

**2021-2022 SRJC Faculty Staffing Process**

**Data Form**

**DUE WITH NARRATIVE FORM & CLUSTER RANKING – OCTOBER 15, 2021 by 5 PM**

Email all documents to Victor Tam ([vtam@santarosa.edu](mailto:vtam@santarosa.edu)) and

Megan Lowry Reed ([mlowryreed@santarosa.edu](mailto:mlowryreed@santarosa.edu))

**Submitter Information**

Name of Cluster Dean: Regina Guerra (Petaluma)/Robert Holcomb (LAAF)
Name of Department Chair: Luz Garcia
Name of Program Coordinator (if different):
Cluster: Petaluma Campus/LAAF

<b>CRITERION #1: DISCIPLINE/DEPARTMENT/PROGRAM NEEDS</b>
Department: ESL
Discipline: ESL
Instructional type (Check all that apply): <input checked="" 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 checked="" type="checkbox"/> PET <input type="checkbox"/> PSTC <input type="checkbox"/> SWC <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 type="checkbox"/> Yes <input checked="" 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"><li><input type="checkbox"/> in department's degree program</li><li><input checked="" type="checkbox"/> in department's certificate program</li><li><input checked="" type="checkbox"/> GE program</li><li><input checked="" type="checkbox"/> in prerequisites for core courses in programs in or outside of discipline<ul style="list-style-type: none"><li>Identify: Any course requiring English language skills</li></ul></li></ul>
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: Program Lead/Anchor faculty

<b>CE Position Requests Only</b>
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.**

<b>CONTRACT FACULTY (current data; Fall 2021)</b>
Number of contract faculty members in department: Total = 6; Petaluma = 0
Number of contract faculty in discipline: Total = 6; Petaluma = 0
Total FTE of contract faculty (data provided): Total = 4.65; Petaluma = .3 (due only to remote instruction / no FT faculty are assigned to Petaluma)
Total FTE of reassign time for contract faculty: 1.5+ (2 members serving as chairs in LAAF, 1 non-credit coordinator)
Total FTE of overload assignments (data provided): .40
Net loss/gain in number of discipline contract faculty from F18 to F21 (data provided): 0
Net loss/gain in number of discipline contract faculty at target site from F18 to F21 (if different from department; data provided): 0

<b>ADJUNCT FACULTY (current data; Fall 2021)</b>
Number of adjunct faculty members in department: 55
Number of adjunct faculty members in discipline: 55
Total FTE of adjunct faculty members (data provided): Total = 15.22 / Petaluma = .85

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<b>RATIOS (historic data provided)</b>
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% of adjunct FTE in department:
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- |  |
|--|
| <ul style="list-style-type: none"><li>• Spring 2021: 100%</li><li>• Fall 2020: 100%</li><li>• Spring 2020: 100%</li><li>• Fall 2019: 99%</li><li>• Spring 2019: 99%</li><li>• Fall 2018: 99%</li></ul> |
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% of adjunct FTE in discipline, if different:
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- |   |
|---|
| <ul style="list-style-type: none"><li>• Spring 2021:</li><li>• Fall 2020:</li><li>• Spring 2020:</li><li>• Fall 2019:</li><li>• Spring 2019:</li><li>• Fall 2018:</li></ul> |
|---|

<b>ALLIED ASSIGNMENTS (Counseling, DRD, Athletics, Library, etc.)</b>
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FTES/FTEF recommendations from national or state groups/associations:
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Cite source for and provide link to above data:
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<b>STUDENT DEMAND (historic data provided)</b>
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Productivity (FTES/FTEF) over the past 3 years:
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- |  |
|--|
| <ul style="list-style-type: none"><li>• Spring 2021: All: 7.28 / Petaluma: 5.26</li><li>• Fall 2020: All: 6.74 / Petaluma: 6.27</li><li>• Spring 2020: All: 7.64 / Petaluma: 7.44</li><li>• Fall 2019: All: 9.25 / Petaluma: 8.11</li><li>• Spring 2019: All: 10.47 / Petaluma: 12.19</li><li>• Fall 2018: All: 10.03 / Petaluma: 9.21</li></ul> |
|--|

