

# Faculty Position Request Form

This form is used to request all new and unfilled faculty positions relying on Program Review and/or any other justification. Position requests are due to Division Deans by Monday, January 23, 2012.

Position Requested:  *ESL*

Contact Person:

Discipline/Division:  Starting Term: Fall  Spring

### CRITERIA

**1. Full-Time versus Part-Time FTEF for the past six semesters:**

| Spring 2009 | Fall 2009 | Spring 2010 | Fall 2010 | Spring 2011 | Fall 2011 |
|-------------|-----------|-------------|-----------|-------------|-----------|
| 32%         | 27%       | 20%         | 29%       | 28%         | 25%       |

**2. a. Instructional Faculty: WSCH per FTEF for the past six semesters:**

| Spring 2009 | Fall 2009 | Spring 2010 | Fall 2010 | Spring 2011 | Fall 2011 |
|-------------|-----------|-------------|-----------|-------------|-----------|
| 321         | 348       | 334         | 356       | 346         | 318       |

**b. Non-instructional Faculty: Student/Faculty ratio for the past six semesters:**

| Spring 2009 | Fall 2009 | Spring 2010 | Fall 2010 | Spring 2011 | Fall 2011 |
|-------------|-----------|-------------|-----------|-------------|-----------|
|             |           |             |           |             |           |

**3. Number of Full-Time Faculty in Discipline:**

Filled positions  Unfilled positions

**4. Year of last Full-Time Faculty HIRED (Do not include sabbatical leave replacements):**

REPLACEMENT:  NEW

Name(s) of Faculty being replaced:

**5. Program Characteristics:**

a. Describe the variety of courses taught and/or work performed in this discipline (Faculty can use Program Review here.)

See attachment

# Faculty Position Request Form

**b. Total number of sections taught in the discipline in each of the last six semesters:**

| Spring 2009 | Fall 2009 | Spring 2010 | Fall 2010 | Spring 2011 | Fall 2011 |
|-------------|-----------|-------------|-----------|-------------|-----------|
| 31          | 31        | 35          | 27        | 27          | 27        |

**c. Student enrollments in the classes taught or number of students served in each of the last six semesters:**

| Spring 2009 | Fall 2009 | Spring 2010 | Fall 2010 | Spring 2011 | Fall 2011 |
|-------------|-----------|-------------|-----------|-------------|-----------|
| 746         | 829       | 866         | 739       | 712         | 671       |

**d. Special characteristics of the discipline such as:**

Mandated class size limits due to state, contract, accreditation standards.

Facilities

Percentage of courses that are General Education Requirements

Percentage of courses that are required as part of an AA/AS degree, certificate or transfer

Discipline provides basic skills courses

Discipline provides mandated/specialized services to students

Other

See attachment.

**6. Describe how courses and/or services in this discipline impact other disciplines/services.  
(Faculty can use Program Review Self-study here.)**

See attachment.

# Faculty Position Request Form

7. If this is the first full-time position in the discipline, discuss:

- a. Justification for the position. (Attach Program Review Maintenance and/or Development form here.)
- b. Projected start-up costs for equipment, facilities, and support staff for the first three years. (Faculty can use Program Review.)
- c. Projected enrollment growth for the next three years, starting with the first semester of the projected faculty hire.

See attachment.

8. What is the impact on students, the discipline and the college of NOT filling this faculty position. What are the programs/courses/services that have not been or cannot be offered due to the vacancy?

See attachment.

9. Any additional information that addresses justification of the position:

See attachment.

Signatures:

 Requestor  Dean  Vice President

Faculty Position Request Form: Attachments  
Position Requested: Instructor  
Contact Person: Marilyn Marquis  
Discipline: English as a second language  
January 23, 2011

## CRITERIA

### 5. **Program Characteristics:**

#### a. **Describe variety**

The ESL program offers a variety of courses in a three-year sequential program. The focus of the program is academic preparation in reading and writing with additional courses in grammar, oral communication, and pronunciation. Students are required to take both the reading and writing class and the grammar class in order to progress through the program. The combined reading/writing courses (131A, 131B, 121A, 121B, 24, and 25) are all six units with a one hour TBA lab, and the beginning and intermediate grammar courses (130A, 130B, 120A, 120B) are two units with a one hour TBA lab. The advanced grammar courses (23 and 26) are 3 units and also have a TBA lab. The elective courses (Oral Communication: 133 and 123, and Pronunciation: 126) are 2 units with a TBA lab. The TBA labs for most courses are held in the Integrated Learning Center.

