

2023-2024 SRJC Faculty Staffing Process

Data Form

DUE WITH NARRATIVE FORM & CLUSTER RANKING – OCTOBER 13, 2023 by 5 PM

Email all documents to Victor Tam (vtam@santarosa.edu) and

Nancy Persons (npersons@santarosa.edu)

Submitter Information

Name of Cluster Dean: Dr. Roam Romagnoli
Name of Department Chair: Dr. Bitá Bookman
Name of Program Coordinator (if different):
Cluster: LAAF

CRITERION #1: DISCIPLINE/DEPARTMENT/PROGRAM NEEDS
Department: ESL
Discipline: ESL
Instructional type (Check all that apply): <input type="checkbox"/> Credit <input checked="" type="checkbox"/> Non-Credit <input type="checkbox"/> Allied <input type="checkbox"/> CE
Site(s) of requested position: <input type="checkbox"/> SR <input type="checkbox"/> PET <input type="checkbox"/> PSTC <input checked="" type="checkbox"/> Roseland <input type="checkbox"/> Shone
Is this request included in PRPP? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No • If no, please provide an explanation:
Is this a growth position (increase in current FT FTE)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Does target program currently have contract faculty? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Has the department identified external budgetary resources (grants, categorical state funding, etc.) to fund or partially fund this position? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No • If yes, please explain.
The new faculty position would teach courses in the following (check all that apply): <ul style="list-style-type: none">• <input type="checkbox"/> in department's degree program• <input checked="" type="checkbox"/> in department's certificate program• <input type="checkbox"/> GE program• <input checked="" type="checkbox"/> in prerequisites for core courses in programs in or outside of discipline<ul style="list-style-type: none">○ Identify: Credit ESL
Would this position provide expertise that current discipline faculty do not possess? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

- If yes, identify expertise and service or course need: Teaching noncredit ESL is very different than teaching academic writing and research (credit ESL). Students in our noncredit ESL pathway often have little or no formal education in their first language and need instructions in basic literacy and numeracy first.

CE Position Requests Only

Current labor market demand in Sonoma County (or larger regional area, if appropriate).

Please cite source of data and include link.

Projected labor market demand in Sonoma County (or larger regional area, if appropriate) over the next 3-5 years.

Please cite source of data and include link.

CRITERION #2: STUDENT & STAFFING NEEDS

NOTE: Please use site specific data, where appropriate.

CONTRACT FACULTY (use current data for Fall 2023)

Number of contract faculty members in department (headcount): 7

Number of contract faculty in discipline (headcount): 1

Total FTE of contract faculty (data provided): 3.85 (2 contract faculty are on sabbatical), 5.13 when no one is on sabbatical

Total FTE of reassign time for contract faculty: 1.51
(.63 - ESL Chair; .40 - Noncredit Coordinator.; .48 - World Lang Chair)

Total FTE of overload assignments (data provided): 1.18

Net loss/gain in number of discipline contract faculty from F19 to F23 (data provided): 0

Net loss/gain in number of discipline contract faculty at target site from F19 to F23 (if different from department; data provided): 0

ASSOCIATE FACULTY (use current data for Fall 2023)

Number of associate faculty members in department (headcount): 62

Number of associate faculty members in discipline (headcount): 59

Total FTE of associate faculty members (data provided): 11.89

RATIOS (historic data provided)

% of associate FTE in department:

- Fall 2023: 70%
- Spring 2023: 73%
- Fall 2022: 76%
- Spring 2022: 78%
- Fall 2021: 75%
- Spring 2021: 78%
- Fall 2020: 76%
- Spring 2020: 79%
- Fall 2019: 75%

% of associate FTE in discipline, if different:

- Fall 2023: 91%
- Spring 2023: 92%
- Fall 2022: 82%
- Spring 2022: 87%
- Fall 2021: 92%
- Spring 2021: 90%
- Fall 2020: 89%
- Spring 2020: 94%
- Fall 2019: 93%

ALLIED ASSIGNMENTS (Counseling, DRD, Athletics, Library, etc.)

