

FACULTY NEEDS ASSESSMENT APPLICATION

Fall 2019

Name of Person Submitting Request:		Diane Hunter
Program or Service Area:		English
Division:		Humanities
Date of Last Program Efficacy:		SP17
What rating was given?		Continuation
# of FT faculty 17.5	# of Adjuncts 55	Faculty Load (per semester): 40
Position Requested:		Full-time, tenured English faculty position 2
Strategic Initiatives Addressed: Strategic Directions + Goals		1, 2, 3

1. Provide a rationale for your request. (Explain, in detail, the need for this position.)

FTES and Students' Enrollment in Program Expected to Rise due to AB705, Guided Pathways and College Promise Program: Since 2014/2015, the English Department had seen a steady increase in FTES, moving from 915.83 in 2014/2015 to 986.92 in 2018/2019. There has been a slight decrease to 954.40 due to a couple of factors. First, the union demanded the college enforce the 25-student cap in the contract for composition courses. Second, enrollment in English 015 dropped in spring because many students were counseled to wait for fall 2019 to enroll in English 101 under AB705. The department would expect a rebound and expansion of FTES in the future, with the Promise Program and aspects of Guided Pathways likely to require the addition of many new sections. The number of students served has also increased from 7,024 (2014/2015) to 7,569 (2017/2018), with the drop in 2018/19 to 7343. Along with the stable growth, and anticipated growth due to Promise and Guided Pathways, the English Composition class caps for ENGL 015, ENGL 101, ENGL 102 previously set at 28 have now been set at 25 students per section per SBCCDTA contract, means that without an increase in the number of FT faculty, 342 fewer students are able to enroll in English classes per semester, supporting the need for this FT faculty position.

Promise Program: With implementation of the Promise Program fall 2019 approximately 1,300 new students enrolled for fall classes, all required to take English classes in their first semester. The department desperately needs additional FT faculty to teach more sections of ENGL 101 so that the college can meet its "promise" to students in this program and meet state compliance requirements. **Without additional FT faculty, we are forced to hire more part-time faculty which will further increase the percentage of classes taught by PT faculty, currently at 57%.** More importantly, students will be delayed in their progress or might be withdrawn from the program if we are unable to provide enough sections to meet the needs of this and the other programs and initiatives currently being implemented.

Full-Time vs Adjunct Faculty Balance: With the current 54 part-time faculty and 18 full-time faculty, the percentage of sections taught by full-time faculty continues to decline, now at 43%. This number would be lower if not for the **unsustainable** use of overload by FT faculty. As we increase the number of sections to help meet the college's FTES and growth goals, the ratio of FT to PT instructors will continue to decline below 43%, **with 57% of our classes being taught by part-time instructors, further supporting the need for a full-time English faculty position.**

Legal Compliance of AB705 (including new Corequisite Courses): AB705 compliance in Fall 2019 has been achieved, but it does and will continue to increase the need for additional faculty. AB705 requires that students must complete transfer-level English within one year, putting our least prepared students (traditionally 75% of students assessed into remedial English classes-SBVC Assessment data) directly into transfer-level composition classes without first taking remedial classes. To help these underprepared students succeed in English 101, the department has created two corequisite courses, a 2-unit 087 and a 1-unit 086 (depending on the student's HS GPA, per AB705). This is an extra unit or two for many English 101 courses, which reduces the availability of FT faculty to teach other courses.

Full-Time Faculty Needed for Student Support and College Planning: With the large number of underprepared students enrolling in English 101 (with corequisites) per AB705, there is a need for student support, consistency, continuity, and stability that a full-time instructor can provide for basic skills students who now find themselves in a college-level English composition class by having a set location (offices) in which to meet and tutor students; holding regular office hours; the benefit of attending meetings: department meetings that focus on curriculum, pedagogy, and student success; division meetings that focus on partnerships, goals, access, and student success; and college-wide meetings that focus on SBVC's EMP and Strategic goals for student access and success. And the requirements of Guided Pathways will require additional attention from FT faculty on committees and work groups – for GP to be successful at SBVC, English must be an important part of the equation. Part-time faculty members, who teach over 57% of our classes, also teach classes at other campuses, often up to three other campuses. Their teaching obligations at other colleges and drive times do not allow part-time instructors the time to develop the consistent, in-depth support required for our students as can full-time faculty, which is critical for Basic Skills and language learners, particularly under AB705.

Performance-Based Funding requires student success in English: Equally important to AB705 is the implementation of Performance Based funding where the college receives funding for, “Completion of both transfer-level mathematics and transfer-level English within the first year of enrollment” (*Chancellor's Recommendation on Funding for California Community Colleges*, 2018). Not only must students complete transfer-level English within one year, under the new funding model, the college also receives funding for students who complete their degree, certificate, or transfer in less than 3 years. In order to provide SBVC students with the support needed to successfully complete their transfer-English classes within one year, it is imperative that we increase the number of FT faculty since **ALL** students with the goal of earning an AA degree or transferring to a four-year institution **MUST** take ENGL 101.