Enrollment efficiency (fill rate) over the past 3 years (data provided):
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- |  |
|--|
| <ul style="list-style-type: none"><li>• Spring 2021: 104%</li><li>• Fall 2020: 78%</li><li>• Spring 2020: 114%</li><li>• Fall 2019: 125%</li><li>• Spring 2019: 118%</li><li>• Fall 2018: 105%</li></ul> |
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Is the department/discipline able to meet staffing demands with current adjuncts?

☒ YES    ☐ NO

- If no, when was the last adjunct hiring process and how many were hired?

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

- If yes, please explain:

### CRITERION #3: STUDENT EQUITY NEEDS

- Data will be provided by OIR on October 15 to FSC and Clusters.
- The data provided will include the following:
  - Successful course completion rate at the discipline level compared to the District average
  - Demographic data of successful completers
  - Demographic data of non-successful completers
  - Demographic data is planned to include ethnicity data, financial aid status, and first-generation status.
- Although Clusters will not have this information for the narrative and data forms, it will be available in time for Cluster presentations.

### 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 3 years (if applicable):

- 2018-2019:
- 2019-2020:
- 2020-2021:

Number of ADT degrees awarded for each of the last 3 years (if applicable):

- 2018-2019:
- 2019-2020:
- 2020-2021:

Number of certificates awarded in discipline for each of the last 3 years (if applicable):

- 2018-2019: 79
- 2019-2020: 60
- 2020-2021: 38

**Program Review**

When last was the program reviewed under Policy 3.6? 2021

What was the Policy 3.6 determination?

- |   |   |  |
|---|---|--|
| <input checked="" type="checkbox"/> Vital         | <input checked="" type="checkbox"/> Further Information Require | <input type="checkbox"/> Discontinue           |
| <input type="checkbox"/> Voluntary Discontinuance | <input type="checkbox"/> Revitalize                             | <input type="checkbox"/> Evaluation Report Req |
| <input type="checkbox"/> Other                    |   |  |

% of SLOs assessed in discipline (data provided): 21.66%

**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:

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**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.

The ESL Department is one of the largest departments in the district. Though FTES has decreased recently due to the pandemic, we are planning for the future. We offer a variety of credit and non-credit English Language courses for the community, and we expect this to grow exponentially when the pandemic is over. We are requesting a full-time faculty member to teach and anchor the ESL program on the Petaluma Campus, which has a great potential for growth if given the time and commitment that a full-time faculty member can provide. The faculty member would teach the full range of ESL courses, including credit and non-credit, with an expertise in all aspects of language development. Since the retirement of the full-time ESL Petaluma faculty in 2011 and the non-credit faculty coordinator in 2016, there has not been an anchor faculty to lead the program in Petaluma.

This dedicated presence would increase interest in the credit and non-credit pathways and also build capacity for Career Education offerings, especially in partnership with construction programming. Anchor faculty are essential to program success in Petaluma – they build energy and interest for their respective programs.

With the increasing Latinx population and the future return of international students (post-pandemic), ESL classes, both credit and non-credit, will be especially important as these students turn to SRJC to pursue degrees, certificates, and general education. This position will serve as an anchor for these groups and students to select the Petaluma campus for their educational goals.

In Fall 2018 (pre-pandemic), enrollment efficiency for ESL classes was 94.2%, which is a rather large number given the varied and complex needs of language development students. Further, the ESL pathway is a sequence of classes that lead to transfer level composition (ESL 10 or English 1A) and beyond, so the demand for courses this faculty member would teach, in light of our growing Latinx demographic and increased international program, is ongoing and strong. Additionally, the faculty member would serve as a much-needed point person for ESL adjunct faculty in Petaluma and provide professional development on grant requirements as well as coordination with the Santa Rosa non-credit program coordinator. As the non-credit program lead, the faculty member would work with other non-credit programs in Petaluma (GED, Construction Trades, Strong Workforce) on outreach and retention.