The program is unique in that four of the levels in our six-level sequence are below transfer level and two courses are degree applicable and transferable. The courses in the first two years of study (“beginning” and “intermediate”) are non-transfer and non-degree applicable. Third-year courses (“advanced”) are transferable to CSU and/or UC. Because of the transferability of the advanced courses and the pathway into English 1A, our teaching staff must have the breadth of education and experience which prepares them to deal with the unique features of second language acquisition as well as the ability to prepare students for the academic demands of college reading and writing. The courses offered at each level serve a variety of local community members’ needs including preparation for transfer, improvement of skills necessary to compete in a tight job market, and self-improvement. The program also serves many international students with similar needs. In addition, the program tries to offer a comprehensive set of day and evening courses in order to accommodate as many students as possible.

#### d. **Special Characteristics of the discipline:**

The ESL Program serves the college in several unique ways. We offer academic preparation to second language learners who have immigrated to the United States with their families. These students often have full-time jobs and family demands as they are developing language proficiency. Some of these students hope to develop academic proficiency for the purpose of earning a college degree; some are learning to increase their opportunities for reaching the American Dream. Their children often attend public schools but have not developed academic language skills by the time they graduate. These students are often identified as Generation 1.5 students because their oral language skills are not distinguishable from native speakers, but their reading and writing skills exhibit errors similar to those of second language learners. The ESL program serves these students by providing academic language learning opportunities and preparation for transfer level courses. The ESL program also provides English language learning opportunities for students from around the world who want to learn English to study at American universities or to improve their professional opportunities when they return to their native countries. The breadth of the ESL

program at Las Positas College ensures that our International Student program can provide learning opportunities to international students whose language proficiency varies from beginning to advanced levels.

#### **6. Courses and services impact other disciplines:**

The ESL program impacts many disciplines and services across the campus. The ESL program provides opportunities for non-native speakers to develop the English language skills necessary for success in all of their other courses because we focus on academic skills of reading, writing, vocabulary, and grammar. When students successfully complete the ESL program they are ready for college level academic work. The ESL program specializes in addressing the language learning needs of non-native speakers, which are very different from those of basic skills English students. The ESL program prepares students for courses in every discipline across the campus.

Our program is unique in that we not only offer classes for ESL students from the local community, but we also have students in our classes who come from overseas. Most of the international students are in our ESL program; therefore, as the international program welcomes more new students, the need for more sections to our program becomes necessary so that we can accommodate everyone. It has been our policy to provide ESL program orientations for new international students every semester and to work closely with the International Student Program to ensure appropriate placement for those students.

Full-time faculty participate in the ESL assessment process, make recommendations about appropriate academic courses for non-native speakers based on their language proficiency, and offer suggestions for addressing language and academic preparedness questions from faculty across the campus.

#### **8. Impact of not filling the faculty position:**

The ESL program needs to maintain the number of full-time faculty. The greatest impact of not filling this position is on students. Not filling the position makes it very difficult to meet the goals of our program as identified in our program review and that were created with the understanding that there would be three full-time faculty members to complete the work. We have ambitious goals that will result in more consistency in the way students are taught and assessed and that require the dedication, time, and expertise that full-time faculty can provide. The following goals do not include all of the goals on our last program review but represent those that will be impacted by not having the faculty to do the work.

1. Create technology, study skills, and reading SLOs for reading/writing courses
2. Revise ESL course offerings flow chart to meet Basic Skills Committee standards
3. Evaluate and revise final essay rubrics for reading/writing courses
4. Continue to expand Extensive Reading libraries for all beginning and intermediate courses
5. Explore standardized departmental reading and grammar exams
6. Create student survey to research students' perceptions of our ESL program
7. Maintain a focus on ongoing staff development and funding to support instructors' participation in relevant workshops, conferences, and other training opportunities.

Additionally, the ESL full-time faculty members participate in the assessment of new students. We read the assessment essays and holistically score each one and then make placement recommendations based on the score of the objective test and the writing score. Two instructors

read each assessment. For the past few years there has been no matriculation funding to pay for this work, so full-time ESL instructors read these assessments year round. It is much more difficult to do this work with the current reduction of faculty.

We also have a history of working closely with the adjunct faculty throughout the semester, particularly at the end of the semester when we holistically score the final writing exams. This program policy requires the efforts of full-time faculty to both complete the work when we do not have the full participation of the adjunct faculty and to motivate that participation. We mentor the adjunct instructors and encourage collaboration in planning our syllabi. In the spring 2012 semester, we have 25 sections of ESL and only five of those are taught by a full-time faculty member. This ratio makes it very difficult to maintain collegial relationships among full and part-time faculty and even more difficult for full-time faculty to get to know the students in our program. Without ongoing collaboration and mentoring of adjunct instructors, the consistency and quality of instruction across our department will suffer. As the ratio of full-time to part-time instructors continues to grow this collaboration and mentoring become increasingly difficult.

**9. Additional information:**

In our last program review, we identified the need for a fourth full-time faculty member based on the number of students and the number of courses we offer. We recognize that asking for an additional full-time faculty member during difficult economic times would not be reasonable. We do, however, feel justified in asking for a replacement position.