

FACULTY NEEDS ASSESSMENT APPLICATION

Name of Person Submitting Request:		Kimberly Jefferson
Program or Service Area:		Reading and Study Skills
Division:		Arts and Humanities
Date of Last Program Efficacy:		Spring 2012
What rating was given?		Continuation
# of FT faculty 4	# of Adjuncts 10	Faculty Load: 15.62 FTEF 2012/2013
Position Requested:		Full-Time Reading Instructor
Strategic Initiatives Addressed:		1.1, 5.2

Replacement

Growth X

1. Provide a rationale for your request.

In October, 09, SBVC submitted its 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 students requiring instruction in basic skills. 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 offered in the Reading Department have been even more severely impacted. The expectation to serve more students is placing a burden on our existing reading faculty, because the Reading Department does not have enough faculty to serve students requiring remedial reading classes.

The Reading Department has tried to meet the growing demand for adding additional sections by staffing reading classes with adjunct faculty. However, even that has been a challenge since, oftentimes, adjunct faculty have very limited availability. Additionally, our curriculum requires 6 instructional hours per week, limiting the number of courses an adjunct faculty can teach to one class. Adjunct faculty who teach in the Reading Department are assigned one class. However, in "emergency" situations, the Department has occasionally split courses between faculty: one faculty is assigned to the lecture portion of the course and another faculty is assigned to the "lab" portion of the course. This has worked with functional teams, but the Department tries to avoid splitting classes, and the Reading Department will only "split" classes when there are no other options to staff reading classes.

Assessment data indicates a need for additional courses. May 12-May13 data shows 72% of assessed students require developmental reading instruction. The Reading Department is able to serve less than 25% of assessed students based on current Reading and Study Skills course offerings. The Reading Department is requesting that we hire another full-time, tenure track Reading instructor in order to improve access to students who would be unable otherwise to matriculate into the college.

With the implementation of course prerequisites and mandatory assessment, the

Department will continue to see an increase in the need for more reading courses. In light of these initiatives, the Reading Department will continue to struggle to provide access to our students. To that end, the department needs another full-time, tenure track faculty member to help close the gap between assessed students and course offerings.

2. 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.*)

Over the past several years, the Reading Department has had a fill rate of 100% with 100% full waitlists. Those courses have not only filled, but also filled quickly. Over the past five years, the duplicated enrollment in the department has seen a consistent increase (959 for 08-09 to 1,150 for 12-13). FTEF has also increased (11.94 for 08-09 to 15.62 for 12-13). WSCH per FTEF has decreased from 436 in 08-09 to 407 in 12-13. The department currently has load for 8 full-time reading faculty, but have 4 full-time reading faculty; all full-time reading faculty have an overload. The Reading Department is desperately trying to keep up with the demand for more sections offered in reading and study skills.

In addition, 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 College (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 06/07. 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 Reading Department will continue to advocate for resources and provide academic instructional that will increase success for students enrolled in reading and study skills classes.

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

Data shows a steady increase in the retention rate; the retention has increase since 08-09 (77%) to 12-13 (91%). Success rate has increased from 59% in 08-09 to 67% in 12-13.

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

If students cannot get a course in READ, a prerequisite for English 914, they will not be able to begin the English sequence. The Department is unable to fulfill the current demands. As this trend continues, we get further behind in the ability to serve students.