Request for New/Replacement Faculty Position
2018-2019

This form is to be completed by the division chair for each new faculty position being requested. Completed forms are to be turned in by a due date determined by the Academic Senate each fall. Please answer all questions and include as much information as possible to support your request.

The Academic Senate will rank all of the positons requested and forward its ranking to the College Council and college president for review. The college president makes the final decision regarding all faculty hires.

POSITION REQUESTED:

Is this position new or a replacement?

☐ New

X   Replacement: Full Time Tenure Track Business/Accounting Faculty- Kailani Knutson

DIVISION: Career and Technical Education: Business Management/Business Administration/Entrepreneurship

DIVISION CHAIR: Tim Brown

GENERAL INFORMATION REGARDING POSITION REQUEST:

Which of the following areas of need will be addressed by this position? (check all that apply)

X Transfer to 4-year colleges

X General education

☐ Basic Skills instruction

X Vocational instruction

☐ Student Support Services

Is this position addressed in the college's Educational Master Plan and/or the most recent Program Review for the area?

X Yes (please cite below)

☐ No (please explain why below)

Adopted by CLC 10-10-05

Revisions: 10-24-07, 9-22-14

HR - RANKINGS - FORM - Request for New-Replacement Faculty 15-16

Identify any resources the hiring of this position will require. Do not include salary and benefits, but please list things such as a computer, office space, equipment, and other related resources the new faculty member would require.

List any classes likely to be taught by this individual. If the position is primarily non-teaching, please describe the person's assignment.

> The primary responsibility for this faculty member will be to teach various BSAD, MGMT, and ACCT courses, with the exception of ECON, that are required for the Associate in Science for transfer degree, Business Administration, Associate in Science degree with four areas of emphasis, and the Associate of Arts, Business.

PROGRAM REVIEW DATA-BASED JUSTIFICATION:

Provide the following data measures for the past 5 academic years in classes/subjects to be taught by the faculty (as applicable). Program review data can be obtained by subject from the 2015-16 report on the Institutional Research web page below. Attach the 4-page report(s) to this document.

https://www.kccd.edu/institutional-research/reports/subject-1

	2012-13	*2013-14*	*2014-15*	*2015-16*	*2016-17*
Enrollment at Census *					
(pg 2)					
Accounting	219	197	157	186	127
Business Administration	376	450	318	393	428
Marketing	31	28	54	15	16
Office Technology	61	31	28	25	77
Econ data has been omitted due to job requirements	Total: 687	Total: 706	Total: 557	Total: 619	Total: 648
Average number of students per section					
*First Day Waitlist**					
(pg 2)					
Accounting	45	56	6	2	3
Business Administration	48	29	12	17	18
Marketing	2	3	0	0	0
Office Technology	3	0	0	0	0

		Total: 98	Total: 88	Total: 18	Total: 19	Total: 21
*FTEF** (pg 2)	**TOTAL**					
	Full-Time	2	2	1.8	2.7	2.6
	Overload	.3	.6	.2	.7	.2
	Adjunct	2	2	2.2	1.5	1.7
	Summer	0	0	0	0	.4
*FTES** (pg 2)		71.3	74.3	56.5	62.5	63.3
*Degrees & Certificates** (pg 4)						
Accounting			1	1		
Business Administration. AA		31	22	17	8	9
Business Administration AS-T			10	16	32	34
		Total: 31	Total: 33	Total: 34	Total: 40	Total: 43

OTHER JUSTIFICATION:

Provide here qualitative/anecdotal information that supports hiring this full-time position:

- **Availability of part-time/overload faculty**

  Business courses are currently being taught partially by one full-time faculty and adjunct faculty. Accounting courses are currently being taught by adjuncts. Qualified adjuncts typically have full-time jobs which takes priority over courses; thus, most adjunct courses are taught in the evenings.

- **Compliance with state regulations/accreditations:**

  The business program is in good standing, following all state regulation codes and accreditation reports.

- **Maintaining "one-full-time-faculty" program:**

  This program saw the resignation of the full time business/economics faculty in 2016 and the promotion of the other full-time business faculty at the same time. In 2017 a business/economics faculty was hired returning this program back to a one -full-time-faculty program.

- **Long-term community needs/support:**

  This program during the 16/17 academic year generated 43 degrees with, 34 being AS-T completers. Porterville College's business program is the first program at Porterville College to create a program of study (pathway) using the ConnectEd model for the California Multiple Pathways District Initiative-Academy of Finance, Porterville High School. Having this pathway has increased our Business program's enrollment and provided students that are on a fast track to graduating and/or transferring with Business degrees. The full-time faculty in this program is also responsible to the students of Summit Charter Collegiate Academy in the Burton School

District where an early college Business Administration pathway began during the 14/15 academic year. Additionally, Porterville College is one of eleven founding community college partners for the Community College Entrepreneurship pathway (CCEP) at CSUF. The Employment Development Department of the Labor Market Information Division data project positive growth, for Tulare County between 2014-2024, in all management occupations, business and financial operations occupations, Human Resource Specialists, Logisticians, office and administrative support occupations, and Accountants. Per the Bureau of Labor and Statistics nationally, 2016-2026, management occupations are expected to grow 9%, Human Resource Specialists and Logisticians growth of 7%, Accountants a growth of 10%. This replacement position is necessary for the continuation of growth.

- **Maintaining certificate/degree/transfer program:**
  This business program currently offers:
  Associate in Science for Transfer in Business Administration
  Associate in Science in Business Management with areas of emphasis in:
  Accounting,
  Entrepreneurship,
  Human Resources and
  Logistics

  Certifications of Achievements in:
  Accounting,
  Entrepreneurship,
  Human Resource Management and
  Logistics

  Job Skills Certificates in:
  Accounting
  Customer Service Academy,
  Entrepreneurship,
  Human Resources Management,
  Logistics

- **Courses are part of a core program and/or a graduation requirement:**
  All BSAD, ECON, MKTG, and MGMT courses are required or electives for the degrees and/or certificates.

- **Potential for development in a related and/or emerging discipline:**
  With the involvement of the local high schools through dual and concurrent enrollment courses there is a projection that the program will continue the growth rate of 5-10% annually.

- **Potential for multi-discipline expertise:**
  This position requires multi-discipline expertise in Business, Accounting, Marketing, Human Resources, Logistics, and Management.

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The Academic Senate will rank all of the positons requested and forward its ranking to the College Council and college president for review. The college president makes the final decision regarding all faculty hires.

POSITION REQUESTED:
Is this position new or a replacement?

☐ New
X Replacement: **_Darryl Nelson_**

DIVISION: **_Fine & Applied Arts Division_**

DIVISION CHAIR: **_James Thompson_**

GENERAL INFORMATION REGARDING POSITION REQUEST:
Which of the following areas of need will be addressed by this position? (check all that apply)
X Transfer to 4-year colleges
X General education
   Basic Skills instruction
☐ Vocational instruction
☐ Student Support Services

Is this position addressed in the college's Educational Master Plan and/or the most recent Program Review for the area?

X Yes (please cite below)
☐ No (please explain why below)

Fine & Applied Arts Division Program Review, 2015-16
"Areas for Improvement"
2. Our Fine Arts Program is taxing the resources of its one full-time faculty member. In addition to regular teaching duties, office hours, and committee obligations, these are the additional duties necessary to better serve our students:

- The assessment of 2 programs and 21 courses in the Art Department. Working with the 4 adjuncts in our programs to help them in assessing their courses. And also addressing adjunct instructional needs.
- Maintaining studios and labs and all their specialized equipment: necessary components of a fully functioning art program.
- Running the art gallery—an integral part of the PC Fine Arts Program.
- Responsibility for student workers.
- Advisor to the art club

Strategies/Actions to Make Improvement:

The college should **replace the position of the full-time Fine Arts faculty member who retired in 2010**.

Student Success would increase with the additional contact with full-time faculty, available to the students full-time. The running of the Art Gallery and maintenance of the various labs in the Fine Arts Department would be split with the current full-time faculty freeing up more time for teaching preparation or the practice of continued course improvement, a key to student retention and success. Another full-time faculty member would strengthen the art programs and better serve the students through the addition to the program of this faculty's areas of expertise.

Goals

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
1. Strengthen Fine Arts programs by increasing student success through more contact with Fine Arts full-time faculty.	Fall 2014, again added for Fall 2017	**An additional full-time faculty member** Funding and prioritization by Academic Senate and College President.	College budget limitations.

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)
Item 1 _X__   Item 2____   Item 3 _X__   Item 4 _X__   Item 5 _X__   Item 6____

Progress on Goal:
__X__ **No Progress on Goal since Spring 2010 Program Review**
____ Completed   (Date   )
__X__ Revised   (Date   Spring 2016)

Comments:
 Student Success would increase with the additional contact with full-time faculty, available to the students full-time. The running of the Art Gallery and maintenance of the various labs in the Fine Arts Department would be split with the current full-time faculty freeing up more time for teaching preparation or the practice of continued course improvement, a key to student retention and success. Another full-time faculty member would strengthen the art programs and better serve the students through the addition to the program of this faculty's areas of expertise.

Identify any resources the hiring of this position will require. Do not include salary and benefits, but please list things such as a computer, office space, equipment, and other related resources the new faculty member would require.

Computer, printer

List any classes likely to be taught by this individual. If the position is primarily non-teaching, please describe the person's assignment.

ART P101 Art Studio Fundamentals
ART P103 Fundamentals of Drawing
ART P107 3-D Design
ART P117 Advanced Drawing
ART P120 Head Sculpture
ART P121 Figurative Sculpture
ART P122 Advanced Figure Drawing
ART P123 Introduction to Sculpture
ART P124 Figure Drawing
CGRA P110 Introduction to Digital Arts
CGRA P111 Digital Imaging
CGRA P112 Digital Graphic Design
CMRT P103 Illustration
CMRT P102 Commercial Layout and Design
PHOT P101 Introduction to Photography
PHOT P103 Advanced Photography

In other words, we are looking for **EITHER** *a 3D media person who can teach drawing courses and Art Studio Fundamentals:*

ART P101 Art Studio Fundamentals
ART P103 Fundamentals of Drawing
ART P107 3-D Design
ART P117 Advanced Drawing
ART P120 Head Sculpture
ART P121 Figurative Sculpture
ART P122 Advanced Figure Drawing
ART P123 Introduction to Sculpture
ART P124 Figure Drawing
CMRT P103 Illustration

*OR a digital media / photography /graphic design person who can teach drawing courses and Art Studio Fundamentals **(the most desirable position to fill)**:*

ART P101 Art Studio Fundamentals
ART P103 Fundamentals of Drawing
ART P117 Advanced Drawing
ART P122 Advanced Figure Drawing
ART P124 Figure Drawing
CGRA P110 Introduction to Digital Arts
CGRA P111 Digital Imaging
CGRA P112 Digital Graphic Design
CMRT P103 Illustration
CMRT P102 Commercial Layout and Design
PHOT P101 Introduction to Photography
PHOT P103 Advanced Photography

PROGRAM REVIEW DATA-BASED JUSTIFICATION:

Provide the following data measures for the past 5 academic years in classes/subjects to be taught by the faculty (as applicable). Program review data can be obtained by subject from the 2015-16 report on the Institutional Research web page below. Attach the 4-page report(s) to this document.

https://www.kccd.edu/institutional-research/reports/subject-1

		2012-13	2013-14	2014-15	2015-16	2016-17
Enrollment at Census (pg 2)		557	578	589	589	557
First Day Waitlist (pg 2)		186	128	56	56	60
FTEF (pg 2)	TOTAL	5.1	5.8	6.0	6.0	6.4
	Full-Time	1.5	1.4	1.4	1.4	2.0
	Overload	.3	.3	.7	.7	.3
	Adjunct	3.3	3.7	3.6	3.6	3.8
	Summer	-	.3	.3	.3	.3
FTES (pg 2)		82	89.6	87.5	87.5	98.5
Degrees & Certificates ART, CGRA, CMRT, PHOT		5	2	7	1	6
Liberal Arts/Arts & Humanities		15	24	18	27	42

Note—because of the complexity of the Art Program, the data is compiled and totaled from all of the following Fine Art Department subject areas in order to clearly delineate the program and the potential new faculty's role in the program: Art, Commercial Art, Computer Graphics, and Photography.

