

## Faculty Request Form - Fall 2025

### Department/Area and Name of Submitter

Iva Tracey

### 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
ESL Instructor	Replacement	Spring Quarter 2025	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 above, please refer back to the comprehensive program review and annual program review update to inform your response below (see the following areas in the comprehensive program review: Reflect on Enrollment Trends, CTE Programs - Statewide and Regional Labor Market Trends, Exploring Course Success Rate Trends, Exploring Gaps in Successful Course Completion by Ethnicity, Teaching and Learning Strategies, Trends in Awards and Staffing Needs).

#### A. Instructional Faculty

# Faculty Position Request Data Sheet

Limits: From 2020-21 to 2025-26

Fill Rates					
Language Arts - English as a Second Lang-FD					
	2020-21	2021-22	2022-23	2023-24	2024-25
Enrollments	3,573	2,777	2,936	3,342	3,483
Sections	167	219	237	280	282
Fill Rate	87%	86%	92%	89%	92%

Success and Equity					
Language Arts - English as a Second Lang-FD					
	2020-21	2021-22	2022-23	2023-24	2024-25
Success Rate	85%	82%	80%	77%	76%
Withdraw Rate	7%	8%	8%	9%	9%
Equity Gaps	-8%	-7%	-12%	-13%	-2%

Faculty Load Ratios					
Language Arts - English as a Second Lang-FD					
	2020-21	2021-22	2022-23	2023-24	2024-25
Full Time	48%	49%	34%	38%	37%
Part Time	43%	43%	56%	54%	56%
Overload	9%	8%	10%	8%	8%
FTEF (full time only)	8.1	6.9	4.7	6.6	6.3

Awards				
Language Arts - English as a Second Lang-FD				
	2021-22	2022-23	2023-24	2024-25
Certificates	1	37	77	488
Associate Degrees	0	0	0	0
Associate Degree for Transfer	0	0	0	0

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? Be sure to refer back to your Comprehensive Program Review form and Annual Program Review Update form to inform your response.

Data shows clear increase in enrollments, sections, and fill rates. ESL department has experienced steady increase in enrollment from 2021-22 academic year with 2,777 enrolled students to 2024-25 academic year with 3,483 enrolled students. Fill rate has increased from 86% to 92%, and we have added 115 new sections

between the years of 2021 and 2025. Even though we have been adding more sections to our schedule to meet the increasing demand, we still need to add more.

Our mirrored non-credit program has been experiencing rapid growth and success: in 2021-2022, only 25 students enrolled in non-credit classes, in 2022-2023, the number increased to 1372, and enrollment has been growing every year. The data also clearly shows that we are meeting the needs and demands of the populations served by offering mirrored non-credit classes because they are tuition-free, eliminating financial barriers for students who face economic challenges, and, thereby, we are increasing access and equity.

In Spring 2023, the department also made a significant change to our ESL Placement Assessment in response to AB1705 by replacing the assessment test to a guided-self placement (GSP) assessment. Though desperate to improve their English, many potential students might have been deterred by the idea of having to take a test and decided not to apply to De Anza. Now, instead of taking a test, students answer questions about their own English ability and place themselves into classes that they feel are most suitable for them. We believe this change has greatly improved student access and equity because those who previously felt quality education was out of reach can now easily enroll in our program.

While we have been experiencing growth in enrollment, we have also been dealing with the decrease in full-time faculty numbers to the point where most of our courses are taught by part-time faculty.

## 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, be sure to refer back to the program review where applicable).

N/A

## C. Instructional and Non Instructional Faculty Justifications

1. How does this request align with the goals in the Educational Master Plan? (refer back to the comprehensive program review areas: Mission and Program Goals and annual program review questions 2-4).

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 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 classes, obtain a degree at De Anza, or transfer to a four-year university.

Another goal in the Educational Master Plan is to provide student-centered instruction, and ESL instructors do just that by designing 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 needing to improve their English for better employment prospects.

Our program also aligns with the mission of Guided Pathways because once students complete the ESL program, they meet the prerequisite requirements and are qualified to pursue a certificate, degree, or join the transfer program at De Anza. Some ESL students first come to De Anza only with a goal to improve their

English, but upon completing the ESL program, they feel confident enough to continue with their studies. ESL instructors use content-based curriculum, taking material from a wide range of academic disciplines. Thus, students get exposed to various areas of studies, become inspired to explore prospective majors and careers, and enter a certificate, degree, or transfer program at De Anza.

2. How does this request align with the College's Equity Plan Re-Imagined? (refer back to the comprehensive program review areas: Exploring Gaps in Successful Course Completion by Ethnicity and Teaching and Learning Strategies)

According to our Program Review completed in Fall 2024, 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 six Non-Credit Certificates of English Competency – Intermediate, High-Intermediate, Low-Advanced, Advanced, American English Pronunciation, and Grammar, Writing, and Proofreading. 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 know we need to do more to close the equity gaps and develop high impact practices to accomplish the goal of the College's Equity Plan, and to do so, we need more full-time faculty because it is mainly full-time faculty that become involved in shared governance and college-wide and department-specific efforts to fulfill the mission and vision of De Anza College.

