Request for New/Replacement Faculty Position
To be hired for 2019-2020

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] Mr. Bill Henry

DIVISION: Career and Technical Education_____

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)

> The Administration of Justice program has continued to show substantial growth with an offering of 23 sections per year as of Spring 2012. The total census for the past three-year period is 3,302 students with an FTES of 109.8 in 2014-2015, 114.2 FTES in 2015-2016 and 105.7 FTES in 2016-2017. The retention rate average is 89% and the success rate average is 82%. The program represents the diverse demographics of the Porterville College campus. There have been 60 Associate degree awards and 52 AS-T degrees in the last three academic years 2014/2015, 2015/2016, 2016-2017 which is an increase of 33 degrees over the previous three academic year's total of 79. The diversity of the program is also reflected in the 53 Certificates of Achievement that have been awarded during the same period. In order for the program to continue to grow and to meet the increasing labor market needs, it is necessary to hire a full-time faculty to add stability to the program. Currently there is one full-time faculty and 6 adjunct faculty serving this program.

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.

> Office space 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.

> All Administration of Justice 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

		2013-14	*2014-15*	*2015-16*	*2016-17*	*2017-18*
Enrollment at Census (pg 2)		1091	939	992	940	922
Average number of students per section		40	34	31	29	30
First Day Waitlist (pg 2)		87	60	66	87	57
FTEF (pg 2)	*TOTAL*	5.7	5.9	6.1	4.6	4.5
	Full-Time	2.0	1.3	1.2	1.1	2.0
	Overload	1.1	1.0	1.1	1.2	.01
	Adjunct	2.6	3.6	4.0	3.8	4.2
	Summer	0	0	.2	.4	.4
FTES (pg 2)		128.1	109.8	114.2	105.7	103.5
Degrees & Certificates (pg 4)		88	84	116	84	79

OTHER JUSTIFICATION:

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

- The Administration of Justice program is in strong demand and regarded highly by professionals in the field.
- Enrollment is consistently strong and retention rates are good because graduates of the programs are successful in finding employment.
- Our continuing growth comes from the hiring needs in law enforcement and corrections in the central valley.
- Future growth, in part, comes from the newly developed Law, Justice and Education pathway at Porterville Unified School District. The full-time faculty member and CTE Dean are members of the advisory board for this pathway and are working hand in hand with industry and the high school to polish the new pathway that will feed approximately 100 students into the Administration of Justice Program at Porterville College each year.
- Currently, the program is staffed with one full-time faculty member and 6 adjunct faculty members. This is an area for improvement. As the program continues to grow and with the graduation of pathway students entering into the program, we will not be able to meet the demand and offer all necessary courses required for graduation from Porterville College in a timely manner.
- This program had two full-time faculty members and for the past 12 years has been staffed with one. It is imperative to the continued success of this program to hire another full-time faculty member within the next three years.
- In order for the Administration of Justice program to continue in the growth process the program needs to offer a wider range of classes. The replacement faculty will help add more expertise and diversity in the class offerings.
- The scarcity of qualified part-time faculty to teach Administration of Justice courses has been difficult and this problem would be alleviated by hiring a full-time instructor.

- **Availability of part-time/overload faculty**
  Part-time faculty teaching in the program are full-time police/sheriff/and correctional officers. Their availability is limited based on their full-time work schedules. Currently the program has 6 part-time faculty teaching face to face and online courses. This number can change by semester (decreasing) based on shift changes. Additionally, finding qualified part-time faculty in our local area is somewhat restricted.

- **Compliance with state regulations/accreditations:**
  The curriculum surveys the history, development, theory and practical application of knowledge in areas of law enforcement, corrections and fire. Curriculum is kept current by continuous contact with other colleges, criminal justice agencies and fire organizations. The training programs are certified by the California Commission on Peace Officers Standards and Training (P.O.S.T.), the State Board of Fire Services and the California Fire Chief's Association.

- **Maintaining "one-full-time-faculty" program:**
  This program has been staffed with one full-time faculty for the past 12 years. The Administration of Justice program is one of the largest programs on campus and the annual FTEF is an average of 6.0 per year. In order to continue growth and provide stability in the program it is necessary to hire an additional faculty member.

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

  Occupational forecast for Administration of Justice programs: EMSI data indicates that police and sheriff's patrol officer occupations are projected to grow within the four-county region by 8.4% 2012-2017. Police and sheriff's patrol officers specifically expect a projected five-year growth of 8.4% regionally, 3.7% state-wide, and 3.3% nationally. Average hourly earnings for 2012-2017, police and sheriff's patrol officers are $32.65 regionally. State average hourly earnings for 2012-2017 are $32.65 and $26.99 Nationally.

  There is a growing need for well trained and educated individuals in all segments of public safety. Employment opportunities exist for men and women in law enforcement, corrections and fire at both the state and local levels. The Associate of Science in Public Safety at Porterville College offers course work in all of these areas. These employment opportunities generally offer excellent starting salaries, benefit packages and retirement programs.

  The Administration of Justice/Public Safety training programs prepare students for employment upon graduation or for transfer to a four-year college or university. The Administration of Justice program offers students an Associate of Science degree or a certificate option. The Law Enforcement program offers training courses in Arrest/Firearms and academies for Police Reserve levels III and II. The Commission on Peace Officers Standards and Training (P.O.S.T.) certifies the training courses.

- **Maintaining certificate/degree/transfer program:**
  The Administration of Justice program offers an Associate of Science for Transfer degree and Certificate of Achievement in Administration of Justice. There is a collective total of 23 courses in this program.

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

  Administration of Justice AS-T, Public Safety AS, Administration of Justice AA, Liberal Arts/Social and Behavioral Science AA, Administration of Justice Certificate of Achievement.

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

  The Associate of Science in Public Safety is a two-year course of study designed to prepare students for entry-level employment upon graduation from Porterville College. The Associate of Science Degree offers the student vocational training programs in law enforcement, corrections and fire. The goal of this degree is designed to meet local community needs. This is a new program that is showing an increase in student enrollment.

- **Potential for multi-discipline expertise:**
  (Cite discipline and justify need within each discipline).
  None

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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: ***Jim Entz***

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 and 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 Faculty whose focus is Digital Media / Photography /Graphic Design [A desirable qualification would be to be able to teach drawing/illustration courses.]

ART P101 Art Studio Fundamentals
CGRA P110 Introduction to Digital Arts
CGRA P111 Digital Imaging
CGRA P112 Digital Graphic Design
CMRT P102 Commercial Layout and Design
PHOT P101 Introduction to Photography
PHOT P103 Advanced Photography
        And
(Proposed) Video Production Class
        And
(Proposed) Digital 3D Animation Class

        And the potential to teach the following courses:
ART P103 Fundamentals of Drawing
ART P117 Advanced Drawing
ART P124 Figure Drawing
CMRT P103 Illustration

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 2017-18 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

		2013-14	2014-15	2015-16	2016-17	2017-18
Enrollment at Census (pg 2)		578	589	623	692	629
Average number of students per section		30.4	31	28.3	31.5	27.3
First Day Waitlist (pg 2)		128	56	66	60	99
FTEF (pg 2)	**TOTAL**	5.8	6.0	6.0	6.4	6.6
	Full-Time	1.4	1.4	2.0	2.0	2.1
	Overload	.3	.7	.4	.3	.1
	Adjunct	3.7	3.6	3.3	3.8	4.0
	Summer	.3	.3	.3	.3	.3
FTES (pg 2)		89.6	87.5	91.1	98.5	85.7

Degrees & Certificates					
Art* (discontinued)	1				
Commercial Art AA				1	5
Studio Art AA-T		6	1	5	2
Liberal Arts/Arts & Humanities AA	23	18	27	42	66
Total Awards	24	24	28	48	73

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

Subject Majors[3]	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	5-Year Average
*Art	43	39	13	14	2	22
Commercial Art	13	15	24	45	45	28
Liberal Arts/Arts & Humanities	134	118	143	171	224	158
Studio Art	12	35	68	84	56	51

* Art degree was discontinued when it was replaced by the Studio Art AA-T.

KEY HIGHLIGHTS: *(in the past 5 years)*

1) **Completion Rate Growth:**
   - *The total number of awards granted last year was 73 awards. This represents an **over 300% growth** in completions since 2013 alone.*

2) **Declared Majors Growth:**
   - *Total Declared Majors in Art Programs – **Increased over 61%** (from 202 in 2013 to 327 in 2017)*
   - *Commercial Art Majors - **Increased 346%** (from 13 to 45)*
   - *Studio Art Majors - **Increased 467%** (from 12 to 56)*

Though the Art program is growing, as evidenced by the substantial increase in the numbers of majors and completers, our continuing goal in the Art program is to substantially increase the number of degrees awarded especially in the Studio Art and Commercial Art programs. An additional faculty member in art would virtually double the human resources to get that done (adjunct faculty have played a minor role in this regard—their contact with students is much more limited than for a full-time faculty member).