The below screenshot breaks down the total number of declared subject majors in the Art programs.

Subject Majors[3]	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	5-Year Average
*Art	59	43	39	13	14	34
Commercial Art	10	13	15	24	45	21
Liberal Arts/Arts & Humanities	150	134	118	143	171	143
Studio Art		12	35	68	84	50

*The numbers of Art majors have been declining because the degree was discontinued when it was replaced by the Studio Art AA-T. **The Studio Art AA-T has more than replaced the declining (discontinued) Art majors through its substantial growth—from 12 to 84 majors in 4 years!**

OTHER JUSTIFICATION:

Provide here qualitative/anecdotal information that supports hiring this full-time position:

- **Availability of part-time/overload faculty**
  We have had difficulty finding adjunct faculty to teach our digital media courses. The last qualified adjunct faculty we had to teach them commuted from Los Angeles for a semester before he found it to be unworkable. We have had to cancel the classes he taught because of the inability to find qualified faculty with this very unique and in demand skill set to teach those classes. And the possibility of updating our program to reflect the most current technologies and skills and more closely align our program with the PUSD "Pathways" Programs is out of the question until we find qualified faculty to teach those courses—a replacement full-time faculty member would meet this need.

- **Compliance with state regulations/accreditations:**

  Full-time/Part-time ratio within the discipline:
  (Part-time includes all part-time and overload sections.)

Year	Full-time/Part-time ratio	Total FTEF	Percent of Full-time to Total FTEF
2011-12	1.6 FTEF* / 3.9 FTEF	5.5 FTEF	29%
2012-13	1.5 FTEF* / 3.6 FTEF	5.1 FTEF	29%
2013-14	1.4 FTEF* / 4.4 FTEF	5.8 FTEF	24%
2014-15	1.4 FTEF* / 4.6 FTEF	6.0 FTEF	23%
2015-16	1.4 FTEF*/ 4.6 FTEF	6.0 FTEF	23%
2016-17	2.0 FTEF*/ 4.3 FTEF	6.3 FTEF	32%

  State law recommends a full-time/part-time ratio of 75/25 at Community Colleges (according to section 70 of AB1725). **_In the Art Program that ratio is inverted._**

  In his 2008 article, **"Academic Excellence: Why California's Community Colleges Need the 75/25 Full-Time Faculty Standard"**, ASCC Past President Ian Walton writes: "The classroom experience alone is far from sufficient to ensure student success, or institutional success, let alone the subsequent social and economic benefits that accrue to the state of California. It increasingly appears that the crucial trigger of a student's educational success happens in some rich, unscripted series of personal interactions with a full-time, tenured faculty member that take place outside of the formal classroom setting and that may not be confined to any specific course. Readers of this paper can probably pinpoint the individuals and interactions in their own education that produced this profound effect and led to their current success.

  Simply put, the reason for increased numbers of full-time, tenured faculty is to raise the likelihood of such life-changing student-faculty encounters.

  Part-time faculty simply cannot afford to be on campus long enough to reliably provide such non-classroom, non-course-specific encounters with students."

  The number of art majors has been growing in all our programs (as the 5 year data shows). **_Commercial Art majors have rapidly grown from 10 to 45 students in 5 years. Our Studio Art AA-T has only been in effect for 4 years, and in that time has quickly grown from 12 to 85 majors._**

  The Art Department has full classes and good size waitlists and a full-time/part-time ratio of 32/68 There are enough art courses in the current schedule to hire 2 additional full-time faculty. We are only asking for one art faculty member to replace the position left vacant by Darryl Nelson's retirement.

- **Maintaining "one-full-time-faculty" program:**
  We are maintaining a "*three*-full-time-faculty" program with **one** full-time faculty.

- **Long-term community needs/support:**
  In the <u>**Fine & Applied Arts Division Program Review, 2015-16**</u>, **"Areas for Improvement":**

  2. Greater alignment is needed with the *Academy of Digital Design and Communications (DDC)* and *Multimedia and Technology Academy (MTA)*—PUSD "Pathways"— in our Commercial Art program. "Core of the Core" Committee has recommended, in its report to the college, aligning our curriculum at the college with the Porterville Unified School District "Pathways".

     <u>Strategies/Actions to Make Improvement:</u>
     To better align our Commercial Art program with the *Digital Design and Communications* and *Multimedia and Technology* PUSD "Pathways" Programs, the division should offer a course or courses in **Computer Graphic Animation**: the creation of an animation course or courses and the purchase of a good animation program such as Maya [the industry standard] for the computer lab and the hiring of an Adjunct Instructor to teach the course or courses would meet the needs of more graduating high school area students who are following these "Pathways". The division should, also, as a continuance of the PUSD "Pathways" Programs, continue to offer our design courses, digital media courses, and photography courses. A **Video Production** class would need to be created and offered, as well, to better align with both pathways (that currently have Video Production classes.

     See: http://www.pusdpathways.org/

     We have had difficulty finding adjunct faculty to teach our digital media courses. The last qualified adjunct faculty we had to teach them commuted from Los Angeles for a semester before he found it to be unworkable. We have had to cancel the classes he taught because of the inability to find qualified faculty with this very unique and in demand skill set to teach those classes. And the possibility of updating our program to reflect the most current technologies and skills and more closely align our program with the PUSD "Pathways" Programs is out of the question until we find qualified faculty to teach those courses—a replacement full-time faculty member would meet this need.

- **Courses are part of a core program and/or a graduation requirement:**
  *The courses are part of 2 core programs in the Fine Arts Department: the **Studio Art AA-T** and **Commercial Art AA**—both programs have been growing substantially over the past 5 years. In addition, all of the courses are transfer level, while several courses meet PC GE, UC IGETC, and CSU GE.*

- **Potential for development in a related and/or emerging discipline:**
  Digital Media and Graphic Design are emerging and growing fields. The expertise of this replacement faculty in these areas would strengthen our program, more closely align it with the PUSD "Pathways" Programs <u>Digital Design and Communications</u> and <u>Multimedia and Technology</u> and more fully equip our students to succeed in these emerging disciplines.

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2017-2018

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POSITION REQUESTED: Nursing Instructor

Is this position new or a replacement?

X   New
☐   Replacement: [list person(s) being replaced]

DIVISION: Health Careers

DIVISION CHAIR: Lupe Guillen

GENERAL INFORMATION REGARDING POSITION REQUEST:
Which of the following areas of need will be addressed by this position? (check all that apply)

X Transfer to 4-year colleges
☐   General education
☐   Basic Skills instruction
X Vocational instruction
☐   Student Support Services

Is this position addressed in the college's Educational Master Plan and/or the most recent Program Review for the area?

X   Yes (please cite below)
☐   No (please explain why below)

Position 6 Nurse Instructor
Increasing the number of full-time RN faculty from 4 to 5 would improve student success through consistent instruction by content experts, increase program from 40 nursing students per year (32 FTES) to 80 nursing student (64 FTES), increase graduation rates from 20 to 40 per year, provide needed RN's for the community, and decrease average length of time for entry into the RN program from 8 years to 4 years, provide needed high demand/high wage nurses for the community. The division plans on applying for the CCCO Enrollment Growth within the next year. See goals #13, 14, 18.
Program Review Goals:
#13: Improve RN program student retention and success evidence by (a) on-time completion rates 85% or higher (b) NCLEX-RN pass rates 90% or higher.
#14: Nursing Concept Based Curriculum Development.
#18: Increase nursing program enrollment to start a new cohort every semester.

Program Review Areas for Improvement

Teaching content outside area of expertise
Decreasing frequency of enrollment and maintaining minimum enrollment in the nursing and psych tech programs has required faculty to teach content outside their area of expertise. For example a Psych Tech faculty with 20 years working with the acute mentally ill are now required to teach medical surgical nursing content and the nurse with 20 years' experience working with Medical Surgical patients is required to teach Intellectual Disability content and Behavioral Management of these clients. Another example, in the nursing program is a nurse with 20+ years working in Maternity Nursing is required to remediate and teach Psychiatric Nursing content. This is true with both theory content and clinical settings.

Infrequency of teaching content
Not only are faculty required to teach content outside their area of expertise, they teach the content every other semester (RN program) or every 3rd semester (PT) program. This adds to the challenge of becoming a content expert in these new content areas. Both teaching content outside area of expertise and teaching the content infrequently has produced a negative result in both programs retention and success rates.

The nursing program's fluctuating NCLEX-RN pass rates dipped down to 66.7% in 2015 with a 25% attrition rate for on time completers. This low pass rate triggered the BRN to require the program to submit and implement a plan to raise the pass rates. If the pass rates did not rise to above 75%, the program would have been placed on Provisional Approval with one year to bring pass rates into compliance or risk closure of the program. In 2016 the pass rates bounced to 94.44% with a 50% attrition rate for on time completers. The faculty are struggling to find balance between attrition and pass rates.

Identify any resources the hiring of this position will require. Do not include salary and benefits, but please list things such as a computer, office space, equipment, and other related resources the new faculty member would require.

Computer. Use of existing office in Health Careers Division.

List any classes likely to be taught by this individual. If the position is primarily non-teaching, please describe the person's assignment.

The person would be an approved instructor by the Board of Registered Nursing. Teaching assignment would include theory and clinical courses: NURS P100, P120, P121, P123, P126, P128, P129, and P170.

PROGRAM REVIEW DATA-BASED JUSTIFICATION:

Provide the following data measures for the past 5 academic years in classes/subjects to be taught by the faculty (as applicable). Program review data can be obtained by subject from the 2015-16 report on the Institutional Research web page below. Attach the 4-page report(s) to this document.

https://www.kccd.edu/institutional-research/reports/subject-1

Registered Nursing		2012-13		2013-14		2014-15		2015-16		2016-17	
Enrollment at Census (pg 2)		296		309		313		350		338	
Average number of students per section		23		22		21		23		21	
First Day Waitlist (pg 2)		46		19		14		39		21	
FTEF (pg 2)	TOTAL	#	%	#	%	#	%	#	%	#	%
	Full-Time	4.5	49%	4.8	48%	6.1	64%	7.1	68%	6.7	59%
	Overload	0.7	8%	0.4	4%	0.6	6%	0.5	4%	1.0	9%
	Adjunct	4.1	44%	4.9	49%	2.9	30%	2.8	27%	3.4	30%
	Summer									0.2	2%
FTES (pg 2)		57.2		58.9		58.1		65.6		63	
Degrees & Certificates (pg 4)		18		14		15		18		21	

NOTE: 603 Porterville College students have chosen Registered Nursing as their major.

OTHER JUSTIFICATION:

Provide here qualitative/anecdotal information that supports hiring this full-time position:

- **Availability of part-time/overload faculty**

It has been continuously difficult to recruit and retain qualified part-time faculty for Nursing Instructor related to non-competitive salary and full time obligations elsewhere.

A full time Simulation Coordinator/Nurse Instructor Contingent on Funding position was filled August 2016. A full time tenured position would provide stability and consistency to the program once outside funding is discontinued.

- **Compliance with state regulations/accreditations:**

During the spring 2014 continuing approval site visit, the BRN indicated Porterville College nursing program was in **noncompliance with – CCR Section 1424(g) Administration/Organization – Faculty Responsibility** "Part-time faculty members do not consistently participate in faculty responsibilities for developing policies and procedures, planning, organizing, implementing, and evaluating all aspects of the program." (BRN continuing approval site visit report, 2014). Four major theory courses were consistently being taught by adjunct faculty at this time. Adjunct faculty have full time jobs with the hospital which is their primary

responsibility and not able to fully participate in all aspects of the program. In addition to doubling the number of enrolled nursing students, one additional full-time faculty will provide the resource needed for compliance with this regulation.

