

Faculty Request Form - Spring 2024

Department/Area and Name of Submitter

ESL, Linda Yee

Details on Faculty Positions Requested

* if requesting more than one position within the same area, please provide the area's priority ranking for each position to help inform RAPP of the priority preferences as determined by the area.

Position Name	Replacement or Growth	Retirement/Resignation Date	Instruction, Non-Instruction, Both	If Both, indicate the ratio	*Area Ranking
ESL instructor	Replacement	Spring 2022	Instruction		

Guiding Principles

De Anza College's mission and Educational Master Plan serve as guiding principles for programs to facilitate continuous development, implementation, assessment and evaluation of their program effectiveness as part of ongoing planning efforts.

De Anza identified the following areas within its Educational Master Plan:

- Outreach, Retention, Student-Centered Instruction and Services, Civic Capacity for Community and Social Change

Through its Equity Plan Re-Imagined, it identified the following framework to work towards narrowing long-standing equity gaps:

- **Racial Equity:** Faculty members, classified professionals and administrators should: recognize the realities of race and ethnicity for students of color. Develop intersectional understanding of the ways in which institutional racism shapes educational access, opportunity and success for Black, Filipinx, Latinx, Native American, Pacific Islander and other disproportionately affected students.
- **Student Success Factors:** The College should ensure students: Feel connected to the college; Have a goal and know what to do to achieve it; Actively participate in class and extracurricular activities; Stay on track – keeping their eyes on the prize; Feel somebody wants them to succeed and helps them succeed; Have opportunities to contribute on campus and feel their contributions are appreciated.

Based upon these guiding principles, please provide information for each of the following areas:

A. Instructional Faculty

Faculty Position Request Data Sheet

Limits: From 2018-19 to 2023-24



Fill Rates

Language Arts - English as a Second Lang-FD

	2018-19	2019-20	2020-21	2021-22	2022-23
Enrollments	4,766	4,385	3,573	2,777	2,936
Sections	198	188	167	219	237
Fill Rate	95%	92%	87%	86%	92%

Average Section Fill Rate over time

Success and Equity

Language Arts - English as a Second Lang-FD

	2018-19	2019-20	2020-21	2021-22	2022-23
Success Rate	86%	85%	85%	82%	80%
Withdraw Rate	5%	5%	7%	8%	8%
Equity Gaps	-9%	-9%	-8%	-7%	-12%

Success and Equity Trends

Faculty Load Ratios

Language Arts - English as a Second Lang-FD

	2018-19	2019-20	2020-21	2021-22	2022-23
Full Time	40%	45%	48%	49%	34%
Part Time	53%	46%	43%	43%	56%
Overload	7%	9%	9%	8%	10%
FTEF (full time only)	8.3	9.0	8.1	6.9	4.7

Faculty Load Ratios

Awards

Language Arts - English as a Second Lang-FD

	2021-22	2022-23
Certificates	1	37
Associate Degrees	0	0
Associate Degree for Transfer	0	0

Awards

Data is for the academic year, including summer term and early summer/second spring terms for Foothill College. Enrollments include students who are counted for apportionment for the report years (i.e., Apprenticeship, noncredit and other students who do not necessarily have a reported grade). Cross-listed courses are included in the home department. Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

1. How does the department use the data listed above to develop, adapt, and improve teaching and learning to respond to the needs of changing environments, populations served, and evolving institutional and state priorities?

The data shows that while our enrollments decreased from 2018-2019 to 2021-2022, just like the rest of the College and the District due to the pandemic and changing demographics of the Bay Area, it also shows that ESL enrollment increased by 6% from 2021-2022 to 2022-2023. Data available for 2023-2024 confirms that the upward trend is continuing. The enrollments in Fall 2022 and Fall 2023 were 934 and 1094, respectively, an increase of 17%. District updates on enrollment provided to deans showed that, comparing quarter to quarter from 2022-2023 to 2023-2024, ESL enrollment increased by 15% in Winter and by 11% in Spring as well.