OTHER JUSTIFICATION:

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

The art program is not a single monolithic program. Its subject areas are highly diverse and quite distinct, as noted by the fact that Art is found in four separate places in the course catalog: ART, CGRA, CMRT, and PHOT. Most colleges also split out art history from the studio courses. Rarely is it one faculty member that teaches in all these areas. Each area has its own language and its own skill set. A larger college (such as BC) has specialized faculty in each of these areas. Cerro Coso, similar in size to us, has 2 full-time faculty members, where each have different areas of expertise.

A new faculty member In Digital Media/Photography/Graphic Design would complement my areas of expertise and my skill sets with her/his own. This instructor would be able to grow the program in ways that I can't foresee.

- **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 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 not going to happen 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:

(Full-time includes overload.)

Year	Full-time/Part-time ratio	Total FTEF	Percent of Full-time to Total FTEF
2013-14	1.7 FTEF* / 4.1 FTEF	5.8 FTEF	29%
2014-15	2.1 FTEF* / 3.9FTEF	6.0 FTEF	35%
2015-16	2.4 FTEF*/ 3.6 FTEF	6.0 FTEF	40%
2016-17	2.3 FTEF*/ 4.1 FTEF	6.3 FTEF	36%
2017-18	2.2 FTEF* / 4.4 FTEF	6.6 FTEF	33% Collegewide ratio is **57%.**
	5 Year Averages		**Art = 35%** **College = 57%** **Most Transfer Majors Much Higher (see below)**

*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.** The average for the Art program instructors for the past 5 years is 35%. For comparison, the college average is 57% and many other programs with Transfer degrees have significantly higher ratios: Biology = 98%, Math = 84%, Sociology = 77%, History = 62%, BSAD = 60%. **Of the 12 programs with transfer degrees, the Art program is dead last in its percent of Full-time to total FTEF.***

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 addition of another full-time faculty member in the Art Program will lead to much higher student-teacher contact hours, and lead to greater student success and higher Commercial Art AA and Studio Art AA-T degree completion rates.

The full-time/part-time ratio of 35% over the past five years is one of the lowest ratios on campus (the 5 year average Collegewide ratio is 57%) and an indication that fewer college resources have gone to this program over the last 8 years since the retirement of Darryl Nelson, than for most other similar size programs on this campus.

The number of art majors has been growing in all our programs (as the 5 year data shows). **Commercial Art majors have grown from 13 to 45 students in 5 years. Our Studio Art AA-T has grown from 12 to 56 majors.**

*<u>The Art Program is growing</u> (with <u>more students</u>, <u>more majors</u>, and <u>more degrees awarded</u>) with a full-time/part-time ratio of 35/65. **There are enough art courses in the current schedule to hire 2 additional full-time faculty members. 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 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. **Hiring a full-time faculty member would make it possible for the Porterville College Art Program to fully align with the PUSD Pathways program.

- **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 Digital Design and Communications and Multimedia and Technology and more fully equip our students to succeed in these emerging disciplines.

Enrollment Data Generated By Michael Carley For Fine Arts Programs To Account For Piggy-Backed Or Cross-Listed Courses

	Sections	Census Enrollment	Students/Section	Adjusted Sections	Students/Adjusted Section
2013-14	35	578	16.5	19	30.4
2014-15	31	589	19.0	19	31.0
2015-16	35	623	17.8	22	28.3
2016-17	36	692	19.2	22	31.5
2017-18	36	629	17.5	23	27.3

Art

Student Demographic Information

Unduplicated Headcount[1]	2013-14		2014-15		2015-16		2016-17		2017-18	
	#	% Change	#	% Change	#	% Change	#	% Change	#	% Change
Porterville College	**329**	3%	**362**	10%	**394**	9%	**438**	11%	**435**	–1%

Gender	Art										Collegewide	
	2013-14		2014-15		2015-16		2016-17		2017-18		2017-18	
	#	%	#	%	#	%	#	%	#	%	#	%
Female	189	57%	215	59%	226	57%	267	61%	276	63%	3,371	61%
Male	140	43%	147	41%	168	43%	171	39%	158	36%	2,081	38%
Not Reported									1	0%	40	1%

Age	Art										Collegewide	
	2013-14		2014-15		2015-16		2016-17		2017-18		2017-18	
	#	%	#	%	#	%	#	%	#	%	#	%
19 & Younger	117	36%	109	30%	172	44%	152	35%	147	34%	1,812	33%
20-29	151	46%	194	54%	182	46%	218	50%	235	54%	2,589	47%
30-39	34	10%	35	10%	26	7%	51	12%	42	10%	689	13%
40 & Older	27	8%	24	7%	14	4%	17	4%	11	3%	402	7%

Ethnicity	Art										Collegewide	
	2013-14		2014-15		2015-16		2016-17		2017-18		2017-18	
	#	%	#	%	#	%	#	%	#	%	#	%
African American	3	1%	3	1%	5	1%	4	1%	1	0%	52	1%
American Indian	4	1%	3	1%	2	1%	1	0%	4	1%	43	1%
Asian/Filipino/Pac. Islander	11	3%	7	2%	12	3%	9	2%	12	3%	172	3%
Hispanic/ Latino	236	72%	273	75%	274	70%	334	76%	341	78%	4,208	77%
White	68	21%	69	19%	86	22%	81	18%	69	16%	913	17%
Two or More Races	5	2%	7	2%	14	4%	9	2%	8	2%	102	2%
Not Reported	2	1%			1	0%					2	0%

Ed Plan Completion	Art										Collegewide	
	2013-14		2014-15		2015-16		2016-17		2017-18		2017-18	
	#	%	#	%	#	%	#	%	#	%	#	%
Abbreviated	4	1%	41	11%	57	14%	42	10%	79	18%	904	16%
Comprehensive	221	67%	210	58%	178	45%	193	44%	148	34%	1,837	33%
Both (Abbrev. and Comp.)	3	1%	28	8%	59	15%	129	29%	166	38%	1,400	25%
Other Ed Plan			2	1%	2	1%	4	1%				
Exempt	3	1%	2	1%	1	0%	2	0%			20	0%
FSEP									1	0%	18	0%
No Ed Plan Completed	98	30%	79	22%	97	25%	68	16%	41	9%	1,162	21%
NSEP											151	3%

Completed Matriculation [2]	Art										Collegewide	
	2013-14		2014-15		2015-16		2016-17		2017-18		2017-18	
	#	%	#	%	#	%	#	%	#	%	#	%
Fully Matriculated	205	62%	256	71%	285	72%	352	80%	365	84%	3,913	71%

Student Majors Information

Subject Majors [3]	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	5-Year Average
*Art	43	39	13	14	2	22
Commercial Art	13	15	24	45	45	28
Liberal Arts/Arts & Humanities	134	118	143	171	224	158
Studio Art	12	35	68	84	56	51

Course Enrollments

Active Sections	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	21	22	24	25	27
Total	21	22	24	25	27

First Day Enrollment [4]	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	358	428	459	502	495
Total	358	428	459	502	495

Census Day Enrollment [4]	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	415	456	476	557	534
Total	415	456	476	557	534

Subject Students/Section [5]	Subject				
	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	20	21	20	22	20
Total	20	21	20	22	20

Collegewide Students/Section [5]	Collegewide				
	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	29	27	27	27	26
Distance Ed	31	29	29	29	31
Total	29	27	27	27	27

First Day Waitlist [6]	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	85	37	42	54	98
Total	85	37	42	54	98

FTES, FTEF & Productivity

FTES [7]	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	61.3	65.0	66.0	75.7	69.8
Total	61.3	65.0	66.0	75.7	69.8

FTEF Workload [7]	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	4.1	4.3	4.3	4.7	5.2
Total	4.1	4.3	4.3	4.7	5.2

FTEF Workload By Contract Type	2013-14		2014-15		2015-16		2016-17		2017-18	
	#	%	#	%	#	%	#	%	#	%
1) Full-Time	0.7	18%	0.8	18%	1.0	23%	1.0	21%	1.4	27%
2) Overload	0.3	8%	0.3	6%	0.4	9%	0.3	6%	0.1	3%
3) Adjunct	2.7	66%	2.9	68%	2.6	60%	3.1	66%	3.3	64%
4) Summer	0.3	8%	0.3	8%	0.3	8%	0.3	7%	0.3	6%

Subject Productivity (FTES/FTEF) [8]	Subject				
	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	14.9	15.0	15.2	16.0	13.4
Productivity (FTES/FTEF)	14.9	15.0	15.2	16.0	13.4

Collegewide Productivity (FTES/FTEF) [8]	Collegewide				
	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	15.9	15.1	15.4	14.6	14.2
Distance Ed	13.7	12.9	13.0	12.9	13.7
Productivity (FTES/FTEF)	15.7	14.9	15.1	14.4	14.1

Success & Retention Rates

Subject [9]	2013-14		2014-15		2015-16		2016-17		2017-18	
	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success
Traditional	87%	74%	91%	82%	92%	82%	91%	80%	94%	85%
Total	**87%**	**74%**	**91%**	**82%**	**92%**	**82%**	**91%**	**80%**	**94%**	**85%**

Collegewide [9]	2013-14		2014-15		2015-16		2016-17		2017-18	
	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success
Traditional	88%	71%	88%	71%	89%	73%	90%	73%	91%	75%
Distance Ed	78%	57%	83%	60%	83%	59%	86%	69%	89%	72%
Total	87%	70%	88%	70%	89%	71%	90%	73%	91%	75%

Success & Retention Rates Disaggregated
Because of small numbers, the five years represented in this report were combined. Percentages shown in grey italics are from groups of less than 30 where overall results are more influenced by individual results.

