary School
- Valley Home Elementary School
- Orville Wright Elementary School
- Wat Khmer
- Central Valley Opportunity Center
- Learning Quest
- Campus Contributions
 - Campus Curriculum Committee
 - YFA
 - Student Equity Committee
 - Student Learning Outcomes Committee
 - Civic Engagement Project Film/Lecture Series Organization:
- Student-Focused Education and Support
 - Remodeled John Muir 152 and opened ELL Welcome Center to assist student in matriculating to the college.
 - Organized three college and community resource fairs hosting over 400 students from MJC ESL Programs and other off-campus sites
 - Conducted nearly 20 workshops offered to ELW and ELIC students on topics ranging from PiratesNet Account usage, financial wellness, citizenship/documentation issues, transitioning to the ELIC Program, academic language skills, and applying for financial aid through ELLWC
 - Opened six new off-campus classes

- Created new marketing materials and program branding through brochures in five languages, program website, new sequence charts, and other promotional items.
- Created a Canvas shell for both EL programs for instructors to share materials and norm instruction and assessments for students
- Student Success Specialist, Elida Miranda, and Instructional Assistant, Maria Calderon, assisted over 1,000 EL students
- Department member is the English Language Learner/International Student Club advisor on campus

6. This legally mandated or required? Please explain.

No.