Our growth is largely due to the success of our non-credit classes, whose enrollments have risen dramatically since we began to offer them. In 202-2021, only 25 students enrolled in non-credit classes. In 2022-2023, the number increased to 1372, or by 5388%, and this year's enrollments are even higher. Even though we have been adding more sections to our schedule to meet the increasing demand, we still need to add more. Our classes have been filling up very quickly and instructors have been receiving numerous emails from students begging us to add them, but unfortunately, we have had to turn many away because our classes were at capacity. If the College and the District want to improve overall enrollment, it is vital that ESL be allowed to offer more sections and hire more faculty in order to meet the growing demand, especially for our non-credit classes.

On the other hand, the data also shows that our success, withdraw, and equity gap rates have been decreasing. Our own research through the Office of Institutional Research (IR) revealed that the decrease is mainly with non-credit students. During the ESL Share Fair, held in March of this year and attended by 19 ESL instructors, we examined the results of the study and are now making plans to identify the reasons for and solutions to the declining rates.

B. Non Instructional Faculty

1. Describe the data used to develop, adapt, and improve teaching, learning, and/or support to enable this position to respond to the needs of changing environments, populations served, and evolving institutional and state priorities (this may include a description of the population served, student needs and experiences from surveys or focus groups, or ratios related to the number of students served relative to current occupational standards).

NA

C. Instructional and Non Instructional Faculty Justifications

1. How does this request align with the goals in the Educational Master Plan?

This request aligns with the goals in the Educational Master Plan to increase enrollment, provide student-centered instruction, and increase retention. Current demographics data show that the Bay Area is becoming increasingly diverse, with about 50% of county residents speaking a non-English language at home and two out of five residents, or 39%, being born outside the U.S. We can increase enrollment by continuing to attract adult non-native speakers from our community, including adult schools, with our free non-credit ESL classes. Our ESL program is an attractive draw for international students as well because many of

them need to strengthen their English proficiency in order to take obtain a degree at De Anza or transfer to a four-year university. In fact, the district International Student Program is exploring ways to lower the minimum TOEFL score requirement in order to recruit more international students, which will result in greater demand for ESL classes.

Another goal in the Educational Master Plan is to provide student-centered instruction, and ESL instructors do just that by keeping our class size small, designing our curriculum around student needs, practicing student-centered teaching methods in the classroom, and giving individualized attention both in and outside the classroom. This is especially important for immigrant and non-traditional students, including part-time and older students who have a job and/or family to take care of while at the same time, need to improve their English for better employment prospects. Juggling work and studies can be very challenging, putting them at risk of receiving lower grades or even failing their classes. We know that instructors are usually the first line of intervention to help these students, so we often provide extra instructional support and connect students to appropriate services both on and off campus.

Our program also aligns with the mission of Guided Pathways. Some students first come to De Anza only with a goal to improve their English, but upon completion of the ESL program, they feel confident enough to pursue a certificate, degree, or transfer. In fact, ESL instructors use content-based curriculum, taking material from a wide range of academic disciplines, and by studying our curriculum, students get exposed to various areas of studies and become inspired to explore prospective majors and careers.

2. How does this request align with the College's Equity Plan Re-Imagined?

According to our Program Review completed in Fall 2023, Filipinx (-9%) and Latinx (-14%) students are less successful than other ethnic groups. Although they represent a small portion (32 Filipinx, 182 Latinx) of our total ESL population (2,922), they still need more support to succeed in our classes and beyond. Individuals with disabilities (-22%) and low-income students (-8%) are also experiencing disproportionate impact. 22 students were identified as having a disability, while 1,025 students were identified as low-income, comprising about one-third of the total ESL population.

One of the ways that the ESL department is addressing the needs of these students is by offering tuition-free non-credit courses. They are mirrored, with the same curriculum, standards, and rigor as those of credit courses, satisfying prerequisite requirements both within the ESL department and for transfer-level courses, but without the financial burden.