**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.

As of Fall 2021, there are only six full-time faculty members in the department – all assigned to Santa Rosa. One serves as department chair (76% reassigned time) and another as coordinator for non-credit programming in Santa Rosa (40% reassigned time). This effectively leaves under five full-time faculty for meeting the needs of our vastly diverse and underserved student population, as well as the needs of such a large department. The ESL department includes 55 adjunct faculty resulting in a PT to FT ratio of 11%. In terms of workload, the vast majority of classes are taught by adjunct faculty both on the SRJC campuses as well as off-site locations. However, without an anchor faculty in Petaluma, 100% of the courses are taught by adjunct faculty. There is currently a shortage of qualified ESL teachers in the area, and the department struggles to cover all non-credit sections, the area of largest demand and growth in the department. Also, attrition continues to occur because many instructors currently in our pool are past retirement age. Regardless, hiring more adjuncts won't make up for the lack of full-time faculty presence in Petaluma.

ESL is the third largest department at SRJC, and post-pandemic, we expect to return to offering classes on Santa Rosa campus, Petaluma campus, Southwest Center, and various off-site locations (Guerneville, Windsor, Sonoma, Forestville, Healdsburg and Cloverdale). It is clear that the department is stretched far too thin. Furthermore, with only five full time faculty able to conduct evaluations for 55 adjunct instructors, the department has been unable to keep up with the evaluation load.

As a result of all these factors, the Petaluma program has fallen by the wayside. There is no capacity for a current faculty member to take on additional responsibilities in Petaluma. A new full-time instructor is greatly needed to serve as an anchor and lead faculty in Petaluma, as we see great potential with the new Construction Center and increased demand for ESL in southern Sonoma County.

**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.

The ESL Department serves disproportionately impacted populations who face many barriers and have the most prominent equity gaps. This position will help the ESL Department continue to meet the needs of our most vulnerable students. ESL classes, both credit and non-credit, are especially important as our most vulnerable student groups take classes to improve essential English and/or pursue degrees, certificates, and general education. Currently there are three state-approved non-credit ESL certificates that students can earn: Foundations of Literacy Skills, Basic Interpersonal Communication (93 since 2016), and Academic Preparedness and Career Development (110 since 2016). There are two credit ESL certificates that students can pursue, as well as continuing their students through ESL 10, which is equivalent to English 1A. Offering a range of these courses in Petaluma will provide access and proximity that the ESL community needs and deserves.

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

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

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The district wishes to grow enrollment, and non-credit ESL is one of the very few areas that is growing. The Petaluma campus is poised to become a hub for non-credit programs. Many non-credit students are intimidated by the size of the Santa Rosa campus and prefer a smaller, more personal learning space. By centering the non-credit programs in Petaluma, students will have that supportive environment, while also having access to Counseling and other student services. Additionally, just by being on the Petaluma campus, students will be exposed to classes and programs they may not have considered (for example, in Fall 2018, an internal survey of 512 credit students indicated that 44% of credit ESL students began in the non-credit program). Similarly, with the new Construction Center being built in Petaluma, ESL students will have access to various CE classes.

Without this position, Petaluma ESL offerings will continue to hobble along, never truly gaining the momentum or attention students deserve. A local faculty anchor could contribute to the campus community in their area of expertise and generate increased interest in other non-credit programs, CE programs, and credit certificates and degrees. With the recent focus on equity in education, now more than ever the need for anchor faculty in disciplines that support BIPOC students is urgently needed.

Furthermore, with the 2021 implementation of AB705 for ESL statewide, students are eligible for self-placement along the entire ESL pathway. It is inequitable to limit ESL offerings in Petaluma due to lack of full-time presence.