- **Maintaining "one-full-time-faculty" program:**
  Non-Applicable

- **Long-term community needs/support:**
  (Document with Advisory Committee, Program Review or other recommendations for increased staff).
  At the most recent Health Careers Advisory meeting, our industry partners ranked the following as priority to meet current demand and future needs.

  Hospitals
  #1 RN – Recommendation to increase enrollment for the nursing program to once a semester.
  #2 LVN – Recommendation to re-instate the LVN program
  #3 Medical Office Assistant – Recommendation for addition of MOA program

  Developmental Center and State Hospitals
  #1 PT – Recommendation to increase frequency of enrollment
  #2 RN – Recommendation to increase frequency of enrollment
  #3 Occupational Therapy Assistant – Recommendation for addition of OTA program.
  #4 LVN – Recommendation to reinstate LVN program

  Even though the division does have adequate space, facility, and clinical resources for growth, the division does not have sufficient personnel resources to support growth. The addition of one nursing instructor and one psych tech instructor would allow the program to increase the frequency of admissions and double enrollment.

- **Maintaining certificate/degree/transfer program:**
  The BRN will not approve increase enrollment without one additional full time instructor.

- **Courses are part of a core program and/or a graduation requirement:**
  (Identify program(s) and/or applicable graduation requirements).
  All Registered Nursing courses are integral to the nursing program and required for the Associate Science in Nursing degree.

- **Potential for development in a related and/or emerging discipline:**
  (Identify source for growth potential).
  Sufficient faculty resources would allow growth of the RN program.

- **Potential for multi-discipline expertise:**
  (Cite discipline and justify need within each discipline).
  All nursing faculty are qualified to teach in the Psych Tech program.

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The Academic Senate will rank all of the positons requested and forward its ranking to the College Council and college president for review. The college president makes the final decision regarding all faculty hires.

POSITION REQUESTED: Psychiatric Technician Instructor

Is this position new or a replacement?

X New
☐ Replacement: [list person(s) being replaced]

DIVISION:　　Health Careers

DIVISION CHAIR:　　Lupe Guillen

GENERAL INFORMATION REGARDING POSITION REQUEST:
Which of the following areas of need will be addressed by this position? (check all that apply)

☐ Transfer to 4-year colleges
☐ General education
☐ Basic Skills instruction
X Vocational instruction
☐ Student Support Services

Is this position addressed in the college's Educational Master Plan and/or the most recent Program Review for the area?

X Yes (please cite below)
☐ No (please explain why below)

> Position 3 Psychiatric Technician Instructor
> Increasing the number of full-time Psych Tech faculty from 3 to 4 would improve student success and maintain sustainability through consistent instruction by content area experts, prevent decreasing enrollment from 60 students (60 FTES) to 30 (30 FTES) Psych Tech students each semester, and maintain graduation rates of 60 stent rather than decrease to 30 every 18 months, prevent increase in average length of time for entry into the Psych Tech program from 2.5 years to years, provide high demand/high wage Licensed Psych Techs for the community. See goals #11, 12, 19.

Program Review Areas for Improvement

Teaching content outside area of expertise
Decreasing frequency of enrollment and maintaining minimum enrollment in the nursing and psych tech programs has required faculty to teach content outside their area of expertise. For example a Psych Tech faculty with 20 years working with the acute mentally ill are now required to teach medical surgical nursing content and the nurse with 20 years' experience working with Medical Surgical patients is required to teach Intellectual Disability content and Behavioral Management of these clients. Another example, in the nursing program is a nurse with 20+ years working in Maternity Nursing is required to remediate and teach Psychiatric Nursing content. This is true with both theory content and clinical settings.

Infrequency of teaching content
Not only are faculty required to teach content outside their area of expertise, they teach the content every other semester (RN program) or every 3rd semester (PT) program. This adds to the challenge of becoming a content expert in these new content areas. Both teaching content outside area of expertise and teaching the content infrequently has produced a negative result in both programs retention and success rates.

When the PT program had content experts teaching in their areas of expertise the PT program licensing pass rates were 86-88%. Following the reduction in faculty and decrease in frequency of admission, the PT licensing pass rate has declined to 70%. The program is at risk of sustainability and losing BVNPT Continuing Approval.

Program Review Goals
#11: Improve Psych Tech program student retention and success evidenced by (a) on-time completion rates 85% or higher (b) Calif PT Licensing Exam pass rates 85% or greater.
#12: Psych Tech major curriculum revision
#19: Increase PT program enrollment from once every 18 months to twice every 18 months.

Identify any resources the hiring of this position will require. Do not include salary and benefits, but please list things such as a computer, office space, equipment, and other related resources the new faculty member would require.

Use of existing computer and office in Health Careers Division.

List any classes likely to be taught by this individual. If the position is primarily non-teaching, please describe the person's assignment.

The person would be an approved instructor by the Board of Vocational Nursing and Psychiatric Technicians. Teaching assignment would include theory and clinical courses: PTVN P009, P010A, P010B, P010C, and P010D; PSYT P020A, P020B, P020C, P020D, P020E, P020F, P030A, P030B, P030C, P030D, P030E, and P030F.

PROGRAM REVIEW DATA-BASED JUSTIFICATION:

Provide the following data measures for the past 5 academic years in classes/subjects to be taught by the faculty (as applicable). Program review data can be obtained by subject from the 2015-16 report on the Institutional Research web page below. Attach the 4-page report(s) to this document.

https://www.kccd.edu/institutional-research/reports/subject-1

PTVN		2012-13		2013-14		2014-15		2015-16		2016-17	
Enrollment at Census (pg 2)		191		286		294		360		247	
Average number of students per section		32		26		29		30		30	
First Day Waitlist (pg 2)		8		3		17		30		35	
FTEF (pg 2)	TOTAL	#	%	#	%	#	%	#	%	#	%
	Full-Time	0.3	33%	2.3	39%	1.3	36%	2.0	53%	1.6	50%
	Overload			0.7	12%			0.3	7%	0.4	13%
	Adjunct	0.4	50%			2.0	57%	1.3	33%	1.2	37%
	Summer	0.1	17%	2.9	49%	0.3	8%	0.3	7%		
FTES (pg 2)		13.1		50.2		36.0		47.5		36.4	
Degrees & Certificates (pg 4)		19-LVN		See PSYT		See PSYT		See PSYT		See PSYT	

PSYT		2012-13		2013-14		2014-15		2015-16		2016-17	
Enrollment at Census (pg 2)		345		325		244		124		450	
Average number of students per section		25		15		17		18		21	
First Day Waitlist (pg 2)		0		0		0		0		0	
FTEF (pg 2)	TOTAL	#	%	#	%	#	%	#	%	#	%
	Full-Time	4.3	81%	6.1	77%	4.4	82%	2.0	76%	6.1	77%
	Overload	0.7	14%	0.7	12%	0.5	10%	0.5	19%	1.8	23%
	Adjunct	0.3	5%	0.8	10%	0.4	8%	0.1	5%		
	Summer			0.5	7%						
FTES (pg 2)		10.6		6.4		7.4		7.6		9.1	
Degrees & Certificates (pg 4)		29		17		19		21		23	

OTHER JUSTIFICATION:
Provide here qualitative/anecdotal information that supports hiring this full-time position:

- **Availability of part-time/overload faculty**
  It has been continuously difficult to recruit and retain qualified part-time faculty for Psych Tech related to full time obligations elsewhere.

- **Compliance with state regulations/accreditations:**
  Board of Vocational Nursing and Psychiatric Technician (BVNPT) California Code of Regulations section 2588 requires 1:15 instructor to student ratio in the clinical setting. Clinical load is 1.0 FTEF and all theory is overload. 2 full time faculty are required for 30 students and 4 full time faculty are required for 60 students. The BVNPT will not allow enrollment of 60 students without adequate faculty resources.

- **Maintaining "one-full-time-faculty" program:**
  Non-Applicable

- **Long-term community needs/support:**
  (Document with Advisory Committee, Program Review or other recommendations for increased staff).
  Meeting the current and future needs of the community
  At the most recent Health Careers Advisory meeting, our industry partners ranked the following as priority to meet current demand and future needs.

  Hospitals
  #1 RN – Recommendation to increase enrollment for the nursing program to once a semester.
  #2 LVN – Recommendation to re-instate the LVN program
  #3 Medical Office Assistant – Recommendation for addition of MOA program

  Developmental Center and State Hospitals
  #1 PT – Recommendation to increase frequency of enrollment
  #2 RN – Recommendation to increase frequency of enrollment
  #3 Occupational Therapy Assistant – Recommendation for addition of OTA program.
  #4 LVN – Recommendation to reinstate LVN program

  Even though the division does have adequate space, facility, and clinical resources for growth, the division does not have sufficient personnel resources to support growth. The addition of one nursing instructor and one psych tech instructor would allow the program to increase the frequency of admissions and double enrollment.

- **Maintaining certificate/degree/transfer program:**

  One additional full time Psych Tech instructor would provide expertise and stability to maintain state licensing pass rates at the new mandated pass rate of 75% or higher. If the program pass rates remain below 75% program approval will be revoked by the BVNPT.

- **Courses are part of a core program and/or a graduation requirement:**

  (Identify program(s) and/or applicable graduation requirements).

  All PTVN and PSYT courses are integral to the Psych Tech program and required for the Psychiatric Technician Certificate of Achievement.

- **Potential for development in a related and/or emerging discipline:**

  (Identify source for growth potential).

- **Potential for multi-discipline expertise:**

  (Cite discipline and justify need within each discipline).

  RN's approved as Psych Tech faculty could teach in RN program.

Request for New/Replacement Faculty Position
2017-2018

This form is to be completed by the division chair for each new faculty position being requested. Completed forms are to be turned in by a due date determined by the Academic Senate each fall. Please answer all questions and include as much information as possible to support your request.

The Academic Senate will rank all of the positons requested and forward its ranking to the College Council and college president for review. The college president makes the final decision regarding all faculty hires.

POSITION REQUESTED: Simulation Coordinator/Nursing Instructor

Is this position new or a replacement?

X New
☐ Replacement: [list person(s) being replaced]

DIVISION: Health Careers

DIVISION CHAIR: Lupe Guillen

GENERAL INFORMATION REGARDING POSITION REQUEST:
Which of the following areas of need will be addressed by this position? (check all that apply)

X Transfer to 4-year colleges
☐ General education
☐ Basic Skills instruction
X Vocational instruction
☐ Student Support Services

Is this position addressed in the college's Educational Master Plan and/or the most recent Program Review for the area?

X Yes (please cite below)
☐ No (please explain why below)

> Position 5 Simulation Coordinator/Nurse Instructor
> Simulation Coordinator/Nurse Instructor position is currently contingent on funding. The current MOU expires in 2018. This is a Board of Registered Nursing mandated position to meet student simulation needs. The program will continue to search for outside funding. In the event no outside funding is available, the program would be at risk for unsustainability. See goals #13, 16, 18.
> Program Review Goals:
> #13: Improve RN program student retention and success evidence by (a) on-time completion rates 85% or higher (b) NCLEX-RN pass rates 90% or higher.
> #16: Provide ongoing instructional resources for the Simulation Lab.
> #18: Increase nursing program enrollment to start a new cohort every semester.

Identify any resources the hiring of this position will require. Do not include salary and benefits, but please list things such as a computer, office space, equipment, and other related resources the new faculty member would require.

No additional office space or resources required.

List any classes likely to be taught by this individual. If the position is primarily non-teaching, please describe the person's assignment.