We are also now offering five Non-Credit Certificates of English Competency – Intermediate, High-Intermediate, Low-Advanced, Advanced, and American English Pronunciation. Students can obtain these certificates by completing the required courses at each level and in doing so, be motivated to stay on track and continue their studies in our program and beyond.

However, we need more full-time faculty to do more equity work. It is mainly full-time faculty that become involved in shared governance and provide leadership in efforts to close equity gaps. Our desire and goal is to continue to collaborate with various communities and services on campus to support students from disproportionately impacted communities,

enabling them to participate equitably and navigate successfully in their studies and work. Having more full-time faculty will allow us to do so.

3. How does the program use data to develop, adapt, and improve teaching, learning, and/or support to respond to the needs of students, changing environments, other populations served, and evolving institutional and state priorities? - NOTE, THIS IS A DUPLICATED QUESTION WITH A.1 and B.1, PLEASE DISREGARD THIS QUESTION.

N/A

4. How does the position support on-going college operations and/or student success?

The position supports ongoing student success by teaching foundational English skills required to achieve many of the Institutional Core Competencies, including Communication and Expression, Information Literacy, and Critical Thinking. Our reading classes teach students to read, comprehend, critically evaluate, and respond to academic text. In our writing classes, we teach them skills to express themselves clearly and logically in the written form, while our listening and speaking classes teach them to engage actively in dialogue and discussion with clarity and logic. With strong academic English skills in reading, writing, listening, and speaking, non-native English-speaking students can pursue certificate, degree, and/or transfer programs with confidence and achieve success.

ESL 272/472 and ESL 273/473, which are one level below transfer, are prerequisites or advisories for many of the transfer-level courses at De Anza. By going through the ESL sequence and completing ESL 272/472 and ESL 273/473, non-native English-speaking students are better prepared for transfer-level courses and therefore, more likely to be successful in those classes.

We also offer two transfer-level ESL courses – ESL 5 and ESL 6. ESL 5 is equivalent to English 1A while ESL 6 is equivalent to English 1B, both of which meet the CSU and UC transfer requirements as well as GE/Breadth requirements for an AA/AS degree at De Anza. By taking transfer-level ESL classes, students continue to receive language support in a safe classroom environment while satisfying transfer/degree requirements, which enhances their chance for success. De Anza is one of only five community colleges in California that offer transferable ESL courses, and these courses have been proven to be extremely popular with degree- and transfer- seeking students.

5. Why is the position needed and how would the position contribute to the health, growth, or vitality of the program?

We had 4 retirements between 2018-2019 and 2021-2022 but only one position got filled last year. However, our enrollments have increased significantly in the past couple of years for the reasons stated above, and we expect the numbers to increase even more in the future. Furthermore, due to the easing of pandemic-related regulations and policies as well as rising political tensions in certain countries such as Myanmar, we're seeing an increase in the number of international students coming to De Anza. Prior to the pandemic, international

students comprised about one-third of the ESL population, so we expect the number of international students needing ESL classes to continue to increase.

We need more full-time faculty not only to teach ESL classes but to contribute to the overall health, growth, and vitality of the department and the College. ESL is one of three programs at De Anza that require students to take a Guided Self-Placement (GSP) assessment in order to be placed into appropriate classes, and this requires constant collaboration with the Assessment Center. As mentioned above, as many as one-third of the ESL students are international students, so we need to work closely with International Student Program (ISP) to inform them about our ESL program and advise students on the importance of achieving English proficiency to ensure their success. For example, ESL faculty must participate in New International Student Orientation and Check-In Event every quarter to present a workshop and advise students. Moreover, we work with all academic counselors – including English Performance Success (EPS) counselors – so that ESL students, many of whom are first-time college students, receive appropriate guidance and support as they navigate the College. We also envision collaborating with other departments to create pathways for ESL students to transition smoothly to a certificate, degree, or transfer program. All this work can only be done by full-time faculty.

6. Describe the current staffing and history of staffing in your area and how the current staffing affects the health, growth, or vitality of the program.

