

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2015

Name of Person Submitting Request:		Diane Hunter
Program or Service Area:		English
Division:		Humanities
Date of Last Program Efficacy:		2013
What rating was given?		Continuation
# of FT faculty 17	# of Adjuncts 41	Faculty Load: 68.23 (34 per semester)
Position Requested:		One full-time, tenured position
Strategic Initiatives Addressed: (See Appendix A: http://tinyurl.com/l5oqoxm)		1.1, 1.9, 1.10, 1.11, 1.12, 2.1, 2.5.5, 2.5.6, 2.6, 2.14

1. Provide a rationale for your request.

For spring 2016, the English Department will need to hire additional part-time instructors in order to staff the 140-145 sections currently planned for the semester. This will bring the number of part-time faculty from the current 41 to approximately 45, with the majority of total classes, 52%, being taught by part-time instructors, which is not in the best interest of student success and is not within the percentage goal of the district. This percentage would be higher if not for the fact that 75% of full-time faculty teach at least one 4-unit class (.27) as overload each semester, or the department would not have been able to offer as many sections.

Since the last needs assessment 2013/2014, the English Department has experienced an increase in student enrollment and an increase in FTES going from 6,679 enrollment in 2013/2014 to 7,024 in 2014/2015 and 870.24 in 2013/2014 to 915.83 in 2014/2015, respectively. During this time, the department has also seen an increase in FTEF, going from 64.10 in 2013/2014 to 68.23 in 2014/2015. Despite the significant increase in FTES with only 12 more sections and no additional full-time faculty, the success and retention rates have remained constant.

With 67% of students assessing into remedial courses, 914 or 015, we find that there is a need for the consistency, continuity, and stability that a full-time instructor can provide for these basic skills by having a set location/office in which to meet and tutor students, holding regular, consistent office hours, and the benefit of attending department, division, and college-wide meetings that focus on SBVC Student Success. Unfortunately, part-time instructors, who teach 52% of our classes cannot provide the time and depth of support for students as can full-time faculty members, which is particularly critical for Basic Skills and English Language learners. Combined with this is the need to maintain a complete sequence of AA-T English Degree course offerings to comply with the state-mandated degree and improve our transfer rates. We need to ensure that our AA-T Degree students (up 50% from last year) are able to complete the degree requirements without delay, and these major classes **must be** taught by full-time faculty, which requires a similar situation of stability that only the full-time faculty can provide. These courses are connected to a strategy of education and preparation for English majors, and part-time faculty are not generally able to be a part of those discussions and decisions as well as they often lack practical experience in teaching these courses.

Another factor is that all English composition classes are 4 units, so part-time English faculty must teach fewer sections per semester than disciplines where classes are 3 units in order to

comply with contractual load requirements.

This is further compounded by the fact that we are losing current part-time faculty to other colleges since a significant number of these colleges are hiring for multiple full-time English positions. The pool of part-time faculty continues to dwindle with many instructors choosing to teach at other colleges simply because **SBCCD pays significantly less**. The difficulty is that part-time faculty are committed to our neighboring colleges, like Chaffey and RCC (all 3 campuses), which is complicated by the difference in semester lengths, start and end times, and intersessions. The result is that faculty will accept a class at SBVC **as a last resort**, creating a revolving door of part-time faculty in our department. These factors further illustrate the need to hire full-time faculty now. Related to this issue is the fact that we have found it necessary to assign new faculty (new to teaching and new to our college) two classes rather than the past practice of easing them into teaching by assigning them one section. This has had mixed results with some part-time faculty having difficulty managing two sections and others not returning the following semester.

Yet another important factor is that there has been an increase the number of disciplines now requiring English prerequisites for their transfer level courses in response to statewide and local Academic Senate recommendations for such prerequisites. In addition, there are now English pre-requisites for classes in CTE programs like Welding, Transportation, CIT, and others, which means we need to increase the number of classes to meet the demand so our CTE students can take their English prerequisites and avoid a delay in earning their degrees and certificates. Without additional full-time faculty, there is no way we can explore running specialty CTE versions of our core classes, ENGL 914, 015. This is even more important for the local companies where our CTE students work or will work and intensifies the immediacy of filling full-time faculty positions we are requesting. Added to this, is the college commitment to serving our Big Bear community, which also requires full-time faculty due to the heavy technological expertise, collaboration with Big Bear, and support that is required on the part of the English faculty.