Growing number of English Majors: There are many measures that show that the number of students pursuing the English degree is increasing. The college's data on English majors shows an 80% increase in the number of students declaring as English majors over the last 5 years. Likewise, the number of degrees awarded is increasing and is projected to continue increasing. In 2014/15, the department awarded 2 degrees, two years later in 2016/17, we awarded 20. Though the last two years the awarded degrees dropped to 11 and 13 (for last year), we see signs of a much larger number graduating in the next two years – the current British Literature course, required for English majors who are completing their degree (most students in the course will complete their degree this coming May) has over 30 students; the graduating class in English after that looks to be even larger. This is particularly important with the Performance-Based funding model, where, “Completion of an ADT” results in increased funding (4 points) for the college. Most of the degree courses are taught by full-time faculty due to the specialized nature of many courses, as well as the stability and support that full-time faculty can provide in mentoring English majors. The need for an additional specialist able to teach British Literature and other literature and degree-related writing classes, as well as an

additional basic skills expert for AB705 students assessed into 101s with corequisites, will only increase as the program grows in providing more English 101 and 102 courses, while also providing support for our expanding number of majors.

Limits on Part-time Faculty Load: Another factor is that all English composition classes are 4 units, so part-time faculty must teach fewer sections per semester than other disciplines, where classes are 3 units, in order to comply with contractual load requirements. This is further complicated under AB705 where most 4-unit ENGL 101 classes will be paired with a 1 or 2-unit co-requisite class, increasing the unit count per 101 section to 5 or 6 units, resulting in most FT English faculty teaching only three 5-unit classes instead of the current four 4-unit classes. Though PT faculty should still be able to teach up to 2 4-unit classes (even those with a 1 or 2 unit corequisite), the additional corequisite units actually will only increase the number of sections/units taught by PT faculty over FT and may thus worsen the FT/PT ratio.

English FT Faculty Needed in Committees, Work Groups, Senate and other Collegial Bodies: Current full-time faculty are already serving as key facilitators (officers, chair/co-chairs) of many committees, sub-committees, and college-wide events, such as Academic Senate (4 senators from English, two serving as Senate Executive Members), Program Review, Curriculum, and Tech Committees. One of the 18 full-time instructors serves as Lead Writing Center Instructor, Lead SI faculty, and Lead ESL Instructor. Many of these faculty receive re-assigned time (teaching fewer sections), which is the equivalent of one FT instructor.

Partnerships and Special Programs: Full-time faculty are needed in order for the department to create new partnerships and participate/lead special programs like Puente, Summer Bridge, Tumaini, First Year Experience (multiple cohorts requesting English classes), Adult Ed., ESL, and the Strong Workforce/Guided Pathways that includes the college's desire to create programs that lead to interdisciplinary career pathways. Such participation requires a significant time commitment and familiarity with college programs that are required for full-time faculty.

Part-Time Pool: The pool of part-time faculty continues to dwindle since instructors choose to teach at other colleges (or accept full-time positions) because of significant wage differences. The turnover results in inconsistencies that directly impact student success. Again, with all CCC English Departments altering their curriculum to be AB-705 compliant, the pool of qualified applicants is even further reduced as we all compete for the same instructors, who might have higher loads at the many colleges that have also adopted the corequisite model.

2. Indicate how the content of the department/program's latest Efficacy Report and/or current EMP supports this request and how the request is tied to program planning. (*Directly reference the relevant information from your latest Efficacy Report and/or current EMP in your discussion.*)

The consistent increase in FTES over the previous 4 years, with slight AB705/class cap caused drop last year, paired with good retention-85%, and success rates-63% indicate a strong, stable department that is positioned for growth, growth that the Promise Program, AB705 and Guided Pathways *will* create. The growth in degrees awarded, and growing number of English majors, also support this request. This data emphasizes the demand for classes and supports the request for full-time faculty.

As indicated in the data submitted for the Efficacy report SP2017, English is the third largest transfer major (single major not combined with any other option) to the UC schools during 2011 – 2016. Additional full-time faculty are essential if we are to maintain this trend, and as noted in our goals

and action plan, the continuing expansion of our AA-T English degree program will require even further additional full-time faculty in order to be successful.

The department has increased in every area, on average, over the last five years. Additional full-time faculty are essential for any sustained growth and student success. As noted in our goals and opportunities, the implementation of AB705 and new corequisites, the implementation of Guided Pathways in the current year, expanding our ESL Program, increasing tutorial support in the Writing Center, and increasing the number of AA-T English degrees, all require additional FT faculty.

3. Indicate any additional information you want the committee to consider (*for example, course fill rates, regulatory information, compliance, updated efficiency, student success data, planning, etc.*).

It is critical to remember that many of the new state requirements, AB705, Guided Pathways, etc. as well as district-driven programs, such as the Promise Program, put significant additional burdens on the English department and its faculty, and will require new sections, as well as the strategic planning, student support and collegial representation that only full-time faculty can provide. Finally, the Performance-Based funding model requires “Completion of both transfer-level mathematics and transfer-level English within the first year of enrollment” (Chancellor’s Recommendation on Funding for California Community Colleges, 2018). Also included in the funding model is funding for students earning an AA degree, AA-T Degree, or transferring to a four-year institution; increasing this funding area is assuring if the department can continue to grow the number of majors and foster them to graduation and attainment of the degree with the support of additional faculty.

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

If the position is not filled, we reduce the chances that students enrolling in English 101 due to AB705 will succeed, the college risks losing funding, we will continue struggling to locate qualified part-time faculty members, the percentage of English courses taught by full-time faculty will negatively impact the college’s Full-time Faculty Obligation Number (FON), and we may even have to cancel sections due to lack of faculty. **It is certain we will not be able to adequately support students under AB705, or add additional sections needed by AB705, Guided Pathways and the College Promise without additional full-time faculty members.**