The person would be an approved instructor by the Board of Registered Nursing. Teaching assignment would include theory and clinical courses: NURS P100, P120, P121, P123, P126, P128, P129, and P170. Simulation coordinator duties are linked to clinical courses. Clinical teaching assignments will be in the simulation lab. Simulation coordinator duties are related to prep for simulation activities.

PROGRAM REVIEW DATA-BASED JUSTIFICATION:

Provide the following data measures for the past 5 academic years in classes/subjects to be taught by the faculty (as applicable). Program review data can be obtained by subject from the 2015-16 report on the Institutional Research web page below. Attach the 4-page report(s) to this document.

https://www.kccd.edu/institutional-research/reports/subject-1

Registered Nursing		2012-13		2013-14		2014-15		2015-16		2016-17	
Enrollment at Census (pg 2)		296		309		313		350		338	
Average number of students per section		23		22		21		23		21	
First Day Waitlist (pg 2)		46		19		14		39		21	
FTEF (pg 2)	TOTAL	#	%	#	%	#	%	#	%	#	%
	Full-Time	4.5	49%	4.8	48%	6.1	64%	7.1	68%	6.7	59%
	Overload	0.7	8%	0.4	4%	0.6	6%	0.5	4%	1.0	9%
	Adjunct	4.1	44%	4.9	49%	2.9	30%	2.8	27%	3.4	30%
	Summer									0.2	2%
FTES (pg 2)		57.2		58.9		58.1		65.6		63	
Degrees & Certificates (pg 4)		18		14		15		18		21	

NOTE: 603 Porterville College students have chosen Registered Nursing as their major.

OTHER JUSTIFICATION:

Provide here qualitative/anecdotal information that supports hiring this full-time position:

- **Availability of part-time/overload faculty**

    It has been continuously difficult to recruit and retain qualified part-time faculty for the Nursing Instructor/Simulation Coordinator related to non-competitive salary and full time obligations elsewhere. Human patient simulation is considered a specialty nurse educator position. The inconsistency in availability of part time faculty has not allow for needed development of the skills and knowledge needed for this position.

    A full time Simulation Coordinator/Nurse Instructor Contingent on Funding position was filled August 2016. A full time tenured position would provide stability and consistency to the program once outside funding is discontinued.

- **Compliance with state regulations/accreditations:**

    At the inception of the program specific California Code of Regulations (CCR) were discussed. One in particular regulation was CCR Section 1424(d) The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment to achieve the programs objectives". At this time Porterville College Health Careers Division was supported by a full time skills lab teaching assistant and was reported to the Board of Registered Nursing as such.

    In 2011, during the BRN interim site visit there was discussion regarding CCR Section 1424(i) and 1426.1(b)(3) which refer to non-faculty participating in the instruction and supervision of students. Non-faculty shall have expertise in the area in which they are responsible for supervision of students. Non-faculty can participate in the instruction and supervision of students, but may not take responsibility for the course. Non-faculty can only participate in the instruction of previously learned content. Only BRN approved instructors are allowed to teach new content and assume full responsibility of a course [CCR Section 1425(c)]. The Skills Lab Teaching Assistant at this time was a full-time Licensed Vocational Nurse supervising R.N. students.

    CCR Section 1425(c) an instructor must maintain clinical experience in the nursing area to which he is assigned. Clinical competence can be validated through experience providing direct patient care or teaching clinical in a nursing program.

    During the spring 2014 continuing approval site visit, the BRN indicated Porterville College nursing program was in **noncompliance with – CCR Section 1424(d) Administration/Organization – Sufficient Resources**. "The availability of skills/simulation lab R.N. staff resources is insufficient to meet student learning needs" (BRN continuing approval site visit report, 2014). In response to this area of non-compliance the nursing program outlined a plan to maintain full time coverage for the skills/simulation lab. The division determined the best option to maintain student safety and compliance with all regulations related to the instruction of students in simulation would be for the addition of a full time Simulation Coordinator/Nurse Instructor.

- **Maintaining "one-full-time-faculty" program:**
  Non-Applicable

- **Long-term community needs/support:**
  (Document with Advisory Committee, Program Review or other recommendations for increased staff).
  At the most recent Health Careers Advisory meeting, our industry partners ranked the following as priority to meet current demand and future needs.

  Hospitals
  #1 RN – Recommendation to increase enrollment for the nursing program to once a semester.
  #2 LVN – Recommendation to re-instate the LVN program
  #3 Medical Office Assistant – Recommendation for addition of MOA program

  Developmental Center and State Hospitals
  #1 PT – Recommendation to increase frequency of enrollment
  #2 RN – Recommendation to increase frequency of enrollment
  #3 Occupational Therapy Assistant – Recommendation for addition of OTA program.
  #4 LVN – Recommendation to reinstate LVN program

  Even though the division does have adequate space, facility, and clinical resources for growth, the division does not have sufficient personnel resources to support growth. The addition of one nursing instructor and one psych tech instructor would allow the program to increase the frequency of admissions and double enrollment.

- **Maintaining certificate/degree/transfer program:**
  The BRN will not approve increase enrollment without one additional full time instructor.

- **Courses are part of a core program and/or a graduation requirement:**
  (Identify program(s) and/or applicable graduation requirements).
  All Registered Nursing courses are integral to the nursing program and required for the Associate Science in Nursing degree.

- **Potential for development in a related and/or emerging discipline:**
  (Identify source for growth potential).
  Sufficient faculty resources would allow growth of the RN program.

- **Potential for multi-discipline expertise:**
  (Cite discipline and justify need within each discipline).
  All nursing faculty are qualified to teach in the Psych Tech program.

Request for New/Replacement Faculty Position
2018-2019

This form is to be completed by the division chair for each new faculty position being requested. Completed forms are to be turned in by a due date determined by the Academic Senate each fall. Please answer all questions and include as much information as possible to support your request.

The Academic Senate will rank all of the positons requested and forward its ranking to the College Council and college president for review. The college president makes the final decision regarding all faculty hires.

POSITION REQUESTED:

Is this position new or a replacement?

☐ New

X Replacement: [list person(s) being replaced] Ron Glahn, Darryl Williams, Greg Lanthier, Bonnie White

DIVISION: __Kinesiology

DIVISION CHAIR: _Vickie Dugan_____

GENERAL INFORMATION REGARDING POSITION REQUEST:

Which of the following areas of need will be addressed by this position? (check all that apply)

xTransfer to 4-year colleges

xGeneral education

☐ Basic Skills instruction
☐ Vocational instruction
☐ Student Support Services

Is this position addressed in the college's Educational Master Plan and/or the most recent Program Review for the area?

xYes (please cite below)

☐ No (please explain why below)

> 2012, 2014 and 2016 program review both addressed the need for the position.

Identify any resources the hiring of this position will require. Do not include salary and benefits, but please list things such as a computer, office space, equipment, and other related resources the new faculty member would require.

> Faculty member will need general office space (currently available), computer station, phone and basic office supplies and equipment.

List any classes likely to be taught by this individual. If the position is primarily non-teaching, please describe the person's assignment.

> Health Education, Physical Education activity courses and sport related courses

PROGRAM REVIEW DATA-BASED JUSTIFICATION:

Provide the following data measures for the past 5 academic years in classes/subjects to be taught by the faculty (as applicable). Program review data can be obtained by subject from the 2015-16 report on the Institutional Research web page below. Attach the 4-page report(s) to this document.

https://www.kccd.edu/institutional-research/reports/subject-1

		2012-13	*2013-14*	*2014-15*	*2015-16*	*2016-17*
Enrollment at Census (pg 2)		1062/902	1000/994	714/1012	705/1110	621/1119
First Day Waitlist (pg 2)		104/148	47/145	13/129	16/162	17/106
FTEF (pg 2)	*TOTAL*	8.1/5.0	8.3/5.6	8.1/5.8	8.3/6.2	7.9/6.2
	Full-Time	4.2/3.3	4.1/3.3	3.1/1.9	2.8/2.6	1.9/3.4
	Overload	0/1.0	0/1.3	0/1.5	0.1/1.8	0/1.0
	Adjunct	3.7/0.2	3.9/0.4	4.7/1.6	5.1/1.2	5.4/1.0
	Summer	0.3/0.6	0.3/0.6	0.3/0.8	0.3/0.6	0.6/0.8
FTES (pg 2)		153.1/88.9	148.1/99.5	105.2/103.0	108.1/111.8	94.8/112.9
Degrees & Certificates (pg 4)		0	0	0	0	0

Physical Education /Health Education

OTHER JUSTIFICATION:

Out of the 5 sports offered, only one (1) is coached by full time faculty. The entire full time faculty is in overload. Students have better access to full time faculty and they are in a better position to meet student needs. A full time faculty will help the division toward implementing a kinesiology major.

- **Availability of part-time/overload faculty**

All full-time faculty in the division are in overload. Most adjuncts instructors are coaches.

- **Compliance with state regulations/accreditations:**

The Physical Education & Health Division is in good standing, following all state regulation codes and accreditation reports.

- **Maintaining "one-full-time-faculty" program:**

    N/A

- **Long-term community needs/support:**

Tulare County is in dire need of Health Education-specifically in obesity, nutrition, diabetes, exercise/fitness, psychosocial awareness, drugs, and teen pregnancy. Athletic events offer the community family friendly options. Porterville College can play an important role within this community by providing the much needed education.

- **Maintaining certificate/degree/transfer program:**

We currently do not offer a major or certificate. It is a goal in the 2016 program review to implement a kinesiology degree. The appropriate material has been submitted and awaiting state approval.

- **Courses are part of a core program and/or a graduation requirement:**

Students must have Health Education P112 or 3 credits of PE activity courses to graduate.
Health P112 transfers to the CSU and UC systems.

- **Potential for development in a related and/or emerging discipline:**

    An additional instructor will help the division in implementing our Kinesiology major.

- **Potential for multi-discipline expertise:**

Health Education and English 50 were linked courses in the spring of 2012.

Request for New/Replacement Faculty Position
2017-2018

This form is to be completed by the division chair for each new faculty position being requested. Completed forms are to be turned in by a due date determined by the Academic Senate each fall. Please answer all questions and include as much information as possible to support your request.

The Academic Senate will rank all of the positons requested and forward its ranking to the College Council and college president for review. The college president makes the final decision regarding all faculty hires.

POSITION REQUESTED:
Is this position new or a replacement?
This request is for a replacement position for Carrin Blyth.

DIVISION: Language Arts

DIVISION CHAIR: Ann Marie Wagstaff

GENERAL INFORMATION REGARDING POSITION REQUEST:
Which of the following areas of need will be addressed by this position? (check all that apply)

X Transfer to 4-year colleges
X General education
X Basic Skills instruction
☐ Vocational instruction
☐ Student Support Services

Is this position addressed in the college's Educational Master Plan and/or the most recent Program Review for the area?

Yes (please cite below)

LAD Program Review 2018

Staffing Request: Additional full-time faculty in English would provide capacity and coherence to the program. It would also support college enrollment growth—since we may not always be able to find adjuncts to staff the desired number of sections. In addition, with the passage of AB 705 California community colleges are required "to maximize the probability that a student will enter and complete transfer-level coursework in English . . . within a one-year time frame." Although the guidelines for meeting this standard have not yet been issued, we can assume a need for more instructors so that students can take English in their first semester.

Identify any resources the hiring of this position will require. Do not include salary and benefits, but please list things such as a computer, office space, equipment, and other related resources the new faculty member would require.

> As this is a replacement position (currently held by two one-semester fulltime temporary positions) no additional resources will be required.

List any classes likely to be taught by this individual. If the position is primarily non-teaching, please describe the person's assignment.

> The person in this position would teach the full range of basic skills, transfer-level composition, and literature classes: English 83R, 71,73X, 50, 101A, 101AX, and 101B as well as occasional literature classes in support of the English transfer major.

