

## FACULTY NEEDS ASSESSMENT APPLICATION

Name of Person Submitting Request:		<b>Diane Hunter</b>
Program or Service Area:		<b>English</b>
Division:		<b>Humanities</b>
Date of Last Program Efficacy:		<b>2008/2009</b>
What rating was given?		<b>Continuation</b>
# of FT faculty: 16	# of Adjuncts 30	Faculty Load: 44.95-FA2012
Position Requested:		Full-time English faculty
Strategic Initiatives Addressed:		Student success

### 1. Provide a rationale for your request.

Since the last needs assessment and despite substantial course section cuts (14 fewer sections), the English Department has experienced an increase in student enrollment and an increase in FTES going from 6,730 in 2009/2010 to 6,894 in 2012 and 870.79 in 2009/2010 to 904.65 in 2012, respectively. During this time, the department has also seen an increase in FTEF, going from 63.89 in 2009/2010 to 65.83 in 2012. Despite more students competing for fewer classes, both English and ESL, and no increase in the number of full-time faculty members, our success and retention rates have also improved, by 5% in each category.

The department currently has 16 full-time English faculty members and 1 full-time ESL instructor, which is 2 fewer full-time faculty members than the last needs assessment and Program Review. With fewer full-time instructors and more students, we have had to rely on our adjunct instructors to meet the needs of our students. Although the actual number of both full-time and adjunct faculty members has decreased, our adjunct instructors still teach 47% of our total sections.

With 67% of students assessing into remedial courses, 900 or zero level, we find that there is a need for the stability that a full-time instructor can provide for these basic skills students in terms of faculty having a set location/office in which to meet and tutor students, regular, consistent office hours, and the benefit of attending department, division, and college-wide meetings that center on Student Success specifically for Valley College students. While our adjunct faculty members are an invaluable and talented part of our institution, they have many obligations at the various campuses at which they teach, and so there may not be the continuity and full array of student support that is provided by a full-time faculty member.

According to the data provided by the SBVC Assessment Center, from August 2010 to August 2012, 688 students were assessed into English as a second language (ESL) courses. This number is more than twice the number of students that the ESL course offerings were capable of serving during this period of time. This indicates that there is a great need in the community for ESL course offerings. Students who are assessed into these courses require assistance with accent reduction and pronunciation practice, which require additional support, that a full-time faculty member can provide, outside of a classroom setting in order to achieve mastery.

The last important change is that there has been an increase the number of disciplines that now require English prerequisites for their transfer level courses in response to statewide and local Academic Senate recommendations for such prerequisites. This change intensifies the immediacy of the need for at least one additional full-time English faculty member in order to provide the resources necessary for students to complete these prerequisite classes in a timely

way so they can adhere to their educational plan.

2. Indicate how the content of the latest Program Efficacy Report and/or most current EIS data support this request. How is the request tied to program planning? (*Reference the page number(s) where the information can be found on Program Efficacy.*)

The last Efficacy Report data is obviously outdated, but the current data supports the request for a full-time faculty member given the increase in student enrollment and FTES and the decrease in full-time faculty members since that last Efficacy report (see above). We are serving more students with fewer faculty members, which may negatively impact student success if the trend continues in this way.

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

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

If the request for a full-time English faculty member is not filled, the department will continue to rely on adjunct faculty at a rate of 3-1 (3 adjunct to 1 full-time) to teach the necessary classes.