FTES/FTEF recommendations from national or state groups/associations, if any:

Cite source for and provide link to above data:

ALLIED ASSIGNMENTS - CONTINUED

If any, provide other data metrics or recommendations that inform appropriate staffing levels in the discipline/department:

**STUDENT DEMAND FOR DEPARTMENT -- OR DISCIPLINE, IF APPLICABLE.
(historic data provided)**

Enrollment at Census (duplicated headcount) over the past 4 years:

- Fall 2023: 2928
- Spring 2023: 2330
- Fall 2022: 2297
- Spring 2022: 2032
- Fall 2021: 1612
- Spring 2021: 1655
- Fall 2020: 1155
- Spring 2020: 2272
- Fall 2019: 2272

Productivity (FTES/FTEF) over the past 4 years:

- Fall 2023: 8.39
- Spring 2023: 9.89
- Fall 2022: 8.9
- Spring 2022: 8.12
- Fall 2021: 7.29
- Spring 2021: 7.28
- Fall 2020: 6.74
- Spring 2020: 7.64
- Fall 2019: 9.25

Enrollment efficiency (fill rate) over the past 4 years:

- Fall 2023: 111%
- Spring 2023: 100%
- Fall 2022: 111%
- Spring 2022: 99%
- Fall 2021: 99%
- Spring 2021: 95%
- Fall 2020: 108%
- Spring 2020: 108%
- Fall 2019: 114%

Is the department/discipline able to meet staffing demands with current associate faculty?

YES NO

- If no, when was the last associate hiring process and how many were hired? Spring 2023 and currently in Fall 2023

If this position is not approved, will core classes be cancelled? Yes No

- If yes, please explain: We have been pulling all the strings to avoid class cancellations. With the new noncredit courses mirroring credit courses (ESL 771, ESL 772, ESL 771CP, ESL 772 CP) effective fall 2024, we will not have enough faculty to staff classes.

CRITERION #3: STUDENT EQUITY NEEDS

- Please discuss the department/discipline’s student equity efforts, plans, and challenges in the narrative form.

CRITERION #4: DISTRICT, STATE, AND SOCIETAL PRIORITIES

Degrees and Certificate Data (historic data provided)

Number of local AA/AS degrees awarded in discipline for each of the last 4 years (if applicable):

- 2019-2020: N/A
- 2020-2021:
- 2021-2022:
- 2022-2023:

Number of ADT degrees awarded for each of the last 4 years (if applicable):

- 2019-2020: N/A
- 2020-2021:
- 2021-2022:
- 2022-2023:

Number of certificates awarded in discipline for each of the last 4 years (if applicable):

- 2019-2020: 46
- 2020-2021: 32
- 2021-2022: 21
- 2022-2023: 27

Program Review

When last was the program reviewed under Policy 3.6? 2022

What was the Policy 3.6 determination?

- Vital
- Voluntary Discontinuance
- Other
- Further Information Require
- Revitalize
- Discontinue
- Evaluation Report Req

% of SLOs assessed in discipline (data provided): 59.24%

CRITERION #5: MANDATES

This position request is required to fulfill a licensing and/or accreditation mandate?

YES NO

▪ If yes:

- Identify agency:
- Provide language of requirement:
- Provide link to relevant language:

**2023-2024 SRJC Faculty Staffing Process
Narrative Form**

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Please use this section of the request process to provide additional information that the Data Form did not ask for, nuance, or explanations of responses on the Data Form that you believe should inform the Committee's consideration of your data.

In scoring each criterion, the Faculty Staffing Committee will consider the data that you provide for that section and the information that you provide in the text boxes below (250-word limit for each). Effective responses will be specific and, where information on the form does not already provide evidence for claims, will provide evidence.

CRITERION #1: DISCIPLINE/DEPARTMENT/PROGRAM NEEDS (0 – 10) points

Please address the overall well-being of the Department's programs, the existing faculty's disciplinary expertise in relation to program needs (services, courses), and any plans for strategic growth.

Noncredit ESL is the 4th largest program with **over 2000 students** but has only 1 contract faculty member.

With 59 associates, ESL has the highest number of associate faculty and the highest FT to PT ratio (5.31).

13 of the 16 active noncredit ESL courses are taught by only associate faculty.

Due to the inadequate number of contract faculty, the program is struggling to keep up with federally mandated noncredit ESL tests (CASAS and EL Civics), SLO assessments, curriculum updates, and associate faculty evaluations.

Most of our credit ESL faculty do not possess the expertise or experience required to participate in noncredit ESL curriculum development and assessment work.

Also, due to instructor shortages, we are often forced to combine two levels into a single class (for example ESL 715 and ESL 716). These combined classes create a multilevel, unproductive, and challenging learning environment for both the instructor and students.