Subject Overall Combined	Retention	Success
Art	91%	81%

Collegewide Overall Combined	Retention	Success
Porterville College	89%	72%

Subject Gender	Retention	Success
Female	92%	85%
Male	90%	75%

Collegewide Gender	Retention	Success
Female	89%	73%
Male	88%	69%

Subject Age	Retention	Success
19 & Younger	93%	82%
20-29	91%	81%
30-39	85%	75%
40 & Older	88%	76%

Collegewide Age	Retention	Success
19 & Younger	91%	72%
20-29	88%	71%
30-39	87%	75%
40 & Older	85%	73%

Subject Ethnicity	Retention	Success
African American	*79%*	*58%*
American Indian	*100%*	*86%*
Asian/Filipino/Pac. Islander	95%	90%
Hispanic/ Latino	92%	82%
Two or More Races	92%	84%
White	88%	75%

Collegewide Ethnicity	Retention	Success
African American	82%	58%
American Indian	87%	66%
Asian/Filipino/Pac. Islander	91%	79%
Hispanic/ Latino	89%	71%
Two or More Races	88%	72%
White	88%	72%

Subject Ed Plan Completion	Retention	Success
Completed Student Ed Plan	92%	83%

Collegewide Ed Plan Completion	Retention	Success
Completed Student Ed Plan	90%	74%

Subject Fully Matriculated	Retention	Success
Fully Matriculated	92%	83%

Collegewide Fully Matriculated	Retention	Success
Fully Matriculated	90%	75%

Student Awards

Awards by Type & Program [10]		2013-14	2014-15	2015-16	2016-17	2017-18	5-Year Total
AA	*Art	1					1
	Commercial Art				1	5	6
	Liberal Arts/Arts & Humanities	23	18	27	42	66	176
	Award Type Total	24	18	27	43	71	183
AA-T	Studio Art		6	1	5	2	14
	Award Type Total		6	1	5	2	14
Total Awards		24	24	28	48	73	197

Footnote Explanations

1 The Unduplicated Headcount is the number of students enrolled on census day, where each student is counted one time.
2 Fully matriculated is completing (or being exempt from) all matriculation components (Assessment, Orientation, Counseling, and Ed Plan).
3 When the same major is offered at another KCCD college, the student count includes students who selected their major at the other college but who attended this college. Only majors that students have declared are shown. An '*' indicates that a Major does not exist in the 2017-18 college catalog.
4 Enrollments are reported on both First Day and Census Day. Each course a student is enrolled in is counted as one enrollment.
5 Students per Section is defined as census enrollments divided by active sections. Cross-listed sections are not combined.
6 Waitlisted Enrollments on First Day (determined by section start date) where each section a student is waitlisted in counts as one waitlisted enrollment.
7 Acronyms FTES and FTEF represent full-time equivalent students and full-time equivalent faculty (workload associated with sections taught) respectively.
8 FTES/FTEF: A measurement of productivity where the generally accepted target is 17.5.
9 Success rate numerator: Number of course enrollments with a successful passing grade (A,B,C,P).
  Retention rate numerator: Number of course enrollments retained through the semester (grade=A,B,C,P,D,F,NP,I).
  Success and Retention rate denominator: Number of enrollments retained (A,B,C,P,D,F,NP,I), and withdrawn (W).
10 Only programs with student awards will be shown. An '*' indicates that the program major does not exist in 2017-18 college catalog.

Computer Graphics

Student Demographic Information

Unduplicated Headcount[1]	2013-14		2014-15		2015-16		2016-17		2017-18	
	#	% Change	#	% Change	#	% Change	#	% Change	#	% Change
Porterville College	82	4%	48	–41%	65	35%	61	–6%	30	–51%

Gender	Computer Graphics										Collegewide	
	2013-14		2014-15		2015-16		2016-17		2017-18		2017-18	
	#	%	#	%	#	%	#	%	#	%	#	%
Female	28	34%	18	38%	21	32%	22	36%	12	40%	3,371	61%
Male	54	66%	30	63%	44	68%	39	64%	18	60%	2,081	38%
Not Reported											40	1%

Age	Computer Graphics										Collegewide	
	2013-14		2014-15		2015-16		2016-17		2017-18		2017-18	
	#	%	#	%	#	%	#	%	#	%	#	%
19 & Younger	23	28%	14	29%	19	29%	23	38%	11	37%	1,812	33%
20-29	47	57%	26	54%	37	57%	29	48%	13	43%	2,589	47%
30-39	4	5%	5	10%	5	8%	7	11%	3	10%	689	13%
40 & Older	8	10%	3	6%	4	6%	2	3%	3	10%	402	7%

Ethnicity	Computer Graphics										Collegewide	
	2013-14		2014-15		2015-16		2016-17		2017-18		2017-18	
	#	%	#	%	#	%	#	%	#	%	#	%
African American	1	1%					1	2%	1	3%	52	1%
American Indian	1	1%	2	4%			1	2%			43	1%
Asian/Filipino/Pac. Islander	1	1%	1	2%	1	2%	2	3%	1	3%	172	3%
Hispanic/ Latino	50	61%	34	71%	40	62%	42	69%	19	63%	4,208	77%
White	26	32%	11	23%	19	29%	12	20%	6	20%	913	17%
Two or More Races	3	4%			5	8%	3	5%	3	10%	102	2%
Not Reported											2	0%

| Ed Plan Completion | Computer Graphics | | | | | | | | | | Collegewide | |
| | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 2017-18 | |
	#	%	#	%	#	%	#	%	#	%	#	%
Abbreviated	1	1%	6	13%	11	17%	9	15%	8	27%	904	16%
Comprehensive	53	65%	27	56%	24	37%	23	38%	8	27%	1,837	33%
Both (Abbrev. and Comp.)	1	1%			14	22%	17	28%	7	23%	1,400	25%
Other Ed Plan							1	2%				
Exempt			1	2%					1	3%	20	0%
FSEP											18	0%
No Ed Plan Completed	27	33%	14	29%	16	25%	11	18%	6	20%	1,162	21%
NSEP											151	3%

| Completed Matriculation [2] | Computer Graphics | | | | | | | | | | Collegewide | |
| | 2013-14 | | 2014-15 | | 2015-16 | | 2016-17 | | 2017-18 | | 2017-18 | |
	#	%	#	%	#	%	#	%	#	%	#	%
Fully Matriculated	45	55%	32	67%	48	74%	46	75%	20	67%	3,913	71%

Student Majors Information

Subject Majors [3]	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	5-Year Average
Commercial Art	13	15	24	45	45	28
*Graphic Arts	2			2		2
Studio Art	12	35	68	84	56	51

Course Enrollments

Active Sections	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	6	3	5	5	3
Total	6	3	5	5	3

First Day Enrollment [4]	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	87	52	64	63	29
Total	87	52	64	63	29

Census Day Enrollment [4]	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	85	51	69	65	31
Total	85	51	69	65	31

Subject Students/Section [5]	Subject				
	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	14	17	14	13	10
Total	**14**	**17**	**14**	**13**	**10**

Collegewide Students/Section [5]	Collegewide				
	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	29	27	27	27	26
Distance Ed	31	29	29	29	31
Total	29	27	27	27	27

First Day Waitlist [6]	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	10	5	10	0	1
Total	**10**	**5**	**10**	**0**	**1**

FTES, FTEF & Productivity

FTES [7]	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	14.7	8.8	12.0	11.3	5.4
Total	**14.7**	**8.8**	**12.0**	**11.3**	**5.4**

FTEF Workload [7]	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	1.0	1.0	1.0	1.0	0.7
Total	**1.0**	**1.0**	**1.0**	**1.0**	**0.7**

FTEF Workload By Contract Type	2013-14		2014-15		2015-16		2016-17		2017-18	
	#	%	#	%	#	%	#	%	#	%
1) Full-Time	0.7	67%	0.6	62%	1.0	100%	1.0	100%	0.7	100%
2) Overload			0.4	38%						
3) Adjunct	0.3	33%								