PROGRAM REVIEW DATA-BASED JUSTIFICATION:

Provide the following data measures for the past 5 academic years in classes/subjects to be taught by the faculty (as applicable). Program review data can be obtained by subject from the 2015-16 report on the Institutional Research web page below. Attach the 4-page report(s) to this document.

https://www.kccd.edu/institutional-research/reports/subject-1

		2012-13	*2013-14*	*2014-15*	*2015-16*	*2016-17*
Enrollment at Census (pg 2)		3,428	3,499	3,700	3,923	3,493
Average number of students per section		30	29	29	28	26
First Day Waitlist (pg 2)		523	465	477	473	375
FTEF (pg 2)	*TOTAL*					
	Full-Time	14.2	14.1	14.4	14.3	14.2
	Overload	2.5	2.7	2.8	3.0	4.7
	Adjunct	11.1	12.3	16.1	19.2	16.9
	Summer	3.7	3.3	3.4	4.5	4.5
FTES (pg 2)		426	433.3	484	530.1	500.8
Degrees & Certificates (pg 4)		20	24	23	28	44

OTHER JUSTIFICATION:

Provide here qualitative/anecdotal information that supports hiring this full-time position:

- **Availability of part-time/overload faculty**

1. As one can see, based on the program review data for Language Arts, in the past five years both full-time faculty overload and adjunct faculty load in English have nearly doubled. There was a slight decrease in adjunct load in 2016-17, but it is proportional to an increase in full-time overload (primarily overload taught be the two full-time faculty who have moved on.) Some full-time faculty prefer not to teach overload, and it is neither likely nor advisable that full-time faculty will choose to teach additional overload.
2. In fall 2018 division chair release time in Language Arts (based on FTEF) increased to 0.7. As the current division chair does not teach overload, this leaves an additional two classes a semester to cover.
3. We anticipate that recruiting and hiring adjuncts will continue to become more difficult as more full-time positions become available across the state. We lost one full-time and two part-time faculty to this expanding market last year.
4. Given that AB 705 essentially mandates the offering of accelerated classes in English, those of our adjuncts who have been trained by Melissa Long, known throughout the state as a pioneer in English acceleration and an exceptional trainer, will now have an advantage in being hired into full-time positions elsewhere.
5. It has been the practice of the Language Arts Division to hire adjuncts who meet the minimum qualifications in English, but who have little (if any) classroom teaching experience. These adjuncts have typically been assigned to teach traditional basic skills classes. With the implementation of AB 705, the program will offer very few traditional basic skills classes, making it very unlikely that we will be able to offer positions to adjuncts with no experience.
6. In order to staff the Fall 2017 schedule, Language Arts was forced to hire two full-time temporary faculty. There were no additional adjuncts available. It is not legal to repeatedly hire full-time temporary faculty.
7. It is likely that even if we do hire a new full-time faculty member, we will not be able to staff the same number of sections in fall 2018 as we did in fall 2017—this at a time when the state will be pressuring us to offer even more sections in the fall semester so that students can take transfer level English in their first year.
8. The division chair has worked nearly full-time for the past three summers hiring adjunct and full-time temporary faculty in order to staff our expanding schedule with instructors who are available and qualified to teach our English courses. This task cannot be completed within the contractually allotted release time and extra duty days.

- **Compliance with state regulations/accreditations:**

- AB 705 requires California community colleges "to maximize the probability that a student will enter and complete transfer-level coursework in English . . . within a one-year time frame."

- **Maintaining "one-full-time-faculty" program:**

- **Long-term community needs/support:**
  (Document with Advisory Committee, Program Review or other recommendations for increased staff).

- **Maintaining certificate/degree/transfer program:**

  Program review data shows that the number of degrees and certificates awarded in English more than doubled in the past five years. We anticipate that that number will increase as an increasing number of students are selecting the English Transfer major. In fact, the 2017-18 data show that the number of English majors jumped from 53 to 83 in the past year.

- **Courses are part of a core program and/or a graduation requirement:**
  (Identify program(s) and/or applicable graduation requirements).

  At Porterville College all students are required to complete the English Competency requirement in order to graduate. In addition, almost all Porterville College courses have a pre-requisite requirement of mastery of a certain level of English. In practical terms, this means that when sufficient sections of basic skills English are not offered, students are unable to complete the prerequisites for enrolling in transfer-level classes. When sufficient transfer-level sections are not available, students are unable to complete their degrees in a timely fashion. As a result, a student denied access to English in his or her first semester is highly unlikely to graduate in two years.

  With the implementation of AB 705, the state has set an even higher bar: Porterville College is now required "to maximize the probability that a student will enter and complete transfer-level coursework in English . . . within a one-year time frame."

- **Potential for development in a related and/or emerging discipline:**
  (Identify source for growth potential).

- **Potential for multi-discipline expertise:**
  (Cite discipline and justify need within each discipline).

Request for New/Replacement Faculty Position
2017-2018

This form is to be completed by the division chair for each new faculty position being requested. Completed forms are to be turned in by a due date determined by the Academic Senate each fall. Please answer all questions and include as much information as possible to support your request.

The Academic Senate will rank all of the positons requested and forward its ranking to the College Council and college president for review. The college president makes the final decision regarding all faculty hires.

POSITION REQUESTED:
   This request is for a replacement position in ESL for Roger Kroeger.

DIVISION: Language Arts

DIVISION CHAIR: Ann Marie Wagstaff

GENERAL INFORMATION REGARDING POSITION REQUEST:
   Which of the following areas of need will be addressed by this position? (check all that apply)

   ☐ Transfer to 4-year colleges
   ☐ General education
      X Basic Skills instruction
   ☐ Vocational instruction
   ☐ Student Support Services

   Is this position addressed in the college's Educational Master Plan and/or the most recent Program Review for the area?

      Yes

   Educational Master Plan 2018

   In the past year our new full-time ESL instructor has completed a redesign of the ESL Program. The program now includes five levels of ESL (Beginning to Advanced) that students can take either for credit or non-credit. Finally, the program has submitted three ESL certificate programs for state approval. Now that the program and certificates are in place, the program plans to scale-up outreach and expand students support services for ESL students so that more area students can develop the English language skills necessary for employment as well as certificate and degree completion.

   Identify any resources the hiring of this position will require. Do not include salary and benefits, but please list things such as a computer, office space, equipment, and other related resources the new faculty member would require.

   As this is a replacement position, no additional resources will be required.

List any classes likely to be taught by this individual. If the position is primarily non-teaching, please describe the person's assignment.

All levels of ESL: Introduction to English for Second Language Learners, Beginning Grammar and Writing, Beginning Listening and Speaking, High Beginning Grammar and Writing, High Beginning Listening and Speaking, Intermediate Reading and Writing, Intermediate Listening and Speaking, High Intermediate Reading and Writing, High Intermediate Listening and Speaking, Advanced Reading and Writing, Advanced Listening and speaking

PROGRAM REVIEW DATA-BASED JUSTIFICATION:

Provide the following data measures for the past 5 academic years in classes/subjects to be taught by the faculty (as applicable). Program review data can be obtained by subject from the 2015-16 report on the Institutional Research web page below. Attach the 4-page report(s) to this document.

https://www.kccd.edu/institutional-research/reports/subject-1

		2012-13	*2013-14*	*2014-15*	*2015-16*	*2016-17*
Enrollment at Census (pg 2)		233	271	267	202	459
Average number of students per section		19	18	18	13	14
First Day Waitlist (pg 2)		64	59	1	0	0
FTEF (pg 2)	**TOTAL**					
	Full-Time	1.1			1.3	2.0
	Overload	0.2				
	Adjunct	0.4	1.6	1.6	0.2	3.8
	Summer		0.1	0.1	0.1	0.3
FTES (pg 2)		33.0	25.4	25.6	14.5	39.4
Degrees & Certificates (pg 4)						

OTHER JUSTIFICATION:

Provide here qualitative/anecdotal information that supports hiring this full-time position:

Enrollment in ESL has more than doubled since the implementation of our redesigned program.

The Language Arts Division implemented its redesigned ESL program in the fall of 2016. The purpose of the redesigned program is to broaden access, accelerate progress, and increase success of ESL students. The redesigned program enables any English learner, at whatever level of proficiency, the opportunity to learn the necessary skills in speaking, listening, reading, and writing to succeed in transfer level college classes, enhance employment opportunities, and/or enhance quality of life. The ESL program consists of a sequence of five levels from beginning through advanced (one level below transfer level). Separate courses in Reading and Writing and Listening and Speaking are taught at each level. All courses can be taken for either credit or non-credit. Typically, Listening and Speaking classes are offered Mondays and Wednesday evenings and Reading and Writing classes are offered on Tuesday and Thursday evenings. This consistent schedule offers motivated students an opportunity to attend ESL classes four nights a week and up to 10 hours a week. Many of our current ESL students do just that.

The state incentivizes non-credit certificate programs in ESL by funding them at the credit rate. PC submitted three non-credit certificate programs to the state in fall 2016. Once these certificates have completed the approval process, all of our ESL classes will be funded at the same rate as credit classes.

- **Availability of part-time/overload faculty**

  This semester the ESL program is staffed by one full-time temporary instructor, two English instructors teaching overload in ESL (on an emergency basis) and three adjunct instructors. Unfortunately, we were unable to staff one of our classes, and we have had to pass up multiple opportunities to offer off-site ESL classes because we did not have instructors to teach the classes. We advertise the ESL adjunct position and interview ESL candidates throughout the year, but we are having trouble finding instructors who meet the minimum qualifications.

- **Compliance with state regulations/accreditations:**

  ESL students are one of the disproportionately impacted groups for which the state is seeking equity through equity funding to its community colleges.

- **Maintaining "one-full-time-faculty" program:**

  ESL is a "one-full-time-faculty" program. Maintaining the current program without replacing this position would not be possible. The full-time faculty member is responsible for curriculum development, community outreach, recommending technology to support ESL learning, and, eventually, I hope, for the recruitment, evaluation, and mentoring of adjunct instructors.

- **Long-term community needs/support:**

Language Arts Program Review 2018

Goal: Scale-up and expand to off-campus sites our redesigned ESL program.

The redesigned program is growing rapidly and is poised to continue that growth as the number of persons seeking to learn English in our service area far surpasses the number of ESL classes offered.

Educational Master Plan 2017
The number of foreign born persons and those that speak a language other than English at home. . . .suggests there is a large audience to which the college might appeal in providing educational services.

Language other than English spoken at home:
- Porterville   54.80%
- Tulare County   49.24%
- California   43.90%

- **Maintaining certificate/degree/transfer program:**

PC submitted three non-credit ESL certificate programs to the state in fall 2016.

- **Courses are part of a core program and/or a graduation requirement:**
  (Identify program(s) and/or applicable graduation requirements).

- **Potential for development in a related and/or emerging discipline:**

- **Potential for multi-discipline expertise:**
  (Cite discipline and justify need within each discipline).

Request for New/Replacement Faculty Position
2018-2019

This form is to be completed by the division chair for each new faculty position being requested. Completed forms are to be turned in by a due date determined by the Academic Senate each fall. Please answer all questions and include as much information as possible to support your request.

The Academic Senate will rank all of the positions requested and forward its ranking to the College Council and college president for review. The college president makes the final decision regarding all faculty hires.

POSITION REQUESTED:
Is this position new or a replacement?

☒ New
☐ Replacement:

DIVISION: Mathematics

DIVISION CHAIR: Stewart Hathaway

GENERAL INFORMATION REGARDING POSITION REQUEST:
Which of the following areas of need will be addressed by this position? (check all that apply)

☒ Transfer to 4-year colleges
☒ General education
☒ Basic Skills instruction
☐ Vocational instruction
☐ Student Support Services

Is this position addressed in the college's Educational Master Plan and/or the most recent Program Review for the area?