The number of full-time ESL instructors has decreased dramatically in recent years. Back in 2007, we had 14 full-time instructors; now we have 8. This has led to increased dependence on part-time faculty. The data above shows that from 2021-2022 to 2022-2023, the full-time load ratio decreased by 15%, from 49% to 34%, while the part-time load ratio increased to 56% and overload to 10%. In the meantime, the number of sections offered grew from 167 in 2020-2021 to 219 in 2021-2022, and then to 237 in 2022-2023. Just in this academic year, we have had to add more sections and hire four new part-time instructors to meet the increasing demand for our classes, but we are still experiencing a shortage of faculty. As talented and committed as our part-time instructors are, they often teach at many colleges and therefore, their time and focus are divided. Plus, they do not receive any compensation for participating in important activities such as program review, curriculum development, Guided Pathways, and shared governance, resulting in very low participation rates.

7. Explain how the work will be accomplished if the position is not filled.

With fewer full-time faculty members, we have to rely more heavily on part-time faculty, which threatens the continuity and therefore, quality of instruction. In fact, we do not have enough full-time or part-time faculty to fill our unstaffed sections for Summer and are in the process of interviewing candidates for the part-time pool. Because of a faculty shortage, current full-time faculty members are overburdened with an unreasonable workload, given the fact that the department offers eight levels of classes from basic skills to transfer and a total of 26 credit and non-credit courses, all of which require constant norming and review of our curriculum to ensure student success. Many of our ESL students also enroll in our classes without knowing what to major in, so upon completion of our program, instructors often need

to present pathways to assist these students with continuing their education. Furthermore, ESL instructors often find themselves counseling students on personal matters as well because as recent immigrants, refugees, or international students, they experience difficulty adjusting to the new culture and integrating into their host community and it is not uncommon for these students to seek advice from their ESL instructors. Unfortunately, most part-time instructors are busy teaching at different schools and do not have the time to engage adequately with these students outside of class. We may be able to teach our classes with the current staffing, but we will not be able to provide adequate support to our students beyond the classroom if most of the classes are taught by part-timers. We will also be unable to collaborate with other departments to create pathways for ESL students as mentioned above because again, such work can only be accomplished by full-time faculty.

8. Other information, if any.

The 4 retirements mentioned in #5 occurred in the following quarters: Spring 2019, Spring 2021, Fall 2021, and Spring 2022. However, only one position got filled and the new instructor started in Fall 2023. When asked about the retirement date at the beginning of this form, I put down the most recent one, Spring 2022, but it could be as far back as Spring 2019.

Dean/Manager Comments

N/A

This form is completed and ready for acceptance.

I'd like to provide a couple of updates on the ESL Personnel Request that was submitted in Spring 2024.

First, we'd like to change the retirement date from Spring 2022 to **Spring 2019**. As mentioned in #6, we went from **14** FT faculty in 2007 to **8** in 2024. The current staffing includes the faculty that was hired in Fall 2023, which means that **6** FT faculty positions that were lost have not been replaced. In #5 and #8, we mentioned that we had 4 retirements between Spring 2019 and Spring 2022, so we ask that the position lost in Spring 2019 be replaced.

To further explain our desperate need for more FT faculty, one of our FT faculty is actually shared with the English department (75% ESL, 25% English), reducing our FT load ratio even more. Recently, that ratio has been dramatically reduced because she is now coordinating Puente (an English program) and receiving .25 release time and since part of her obligation is to teach at least one EWRT class per quarter, it brings her total commitment to English to a minimum of .625 as opposed to .25. Combined with her PDL in spring, she is teaching just one ESL course (.125) for the entire academic year. Therefore, it is more accurate to say that currently the ESL department only has **7** FT faculty teaching ESL classes. All this is happening while our enrollments are increasing, with more students and more sections, so we kindly but desperately ask RAPP to reconsider our request for another FT faculty position.

Please let me know if you have any questions, and thank you for your consideration.

Best regards,

Linda Yee