Subject Productivity (FTES/FTEF) [8]	Subject				
	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	14.8	9.2	12.0	11.3	8.1
Productivity (FTES/FTEF)	**14.8**	**9.2**	**12.0**	**11.3**	**8.1**

Collegewide Productivity (FTES/FTEF) [8]	Collegewide				
	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	15.9	15.1	15.4	14.6	14.2
Distance Ed	13.7	12.9	13.0	12.9	13.7
Productivity (FTES/FTEF)	15.7	14.9	15.1	14.4	14.1

Success & Retention Rates

Subject [9]	2013-14		2014-15		2015-16		2016-17		2017-18	
	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success
Traditional	88%	71%	82%	67%	80%	61%	83%	65%	84%	61%
Total	88%	71%	82%	67%	80%	61%	83%	65%	84%	61%

Collegewide [9]	2013-14		2014-15		2015-16		2016-17		2017-18	
	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success
Traditional	88%	71%	88%	71%	89%	73%	90%	73%	91%	75%
Distance Ed	78%	57%	83%	60%	83%	59%	86%	69%	89%	72%
Total	87%	70%	88%	70%	89%	71%	90%	73%	91%	75%

Success & Retention Rates Disaggregated
Because of small numbers, the five years represented in this report were combined. Percentages shown in grey italics are from groups of less than 30 where overall results are more influenced by individual results.

Subject Overall Combined	Retention	Success
Computer Graphics	84%	65%

Collegewide Overall Combined	Retention	Success
Porterville College	89%	72%

Subject Gender	Retention	Success
Female	82%	64%
Male	85%	66%

Collegewide Gender	Retention	Success
Female	89%	73%
Male	88%	69%

Subject Age	Retention	Success
19 & Younger	84%	65%
20-29	85%	69%
30-39	*77%*	*50%*
40 & Older	*82%*	*64%*

Collegewide Age	Retention	Success
19 & Younger	91%	72%
20-29	88%	71%
30-39	87%	75%
40 & Older	85%	73%

Subject Ethnicity	Retention	Success
African American	*33%*	*0%*
American Indian	*75%*	*50%*
Asian/Filipino/Pac. Islander	*67%*	*67%*
Hispanic/ Latino	88%	70%
Two or More Races	*79%*	*57%*
White	78%	58%

Collegewide Ethnicity	Retention	Success
African American	82%	58%
American Indian	87%	66%
Asian/Filipino/Pac. Islander	91%	79%
Hispanic/ Latino	89%	71%
Two or More Races	88%	72%
White	88%	72%

Subject Ed Plan Completion	Retention	Success
Completed Student Ed Plan	85%	69%

Collegewide Ed Plan Completion	Retention	Success
Completed Student Ed Plan	90%	74%

Subject Fully Matriculated	Retention	Success
Fully Matriculated	87%	69%

Collegewide Fully Matriculated	Retention	Success
Fully Matriculated	90%	75%

Student Awards

Awards by Type & Program [10]		2014-15	2015-16	2016-17	2017-18	5-Year Total
AA	Commercial Art			1	5	6
	Award Type Total			1	5	6
AA-T	Studio Art	6	1	5	2	14
	Award Type Total	6	1	5	2	14
Total Awards		6	1	6	7	20

Footnote Explanations

1 The Unduplicated Headcount is the number of students enrolled on census day, where each student is counted one time.
2 Fully matriculated is completing (or being exempt from) all matriculation components (Assessment, Orientation, Counseling, and Ed Plan).
3 When the same major is offered at another KCCD college, the student count includes students who selected their major at the other college but who attended this college. Only majors that students have declared are shown. An '*' indicates that a Major does not exist in the 2017-18 college catalog.
4 Enrollments are reported on both First Day and Census Day. Each course a student is enrolled in is counted as one enrollment.
5 Students per Section is defined as census enrollments divided by active sections. Cross-listed sections are not combined.
6 Waitlisted Enrollments on First Day (determined by section start date) where each section a student is waitlisted in counts as one waitlisted enrollment.
7 Acronyms FTES and FTEF represent full-time equivalent students and full-time equivalent faculty (workload associated with sections taught) respectively.
8 FTES/FTEF: A measurement of productivity where the generally accepted target is 17.5.
9 Success rate numerator: Number of course enrollments with a successful passing grade (A,B,C,P).
   Retention rate numerator: Number of course enrollments retained through the semester (grade=A,B,C,P,D,F,NP,I).
   Success and Retention rate denominator: Number of enrollments retained (A,B,C,P,D,F,NP,I), and withdrawn (W).
10 Only programs with student awards will be shown. An '*' indicates that the program major does not exist in 2017-18 college catalog.

Commercial Art

Student Demographic Information

Unduplicated Headcount[1]	2013-14		2014-15		2015-16		2016-17		2017-18	
	#	% Change	#	% Change	#	% Change	#	% Change	#	% Change
Porterville College	3	-73%	15	400%	15	0%	20	33%	18	-10%

Gender	Commercial Art										Collegewide	
	2013-14		2014-15		2015-16		2016-17		2017-18		2017-18	
	#	%	#	%	#	%	#	%	#	%	#	%
Female	2	67%	7	47%	7	47%	5	25%	8	44%	3,371	61%
Male	1	33%	8	53%	8	53%	15	75%	10	56%	2,081	38%
Not Reported											40	1%

Age	Commercial Art										Collegewide	
	2013-14		2014-15		2015-16		2016-17		2017-18		2017-18	
	#	%	#	%	#	%	#	%	#	%	#	%
19 & Younger	2	67%	3	20%	3	20%	4	20%	2	11%	1,812	33%
20-29			10	67%	8	53%	13	65%	13	72%	2,589	47%
30-39	1	33%	1	7%	3	20%	3	15%	3	17%	689	13%
40 & Older			1	7%	1	7%					402	7%

Ethnicity	Commercial Art										Collegewide	
	2013-14		2014-15		2015-16		2016-17		2017-18		2017-18	
	#	%	#	%	#	%	#	%	#	%	#	%
African American	1	33%							1	6%	52	1%
American Indian											43	1%
Asian/Filipino/Pac. Islander									1	6%	172	3%
Hispanic/ Latino	2	67%	11	73%	8	53%	14	70%	13	72%	4,208	77%
White			4	27%	6	40%	4	20%	3	17%	913	17%
Two or More Races					1	7%	2	10%			102	2%
Not Reported											2	0%

Ed Plan Completion

Ed Plan Completion	Commercial Art										Collegewide	
	2013-14		2014-15		2015-16		2016-17		2017-18		2017-18	
	#	%	#	%	#	%	#	%	#	%	#	%
Abbreviated			3	20%	2	13%	3	15%	1	6%	904	16%
Comprehensive	3	100%	9	60%	8	53%	9	45%	7	39%	1,837	33%
Both (Abbrev. and Comp.)			1	7%	4	27%	5	25%	6	33%	1,400	25%
Exempt					1	7%					20	0%
FSEP											18	0%
No Ed Plan Completed			2	13%			3	15%	4	22%	1,162	21%
NSEP											151	3%

Completed Matriculation [2]

Completed Matriculation [2]	Commercial Art										Collegewide	
	2013-14		2014-15		2015-16		2016-17		2017-18		2017-18	
	#	%	#	%	#	%	#	%	#	%	#	%
Fully Matriculated	3	100%	13	87%	15	100%	17	85%	14	78%	3,913	71%

Student Majors Information

Subject Majors [3]	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	5-Year Average
Commercial Art	13	15	24	45	45	28

Course Enrollments

Active Sections	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	1	2	2	2	2
Total	1	2	2	2	2

First Day Enrollment [4]	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	2	13	15	24	22
Total	2	13	15	24	22

Census Day Enrollment [4]	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	2	17	17	21	19
Total	2	17	17	21	19

Subject Students/Section [5]	Subject				
	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	2	9	9	11	10
Total	**2**	**9**	**9**	**11**	**10**

Collegewide Students/Section [5]	Collegewide				
	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	29	27	27	27	26
Distance Ed	31	29	29	29	31
Total	29	27	27	27	27

First Day Waitlist [6]	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	4	4	1	1	0
Total	**4**	**4**	**1**	**1**	**0**

FTES, FTEF & Productivity

FTES [7]	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	0.4	2.4	2.5	3.0	2.7
Total	**0.4**	**2.4**	**2.5**	**3.0**	**2.7**

FTEF Workload [7]	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	0.0	0.0	0.0	0.0	0.0
Total	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**

FTEF Workload By Contract Type	2013-14		2014-15		2015-16		2016-17		2017-18	
	#	%	#	%	#	%	#	%	#	%
1) Full-Time			0.0		0.0		0.0		0.0	
3) Adjunct	0.0		0.0		0.0		0.0		0.0	

Subject Productivity (FTES/FTEF) [8]	Subject				
	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional					
Productivity (FTES/FTEF)					

Collegewide Productivity (FTES/FTEF) [8]	Collegewide				
	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	15.9	15.1	15.4	14.6	14.2
Distance Ed	13.7	12.9	13.0	12.9	13.7
Productivity (FTES/FTEF)	15.7	14.9	15.1	14.4	14.1

Success & Retention Rates

Subject [9]	2013-14		2014-15		2015-16		2016-17		2017-18	
	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success
Traditional	100%	100%	82%	82%	82%	71%	81%	67%	95%	95%
Total	**100%**	**100%**	**82%**	**82%**	**82%**	**71%**	**81%**	**67%**	**95%**	**95%**

Collegewide [9]	2013-14		2014-15		2015-16		2016-17		2017-18	
	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success
Traditional	88%	71%	88%	71%	89%	73%	90%	73%	91%	75%
Distance Ed	78%	57%	83%	60%	83%	59%	86%	69%	89%	72%
Total	87%	70%	88%	70%	89%	71%	90%	73%	91%	75%

Success & Retention Rates Disaggregated
Because of small numbers, the five years represented in this report were combined. Percentages shown in grey italics are from groups of less than 30 where overall results are more influenced by individual results.

