



### **NEW FACULTY POSITION PROPOSAL**

*Click in the shaded fields and start typing your response.*

#### **DISCIPLINE: ENGLISH AND READING**

#### **A. How does the proposed position align with specific objectives within the college's strategic plans and initiatives? <http://www.canadacollege.edu/plans/index.php>**

This request aligns with Goal Two: Improve Student Success in Transfer Programs, Goal Three: Strengthen Workforce Programs, and Goal Four: Improve success, retention, and persistence of students who are in basic skills classes.

##### **Goal Two: Improve Student Success in Transfer Programs**

English courses are among the 'gate-keeper' classes that either propel students toward their transfer goals or, if students are ill-prepared or ill-taught, restrict them from achieving their goals. We teach the reading, writing, and critical thinking skills necessary for success here and after transfer. To improve student success, a new hire would also give us greater bandwidth to take a larger role in training tutors.

We also help highly motivated students to transfer to top universities. Our faculty has been instrumental in creating and teaching transfer-level honors' courses and sending students to the regional honors' symposia, as well as helping students edit and revise their applications for transfer and scholarships. In addition, we recently finalized the English major, which is consistent with the transfer major curriculum for all CSUs. However, enabling students to complete the English major requires offering courses in literature, film, and creative writing. According to recent data, we are losing our English majors on campus because we are offering very few literature courses to address these students' needs. In addition, we need more staff in order to be able to support these students as they work toward their major and transfer. We need experts in multicultural literature in English, African American literature, film studies, multimedia studies, veterans' issues, and expertise in interdisciplinary issues, for example in sustainability and ethnic studies. Finally, we need to promote our English AA degree by working with the marketing director to increase enrollment and early registration.

Additionally, we would like to offer more learning communities at the basic skills level and the transfer level. For example, currently two English faculty members are teaching composition courses focused on environmental issues, which we are working to incorporate into a transfer "Pathway." Another faculty member has developed and is offering a learning community with history. Similarly, plans are in the works (but currently shelved for lack of time) to create a learning community with biology. We also are developing instruments for assessing our current learning communities to determine best practices.

Several new factors have also increased our need. With the opening of the new writing lab, we will encourage and support writing across the curriculum for all students. In addition, the implementation of multiple measures has significantly increased the number of transfer level courses offered each semester.

##### **Goal Three: Strengthen Workforce Programs**

We see instruction in reading, writing, and critical thinking as instrumental in all courses, workforce, GE, and transfer.

##### **Goal Four: Improve success, retention, and persistence of students who are in basic skills classes.**

As this goal points out, "An increasing number of students entering Cañada will require one or more remedial courses to succeed in subsequent college-level work. These students will require extra help in math, English, and/or reading. The success of these learners--many of whom are minority, first-generation, and/or low-income students--will determine the long-term viability of the College's transfer and career and technical programs. It is likely that the College will be doing more in this area, rather than less. Moving current and future students through required remedial sequences in an expeditious manner while maintaining quality outcomes is a critical task."

In addition, Goal Four of the Strategic Plan Action Plan (September 20, 2007 Draft) states that we need to:

2. Assess the effectiveness of our programs, including obstacles to success, retention and persistence

4. Explore the benefits of integrating reading and writing classes.

For each of these goals, a new full time faculty member who has expertise in developmental education will help us assess our current programs and develop effective strategies for helping our developmental students succeed. In addition, the faculty member will help to develop a GED Jam, currently being piloted.

**B. How does the proposed position address the program's strategic action plans and long-term goals? Please refer to specific elements of the most recent program review.**

This position will help the department to enhance its offerings through a faculty member who is dedicated to reaching both the pre-transfer and the transfer population's needs. Currently, the department's courses and faculty are spread among a variety of offerings: stand-alone basic skills and transfer English and reading courses; literature courses; basic skills and counseling learning communities; basic skills, transfer, and counseling learning communities; the College for Working Adults, which has just been expanded; honors courses; interdisciplinary learning communities (Sustainability course and COLTS); partnerships with the library; workshops for students; online courses; and the summer and winter break English course readiness program (Word Jam), the pilot GED Jam, and ACES. Many of these offerings and programs are staffed by adjunct faculty, demonstrating the need this department has for an additional full-time member. In addition, the faculty member will work with other faculty in the department, the college, and the district to identify gaps between high school curricula and our own, so that we may work with the high schools to help our incoming students be better prepared for college-level work. These needs are recognized in the Strategic Plan as well (Goal 2, Goal 3, and Goal 4).

