



### **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 Educational Master Plan Goal One: Focus on Teaching and Learning, Goal Two: Improve Student Completion, and Goal Three: Strengthening Community Connections. It also aligns with the Basic Skills Plan Goal to improve success, retention, and persistence of students who are in basic skills classes.

##### **Goal One: Focus on Teaching and Learning**

Over the last few years, we have implemented several fundamental and significant changes in our department to respond to student need and to relate to developing trends in pedagogy, including our integrated and accelerated courses and working more closely with retention specialists and the tutoring center.

We would like to offer more learning communities at both the developmental and transfer levels. Several of our faculty members have developed different learning communities and targeted programs, which we would like to expand. Similarly, plans are in the works (but currently shelved for lack of time) to create a learning community with biology.

Several developments in cross-campus collaboration have also increased our need. While we are waiting for institutional support for our new writing lab in the form of an instructional aide, full-time faculty members continue to do the bulk of the work in training tutors, organizing faculty participation, and developing materials. With the limited resources that are available to us, we will continue to encourage and support the writing of all students.

In addition, the implementation of multiple measures has 1) significantly increased the number of transfer level courses offered each semester; and 2) required ongoing consultation with the other schools in the district as well as representatives of the State Chancellor's office. With the delay of the Common Assessment instrument, we expect that this work will be ongoing.

Finally, efforts to align courses across the three colleges, which will involve developing new courses and modifying existing offerings, will necessitate substantial collaboration on the part of multiple members of the full-time faculty.

##### **Goal Two: Improve Student Completion**

English courses are among the 'gate-keeper' classes that either propel students toward their completion or 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 interdisciplinary programs such as GE Pathways in sustainability and social justice. Currently, the majority of the full time English faculty in one or both GE Pathways. Additionally, we need to promote our English AA degree and courses for English transfer by working with the marketing director to increase enrollment and early registration.

Another part of this goal is to improve success, retention, and persistence of students who are in basic skills classes (specifics laid out in the Basic Skills Plan)

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." To address these needs, we plan to develop and implement a 5 unit English 100 course with additional support that mirrors our sister colleges. In addition, we plan to pilot a guided Self-Placement program which will require resources to work closely with counselors and adapt coursework.

### Goal Three: Community Connections

Instruction in reading, writing, and critical thinking is instrumental in all courses, including workforce, GE, and transfer. English majors end up in many different places in the workforce and continue to be highly valued for their critical thinking skills and creative solutions. One of the things we would like to be able to do with a robust Writing Center is to bring some of these representatives on campus to inspire students (much like the STEM center does with its speaker series).

### **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.**

In order to institutionalize our faculty-led tutor training in the writing center and evaluate the frequency and content of the trainings, we could really use a designated faculty member.

To fully assess our integrated and accelerated courses and design a 5 unit English 100 course, we will need additional resources.

### **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: 49% previous semester 45% 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: 11.27 previous semester 12.51 current semester  not applicable
3. Percent of "Total FTE of course offerings" comprised by FT faculty: 52% previous semester 45% current semester  not applicable
4. Average departmental Fill Rate: 89% previous semester 95% 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%. This semester our fill rate is at 95%.
- ii. 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 full-time faculty members, which means that adjunct faculty are teaching an increasing share of the students and sections.
- iii. 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.