Subject Overall Combined	Retention	Success
Commercial Art	86%	80%

Collegewide Overall Combined	Retention	Success
Porterville College	89%	72%

Subject Gender	Retention	Success
Female	*97%*	*94%*
Male	77%	68%

Collegewide Gender	Retention	Success
Female	89%	73%
Male	88%	69%

Subject Age	Retention	Success
19 & Younger	*82%*	*82%*
20-29	90%	80%
30-39	*82%*	*82%*
40 & Older	*50%*	*50%*

Collegewide Age	Retention	Success
19 & Younger	91%	72%
20-29	88%	71%
30-39	87%	75%
40 & Older	85%	73%

Subject Ethnicity	Retention	Success
African American	*100%*	*100%*
Asian/Filipino/Pac. Islander	*100%*	*100%*
Hispanic/ Latino	87%	82%
Two or More Races	*67%*	*67%*
White	*83%*	*72%*

Collegewide Ethnicity	Retention	Success
African American	82%	58%
American Indian	87%	66%
Asian/Filipino/Pac. Islander	91%	79%
Hispanic/ Latino	89%	71%
Two or More Races	88%	72%
White	88%	72%

Subject Ed Plan Completion	Retention	Success
Completed Student Ed Plan	88%	81%

Collegewide Ed Plan Completion	Retention	Success
Completed Student Ed Plan	90%	74%

Subject Fully Matriculated	Retention	Success
Fully Matriculated	88%	81%

Collegewide Fully Matriculated	Retention	Success
Fully Matriculated	90%	75%

Student Awards

Awards by Type & Program [10]		2016-17	2017-18	5-Year Total
AA	Commercial Art	1	5	6
	Award Type Total	1	5	6
Total Awards		1	5	6

Footnote Explanations

1 The Unduplicated Headcount is the number of students enrolled on census day, where each student is counted one time.
2 Fully matriculated is completing (or being exempt from) all matriculation components (Assessment, Orientation, Counseling, and Ed Plan).
3 When the same major is offered at another KCCD college, the student count includes students who selected their major at the other college but who attended this college. Only majors that students have declared are shown. An '*' indicates that a Major does not exist in the 2017-18 college catalog.
4 Enrollments are reported on both First Day and Census Day. Each course a student is enrolled in is counted as one enrollment.
5 Students per Section is defined as census enrollments divided by active sections. Cross-listed sections are not combined.
6 Waitlisted Enrollments on First Day (determined by section start date) where each section a student is waitlisted in counts as one waitlisted enrollment.
7 Acronyms FTES and FTEF represent full-time equivalent students and full-time equivalent faculty (workload associated with sections taught) respectively.
8 FTES/FTEF: A measurement of productivity where the generally accepted target is 17.5.
9 Success rate numerator: Number of course enrollments with a successful passing grade (A,B,C,P).
   Retention rate numerator: Number of course enrollments retained through the semester (grade=A,B,C,P,D,F,NP,I).
   Success and Retention rate denominator: Number of enrollments retained (A,B,C,P,D,F,NP,I), and withdrawn (W).
10 Only programs with student awards will be shown. An '*' indicates that the program major does not exist in 2017-18 college catalog.

Request for New/Replacement Faculty Position
To be hired for 2019-2020

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: American Sign Language

Is this position new or a replacement?

X **New**

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

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

☐ 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)

Language Arts Program Review

Areas For Improvement—ASL (page 12)

All instructors in this program are adjuncts. This leads to difficulties in communication and program coherence—as well as the time and energy to do the work needed to offer an AA in American Sign Language. Given our proximity to CSU-Fresno, home to one of the top Deaf Studies programs in the state—we anticipate this would be a popular major.

Position 2 (page 38)

ASL has nearly tripled FTEs over the last three years—from 16.7 to 52.6. With a full-time faculty member we would be able to provide a much-desired AA in ASL. Although we currently have three adjuncts to teach our courses, several college and school districts in the south valley have begun to offer full-time ASL positions. This adds to the likelihood that PC will be lose long-time adjuncts who have carried our program for years.

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

Office Space

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

ASL 101, ASL 102, ASL 1033, ASL 104

Additional class needed offer an AA in American Sign Language: Sign Language Interpreting

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

		2013-14	2014-15	2015-16	2016-17	2017-18
Enrollment at Census (pg 2)		117	239	309	314	368
Average number of students per section		39	30	34	35	33
First Day Waitlist (pg 2)		43	53	48	47	45
FTEF (pg 2)	**TOTAL**					
	Full-Time					
	Overload					
	Adjunct	100%	88%	89%	89%	82%
	Summer		12%	11%	11%	18%
FTES (pg 2)		16.7	34.3	44.4	44.8	52.6
Degrees & Certificates (pg 4)						

OTHER JUSTIFICATION:

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

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

Language Arts Program Review

All instructors in this program (ASL) are adjuncts. This leads to difficulties in communication and program coherence—as well as the time and energy to do the work needed to offer an AA in American Sign Language. Given our proximity to CSU-Fresno, home to one of the top Deaf Studies programs in the state—we anticipate this would be a popular major.

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

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

  There are no full-time faculty in this program. As a result, the division chair is responsible for doing all faculty work—or that work is done by adjuncts who are not compensated (i.e. revising curriculum, recruitment, collaboration with the Deaf community in our service area, etc.).

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

  Program Review (page 5):

  ASL is a popular program. In the past three years, students have repeatedly submitted petitions requesting that more sections of ASL be taught at the College, as well as that higher-level courses be included in our curriculum. In Spring 2018 the Division received curriculum committee approval for the next two levels: ASL 103 and ASL 104.

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

  Language Arts Program Review (page 15):

  Goal 18—Expand the ASL curriculum in order to provide a degree in ASL that prepares students for the Deaf Studies degree offered at CSU-Fresno.

  Comments on Goal 18 (page 33):

  In Fall 2019/2020 we will begin offering the 3rd and 4th levels of ASL. That brings us very close to offering the necessary curriculum for an AA degree in ASL that will prepare students for careers or transfer—particularly into the Deaf Studies program at CSU Fresno. The Division Chair will work with the ASL faculty to complete the curriculum and any other requirements for ASL degree approval.

- **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:**
  (Identify source for growth potential).

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

Request for New/Replacement Faculty Position
To be hired for 2019-2020

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: General Counselor

Is this position new or a replacement?

❏ New (this is new position)
❏ Replacement: [list person(s) being replaced]

DIVISION: _Student Services_____

DIVISION CHAIR: _Maria Roman_____

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)

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. Also, with the new funding formula, Guided Pathways, Dual/Concurrent and Transfer Degrees Dual just to name a few, have increased the demand for an increase of matriculation components is fully completed by students.

Students rely on counselors to ensure they have all the necessary components to ensure they keep on track to completion. Therefore, it is imperative that we hire additional counseling support.

Currently, in AC 126 in the general counseling area, there are three full-time and two part-time general funded counselors to serve our entire non-categorical student population. Some of these counselors have additional responsibilities as part of their load, which include Articulation, Transfer Center, Early Alert programs.

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.

> They will require a computer, office space and equipment.

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

> This position will be providing direct contact with students and will ensure that students complete the matriculation process.

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

Counselor/Student Ratio: The ratio is 1/1015 counselor to student ratio.

Since, our division is a non-teaching here are our student-counselor ratio is as follows:

As you can see above in 2017-2018 there were 5,261 students enrolled at PC, deducting 1,200 (seen by EOPS, CalWORKs, Veterans, DRC), that leaves 4,061 students who see the 3 FT/2PT counselors located in the AC 126 lobby area. So the ratio is 4,061 divided by 4 equals 1,015 per counselor. We need to reduce the ratio to a more manageable number to be able to meet the Guided Pathways and AB705 initiatives.