In the English/reading department, in an attempt to improve student progress and transfer rates and to engage with an increased focus on acceleration statewide, we have increased the number of accelerated and integrated course offerings. Our department needs additional qualified, energetic faculty to continue to develop and sustain such efforts.

Such English faculty is in demand everywhere and the course have high unit load, which means that it's hard to staff developmental/accelerated courses with adjunct faculty. Thus, our most pressing need is for more fulltime faculty qualified to teach our integrated/accelerated basic skills courses.

In conjunction with the effort to accelerate student progress through innovative curriculum, we are engaged in a major push to establish a robust writing center within the learning center. We need faculty to help plan, coordinate, operate, and assess this new initiative.

Also in response to the need to accelerate student progress, we have started to revise the supplemental program (online labs) for our developmental courses, which requires expertise in this area including building course modules in Moodle and integrating online and face-to-face support.

Finally, increasing numbers of students are enrolling in our online English courses, which means we need more faculty versed in online instruction.

**C. How does the proposed position support program vitality and viability?**

1. How far is the program from achieving the legislative goal of having 75% of instructional hours taught by full-time faculty?
  - a. %CRNs that are taught by FT faculty: 43% (fall 15) previous semester 49% (spring 16) current semester not applicable
2. If this proposal is not funded, will there remain a minimum of one existing full-time faculty in the discipline?  Yes  No

**D. What is the evidence of student demand to justify the proposed position?**

1. Number (headcount) of full-time faculty in the discipline: 7 current semester
2. Total FTE of course offerings: 14.85 (fall 15) previous semester 12.6 (spring 16) current semester  
 not applicable
3. Percent of "Total FTE of course offerings" comprised by FT faculty: 47% (fall 15) previous semester 6.62 (52%) (spring 16) current semester  not applicable
4. Average departmental Fill Rate: 104% (fall 15) previous semester 89% (spring 16) current semester  
 not applicable
5. Enrollment history – qualitatively and quantitatively describe student demand/course enrollments within this discipline, especially for those courses that will be assigned to the proposed faculty member.

i. The English department "Program Review Department Data Packet" notes that our load and fill rate increased from 2013/14 to 2014/15. Load increased from 394 to 396 and fill rates increased from 89.7% to 93.1%.

ii. During this time, the number of full time English faculty declined and then returned to the 2009/10 level, as we lost three part-time ESL/ENG instructors over this period but gained one full-time English faculty member in Fall 2014 (thank you!).

iii. We offered 84 sections in 2009/10 as compared to 126 sections in 2014/15, an increase of almost 50%. However, as noted above, we still have just seven fulltime faculty members, which means that adjunct faculty are teaching an increasing share of the students and sections.

iv. The chart "Productivity by Courses by Semester" indicates that we consistently have very high fill rates in our transfer-level English composition courses as well as our integrated/accelerated basic skills courses. To wit:

From Fall 2010 to Fall 2014, fill rates increased from:

English 100: 92% to 97%

English 110: 103% to 110%

Basic Skills courses: 94.5% to 106% (note: basic skills courses are calculated as a group because there have been changes and additions to the courses since 2010.)

vi. Finally, our productivity by year, as measured by FTEF, has increased from 9.27 in Fall 2009 to 11.28 in spring 2015, the last fall semester for which we have data. In other words, our department offers enough courses to employ almost 12 full time English faculty, offering everyone a full load. This is without even taking into account the many other jobs that our faculty does as part of our load including AFT representation and department, program, and committee participation and coordination.