**FACULTY NEEDS ASSESSMENT APPLICATION**

|  |  |  |
| --- | --- | --- |
| Name of Person Submitting Request: | | **Jeremiah A. Gilbert, Ph.D.** |
| Program or Service Area: | | **Mathematics** |
| Division: | | **Mathematics, Business, and Computer Technology** |
| When was the last Program Efficacy document completed? | | **Spring 2007** |
| What rating was given? | | **Continuation** |
| # of FT faculty **15** | # of Adjuncts **30** | Faculty Load **31.78 (Spring 2010)** |
| Position Requested | | **Tenure-Track Mathematics Instructor** |

1. Provide a rationale for your request.

|  |
| --- |
| **The math department asks for the addition of one full-time faculty member due to expanded course offerings and the increased demand for basic skills and non-transferable/degree applicable courses. With a required load of 15 units per full-time instructor, our 15 full-time faculty meet their load by teaching 225 units, yet the department offered a total of 491 units in Fall 2009 and 494 units in Spring 2010. Therefore, an additional full-time faculty member would ensure that over half of the units offered in the department are taught by full-time faculty.** |

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).*

|  |
| --- |
| **Data from the past five academic years show that the department is continuing to grow. During this period, FTES has risen from 898.20 to 1141.80, an increase of 27.12%. Likewise, both FTEF and efficiency have increased. FTEF has risen from 54.23 to 65.38, an increase of 20.56%. Efficiency has risen from 497 to 524, an increase of 5.43%. While success rates have remained relatively constant, retention is up from 70% to 73%. The number of sections offered has increased from 292 to 316, a rise of 8.22%. While the department has every intent to continue growing and increasing, this is becoming increasingly difficult without an additional full-time faculty member.** |

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).*

|  |
| --- |
| **It is important to note that mathematics is a very structured and sequential discipline. Student success in courses of this nature is dependent, in great part, upon consistent instruction. Poor instruction is counterproductive to student success. It is the vision and aim of the department to maintain high standards and strive for instructional consistency and excellence. The strength of the department is a direct result of its faculty. Presently, the department is at risk due to many new, untried adjunct instructors being hired each semester, many of whom are looking for full-time employment. In order to ensure continual success in meeting its instructional goals (that is, to serve the students and the community at large with consistency and excellence) the addition of a full time faculty member is vital.** |

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).

|  |
| --- |
| **The cost of filling this position is dependant upon education and experience.** |

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

|  |
| --- |
| **The present rate of growth for the department would not be able to continue. This includes not only FTES but also efficiency along with retention and success rates. Unlike adjunct faculty, full-time faculty maintain office hours, serve on committees, and help shape the department. They are vital in developing and assessing SLOs and in contributing their expertise to content review. These aspects best serve students, the department, and the college.** |