		2013-14	2014-15	2015-16	2016-17	2017-18
Enrollment at Census (pg 2)						
Average number of students per section						
First Day Waitlist (pg 2)						
FTEF (pg 2)	TOTAL					
	Full-Time					
	Overload					
	Adjunct					
	Summer					
FTES (pg 2)						
Degrees & Certificates (pg 4)						

OTHER JUSTIFICATION:

As you can see in the chart below: The key for the new funding formula will be the number of students who have the Comprehensive Educational Plans (CSEP). We are currently at 14% of total students who have the CSEP; even after a campaign to increase our number, we are still behind. This will have a tremendously negative affect to our funding.

Counseling

Student Headcount, Unduplicated[1]	2013-14		2014-15		2015-16		2016-17		2017-18	
	#	% change-prev. yr	#	% change-prev. yr	#	% change-prev. yr	#	% change-prev. yr	#	% change-prev. yr
First-Time Students	1,286	-	1,269	-1%	1,299	2%	1,133	-13%	1,124	-1%
CA Matriculation Requirements[2]	#	%	#	%	#	%	#	%	#	%
Assessment										
Completed	909	71%	1,004	79%	1,054	81%	1,014	89%	1,009	90%
Exempt	3	0%	2	0%	11	1%		0%		
Not Completed	374	29%	263	21%	234	18%	119	11%	115	10%
Orientation										
Completed	790	61%	905	71%	1,039	80%	961	85%	932	83%
Exempt	2	0%	0	0%						
Not Completed	494	38%	364	29%	260	20%	172	15%	192	17%
Counseling										
Completed	769	60%	906	71%	942	73%	950	84%	946	84%
Exempt										
Not Completed	517	40%	363	29%	357	27%	183	16%	178	16%
Ed Plan										
Abbreviated	15	1%	63	5%	183	14%	281	25%	314	28%
Comprehensive	650	51%	510	40%	373	29%	184	16%	152	14%
Both (Abbrev. and Comp.)	8	1%	42	3%	273	21%	290	26%	285	25%
Other Ed Plan	0		6		13	1%	67	6%	65	6%
Exempt										
No Ed Plan Completed	613	48%	648	51%	457	35%	311	27%	308	27%
Fully Matriculated										
Fully Matriculated[3]	**563**	**44%**	**531**	**42%**	**737**	**57%**	**764**	**67%**	**711**	**63%**
Not Fully Matriculated	**723**	**56%**	**738**	**58%**	**562**	**43%**	**369**	**33%**	**413**	**37%**
Follow-up[4]	#	%	#	%	#	%	#	%	#	%
Completed			429	33%	691	53%	817	72%	866	77%
Not Completed			840	65%	608	47%	316	28%	258	23%

Source: Cognos Report (July, 2018)

[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.

[3] **Fully Matriculated:** Students who completed or were exempt from all four matriculation requirements.

[4] **Follow-up:** Students who received any Academic Progress and/or Career Interest services.

- **Availability of part-time/overload faculty:** We already have two counselors.

- **Compliance with state regulations/accreditations:** Yes, this is within the regulations and accreditation and now more so now with the new funding formula

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

- **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 one additional counselor. This counselor would be assigned as a general student counselor which means that their duty will be to assist ANY student who comes in requesting a counselor. He/she will be working with multiple measures policies and procedures; also both positons providing counseling to the general student population.   Ensure they have a completed an Student Education Student Plan.

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

    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(s) and/or applicable graduation requirements).

    Counselor plays an important role in ensuring that students follow and meet the graduation requirements.
- **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
To be hired for 2019-2020

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: **ESL/English**

Is this position new or a replacement?

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

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/ESL Instruction

[ESL classes may no longer classified in California Community Colleges as "basic skills instruction." Below is a statement from State Chancellor's Office AB 705 "Subject Specific Information":

Instruction in English as a second language (ESL) is distinct from remediation in English. Students enrolled in ESL credit coursework are foreign language learners who require additional language training in English, require support to successfully complete degree and transfer requirements in English or require both of the above.]

☐ 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)

Language Arts Program Review

"Areas For Improvement" (page 12)

The biggest obstacle to the growth of this program (ESL) is finding qualified adjunct faculty to teach the classes. In fact, the potential growth of this program is limited only by lack of qualified instructors and time and energy for outreach activities.

Position 1 ESL (page 38)

The goal of AB 705 is to offer a seamless transition for ESL students from the top-level of ESL to transfer English. We plan to prepare for success for these ESL students by offering at least one section of English 101A+1AX taught by an instructor who meets the minimum qualifications in both English and ESL. Currently, we have only adjuncts qualified to teach this class. The 10 unit maximum load for adjuncts along with the shortage of ESL adjuncts makes it very difficult to cover this class appropriately. In addition, ESL in particular needs a second full-time instructor to provide stability and help carry the responsibilities of a rapidly expanding program.

Position 3 English (page 38)

In the AB 705 world, program consistency and coherence will become even more important to students success. That is very hard to maintain when so many sections of our courses are taught by adjuncts. For example, we cannot require adjuncts to take the training to teach our co-requisite class. We cannot require adjuncts to attend norming sessions. And every fall we start the semester with 3-5 untried adjuncts in English—never an optimal position. Finally, every summer the division chair works all summer hiring enough adjuncts to cover the fall schedule of classes. Future Language Arts chairs are unlikely to accept this responsibility.

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

Office Space

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

ESL: EL2 P060, EL2 P061, EL2 P071A, EL271B, EL2 72A, EL272B

English: ENGL 101A/1AX, English 101A, ENGL 101B

Linguistics 111—Introduction to Linguistics (class to be developed). This class is required in order to be admitted into Fresno State's Teacher Programs.

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

ENGLISH		2013-14	2014-15	2015-16	2016-17	2017-18
Enrollment at Census (pg 2)		3,409	3,700	3,923	3,493	3,445
Average number of students per section		29	27	27	27	26
First Day Waitlist (pg 2)		465	477	492	431	373
FTEF (pg 2)	TOTAL	33.1	32.7	36.4	34.0	35.6
	Full-Time	14.1 43%	14.4 39%	14.3 35%	14.2 35%	16.3 39%
	Overload	2.7 8%	2.8 8%	3.0 7%	4.7 12%	3.5 8%
	Adjunct	12.9 39%	16.1 44%	19.2 47%	16.9 42%	17.7 43%
	Summer	3.3 10%	3.4 9%	4.5 11%	4.5 11%	4.1 10%
FTES (pg 2)		433.3	484	566.4	500.8	486.7
Degrees & Certificates (pg 4)		24	23	28	44	76

ESL		2013-14	2014-15	2015-16	2016-17	2017-18
Enrollment at Census (pg 2)		271	267	202	459	541
Average number of students per section		18	18	13	14	11
First Day Waitlist (pg 2)		59	1	0	0	40
FTEF (pg 2)	TOTAL	1.6	1.6	1.6	6.0	7.3
	Full-Time			1.3 82%	2.0 33%	2.2 30%
	Overload				.5 6%	
	Adjunct	1.6 96%	1.6 96%	.3 15%	3.8 63%	3.7 50%
	Summer	0.1 4%	0.1 4%	0.1 4%	0.3 4%	3.7 14%
FTES (pg 2)		25.4	25.6	14.5	39.4	53.9
Degrees & Certificates (pg 4)						

OTHER JUSTIFICATION:

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

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

The division chair never stops seeking additional part-time faculty in ESL. We interview and hire several times a year. In Fall 2017 we were forced to cancel one level of ESL because we had no instructor. We still have three sections of ESL on the Spring 2019 schedule that lack instructors.

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

AB 705:
WHAT THE LAW SAYS: Education Code §78213 (d)(1)(B) states that colleges "must maximize the probability that. . . a student enrolled in ESL will enter and complete degree and transfer requirements in English within three years."

TIMELINE: Full implementation of AB 705 for ESL is required by the fall of 2020.

The requested position would directly address all of the points listed below in "Assembly Bill 705 Initial Guidance Language for Credit English as a Second Language"

Initial Guidance:

- Develop ESL pathways that transition students from the highest levels of credit ESL coursework directly into transfer-level English rather than into developmental English courses
- Ensure that placement into the credit ESL sequence maximizes the probability that students will enter and complete transfer-level English in six semesters (or nine quarters) or fewer
- Begin intentional discussions between credit ESL and English Composition faculty to determine shared goals, specific curricular needs pertaining to successful skills scaffolding, and knowledge-sharing
- Explore credit ESL pathways to transfer-level English that allow for credit ESL faculty to 1) teach English Composition to ESL students or 2) create a credit ESL course that is the equivalent of transfer-level English

https://static1.squarespace.com/static/5a565796692ebefb3ec5526e/t/5b68e1ba70a6add62b06a9a9/1533600186421/AA+18-41+AB+705+Initial+Guidance+Language+for+Credit+ESL_.pdf

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

Currently, ESL is a "one full-time faculty" program. Now that we are offering ESL at multiple off-site locations and beginning to expand our daytime offerings, the responsibilities of that one professor are expanding. The division could easily justify an additional full-time ESL faculty member; however, the priority right now is to develop a strong ESL pathway to transfer English. Nonetheless, filling an ESL/English position will add coherence and depth to our ESL program.