☒ Yes (please cite below)
☐ No (please explain why below)

The 2018 – 2019 Program Review update requests an additional full-time mathematics faculty to reduce excessive waitlists. It states, "We are requesting an additional math faculty due to high demand and few local adjuncts with minimum qualifications to teach in the field. General transfer (as well as pre-transfer) math classes have large waitlists, preventing many students from completing their transfer degrees in two years.

In response to the engineering pathway at Harmony Magnet Academcy, the Science and Mathematics divisions are developing an engineering transfer degree, which will require more pre-calculus and calculus classes.

Identify any resources the hiring of this position will require. Do not include salary and benefits, but please list things such as a computer, office space, equipment, and other related resources the new faculty member would require.

> The replacement instructor would have the traditional needs of a professor on campus – office space, telephone, and computer.

List any classes likely to be taught by this individual. If the position is primarily non-teaching, please describe the person's assignment.

> The replacement will be expected to be able to teach the full range of math courses, however the primary emphasis will be those classes with the highest waiting lists – Introduction to Statistics P122, Intermediate Algebra P051, and Beginning Algebra P055.

PROGRAM REVIEW DATA-BASED JUSTIFICATION:
Provide the following data measures for the past 5 academic years in classes/subjects to be taught by the faculty (as applicable). Program review data can be obtained by subject from the 2015-16 report on the Institutional Research web page below. Attach the 4-page report(s) to this document.

https://www.kccd.edu/institutional-research/reports/subject-1

		2012-13	2013-14	2014-15	2015-16	2016-17
Enrollment at Census (pg 2)		2233	2213	2271	2374	2589
Average number of students per section		41	40	39	36	35
First Day Waitlist (pg 2)		540	505	551	592	502
FTEF (pg 2)	*TOTAL*	16.7	18.7	19.2	21.1	22.1
	Full-Time	13.4	13.5	13.1	14.6	13.6
	Overload	1.6	3.2	2.8	3.7	3.6
	Adjunct			1.3	0.7	2.5
	Summer	1.7	2.0	2.0	2.2	2.3
FTES (pg 2)		361.4	381.2	390.4	398.1	408.3
Degrees & Certificates (pg 4)		2	3	9	5	7

OTHER JUSTIFICATION:

Provide here qualitative/anecdotal information that supports hiring this full-time position:

- **Availability of part-time/overload faculty**
  We currently have only one adjunct instructor. Adjunct applications are checked regularly; however, the availability of fully qualified individuals in math who are willing to teach part-time remains low.

- **Compliance with state regulations/accreditations:**
- Not applicable

- **Maintaining "one-full-time-faculty" program:**
  Not applicable

- **Long-term community needs/support:**
  Mathematics classes are required for degrees in high growth areas such as nursing, teaching, criminal justice, and education.

- **Maintaining certificate/degree/transfer program:**
  The AS-T in mathematics requires three semesters of calculus and one course in differential equations and linear algebra. The enrollment in Math P103 (Calculus 1) has increased by almost <u>80%</u> in the past year, increasing the number of classes from one to two. In addition, we are expecting approximately the same growth in Math P104 (Calculus 2) in the spring of 2018.

- **Courses are part of a core program and/or a graduation requirement:**
  Math P051 (Intermediate Algebra) is an Associate degree requirement.
  Math P122 (Statistics) is the most common transfer class for all non-science or non-math major students.
  Math P101 (Trigonometry), Math P102 (Pre-Calculus), Math P103, and often Math P104 are requirements for transfer for all mathematics and science majors (pre-med, dentistry, physical therapy, pharmacy, engineering, biology, chemistry, physics, etc.)

- **Potential for development in a related and/or emerging discipline:**
  An engineering program (to continue the PUSD engineering pathway based at Harmony Magnet Academy in Strathmore) is in development. Additional mathematics courses will be needed to support this program.

- **Potential for multi-discipline expertise:**
  Mathematics courses are important requirements of PC's general education checklist and the CSU and UC transfer curriculum.

PORTERVILLE COLLEGE
PROGRAM REVIEW UPDATE
(planning for budget year 2018 - 2019)

Name of Division: Mathematics
Contact Person: Stewart Hathaway

Student Learning Outcomes:

Are there any changes to your Student Learning Outcomes since your last Program Review?

X   NO

___   Yes Explain:

Goals :

Are there any changes to your Goals since your last Program Review?

__   No

X   YES

1. The Mathematics Division will consider adopting multiple measure guidelines to improve the quality of student placement in mathematics classes.
2. The Mathematics Division will offer Math PQ and Math PS to streamline students' pathway to statistics.
3. The Mathematics Division continues to offer acceleration courses, preparing students for transfer-level mathematics classes in less time and with high student success.
4. The Mathematics Division will investigate other community college curriculums in its commitment to maximizing student success.

STAFFING:

Are there any Staffing changes or new requests since your last Program Review?

X   NO: We are again requesting -

__   Yes

We are requesting an additional math faculty due to high demand and few local adjuncts with minimum qualifications to teach in the field. General transfer (as well as pre-transfer) math classes have large waitlists, preventing many students from completing their transfer degrees in two years.

In response to the engineering pathway at Harmony Magnet Academy, the Science and Math divisions are developing an engineering transfer degree, which will require additional pre-calculus and calculus classes to meet demand.

BUDGET:

Are there any changes to your Budget requests since your last Program Review?

_x_   No

_   YES Explain:

Revised 01/26/12

Request for New/Replacement Faculty Position
for year 2018-2019

This form is to be completed by the division chair for each new faculty position being requested. Completed forms are to be turned in by a due date determined by the Academic Senate each fall. Please answer all questions and include as much information as possible to support your request.

The Academic Senate will rank all of the positons requested and forward its ranking to the College Council and college president for review. The college president makes the final decision regarding all faculty hires.

POSITION REQUESTED: Biology
Is this position new or a replacement?

✕ New
☐ Replacement

DIVISION: Natural Science & Mathematics

DIVISION CHAIR: Joel Wiens

GENERAL INFORMATION REGARDING POSITION REQUEST:
Which of the following areas of need will be addressed by this position?

✕ Transfer to 4-year colleges
✕ General education
☐ Basic Skills instruction
☐ Vocational instruction
☐ Student Support Services

Is this position addressed in the college's Educational Master Plan and/or the most recent Program Review for the area?

✕ Yes
☐ No

Program Review page 14. "We are requesting an additional biology…faculty because many students are not able to complete a science degree in two years because of the waitlists in Biology 105/106…"

"There are also excessive waitlists in all other biology and allied health prerequisite classes."

Page 6: "Also of note is that CSU, Bakersfield has just started a new GE program called Achieving Integration and Mastering Skills (AIMS). All students matriculating during the 2016 calendar year and thereafter are required to complete a laboratory component in B1-Physical Science AND a laboratory component in B2-Life Science in Area B. "

Identify any resources the hiring of this position will require. Do not include salary and benefits, but please list things such as a computer, office space, equipment, and other related resources the new faculty member would require.

> This position will require and office (there is an extra office upstairs in the science area) and computer and phone.

List any classes likely to be taught by this individual. If the position is primarily non-teaching, please describe the person's assignment.

> Biology P110 lecture/laboratory (this course is a common life science transfer class and is required for certification for all K-12 teachers;
> Anatomy P110 lecture/laboratory (this is the life science gateway class for allied health careers – nursing, dental hygiene, x-ray tech, occupational therapy, physical therapy asst.)

PROGRAM REVIEW DATA-BASED JUSTIFICATION:
Provide the following data measures for the past 5 academic years in classes/subjects to be taught by the faculty (as applicable). Program review data can be obtained by subject from the 2015-16 report on the Institutional Research web page below. Attach the 4-page report(s) to this document.

https://www.kccd.edu/institutional-research/reports/subject-1

Biology classes

		2012-13	*2013-14*	*2014-15*	*2015-16*	*2016-2017*
Enrollment at Census (pg 2)		619	576	539	660	718
First Day Waitlist (pg 2)		376	324	286	339	324
FTEF (pg 3)	*TOTAL*	8.7	8.9	8.2	8.8	9.0
	Full-Time	7	7.8	7.2	7.6	7.0
	Overload	1.5	0.9	1.0	0.8	1.2
	Adjunct				0.4	0.8
	Summer	0.2	0.2			
FTES (pg 3)		150.8	151.7	137.4	144.7	162.1
Degrees & Certificates Associate of Arts		52	55	69	85	70
Biological&Physical Sci		34	37	41	54	41
Liberal Arts/Math&Sci		7	5	9	13	13
Associate of Science						
Biological&Physical Sci		11	13	19	18	16

OTHER JUSTIFICATION:

Provide here qualitative/anecdotal information that supports hiring this full-time position:

- **Availability of part-time/overload faculty**
  Porterville and the surrounding area have very few people with a masters in biology. People with a MA or MS in a biological science are more common in Fresno, Visalia, and Bakersfield, and they prefer teaching in those cities.
  After a three year lack of adjuncts, one adjunct has been hired in Fall of 2015 to teach 2 units and another (medical doctor) has been hired in Spring of 2017 to teach 4 units. Other qualified possibilities are being courted from Hanford and Bakersfield. Our adjunct pool applicants are screened every semester and contacts are made.

- **Compliance with state regulations/accreditations:**
  Compliance is currently being maintained.

- **Maintaining "one-full-time-faculty" program:**
  N/A

- **Long-term community needs/support:**
  *Academy of Health Science Pathway at PUSD
  *Our different anatomy courses serve as a gateway course to a pathway that leads to Psychiatric Technician, LVN, RN, dental hygiene, physical therapy assistant, and occupational therapy.
  *Our majors biology courses serve as a gateway to pre-med, pre-dental programs, pre-physical therapy programs.
  * Besides our own RN and Psychiatric Technician programs, we have also had students transfer to CSU Fresno, CSU Bakersfield, College of Sequoias, West Hills College, San Joaquin Valley College, Bakersfield College, and Fresno City College's nursing and radiology technician (x-ray tech) programs AND move back to Porterville.

  Program Review Data: the KCCD External Environmental Scan document shows that

  1. The 2nd, 3rd, 4th, and 5th occupations with the greatest number of job openings requiring a certificate in the Porterville College service area are nursing assistants, medical assistants, licensed practical and vocational nurses, and dental assistants. Our biological sciences courses are filled with students who have come from these jobs and have developed a desire to increase their income by seeking an associate degree in a health related field.

  2. The 1st, 2nd, and 6th occupations with the greatest number of job openings requiring an associate degree in our service area are registered nurses, dental hygienists, and radiological technicians respectively. These students fill our biological sciences (anatomy, physiology, microbiology) and chemistry (chemistry P106) classes. As noted before, some of these classes fill within one day.

3. The Employment by Industry for Tulare County (p. 22) shows that the 5th highest job percentage is in Healthcare and Social Assistance (6.7% in 2010, 7.0% in 2013, and estimated 7.6% in 2018 = 13.5% increase).

- **Maintaining certificate/degree/transfer program:**
Degree and transfer programs are being maintained, although more students could be served.

- **Courses are part of a core program and/or a graduation requirement:**
    * Majors and non-majors Biology (P105 & P106, P110 respectively), Anatomy P110, Physiology P101, and Microbiology P106 serve as Section E options for the PC graduation checklist, Area B-2 of the CSU breadth, and Area 5 of IGETC.
    *All future K-8 teachers must specifically take Biology P110 at the community college or CSU level.
    * All science majors must take Biology P105 & P106.
    * All future nursing students must take Anatomy P110, Physiology P101, Microbiology P106.

- **Potential for development in a related and/or emerging discipline:**
    * Biology P105/106, Biology P110, Anatomy P110, Physiology P101, and Microbiology P106 all refused students during the last 5 years who wanted to attend because of high waitlist demand.
    *If the college is thinking about adding a TMC for Kinesiology, more Anatomy classes will have to be added. (Minimum quals for Anatomy P110 is a masters in biology.) A few years ago, one of my students without special enrollment privileges (just a typical student) had to wait for her 4th semester to earn an registration date early enough to enroll into Anatomy P110. They then spend two more semesters taking Physiology and Microbiology.