3. How does the position support on-going college operations and/or student success? (refer back to the comprehensive program review areas: Exploring Course Success Rate Trends, Exploring Gaps in Successful Course Completion by Ethnicity, Teaching and Learning Strategies)

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, which helps them to 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, they are 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 C1000 while ESL 6 is equivalent to EWRT 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.

4. Why is the position needed and how would the position contribute to the health, growth, or vitality of the program? (refer back to the comprehensive program review area: Staffing Needs and annual program review questions 5 & 6)

We had five retirements between 2018 and 2025 but only one position got filled in Fall 2023, while our enrollments have increased significantly in the past three years. We expect the numbers to increase even more in the future.

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 by collaborating with the following programs and offices:

- **Institutional Research** - to identify reasons for varying success rates among non-credit students and find solutions for improvement; to identify the changing needs of our students.
- **International Student Program (ISP)**- to help recruit more students from overseas and improve enrollment for the College and the District.
- **Academic counselors**- to ensure that ESL students, many of whom are first-time college students, receive appropriate guidance, support, and information as they navigate the College.
- **The Assessment Office** - to ensure that the ESL GSP Assessment is placing students into appropriate classes and make necessary adjustments to improve its effectiveness.
- **Outreach** - to help recruit students from local high schools and adult schools by participating in their recruitment efforts and making site visits.
- **Communications Office** - to create materials to advertise our program in various languages; to ensure that our department website is accessible and appropriate for English learners.
- **North Santa Clara County Consortium**, a group of community colleges (Foothill & De Anza) and adult schools (FUHSD, Mountain View-Los Altos, and Palo Alto) that received state funding to provide services to adults in our region.
- **English Department** - to ensure that our transfer level courses are aligned with the English counterparts.
- **Other Academic Departments** - to create pathways for ESL students to transition smoothly to a certificate, degree, or transfer program.

5. 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. (refer back to the comprehensive program review area: Staffing Needs and annual program review update questions 5 &6)

The number of full-time ESL instructors has decreased dramatically in recent years. In 2007-08, we had 14 full-time instructors; now we have seven. That is a 50% reduction. In any given quarter, we have faculty on PDL, so we often have less than seven. (This quarter, Fall'25, we have two full-time faculty on PDL, so we only have five active full-time instructors.) Furthermore, one of the full-time instructors is shared with the English department. This rate of attrition is not sustainable. It has led to increased dependence on part-time faculty and decreased involvement in department and equity work.

During the same period, enrollment increased by 20.3% and the number of sections grew by 27.9%. We hired four new part-time instructors in 2023-24 and two more in Summer 2024 to meet the increasing demand for our classes, but we are still experiencing a shortage of faculty. Our classes fill up very quickly and instructors receive numerous emails from students begging us to add them, but unfortunately, we have to turn them away because our classes are at capacity. Seeing the high demand, the VPI allowed us to add an extra class in Spring 2025, which we were thrilled about, but unfortunately, we could not add it to the schedule because we couldn't find anyone to teach it. Plus, as talented and committed as our part-time instructors are, they often teach at many colleges and, therefore, their time and focus are divided. They also do not receive any compensation for participating in important activities such as program review, curriculum development, Guided Pathways, equity, and shared governance, resulting in very low participation rates. This is why we need another full-time faculty member for the health, growth, and vitality of the program.

6. Explain how the work will be accomplished if the position is not filled. (refer back to the comprehensive program review areas: Staffing Needs and annual program review update questions 5 & 6)

With fewer full-time faculty members, we must rely more heavily on part-time faculty. Because of the faculty shortage, current full-time faculty members are experiencing heavy 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. With so many classes, we are constantly revising our course outlines for the 5-year course revision, which is very time-consuming. Because all our classes are in a sequence, instructors must also maintain certain standards for each course and level so that students are prepared to succeed as they progress through the sequence. This requires regular norming, in which instructors discuss standards and design lessons accordingly, but with so few full-time instructors to act as course leads, it has become extremely difficult to have regular norming sessions. Furthermore, as mentioned above, we just don't have enough full-time instructors to collaborate with other programs and offices to adequately address the needs of our students and the College. It is imperative that we hire more full-time ESL instructors in order to close equity gaps and increase enrollment not only for our own department but also for the entire De Anza College.

7. Other information, if any.

N/A

Dean/Manager Comments (Deans, please review the form for completeness and clarity and provide additional details as needed)

As I noted in the prior request, our English as a Second Language Department has been shorthanded in the number of full-time faculty since they implemented Guided Self-Placement, restructured their curriculum, and added noncredit options for all of their pre-transfer level courses. As a result of these major program changes, particularly free noncredit classes, ESL has seen its enrollment surge by double-figure percentages each of the last two years. Having two recently retired faculty while facing such rapid enrollment growth has put an undue burden on the remaining full-time faculty with regard to professional obligations. Replacing at least one of these two retirements is urgently needed.

Both the College Strategic Plan and Strategic Enrollment Plan depend heavily on the growth of noncredit and adult students, and our ESL noncredit pathways are growing to meet that demand. We have added more offerings and more sections of existing offerings and expect to continue to do so to meet demand.

This form is completed and ready for acceptance.