

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2015

Name of Person Submitting Request:		Ann Gibbons
Program or Service Area:		Mathematics
Division:		Mathematics, Business, and Computer Technology
Date of Last Program Efficacy:		Spring 2015
What rating was given?		Continuation
# of FT faculty 15	# of Adjuncts 48	Faculty Load: (71.22) 2013/14 (77.31) 2014/15
Position Requested:		Tenure-Track Mathematics Instructor
Strategic Initiatives Addressed: (See Appendix A: http://tinyurl.com/l5oqoxm)		<i>Student success: we are committed to helping students succeed in their educational and career goals</i>

Replacement Growth

1. Provide a rationale for your request.

The Mathematics Department requests two full-time, tenure track faculty members 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.

After years of slow growth, no growth or cutbacks, course offerings are continuing to increase. The FTES for 12-13 was at 1085, increasing to 1224 in 13-14 and again to 1316 in 14-15. For the Spring 2016 semester, another 14 sections were added to fill the needs of students who were not able to enroll in a class this Fall. Currently, the department is searching for new adjunct instructors as our current 46 adjunct are teaching the maximum allowable load. Eight courses for Spring 2016 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.

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.*)

Data from the past five academic years show that the department is continuing to grow, but did experience declines of approximately 9.6% in 2012/13. During this five year period, FTES rose from 1178 to 1316. The decrease in 2012/13 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 78% in 2010/11 to a high of 86% in 2013/14, with a retention rate of 85% in 2014/15. The number of sections offered has decreased over 2010/11 through 2012/13. We are beginning to improve in this area as evidence in an increase again for 2014/15 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, updated efficiency, student success data, 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 two full time faculty members 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 members 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.