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

Educational Master Plan (page 17):

The data suggests that the ESA is dominated by two primary population segments: The White population segment and Hispanic population segment. Generally, there has been a trend for slow decline of the White population segment and a more accelerated increase in the Hispanic population segment.

Educational Master Plan (page 96):

The number of foreign born persons and those that speak a language other than English at home appears relatively consistent. The data would suggest that there is a large audience to which the college might appeal in providing educational services.

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

  The addition of a second ESL instructor would free up our current ESL instructor to teach Linguistics. It is also possible/likely that we could hire a candidate who meets the minimum qualifications to teach linguistics.

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

  English is required for all PC students.
  ESL is required for three non-credit certificates awarded at PC.

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

  The college currently lacks a linguistics class that would benefit transfer students in education.

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

  ESL/English—In order to maximize the success of ESL students moving into Transfer English, the English program plans to offer sections of 101A-1AX that are designated as taught by an ESL/English instructor. ESL students will be encouraged to enroll in these sections. The requirements for the class will be the same as in all other sections of English 101A. The difference will be in the training and skills ESL instructors have to address the types of language problems ESL students are likely to have as they develop academic reading and writing skills. At the AB 705 workshop attended by PC ESL instructors in summer 2018, this model was recommended as a "best practice." In addition, both the English and ESL programs are in need of additional full-time faculty members to share the teaching load and campus responsibilities of those two programs.

  ESL/Linguistics—Currently, the only PC faculty member qualified to teach linguistics is the full-time ESL instructor. Filling a second position would likely provide us with two instructors able to teach linguistics. At the very least it would make it more possible for our current instructor to teach linguistics.

Request for New/Replacement Faculty Position
To be hired for 2019-2020

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)

- ☐ **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)

Page 4 of the program review submitted Spring 2017

With the addition of an AA-T degree there will continue to be a need to add faculty. The division currently relies on adjunct coaches to fill most of the activity courses and some health education classes. All three full-time faculty have over-load each semester. The division has gone from five full-time faculty to three full-time faculty in the last eight years.

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, 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.

> Associate Degree for Transfer requirements such as: Introduction to Kinesiology and Activity Classes. In addition, health classes (both dual enrollment and on campus) and sport related classes would be assigned. We are also in the process of adding a personal trainer certificate. Bureau of Labor is predicting a 10% increase in job opportunities for personal trainers in the coming years, which is faster than the average of all occupations.

PROGRAM REVIEW DATA-BASED JUSTIFICATION:

https://ir.kccd.edu/program-review/pc/subject/2018-19_APR_PC_KIN_Subject.pdf

https://ir.kccd.edu/program-review/pc/subject/2018-19_APR_PC_HLED_Subject.pdf

		2013-14	2014-15	2015-16	2016-17	2017-18
Enrollment at Census		1994	1726	1815	1740	1707
Average number of students per section		26.5	23.5	24	23	23.5
First Day Waitlist		192	142	178	123	99*
FTEF	**TOTAL**					
	Full-Time	3.7	2.5	2.7	2.65	2.95
	Overload	.65	.75	.95	.5	.35
	Adjunct	2.15	3.15	3.15	3.2	2.75
	Summer	.45	.55	.45	.7	.7
FTES		123.8	104.1	110.55	103.85	100.05
Degrees & Certificates						

*We have our waitlist limited to 10. This number would be much higher with a larger maximum number. We have also added more sections of health.

OTHER JUSTIFICATION:
With the new funding formula, ==completer data== is important. Mike Carly provided the following data for athlete and non-athlete completers in a 3 year format starting at 14-15:
==**Athlete 52.9%**==
==Non-Athlete 20.3%==

Our own internal data shows the teams with adjunct coaches had below 45% completion rate and the one team with a ==**full time faculty coach**==, softball, had a ==**65.2% completion rate**==. The figures point toward having a full time faculty as a coach making a difference in being a completer and thus increasing funding.

Hiring a full time instructor attached to an athletic team has numerous benefits for a college, community, and for the students it serves. To touch on a couple of trends currently occurring across our country, we see hiring someone full time and investing in athletics as twofold. For example, last month the USA Today published an article on how the University of Alabama has gained enrollment from actively promoting an athletic program. "Alabama's enrollment was 25,580. By 2017, that number had increased to 38,563." This was contributed to a healthy and vibrant athletic program. Not only this, Alabama Officials stated this past year more than "40 percent of our 7,559 freshmen scored a 30 or higher on the ACT", placing them in the top five percent in the country.

Second, Grand Canyon University has over a 300 percent increase in enrollment over the last 5 years. The highest increase in the nation. They contribute this trend to hiring full time instructor/coach and facility improvement with an emphasis in athletic venues.

> 1. Grand Canyon University, Arizona
>
> • **5-year increase in applications:** 377.8 percent
> • **2016-2017 applications:** 34,096
> • **Total undergraduate enrollment:** 49,556

Finally, in 1992-93 Kern Community College District hired an outside consultant who studied and evaluated the state of Porterville College athletics. This study was called the Johnson Study. Its finding, based on current college and community needs recommend that Porterville College hire more full time instructors and allow out of state recruiting. Within 8 years Porterville College FTES increased from a low of 1774 (1992/93) to a high of 3585 in the 2001/2003 academic year. These figures come from the California Community College Chancellor's Office and their Management Information Systems Data Mart. This increase may a have variable causes but this staggering increase can and should be contributed to our athletic teams overall improvement and sustainability driven by full time instruction. Four of the five athletic teams had full time coaches and Porterville College basketball team won the 2000 state championship. Not only did our teams and students do well, the community supported our campus. This positive change created public awareness and increased enrollment. Winners want to be with winners! Since this time, Porterville College's FTES has hovered between 2800 and 3000 and community involvement and attendance has obviously decreased.

Just as a side note, the Kinesiology department has not been granted a hire since fall of 2005 and that was a replacement position.

- **Availability of part-time/overload faculty**
  All full-time faculty in the division are in overload. Most adjuncts instructors are coaches and are loaded to the allowable amount. The high schools are requesting more health dual enrollment classes. With the .67 cap on adjunct load and limit of two online classes per instructor, it is getting difficult to fill their need.

- **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:**
  The Kinesiology division will be teaching five dual enrollment classes spring term. With the limit of two online classes per instructor per term and the .67 load limit for adjuncts, it is getting harder to meet the needs of the local high schools for dual enrollment classes.

- **Maintaining certificate/degree/transfer program:**
  Kinesiology AA-T should go into practice Fall 2019
  A personal trainer certificate is being worked on

- **Courses are part of a core program and/or a graduation requirement:**
  Students must have Health Education P112 or three credits of PE activity courses to graduate.
  Health P112 transfers to the CSU and UC systems. KIN activity courses transfer to CSU system.

- **Potential for development in a related and/or emerging discipline:**
  Kinesiology, or the study of physical movement, has seen a surge in popularity over the last 20 years that experts attribute to its social relevance, its relation to the obesity epidemic, and the growing societal importance of sports and athletics.

- **Potential for multi-discipline expertise:**
  With additional faculty, we could offer more courses such as Sociology of Sport and History of Sport and Society, which fulfill area D or E of the CSU/GE requirement.