Additionally, starting in fall 2024, we will be offering two new 9-hour-per-week noncredit courses, ESL 771 and ESL 772, mirroring the 9-unit credit ESL 371 and ESL 372 courses. While these new noncredit courses will provide noncredit students with the opportunity to advance along the ESL pathway tuition-free and increase student enrollment in academic ESL courses, they will exacerbate our faculty shortage.

CRITERION #2: STUDENT & STAFFING NEEDS (0 - 10 points)

Please describe how this position will provide necessary FTEF and contract faculty positions to meet the program’s FTES demand and contribute to the work of the department. Include information about the program’s current enrollment trend in the context of the recent budget climate.

Unlike credit ESL, student enrollment in noncredit ESL programs is rapidly increasing across the state. Our noncredit ESL student enrollment has grown exponentially since fall 2021. This semester alone (fall 2023), we have 656 more noncredit ESL students than pre-COVID (Fall 2019).

As you can see in the Efficiency (fill) rates, our noncredit ESL classes are consistently very full. We have many students on waiting lists, but we are unable to offer more sections due to instructor shortage.

The 3 noncredit contract ESL faculty positions we are requesting will not only enable us to offer more noncredit sections but will also facilitate SRJC Roseland students’ transition from noncredit ESL to GED/adult education and credit courses. They will also take on the essential work of noncredit ESL curriculum development, assessment, student mentoring, and associate faculty evaluations.

At SRJC Roseland, the majority of classes and student body are ESL; however, there is no anchor ESL faculty to provide support to students as needed. Similar to our anchor ESL faculty at the Petaluma campus, an anchor noncredit ESL faculty member at SRJC Roseland will enhance program cohesion and the connection between SRJC Roseland and the main campus.

CRITERION #3: STUDENT EQUITY NEEDS (0 – 10 points)

Please describe how this position will allow the Department or Program to effectively serve disproportionately impacted populations, help students to overcome barriers, and close equity gaps. Include an assessment of the current department or program’s ability to serve disproportionately impacted student groups.

Noncredit ESL students represent one of the most marginalized and overlooked student populations. In addition to the common barriers faced by US-born students, ESL students must navigate life in a language and culture that is not their own while also grappling with the burdens of discrimination and the stigma associated with being migrant workers. Many of our noncredit ESL students are first-generation and low-income students. Unfortunately, noncredit students are generally ineligible for financial aid and most scholarships, intensifying their struggles.

It is important to recognize that noncredit ESL is a distinct discipline from credit ESL. In credit ESL, students have a foundational grasp of English and focus on academic reading, writing, and critical thinking. In contrast, many noncredit ESL students arrive in our classes

with limited or no basic literacy and numeracy skills not only in English but also in their native language. In addition, many newcomers are unfamiliar with life and culture in the United States. Consequently, noncredit ESL instruction involves teaching literacy, numeracy, and Civics, which require specialized expertise.

Despite generating CDCP apportionment and enhanced funding, the noncredit ESL program's repeated requests for more faculty have been consistently overlooked year after year. No other program of this scale at SRJC has just one contract faculty member, who also bears the responsibility of coordinating the program with 40% reassigned time.

To continue to grow and serve this underserved student population, we request three noncredit ESL contract faculty positions for SRJC Roseland, including one to serve as SRJC Roseland's anchor faculty. This will help bridge the gap and enhance the educational experience for our noncredit ESL students.

CRITERION #4: DISTRICT, STATE, & SOCIETAL PRIORITIES (0 - 10 points)

Please address how this position will support District priorities, statewide initiatives, and societal well-being.

1) **Strategic Enrollment Management:** The CDCP ESL program is a critical part of the College's Strategic Enrollment Management Plan, yet adequate resources are not allocated to it. The ESL department would be able to exceed the student enrollment goal set for it by the district if provided with more noncredit contract faculty. Additionally, with more noncredit contract faculty, our department can offer comprehensive and consistent support to students and deepen their integration within the institution, increasing student retention and persistence. Furthermore, with more noncredit contract faculty, we can develop strategies to increase students' transition from noncredit to adult ed/GED and credit/CTE programs, ultimately boosting student enrollment across the campus.

2) **Equity** is at the center of Strategy 2 and Strategy 4 in the district's strategic planning. One way for the district to genuinely promote equity is by increasing the number of noncredit contract faculty positions. With only one noncredit contract faculty and 59 associates, our noncredit ESL program faces an overwhelming workload that remains unaddressed year after year. The lack of sufficient contract faculty has significantly impacted our department's ability to serve its student population, effectively meet federal and state requirements, and represent noncredit students' interests in committees and campus-wide initiatives.