

FACULTY NEEDS ASSESSMENT APPLICATION

Name of Person Submitting Request:		Teri Strong
Program or Service Area:		Mathematics
Division:		Mathematics, Business, and Computer Information
Date of Last Program Efficacy:		2010
What rating was given?		Continuation
# of FT faculty 15	# of Adjuncts 30	Faculty Load: (66.87) 10-11 Acad.Yr.
Position Requested:		Tenure-Track Mathematics Instructor
Strategic Initiatives Addressed:		Student Success Student Access

1. Provide a rationale for your request.

The math department asks for the addition of one full-time faculty member due to continued increase in 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 load by teaching 214 units per semester, yet the department offered a total of 500 units in Spring 2012. Therefore, an additional full-time faculty member would get us closer to the place where at least half of the units offered by the department is taught by full-time faculty. Students have extended access to full-time faculty during office hours. Although many part-time instructors make themselves available to students as schedules permit, student access and success should not be dependent upon the charity of dedicated part-time faculty.

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.*)

Data from the past five to seven academic years show that the department is continuing to grow. During this period, FTES has risen from 907.38 to 1178.01, an increase of 29.83%. Likewise, both FTEF and efficiency have increased. FTEF has risen from 54.23 to 66.87, an increase of 23.31%. Efficiency has risen from 497 to 528, an increase of 6.24%. While retention rates have remained relatively constant, retention is up from 72% to 78%. Success rates leave definite room for improvement. The number of sections offered has increased, but in these financially constrained times, the number of sections offered will be decreasing by approximately 10%. While the department has every intention of providing quality instruction, this is becoming increasingly more difficult without an additional full-time faculty.

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.*)

It is important to note that mathematics is a very structured and sequential discipline.

Student success in mathematics courses 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. 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 is vital.

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

The improvement of retention and success rates may be jeopardized. Unlike adjunct faculty, full-time faculty maintain office hours, serve on committees, and help shape the department and larger campus community. Faculty are vital in developing and assessing SLOs and in contributing their expertise to content concerns; they are invested in additional concerns for students which are outside of direct instruction. Fewer full time faculty make it impossible to develop programs which may affect improved student access and success.