

# **CAÑADA**

# **ENGLISH**

# **DEPARTMENT**

**HIRING JUSTIFICATION**  
**DECEMBER 2013**

# BACKGROUND

AB 1725 (1988):

“At least 75% of the hours of credit instruction should be taught by fulltime instructors”

1990:

Cañada English department had 12 full time faculty

2013:

Cañada English department has 6 full time faculty and two FT faculty with split loads (ENG/ESL)

# DRILLING DOWN: FALL 2013

## 6 fulltime English faculty

- David Clay
- Salumeh Eslamieh
- Susan Gangel
- Lisa Palmer
- Elizabeth Terzakis
- Yolanda Valenzuela

## 2 ESL faculty with partial English loads

- Jeanne Gross
- Anniqua Rana

## 2 ESL faculty with partial English loads, recently left

- Linda Haley
- Jacque Philips

# CURRENT FT ENGLISH FACULTY PARTICIPATION

Allies

Basic Skills Committee (5)

Bridging Hispanic Minds to  
Success

Cañada Distance Education  
Committee

CIETL

District Online Education  
Committee

Dreamers Taskforce (3)

EOPS Advisory Board

ePortfolio/ILO Taskforce

Executive Council of AFT (2)

E-Zine

IPC

Phi Theta Kappa

Performance Evaluation Taskforce

Professional Development  
Committee (2)

Student Equity (2)

Sustainability Committee (2)

Tenure Committees (2)

# DRILLING, CONTINUED

## 22 adjuncts:

- Maureen Bragger
- Richard Compean
- Sally Freyberg
- Margaret Hanzimanolis
- Mark Harrison
- Duncan Lawson
- Doniella Maher
- Kiran Malavade
- Joan McQuade
- Robin Meyerowitz
- Emily Munson
- Michael Nagler
- Lucia Olson
- Dave Parrent
- Sam Rohde
- Richard Schimpf
- Elizabeth Schuler
- Elizabeth Sheofsky
- Jill Sumstad
- Paulette Vashio
- Lisa Vasquez
- Julie Wilson

# DRILLING, CONTINUED

22 adjuncts teach the majority of our courses

- Part-time faculty teach 44 sections
- Full-time faculty teach 27 sections
- All but one FT English instructor teaches a full load; other responsibilities (department coordination, union representation) are in addition to a full load of instruction

Δ FT faculty teach 38% of our sections; PT faculty teach 62% (compared to recommended 75/25 ratio)

# DRILLING, CONTINUED

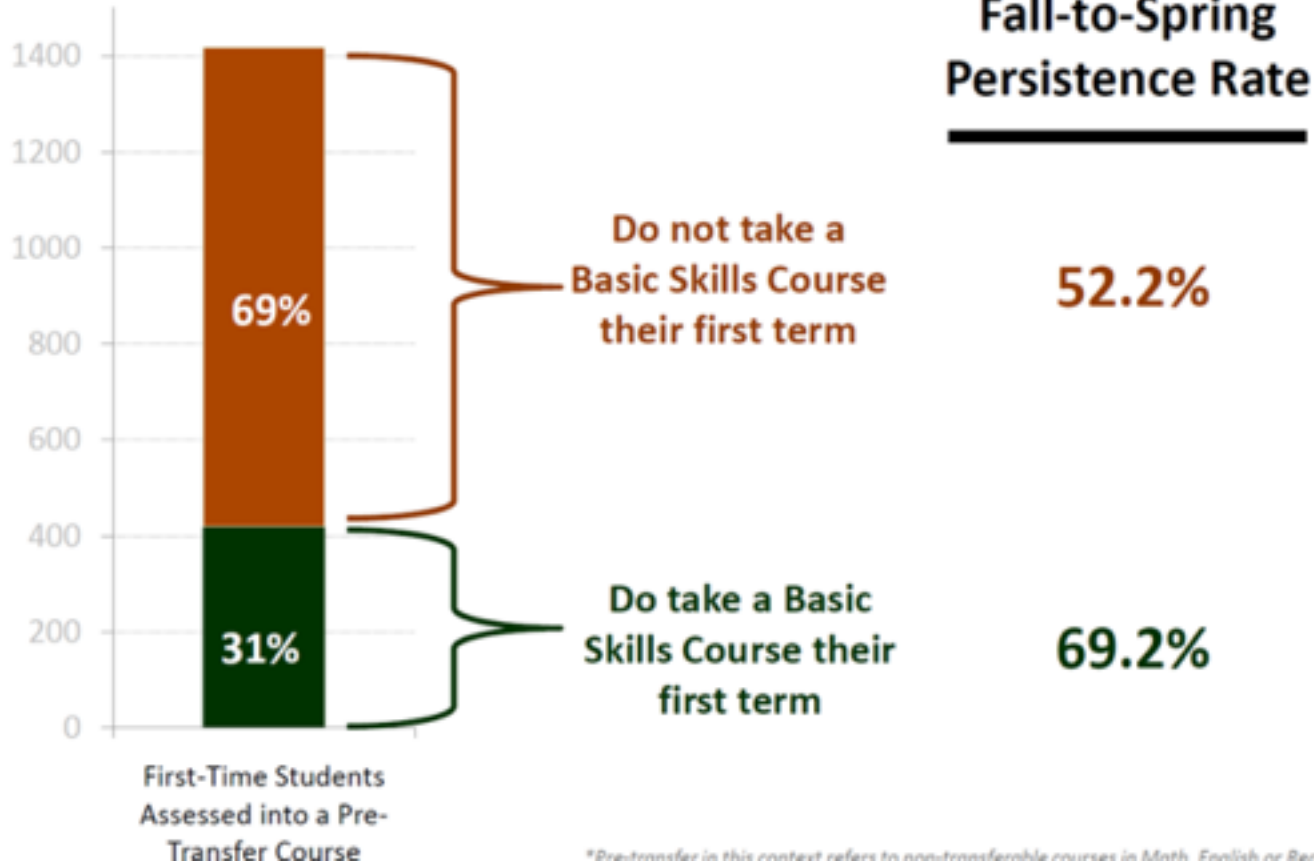
Basic skills, fall 2013:

- FT English faculty teach 6 sections
- PT English faculty teach 26 sections

Δ PT faculty teach 76% of the basic skills sections (inverse of 25/75 recommendation)

Word to the choir: basic skills students are among our most vulnerable, often requiring extra coaching, support, and mentoring to succeed

# Is taking a basic skills course in the first term beneficial to students?





# THE STUDENTS WE SERVE

## English Placement for Students from Feeder Schools

<u>Placement Level</u>	<u>Carlmont</u>	<u>Men-Ath</u>	<u>Redwood</u>	<u>Sequoia</u>	<u>Woodside</u>
Two Levels Below Transfer	23%	37%	56%	35%	4%
One Level Below Transfer	28%	47%	22%	21%	38%
Transfer Level	49%	16%	22%	44%	58%

## Reading Placements for Students from Feeder Schools

<u>Placement Level</u>	<u>Carlmont</u>	<u>Men-Ath</u>	<u>Redwood</u>	<u>Sequoia</u>	<u>Woodside</u>
Two Levels Below Transfer	26%	57%	73%	37%	26%
One Level Below Transfer	30%	32%	13%	33%	32%
Transfer Level	43%	11%	13%	30%	41%

# BENEFITS OF LEARNING COMMUNITIES

*Students in Learning Communities of Transfer courses and developmental English courses have greater success and retention.*

## Learning Community Assessment (Fall 2010 Profile)

		Success Rate	Retention Rate
History	Learning Community	55%	87%
	Control Group	52%	77%

		Success Rate	Retention Rate
CRER 401	Learning Community	72%	81%
	Control Group	27%	60%

# **DRILLING, CONTINUED: INCREASED ENROLLMENT**

- English department enrollment in 2008-9 was 2,099; in 2012-13, it is 3,178, an increase of 51.4%
  - From 2009 to fall 2013, our fill rates have remained high, from 86% in fall 2008 to 90% in fall 2012
- Δ We are teaching 51% more students in consistently well-enrolled sections

# FILL RATES

Department Fill Rates by Term



## Success and Retention by Day/Evening Status

		Headcount	Success Count	Success Rate	Retention Count	Retention Rate
2008/09	Day	1,662	1,163	70%	1,393	84%
	Evening	391	267	68%	326	83%
2009/10	Day	1,798	1,200	67%	1,459	81%
	Evening	335	227	68%	265	79%
2010/11	Day	1,932	1,237	64%	1,564	81%
	Evening	365	216	59%	271	74%
2011/12	Day	1,997	1,346	67%	1,602	80%
	Evening	349	243	70%	278	80%
2012/13	Day	1,879	1,259	67%	1,536	82%
	Evening	1,054	587	56%	870	83%

Source: SMCCD Data Warehouse

# SO WHAT? WHO CARES?

## THE COLLEGE

Fulltime, engaged, dedicated faculty participate in:

- Committee work
- Planning
- Recruiting students and promoting courses
- Planning and offering learning communities geared to attract and retain at-risk populations (“Puente” for Latino/a students; “Writing in the End-Zone” for student athletes)
- Offering more literature courses that will attract and sustain English majors and other strong transfer students

# SO WHAT? WHO CARES?

## THE DEPARTMENT

Fulltime, engaged, and dedicated faculty bring:

- Fresh ideas
- Energy
- Time to work on new initiatives, such as the “Writing Café,” a new space to help students in writing across the curriculum, currently in development
- Time to help write grants to support innovative projects
- Time to participate in outreach
- Expertise in emerging fields (online education, honors instruction, accelerated/integrated basic skills instruction)
- Expertise in teaching various areas of literature, strengthening our major

# SO WHAT? WHO CARES?

## THE STUDENTS

Fulltime faculty offer:

- Counseling (course, career, transfer)
- Help with personal statements for transfer and scholarships
- Letters of recommendation
- Assistance on coursework
- Advice on courses and instructors to take
- Learning communities that retain students and help them succeed
- Innovation (campus speakers, field trips, service learning)
- Ongoing connections to mentors and to Cañada College



# SO WHAT?

# WHO CARES?

“I am the first person in my family of 6 to go to college. I learned about many different cultures. I met some great people and made some friendships. Coming to the end is like coming up for air after being under water for too long. It was a great class and the program Crossing Borders is a GREAT IDEA! Thank you.” --Lyn A, Learning Community student

"Writing is a brilliant tool to inspire, entertain, express opinions and creativity. It is also a great way to escape reality or to learn more about it. I have enjoyed this class more than any other, not just because I love writing but because I have learnt so much." -- English 100 Honors student

# NEXT STEPS:

- Allocate funding for hiring two new English faculty
- Convene hiring committee
- Interview outstanding candidates
- Welcome two energetic, innovative, and motivated faculty as full-time colleagues

**THANK YOU** 😊