**FACULTY NEEDS ASSESSMENT APPLICATION**

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| Name of Person Submitting Request: | | **Diane Hunter** |
| Program or Service Area: | | **English** |
| Division: | | **Humanities** |
| When was the last Program Efficacy document completed? | | **Spring 2009** |
| What rating was given? | | **Continuation** |
| # of FT faculty 17 | # of Adjuncts 31 | Faculty Load 31.62 |
| Position Requested | | Full-time English Instructor |

1. Provide a rationale for your request.

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| The English Department lost one full-time faculty position to the 2008/2009 SERP agreement, and we have received no replacement for that faculty member. Simultaneously, our FTES have increased from 741.80 to 870.79. This department has served 6,730 students during the past year. The department currently has 17 full-time faculty, with one full-time instructor devoted to our ESL program and Writing Center operations. The English Department has a FTE load equivalent to 29 full-time faculty, yet the department functions with 17 full-time faculty and currently 31 adjunct faculty; therefore, The English Department is requesting one new full-time faculty member.  Based on the data provided in the 2010-2014 EMP, the English Department has experienced an 11% growth in student enrollment, an increase in FTES, and we have continued to improve our WSCH per FTEF. Retention is also up slightly, and we continue to see 90% of our students assessing into our Basic Skills classes. With continued growth, we continue to seek more qualified adjunct faculty to teach 60% of our sections, mostly Basic Skills courses, while trying to maintain sufficient course offerings for the increasing number of CSU/UC transfer students.  Although we are able to cover many of these basic skills sections with our adjunct faculty, students at the basic skills levels tend to need more guidance and consistency with instruction and help outside of class. We find that our full-time faculty are better able to provide such consistency because of their experience with teaching basic skills students over time, and full-time faculty are better able to provide the stability of being regularly available on campus for students. Full-time faculty also have the added experience of attending departmental colloquiums and professional development workshops that focus on techniques and instruction for teaching our developmental students. Adjunct instructors usually teach at multiple colleges, so they are not typically able to meet students for office hours and therefore are unable to provide the extra guidance and stability required for our basic skills students. Unfortunately, adjunct instructors are often unable to participate in professional and departmental basic skills workshops because of their multiple institutional commitments. Lastly, in this difficult economic time, we have found that our pool of experienced, qualified adjunct instructors has decreased because people are seeking employment in other professions or are moving out of the area.  While the department utilizes a variety of day/time/meeting patterns ( including online & hybrid classes, weekend & evening classes, and ITV & Big Bear classes), to achieve maximum Student Access, we find it increasingly more difficult to accommodate student growth at peak offering times due to adjunct faculty teaching at multiple colleges and a shallow pool of qualified adjunct instructors. This further supports the need for one additional full-time faculty member. |

1. Indicate how the content of the EMP One-Sheet and latest Program Efficacy Report support this request. How is the request tied to program planning? *(reference the page number(s) where the information can be found on the EMP and Program Efficacy).*

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| Based on the data provided in the 2010-2014 EMP, the English Department has experienced an 11% growth in student enrollment,6730, a 17% increase in FTES, 449 spring 2010 semester alone, and we have continued to improve our WSCH per FTEF, from 379-409. Retention is also up at 71%. One additional full-time faculty member will help us to provide increased access and maximum student success for *both* our Basic Skills students as well as our transfer students and will be essential as the department implements part of its Action Plan this year by offering an AA Degree that we feel will help increase the number of our students who directly transfer to the four-year institutions, which is also an institutional goal. The data on the EMP and the results of the English 2009 Efficacy report support this request. (English can be found on page 38 of the EMP.) |

1. Provide updated or additional information you wish the committee to consider   
   *(for example: regulatory information, compliance, updated efficiency and/or student success data or planning etc).*

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| In addition to the above information, we would like the committee to consider the fact that the English Department has added to our course offerings two Non-credit ESL courses as a pathway for students whose abilities are too low for our entry-level credit ESL. With the closure of the Redland’s Adult school, the need for such classes has become greater, and we anticipate offering more non-credit sections so we can provide our students a seamless transition from the non-credit ESL classes to our composition-based credit ESL classes, after which, students enter our mainstream composition course sequence, ENGL 914-ENGL 102. This trend of an increasing number of ESL students is supported by the Matriculation EMP report, p. 80. This increase in ESL students along with the growth mentioned above further support the addition of one full-time faculty member so that we can provide Student Access and further support Student Success. |

1. Evaluation of related costs (including any ongoing maintenance or updates) and identification of any alternative or ongoing funding sources. (for example: Department Budget, VTEA or Perkins).

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| An annual salary range of $44,000.00 - $58, 000.00 can be expected should this position request be supported and fulfilled. Additional costs would include benefits and step increases. |

1. What are the consequences of not filling this position?

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| If the position is not filled, we will continue to struggle to find qualified, experienced adjunct instructors to teach the necessary classes, which will increase the total number of sections and units taught by adjunct instructors. More importantly, our foundational classes (ENGL 914, ENGL 015) will not be as strong. Not fulfilling this request would directly affect two strategic initiatives: Access and Student Success. Our department is committed to providing opportunities for our students to acquire a quality education and succeed in their educational and career goals. However, in order to do this with the growth demonstrated in our department, more faculty support is needed. |