- **Potential for multi-discipline expertise:**
The candidate with a Biological Science MA /MS can teach any biological science – anatomy, physiology, microbiology, biology.

- **Availability of classes and demand:**
The first three days of priority enrollment are reserved for EOPS, DSPS, Veterans, and foster children. Fall 2016 enrollment data: by the end of the third day Anatomy P110 showed 60/60 seats already taken with 25 on the waitlists, Biology P105 showed 30/30 seats taken with 3 on the wait list, Physiology P101 showed 59/60 seats taken with 8 on the waitlists, Microbiology showed 30/30 seats taken with 9 on the waitlist. Waitlists continued to increase.

Because of the difficulty in finding instructors who meet minimum quals, no new science classes were added, so all other priority, continuing, or new students were out of luck. Students have reported it can take two, three, or four semesters to enroll into the class they seek!

It may be possible an even larger market exists for biology classes, but due to the limited number of classes offered (which fill up in 1-3 days), and which have only 25 spaces on their waitlists, we may not actually be seeing the need. For example, there were 50 on the two waitlists for Anatomy P110 during the enrollment period for Spring 2017, and then one month before classes, a physician was approved to teach a 3rd class of Anatomy. After students filled his class, the waitlists again climbed to 44.

Social Media during priority registration
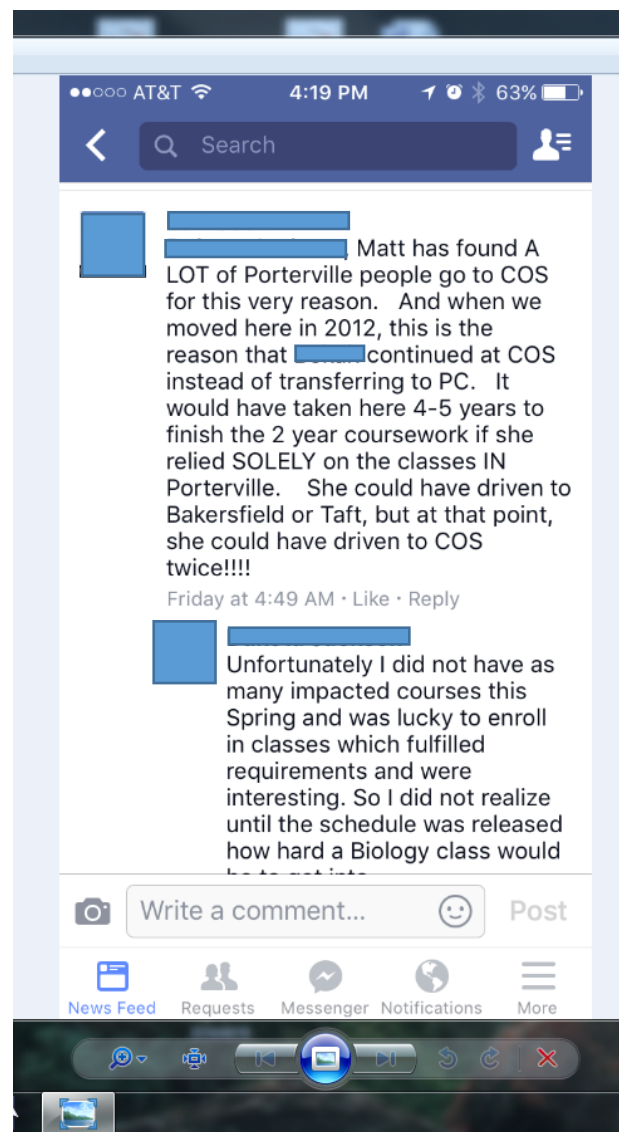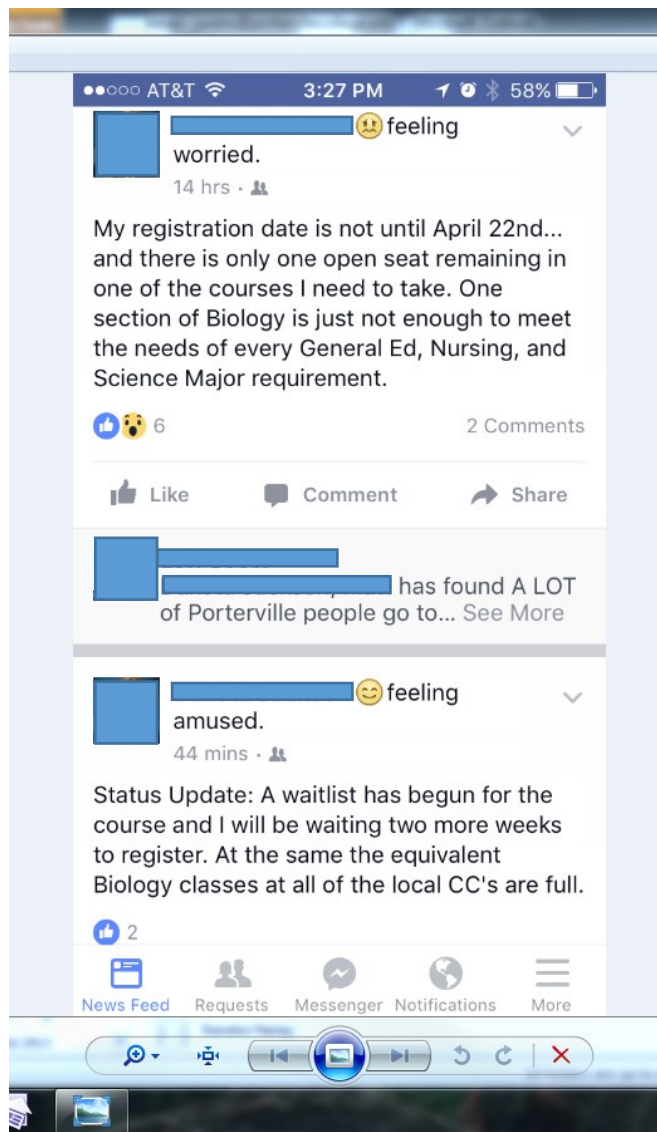
Informational Item:

From Karen Snow (District)

Email – Enrollment Updates December 15, 2016

*Top 5 Waitlisted Courses with 20+ waitlisted (measured by number of waitlisted enrollments)

PC – MATH P051 (107);   ENGL P101A (96);   MATH P122 (90); ENGL P101B (81);   ANAT P110 (50)

*Top 5 Waitlisted Courses at 100% Capacity (Waitlist Enrollments >/= Waitlist Maximum Enrollments) with 20+ Waitlisted Enrollments

PC – ANAT P110 (50); MICR P106 (25); no other courses at capacity with 20+ waitlisted
[this takes into account the ability to find adjuncts and offer courses]

(*The above classes are Language Arts, Mathematics, and Biology. A new Language Arts professor and new Mathematics professor were hired in Spring of 2017.).

****

A stated reason for not hiring a biology position during Spring of 2017 (for Fall 2017) was
"I agree that more students could be served, however, what will happen to all the students who take Biology, but are not able to enroll in the limited seats of the RN or Psych Tech programs."

While a large number of our students are interested in nursing, our students are also attending nursing programs at Fresno State, CSUB, COS, and other institutions. Many of our students are interested in other careers. When asked last year, biology students wrote down the following as their future majors/careers:

Pharmaceuticals research	Genetics research	High school biology teacher
College biology professor	Hematology	Veterinarian
Oral surgeon (pre-med)	Medical laboratory	Field biologist
Physical therapist	Physical therapy assistant	Environmental scientist
Pharmacist	Petroleum geologist	Forensic technology
Physician's assistant	Physician (pre-med)	Bioengineer
Wildlife management	Orthodontist (pre-dental)	Occupational Therapist
X-ray technologist	Dental hygiene	Kinesiology
Forensic Scientist		

Request for New/Replacement Faculty Position
2017-2018

This form is to be completed by the division chair for each new faculty position being requested. Completed forms are to be turned in by a due date determined by the Academic Senate each fall. Please answer all questions and include as much information as possible to support your request.

The Academic Senate will rank all of the positons requested and forward its ranking to the College Learning Council (CLC) and college president for review. The college president makes the final decision regarding all faculty hires.

POSITION REQUESTED:
>Is this position new or a replacement?

>New

DIVISION: Counselor/SSSP (Matriculation)

DIVISION CHAIR NAME: Maria Roman

GENERAL INFORMATION REGARDING POSITION REQUEST:
>Which of the following aspects of college's mission will be addressed by this position? (select all that apply)

>>X Transfer to 4-year colleges
>>X General education
>>Basic Skills instruction
>>Vocational instruction
>>X Student Support Services

>Is this position addressed in the college's Educational Master Plan and/or the most recent Program Review for the area?

>>X Yes (please cite below)
>>☐ No (please explain why below)

>>☐ *Areas for Improvement*
>>One of the most significant areas of need has to do with staffing - especially with the implementation of SSSP and other initiatives. We have experienced an increase in these requirements placing additional workload on the counseling staff. Transfer Degrees Dual Enrollment have increased. Therefore, it is imperative that we hire additional counseling support.
>>Currently, there are three full-time and two part-time general fund counselors to serve our entire non-categorical student population. Some of those counselors have additional responsibilities as part of their load. For example, one of these general fund counselors also runs the Veteran's Center, and works with veterans and Native American students.

>>One of the four counselors is responsible for Early Alert which takes her away from her counseling duties.

Please identify here any resources the hiring of this position will require. Do not include salary and benefits, but please list things such as a computer, office space, equipment, and other related resources the new faculty member would require.

Office and office equipment.

Please list here a projection of the classes to be taught by this individual. If the position is primarily non-teaching, please describe the person's assignment.

Counseling – Provide direct counseling to current and prospective students.

JUSTIFICATION FOR REQUEST USING IDENTIFIED CRITERIA: Examine the various criteria listed below. Identify those criteria which most effectively justify your request for this position. Write a brief summary of need under the applicable criteria. You are also encouraged to include specific data regarding this position, going back at least three years and projecting (where possible) into the future. Where necessary, include information such as enrollment, FTES, FTEF, and productivity for the area affected by the possible hire. This information is available in the 'program review' area of the research website at http://www.portervillecollege.edu/research. If you need information that is not easily available there, or if you have questions, please contact the Research Office with sufficient notice.

- **Full-time/Part-time ratio within the discipline:**
  (Part-time includes all part-time and overload sections.)
  General Counseling –
  > 3 Full-time General Counselors (some with additional responsibilities – i.e., Veterans,
  > Early Alert, and Curriculum). Only two full-time counselors are located in AC 126.
  > 2 Part-time Counselors (with additional responsibilities – i.e., Matriculation, Fin Aid, ESL, and
  Transfer Center)

  As you can see below in 2016-2017 there were 5,493 students enrolled at PC, deducting 1,000 (seen by EOPS, CalWORKs, and DRC), that leaves 4,493 students who sees the 2 FT/2PT counselors located in the AC 126 lobby area. So the ratio is 4,493 divided by 3 equals 1,498 per counselor. One counselor is located in the Veterans Center which is not counted in the ratio.

  As you can see on page 4 graphic, in 2016-2017 out of 1,147 first time Freshman's, 27% did not complete an Ed Plan and 16% had a Comprehensive Ed Plan (PC-SSP pays at 35%) . This is a serious problem since students rely on the counselors to guide them to the path of success. The idea is to have a counselor available at the end of each PC Assessment Test session so student can walk out with the Abbreviated Ed Plan and then encourage them to follow up to complete the Comprehensive Ed Plan.