Finally, the English Department has been asked to partner with Student Services to establish educationally sound programs that include English classes and faculty, including First Year Experience, Valley Bound, Puente, Tumaini, and other Student Equity and SSSP projects, but in order for us to meet the needs of students in these programs and provide quality support, it will be essential that we hire the three full-time faculty we are requesting, as the current full-time faculty are already serving as the key facilitators (chairs or co-chairs) of so many committees, sub-committees, and events across campus, such as Academic Senate (4 senators from English), Arts and Lectures, Program Review, Honors, Non-Credit, Basic Skills, Curriculum, Matriculation, Open Poetry readings, and International Movie Nights, to name a few. Further illustrating the department commitment is our service learning and productions classes, like Phineas and Arrowhead, which require full-time faculty. Previous attempts at having part-time faculty teach these kinds of courses have proven unworkable. Related, is the fact that English faculty serve as club advisors for English major-related clubs that the part-time faculty do not have the time for, and the district has bureaucratic restrictions on so that they are unable to fulfill these roles, leaving the full-time faculty to step in.

With the college positioned for growth, it is critical that we are able to meet student access needs, which these faculty positions will ensure.

The English Department cannot consider growth since we are unable to meet current student need without this faculty position. Adding to that, in order to meet the needs of our transfer students, AA-T Degree students (up 50%), our Basic Skills students, our CTE students, and our ESL students, it is critical that the English Department receives three full-time, tenured faculty positions.

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.*)

Since the last efficacy report, there has been an increase in all areas, including FTES 915.83, up 5%, enrollment 7,024, up 5%, number of sections, 282 up 5%, and number of part-time faculty, up by 5 instructors, as noted above in section 1, but there has been no increase in the number of full-time, faculty, still at 17, to accommodate these increases. The bulk of increased sections and FTES corresponds with the increase in the number of part-time faculty to 45. In line with these increases is the increase in FTEF now at 34.15 per semester, up over 8% from the last efficacy report. The department has load for 34 full-time faculty, yet we are operating with just 17. The need for full-time faculty is clearly supported by the current data.

Also since the last efficacy report is the District's goal of growth, as noted in the Chancellor's Opening Day comments. Given the pressure both to grow and speed up student graduation times, English courses are a potential bottleneck IF sufficient faculty are not available. Without sufficient FT English faculty, both growth and efficiency college-wide are threatened. Since students MUST have English as prerequisites for other courses, if they cannot enroll in English classes contiguously, they are delayed in completing their degree, transfer, or certificate requirements. Without meeting the requested full-time faculty, maintaining the current number of quality courses to serve the current number of students, yet alone growth, will be difficult at best.

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

The fill rates for English classes have consistently been above 98% and typically are 100% or above since 2012, illustrating student demand for our classes and meeting the college Strategic Initiative goal 1.1.2.a. Success and retention rates remain constant despite significant changes in curriculum and support over the last three years as well as a culture of continual improvement to curriculum. The curriculum improvements and the consistent success and retention rates indicate that students are largely meeting the challenge. There has also been an increase in the number of sections and FTES but not FT faculty, so the steady success and retention rates will likely improve with the support of additional full-time faculty who are better able to provide students with continuity and out-of-class support that part-time faculty simply cannot provide, especially in our Basic Skills classes.

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

Without additional full-time faculty, the English Department will not be able to participate in all of the opportunities and partnerships we are being invited to be a part of, including learning

communities, Tumaini, Puente (second cohort), First Year Experience, assessment workshops, CTE-focused classes, Big Bear, Non-credit, the SBVC online learning and Online Education Initiative (OEI), and ESL (off campus partnerships). In addition, the English Department is unique in that we must constantly evaluate and oversee the assessment process, cut scores, assessment issues, and the content validity of the assessment tool, which is state mandated. This is another important distinction that other departments do not have and one that further illustrates the need for the requested full-time faculty since these all increase as the number of students increases.

Yet another area that separates the English Department from others is that the Writing Center is housed under this department. Combined with the growth of the department and college in terms of students and classes is the increase in the number of students who use the Writing Center from across the disciplines, resulting in the need for more tutors, leaving the single faculty member who is lead instructor facing even greater challenges. Without the requested additional faculty, we will be unequipped to provide the necessary support to keep up with this growth.

If the request for this full-time, tenured faculty position is not filled, the department will be forced to continue to add part-time faculty to teach classes, pushing the department to well over 52% of all classes being taught by part-time faculty, and we will be unable to participate in many of the previously mentioned programs. The reality is that classes and programs may be cancelled as a result of a shallow part-time pool of qualified instructors, despite increase student demand and the demand to broaden the range of programs in which we have been requested to participate.