

## FACULTY NEEDS ASSESSMENT APPLICATION

Name of Person Submitting Request:		<b>Paula Ferri-Milligan</b>
Program or Service Area:		<b>Reading</b>
Division:		<b>Arts &amp; Humanities</b>
Date of Last Program Efficacy:		<b>Spring 2012</b>
What rating was given?		<b>Continuation</b>
# of FT faculty <b>4</b>	# of Adjuncts <b>7</b>	Faculty Load: <b>15.08 FTEF 2011/2012</b>
Position Requested:		<b>Full-Time Reading Instructor</b>
Strategic Initiatives Addressed:		<b>1.1, 5.2</b>

1. Provide a rationale for your request.

In October, 2009, San Bernardino Valley College submitted its original action plan to support the Basic Skills Initiative to the state Chancellor's Office. Since that time, the campus has actively brought faculty, staff, and administrators together to improve access and success for the basic skills students we serve. We have implemented several of the objectives and are making progress towards achievement of the goals established in that plan. More recently, the dialogue has addressed the implementation of basic skills prerequisites on our campus. Additionally, mandatory orientation and assessment have been implemented. In moving forward with these initiatives, the already insufficient numbers of courses in the Reading Department have been even more severely impacted. This has resulted in placing a burden on our existing faculty and an inescapable dilemma for our students and the college.

Finding qualified adjunct faculty members has been an issue, and we have exhausted our options. California State University, San Bernardino and California State University, Fullerton are area universities which provide MA degrees in Reading Education and/or Reading Certificates as required to teach in the California Community College System. CSUSB awarded 23 MA degrees in reading education in 2011. Of those, most were already employed in the K-12 system full-time. It is unknown if any had a desire to work with the adult population, but most students who enter the program have an intent to work in the elementary school system. Even if those students have an interest in teaching at the community college, they are not available during the day—our most difficult time to fill courses with adjunct faculty. CSU Fullerton awarded 5 degrees during the past year, but many of them were to students participating online and were not in the local area. Adjunct faculty members who are currently teaching in the community colleges in our area are established at those institutions and have very limited availability. Those faculty, for very good reasons, give those institution priority when accepting teaching schedules. Additionally, our curriculum requires 6 instructional hours per week, limiting the number of courses an adjunct faculty can teach to one. We have occasionally split courses between faculty, which works with functional teams, but is not always possible because of the faculty's teaching schedules at other campuses.

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 Reading Department has shown a need for growth. Over the past four years, the duplicated

enrollment in the department has seen a consistent increase (666 for 2007-2008 to 1043 for 2010-2011.) FTEF has also seen a significant increase (8.96 for 2006-2007 to 15.08 for 2011-2012.) WSCH per FTEF has increased from 413 in 2006-2007 to 452 in 2011-2012.) We currently have load for 7-8 full-time faculty but have only 4. (Information can be found on p. 2 of Program Efficacy document.) The problem is amplified by the challenges faced in the identification and hiring of adjunct faculty in the Reading discipline. Reading has had a fill rate of 100% over the past several years. As a result of the college's commitment to basic skills, we have been able to add a few sections each semester during the past year. Those courses have not only filled, but filled quickly.

The Department is aware of the needs that will be placed on it in the coming years. According to the 2012 Accountability Report for the Community Colleges (ARCC report), "In the surrounding community, household income is 75% of the state average; the high school dropout rate is above the state average, with a low CAHSEE pass rate, low college attendance rate, and a weak economy." This report also states that the annual successful course completion rate for basic skills courses is 60.3%, and basic skills improvement rate is 50.5%--down from 54.4% in 2006/07 to 2008/09. According to San Bernardino County census data (2009), 39.6% of households in San Bernardino County speak a language other than English. These are true barriers to students who need to bring themselves from a basic skills level to college ready. Because reading is a basic skill that impacts all disciplines, the department has been, and will continue to advocate for resources and provide services that will increase our students' success. (Information can be found on p. 9 of Program Efficacy report.)

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.*)

The data shows a steady increase in the retention rate since 2006-07 (76%) and 2011-12 (86%); the success rate took a downward turn in 2010-11 (47%) from 58% in 2009-10, but has increased to 69% in 2011-12. This is the highest success rate in the past six years. (The decrease in the 2010-11 success rates may have been due to the change in the assessment instrument and the adjustment of assessment scores.)

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

The need for basic skills reading courses to accommodate our student population is evident. Data provided by the Office of Research and Planning show that in 2011, 7470 students assessed into basic skills reading courses, 72.33% of all students who assessed. Of that number, 21.25% could be accommodated with the course offerings during that year. 4255 students could not be accommodated given our class offerings. In addition, in 2010, 19.37% of the assessed students could be accommodated during that year, leaving 3913 unserved students. Since the previous year's students were not accommodated, they end up competing for courses during the next academic year. In other words, the number of students who the department is unable to serve is compounding. The department is unable to fulfill the current demands, or the demands from previous years. As this trend continues, we get further and further behind in the ability to serve our students.