California Community Colleges Chancellor's Office
Management Information Systems Data Mart

Home | Students | Courses | Student Services | Outcomes | Faculty & Staff

You are here : Data Mart Students Student Count

Annual/Term Student Count Report - Parameter Selection Area

Select State-District-College	Select District-College	Select Term-Annual Option	Select Term
Collegewide Search	Porterville	Annual Search	Annual 2016-2017;Annual 2(

View Report

Export To -> | ● Excel ○ CSV ○ Text | Records Per Page: 10 | ● Simple Layout ○ Advanced Layout

Annual/Term Student Count Report - Data & Format Area

Report Area

	Annual/Term Student Count			
	Annual 2015-2016		Annual 2016-2017	
	Student Count	Student Count (%)	Student Count	Student Count (%)
Porterville	5,195	100.00 %	5,493	100.00 %

Report Format Selection Area - Check field to include in the report

☐ District Name ☑ College Name ☐ Gender ☐ Age Group ☐ Ethnicity   Update Report

Notes & Links

* Students who meet the full-term reporting criteria in at least one of the terms during an academic year are included in this query.
* The full-term reporting criteria is defined as student headcount status STD7 of A,B,C or F.
* For Annual search - If a college hasn't submitted its spring data for a year then data for other terms in that year for that college is not included in the result.

- **Growth:**
Continuous enrollment increases and projected student demand. (Provide history of enrollment increases and cite source for projected demand.) See chart above from the Chancellors Office, PC's enrollment for 2015-2016 was 5,195 it increased to 5,493 in 2016-2017.

SSSP, new funding models and other state regulations (TMC's, Transfer Degrees, etc.) have placed more responsibility on counselors. Counselors are asked to learn to new software programs (EAB, DegreeWorks, Cranium Café etc.), and some of these programs actually increase the counselors' workload. With having more counselors, we can divide the students by alphabetical and assigned them to a specific counselor.

The current Transfer Center has a Part-Time Counselor who coordinators a variety of activities and communicates with other colleges and universities. With the increase of eleven Transfer Degrees, this has added additional responsibilities to the position. And the Dual Enrollment of twenty-six sections has also added more responsibilities working with high school students and staff.

Counseling

Student Headcount, Unduplicated[1]	2012-13		2013-14		2014-15		2015-16		2016-17	
	#	% change prev. yr	#	% change prev. yr	#	% change prev. yr	#	% change prev. yr	#	% change prev. yr
First-Time Students	1,224	-	1,287	5%	1,271	-1%	1,303	3%	1,147	-12%
CA Matriculation Requirements[2]	#	%	#	%	#	%	#	%	#	%
Assessment										
Completed	891	73%	910	71%	1,006	79%	1,058	81%	1,028	90%
Exempt	3	0%	3	0%	2	0%	12	1%		
Not Completed	330	27%	374	29%	263	21%	233	18%	119	10%
Orientation										
Completed	756	62%	791	61%	906	71%	1,044	80%	977	85%
Exempt	2	0%	2	0%						
Not Completed	466	38%	494	38%	365	29%	259	20%	170	15%
Counseling										
Completed	681	56%	770	60%	907	71%	947	73%	965	84%
Exempt	1									
Not Completed	542	44%	517	40%	364	29%	356	27%	182	16%
Ed Plan										
Abbreviated	20	2%	15	1%	63	5%	183	14%	285	25%
Comprehensive	560	46%	651	51%	511	40%	372	29%	185	16%
Both (Abbrev. and Comp.)	3	0%	8	1%	41	3%	279	21%	302	26%
Other Ed Plan					6	0%	13	1%	66	6%
Exempt	1	0%								
No Ed Plan Completed	640	52%	613	48%	650	51%	456	35%	309	27%
Fully Matriculated										
Fully Matriculated[3]	486	40%	564	44%	531	42%	742	57%	779	68%
Not Fully Matriculated	738	60%	723	56%	740	58%	561	43%	368	32%
Follow-up[4]	#	%	#	%	#	%	#	%	#	%
Completed					430	34%	691	53%	829	72%
Not Completed					841	66%	612	47%	318	28%

Source: Cognos Report (August, 2017)

[1] **First-Time Student Headcount, Unduplicated:** Number of first-time students enrolled on census day, where each student is counted one time.
[2] **Matriculation Requirements:** There are four matriculation requirements for CA Community College students: Orientation, Assessment, Counseling/Advising and the development of an Educational Plan.
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[4] **Follow-up:** Students who received any Academic Progress and/or Career Interest services.

KCCD Institutional Research & Reporting

- Success/Retention Awards Data N/A

- Number of closed sections in the discipline:
  N/A

- **Availability of part-time or overload instructors:**

  With full time positions now available throughout the state some of our adjunct are looking elsewhere for full-time jobs.

- **Increased average WSCH, Load, and FTES for the discipline over two academic years:**

Year 1:	Year 2:
WSCH:	WSCH:
Load:	Load:
FTES:	FTES:

- **Compliance with state regulations/accreditations:**
  Accreditation standards require that we meet the counseling needs of all students. This is not possible with current staffing.

- **Maintaining "one-person" program:**
  (Provide average WSCH, Load, and FTES with justification).

- **Long-term community needs/support:**
  (Document with Advisory Committee, Program Review or other recommendations for increased staff).
  > From the Student Services Program Review: One of the most significant areas of need has to do with staffing - especially with the implementation of the requirements of the Student Success Task Force recommendations.
  >
  > These requirements have placed additional workload on the counseling staff. Therefore, it will become necessary to hire two additional counselors. One counselor would be assigned to Transfer Center to ensure that all aspects of the center are accomplished including working with the High Schools and Adult School. And also other colleges and universities. The other counselor will be assist with the SSSP (matriculation) duties, working with multiple measures policies and procedures; also both positons providing counseling to the general student population.

- **Maintaining on-going (sequential) majors or certificates:**
  (If applicable, provide average number of certificates awarded the previous year).
  Porterville College Counselors are an integral part of the awarding of degrees and certificates, and transfer readiness insomuch as they serve as the informational ambassadors for all programs. Counselors work closely with students to ensure they stay on path to student success and completion.

- **Courses are part of a core program and/or a graduation requirement:**
  (Identify program and/or applicable graduation requirement).

- **Potential for development in a related and/or emerging discipline:**
  (Identify source for growth potential).

- **Potential for multi-discipline expertise:**
  (Cite discipline and justify need within each discipline).

Request for New/Replacement Faculty Position
2017-2018

This form is to be completed by the division chair for each new faculty position being requested. Completed forms are to be turned in by a due date determined by the Academic Senate each fall. Please answer all questions and include as much information as possible to support your request.

The Academic Senate will rank all of the positons requested and forward its ranking to the College Learning Council (CLC) and college president for review. The college president makes the final decision regarding all faculty hires.

POSITION REQUESTED:
> Is this position new or a replacement?
>
> Replacing Miles Vega (he replaced Bob Johnson).

DIVISION: Counselor/Transfer Center Coordinator

DIVISION CHAIR NAME: Maria Roman

GENERAL INFORMATION REGARDING POSITION REQUEST:
> Which of the following aspects of college's mission will be addressed by this position? (select all that apply)

> X Transfer to 4-year colleges
> X General education
> Basic Skills instruction
> Vocational instruction
> X Student Support Services

> Is this position addressed in the college's Educational Master Plan and/or the most recent Program Review for the area?

> X Yes (please cite below)
> ☐ No (please explain why below)

- *Areas for Improvement*

  One of the most significant areas of need has to do with staffing - especially with the implementation of SSSP and other initiatives. We have experienced an increase in these requirements placing additional workload on the counseling staff. Transfer Degrees Dual Enrollment have increased. Therefore, it is imperative that we hire additional counseling support.
  Currently, there are three full-time and two part-time general fund counselors to serve our entire non-categorical student population. Some of those counselors have additional responsibilities as part of their load. For example, one of these general fund counselors also runs the Veteran's Center, and works with veterans and Native American students.

  One of the four counselors is responsible for Early Alert which takes her away from her counseling duties.

Please identify here any resources the hiring of this position will require. Do not include salary and benefits, but please list things such as a computer, office space, equipment, and other related resources the new faculty member would require.

Office and office equipment.

Please list here a projection of the classes to be taught by this individual. If the position is primarily non-teaching, please describe the person's assignment.

Counseling – Provide direct counseling to current and prospective students.

JUSTIFICATION FOR REQUEST USING IDENTIFIED CRITERIA: Examine the various criteria listed below. Identify those criteria which most effectively justify your request for this position. Write a brief summary of need under the applicable criteria. You are also encouraged to include specific data regarding this position, going back at least three years and projecting (where possible) into the future. Where necessary, include information such as enrollment, FTES, FTEF, and productivity for the area affected by the possible hire. This information is available in the 'program review' area of the research website at http://www.portervillecollege.edu/research. If you need information that is not easily available there, or if you have questions, please contact the Research Office with sufficient notice.

- **Full-time/Part-time ratio within the discipline:**
   (Part-time includes all part-time and overload sections.)
   General Counseling –
      3 Full-time General Counselors (some with additional responsibilities – i.e., Veterans, Early Alert, and Curriculum). Only two Full-time counselor located in AC126.
      2 Part-time Counselors (with additional responsibilities – i.e., Matriculation, Fin Aid, ESL, and Transfer Center)

   As you can see below in 2016-2017 there were 5,493 students enrolled at PC, deducting 1,000 (seen by EOPS, CalWORKs, and DRC), that leaves 4,493 students who sees the 2 FT/2PT counselors located in the AC 126 lobby area. So the ratio is 4,493 divided by 3 equals 1,498 per counselor. One counselor is located in the Veterans Center which is not counted in the ratio.

   As you can see on page 4 graphic, in 2016-2017 out of 1,147 first time Freshman's, 27% did not complete an Ed Plan and 16% had a Comprehensive Ed Plan (PC-SSP pays at 35%) . This is a serious problem since students rely on the counselors to guide them to the path of success. The idea is to have a counselor available at the end of each PC Assessment Test session so student can walk out with the Abbreviated Ed Plan and then encourage them to follow up to complete the Comprehensive Ed Plan.

- **Growth:**
  Continuous enrollment increases and projected student demand. (Provide history of enrollment increases and cite source for projected demand.) See chart above from the Chancellors Office, PC's enrollment for 2015-2016 was 5,195 it increased to 5,493 in 2016-2017.

  SSSP, new funding models and other state regulations (TMC's, Transfer Degrees, etc.) have placed more responsibility on counselors. Counselors are asked to learn to new software programs (EAB, DegreeWorks, Cranium Café etc.), and some of these programs actually increase the counselors' workload. With having more counselors, we can divide the students by alphabetical and assigned them to a specific counselor.

  The current Transfer Center has a Part-Time Counselor who coordinators a variety of activities and communicates with other colleges and universities. With the increase of eleven Transfer Degrees, this has added additional responsibilities to the position. And the Dual Enrollment of twenty-six sections has also added more responsibilities working with high school students and staff.

Counseling

Student Headcount, Unduplicated[1]	2012-13		2013-14		2014-15		2015-16		2016-17	
	#	% change prev. yr	#	% change prev. yr	#	% change prev. yr	#	% change prev. yr	#	% change prev. yr
First-Time Students	1,224	-	1,287	5%	1,271	-1%	1,303	3%	1,147	-12%
CA Matriculation Requirements[2]	#	%	#	%	#	%	#	%	#	%
Assessment										
Completed	891	73%	910	71%	1,006	79%	1,058	81%	1,028	90%
Exempt	3	0%	3	0%	2	0%	12	1%		
Not Completed	330	27%	374	29%	263	21%	233	18%	119	10%
Orientation										
Completed	756	62%	791	61%	906	71%	1,044	80%	977	85%
Exempt	2	0%	2	0%						
Not Completed	466	38%	494	38%	365	29%	259	20%	170	15%
Counseling										
Completed	681	56%	770	60%	907	71%	947	73%	965	84%
Exempt	1									
Not Completed	542	44%	517	40%	364	29%	356	27%	182	16%
Ed Plan										
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  Load:
  FTES:

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