

FACULTY NEEDS ASSESSMENT APPLICATION

Name of Person Submitting Request:		Diane Hunter
Program or Service Area:		English
Division:		Humanities
Date of Last Program Efficacy:		2012/2013
What rating was given?		Continuation
# of FT faculty 16	# of Adjuncts 35	Faculty Load: 44.95-FA2012
Position Requested:		Full-time English faculty
Strategic Initiatives Addressed:		Student success, Student access

Replacement

Growth

Provide a rationale for your request.

1. Since the last needs assessment, due to substantial course section cuts (15 fewer sections), the English Dept. has experienced a slight drop in student enrollment and FTES going from 6,894 in 11-12 to 6,461 in 12-13 and 904 in 11-12 to 850.64 in 2012, respectively. During this time, the dept has also seen a slight decrease in FTEF, going from 65.83 in 11-12 to 63.58 in 12-13. More students are competing for fewer classes, both English and ESL, and no increase in the number of full-time faculty members, success and retention rates have improved, by 3% in success, and by 9% in retention.
Enrollment declines are connected to the reduction in sections, but there are other important factors, including faculty *not* adding above cap for the last two years, and the displacement of English classes due to the Business Building renovation. Often English classes were placed in rooms with capacity limitations, which resulted in fewer students being able to take these classes. Student need for English classes is high as evidenced by the number of students who assessed in 12-13, 7,128. This indicates that students are assessing but are not able to enroll because there are not enough sections, and all sections are full (6,461 enrollment). Clearly there is a need for growth, which a full-time faculty position will help support.
2. Of the 260 total sections offered in 2012, 47% were taught by adjunct faculty. Without another full-time faculty member, as more sections are allotted to the department (post Prop 30), adjunct faculty will teach these sections, which will increase the number of adjunct faculty in the department, already significantly high (32-35), and it will increase percentage of classes taught by adjunct faculty, which could put the department over 50% (more adjunct faculty teaching our classes than full-time faculty). This creates difficulty for faculty collaboration on curriculum and for ensuring the curriculum is delivered accurately consistently throughout the department, which may impact student success.
3. With 67% of students assessing into remedial courses, 900 or zero level, we find that there is a need for stability that a full-time instructor can provide for these basic skills students: faculty having a set location/office in which to meet and tutor students, regular, consistent office hours, and the benefit of attending department, division, college-wide, and community meetings that center on Student Success.
4. According to the data provided by the SBVC Assessment Center, from May 12 to May 13, 376 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 courses. Students who are assessed into these courses require assistance with accent reduction and pronunciation practice as well as basic navigation of college life, requiring additional support, that a full-time faculty member can provide outside of a classroom setting.

5. There has been an increase the number of disciplines that require English prerequisites for transfer level courses in response to 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 needed for students to complete these classes in a timely way so they can adhere to their educational plan.

6. Indicate how the content of the latest Program Efficacy Report and current EMP 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 current data supports the request for a full-time faculty member in that the slight decrease in enrollment is directly tied to the reduction in sections (and other factors described in item 2 above) and is further illustrated by the total number of students needing to enroll in English classes as evidenced by the current assessment data, 7, 128 students assessed in 12-13. The lack of faculty to accommodate student need could result in fewer students succeeding since research has indicated that students who take English courses within the first two semesters of taking the assessment test are more likely to succeed and persist than those who cannot enroll within that time frame.

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

Another factor that contributes to the need for a full-time faculty is that we now offer the TMC AA English degree. Students are becoming aware of the degree and more are choosing English as a major. The need for full-time faculty advisers and instructors magnifies so we can provide majors with the full breadth of courses as well as advice and connections to their transfer institution. These students have become active in the creation of college-wide clubs, such as Los Redactores, and The Writer's Block and have increased the enrollment numbers of *Arrowhead News*, the college newspaper. While the clubs and Journalism class are not exclusively for English majors, these clubs and the community activities in which they participate require full-time English faculty as advisers. This further illustrates the need for a full-time English faculty member as student participation in such clubs and associations is directly connected to student success and eventual transfer to the four-year institutions. Active students are typically successful students, which for legal and educational code reasons require faculty involvement and advisement. .

8. 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 per section) to teach the necessary classes, and we will not have the faculty resources to increase enrollment in the English AA Degree or provide students with the needed and required faculty involvement in English-related college clubs and community organizations.