

FACULTY NEEDS ASSESSMENT APPLICATION

Name of Person Submitting Request:		Teri Strong
Program or Service Area:		Mathematics
Division:		Mathematics, Business, and Computer Technology
Date of Last Program Efficacy:		2010
What rating was given?		Continuation
# of FT faculty 15	# of Adjuncts 32	Faculty Load: (67.27) 2011/12; (64.26) 2012/13; (FTEF) Acad.Yr.
Position Requested:		Tenure-Track Mathematics Instructor
Strategic Initiatives Addressed:		<i>Student success: we are committed to helping students succeed in their educational and career goals</i>

1. Provide a rationale for your request.

The Mathematics Department requests one full-time, tenure track faculty member due to increased course offerings and the continuation of increased demand for basic skills and non-transferable/degree applicable courses. It should be noted that although the department consists of 15 full time faculty members, one receives reassigned time as Academic Senate President, the same member has been granted a sabbatical leave for Spring 2014.

After years of slow growth, no growth or cutbacks, course offerings are now beginning to increase. To the Spring 2013 course offerings, 53.00 FTES were added. To the Summer 2013 sessions I and II, 44 FTES were added. To the Fall 2014 course offerings, over 43 FTES were added. Currently, the department is searching for new adjunct instructors as our current 32 adjunct are teaching the maximum allowable load. Eight courses for Spring 2014 remain unstaffed.

With a required load of 15 units per full-time instructor (per semester), our 15 full-time faculty meet their load by teaching less than 225 units, yet the department consistently offers courses exceeding 500 units per semester. Student demand for mathematics courses continue to increase especially at the basic skills level. It is not uncommon that courses fill immediately after registration opens. It must be mentioned that all students receiving degrees and certificates at SBVC must satisfy a mathematics requirement. Additionally, students receiving degrees in Science, Technology, Engineering and Mathematics (STEM) disciplines must complete course up to at least the second semester of Calculus. Although the number of degrees awarded in Mathematics is relatively small, these numbers do not reflect required courses in mathematics for other STEM disciplines and the fact that students do transfer to four year institutions in STEM fields before securing degrees.

The SBVC campus has secured grants (HSI STEM PASS Go, MSEIP) for millions of dollars focusing on increasing the number of students who pursue STEM disciplines. Efforts of these grant projects are succeeding, but our ability to accommodate students choosing STEM fields include providing additional faculty to teach courses and support student achievement in the affected areas, mainly mathematics.

An additional full-time faculty member would improve student access to faculty. Although many part-time instructors make themselves available to students as schedules permit, student 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 academic years show that the department is continuing to grow, but did experience declines in 2012/13. During this period, FTES rose from 1142 to 1201 before decreasing approximately 9.6% in 2012/13. This decrease is a reflection of the administrative request to decrease course offerings by 10%. Likewise, both FTEF and efficiency increased before a slight decrease in 2012/13. While success rates are improving, this improvement can be attributed to several variables including grant funded projects. Student retention has improved drastically from a low of 73% in 2008/09 to a high of 85% in 2012/13. The number of sections offered has decreased over the past 5 years, but we are beginning to improve in this area as we are being given permission to expand. While the department has every intention to continue growing and increasing, this is becoming increasingly difficult without 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 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.

4. 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 rates. Unlike adjunct faculty, full-time faculty maintain office hours, serve on committees, and help shape the department and campus at large. Full time faculty are vital in developing, evaluating and assessing SLOs and in contributing their expertise to content review. These aspects best serve students, the department, and the college.