Kinesiology

Student Demographic Information

Unduplicated Headcount [1]	2013-14		2014-15		2015-16		2016-17		2017-18	
	#	% Change	#	% Change	#	% Change	#	% Change	#	% Change
Porterville College	706	-5%	505	-28%	474	-6%	363	-23%	289	-20%

Gender	Kinesiology										Collegewide	
	2013-14		2014-15		2015-16		2016-17		2017-18		2017-18	
	#	%	#	%	#	%	#	%	#	%	#	%
Female	374	53%	268	53%	252	53%	179	49%	131	45%	3,371	61%
Male	332	47%	237	47%	222	47%	183	50%	155	54%	2,081	38%
Not Reported							1	0%	3	1%	40	1%

Age	Kinesiology										Collegewide	
	2013-14		2014-15		2015-16		2016-17		2017-18		2017-18	
	#	%	#	%	#	%	#	%	#	%	#	%
19 & Younger	237	34%	174	34%	179	38%	132	36%	134	46%	1,812	33%
20-29	358	51%	260	51%	221	47%	185	51%	127	44%	2,589	47%
30-39	64	9%	43	9%	51	11%	32	9%	16	6%	689	13%
40 & Older	47	7%	28	6%	23	5%	14	4%	12	4%	402	7%

Ethnicity	Kinesiology										Collegewide	
	2013-14		2014-15		2015-16		2016-17		2017-18		2017-18	
	#	%	#	%	#	%	#	%	#	%	#	%
African American	26	4%	18	4%	14	3%	9	2%	10	3%	52	1%
American Indian	5	1%	7	1%	6	1%	6	2%	4	1%	43	1%
Asian/Filipino/Pac. Islander	30	4%	19	4%	9	2%	10	3%	11	4%	172	3%
Hispanic/ Latino	487	69%	356	70%	349	74%	260	72%	212	73%	4,208	77%
White	136	19%	93	18%	85	18%	67	18%	47	16%	913	17%
Two or More Races	19	3%	9	2%	10	2%	11	3%	5	2%	102	2%
Not Reported	3	0%	3	1%	1	0%					2	0%

Ed Plan Completion	Kinesiology										Collegewide	
	2013-14		2014-15		2015-16		2016-17		2017-18		2017-18	
	#	%	#	%	#	%	#	%	#	%	#	%
Abbreviated	22	3%	66	13%	60	13%	59	16%	72	25%	904	16%
Comprehensive	466	66%	284	56%	250	53%	165	45%	94	33%	1,837	33%
Both (Abbrev. and Comp.)	20	3%	43	9%	86	18%	101	28%	101	35%	1,400	25%
Other Ed Plan			2	0%	4	1%	6	2%				
Exempt	3	0%			1	0%					20	0%
FSEP									1	0%	18	0%
No Ed Plan Completed	195	28%	110	22%	73	15%	32	9%	21	7%	1,162	21%
NSEP											151	3%

Completed Matriculation [2]	Kinesiology										Collegewide	
	2013-14		2014-15		2015-16		2016-17		2017-18		2017-18	
	#	%	#	%	#	%	#	%	#	%	#	%
Fully Matriculated	474	67%	338	67%	341	72%	296	82%	247	85%	3,913	71%

*This subject has no majors/awards

Course Enrollments

Active Sections	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	60	58	58	55	46
Total	60	58	58	55	46

First Day Enrollment [4]	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	912	679	683	588	523
Total	912	679	683	588	523

Census Day Enrollment [4]	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	1,000	714	705	621	532
Total	1,000	714	705	621	532

Subject Students/Section [5]	Subject				
	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	17	12	12	11	12
Total	17	12	12	11	12

Collegewide Students/Section[5]	Collegewide				
	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	29	27	27	27	26
Distance Ed	31	29	29	29	31
Total	29	27	27	27	27

First Day Waitlist[6]	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	47	13	16	17	2
Total	**47**	**13**	**16**	**17**	**2**

FTES, FTEF & Productivity

FTES[7]	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	148.1	105.2	109.3	94.8	81.5
Total	**148.1**	**105.2**	**109.3**	**94.8**	**81.5**

FTEF Workload[7]	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	8.3	8.1	8.3	7.9	6.7
Total	**8.3**	**8.1**	**8.3**	**7.9**	**6.7**

FTEF Workload By Contract Type	2013-14		2014-15		2015-16		2016-17		2017-18	
	#	%	#	%	#	%	#	%	#	%
1) Full-Time	4.1	50%	3.1	38%	2.8	34%	1.9	24%	1.4	21%
2) Overload					0.1	1%				
3) Adjunct	3.9	47%	4.7	58%	5.1	61%	5.4	68%	4.7	70%
4) Summer	0.3	4%	0.3	4%	0.3	4%	0.6	8%	0.6	9%
6) Unidentified							0.0	0%		

Subject Productivity (FTES/FTEF)[8]	Subject				
	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	17.9	12.9	13.2	12.0	12.2
Productivity (FTES/FTEF)	**17.9**	**12.9**	**13.2**	**12.0**	**12.2**

Collegewide Productivity (FTES/FTEF)[8]	Collegewide				
	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	15.9	15.1	15.4	14.6	14.2
Distance Ed	13.7	12.9	13.0	12.9	13.7
Productivity (FTES/FTEF)	15.7	14.9	15.1	14.4	14.1

Success & Retention Rates

Subject [9]	2017-18	
	Retention	Success
Traditional	93%	88%
Total	**93%**	**88%**

Collegewide [9]	2013-14		2014-15		2015-16		2016-17		2017-18	
	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success
Traditional	88%	71%	88%	71%	89%	73%	90%	73%	91%	75%
Distance Ed	78%	57%	83%	60%	83%	59%	86%	69%	89%	72%
Total	87%	70%	88%	70%	89%	71%	90%	73%	91%	75%

Success & Retention Rates Disaggregated
Because of small numbers, the five years represented in this report were combined. Percentages shown in grey italics are from groups of less than 30 where overall results are more influenced by individual results.

Subject Overall Combined	Retention	Success
Kinesiology	93%	88%

Collegewide Overall Combined	Retention	Success
Porterville College	89%	72%

Subject Gender	Retention	Success
Female	94%	88%
Male	93%	88%

Collegewide Gender	Retention	Success
Female	89%	73%
Male	88%	69%

Subject Age	Retention	Success
19 & Younger	96%	93%
20-29	92%	84%
30-39	78%	67%
40 & Older	71%	57%

Collegewide Age	Retention	Success
19 & Younger	91%	72%
20-29	88%	71%
30-39	87%	75%
40 & Older	85%	73%

Subject Ethnicity	Retention	Success
African American	91%	88%
American Indian	89%	89%
Asian/Filipino/Pac. Islander	95%	95%
Hispanic/ Latino	93%	87%
Two or More Races	100%	100%
White	94%	85%

Collegewide Ethnicity	Retention	Success
African American	82%	58%
American Indian	87%	66%
Asian/Filipino/Pac. Islander	91%	79%
Hispanic/ Latino	89%	71%
Two or More Races	88%	72%
White	88%	72%

Subject Ed Plan Completion	Retention	Success
Completed Student Ed Plan	94%	89%

Collegewide Ed Plan Completion	Retention	Success
Completed Student Ed Plan	90%	74%

Subject Fully Matriculated	Retention	Success
Fully Matriculated	94%	90%

Collegewide Fully Matriculated	Retention	Success
Fully Matriculated	90%	75%

*This subject has no majors/awards

Footnote Explanations

1 The Unduplicated Headcount is the number of students enrolled on census day, where each student is counted one time.

2 Fully matriculated is completing (or being exempt from) all matriculation components (Assessment, Orientation, Counseling, and Ed Plan).

3 When the same major is offered at another KCCD college, the student count includes students who selected their major at the other college but who attended this college. Only majors that students have declared are shown. An '*' indicates that a Major does not exist in the 2017-18 college catalog.

4 Enrollments are reported on both First Day and Census Day. Each course a student is enrolled in is counted as one enrollment.

5 Students per Section is defined as census enrollments divided by active sections. Cross-listed sections are not combined.

6 Waitlisted Enrollments on First Day (determined by section start date) where each section a student is waitlisted in counts as one waitlisted enrollment.

7 Acronyms FTES and FTEF represent full-time equivalent students and full-time equivalent faculty (workload associated with sections taught) respectively.

8 FTES/FTEF: A measurement of productivity where the generally accepted target is 17.5.

9 Success rate numerator: Number of course enrollments with a successful passing grade (A,B,C,P).
Retention rate numerator: Number of course enrollments retained through the semester (grade=A,B,C,P,D,F,NP,I).
Success and Retention rate denominator: Number of enrollments retained (A,B,C,P,D,F,NP,I), and withdrawn (W).

10 Only programs with student awards will be shown. An '*' indicates that the program major does not exist in 2017-18 college catalog.

Health Education

Student Demographic Information

Unduplicated Headcount[1]	2013-14		2014-15		2015-16		2016-17		2017-18	
	#	% Change	#	% Change	#	% Change	#	% Change	#	% Change
Porterville College	969	9%	984	2%	1,094	11%	1,101	1%	1,159	5%

Gender	Health Education										Collegewide	
	2013-14		2014-15		2015-16		2016-17		2017-18		2017-18	
	#	%	#	%	#	%	#	%	#	%	#	%
Female	570	59%	566	58%	645	59%	656	60%	695	60%	3,371	61%
Male	395	41%	417	42%	448	41%	443	40%	453	39%	2,081	38%
Not Reported	4	0%	1	0%	1	0%	2	0%	11	1%	40	1%

Age	Health Education										Collegewide	
	2013-14		2014-15		2015-16		2016-17		2017-18		2017-18	
	#	%	#	%	#	%	#	%	#	%	#	%
19 & Younger	426	44%	499	51%	526	48%	597	54%	662	57%	1,812	33%
20-29	433	45%	369	38%	445	41%	380	35%	399	34%	2,589	47%
30-39	68	7%	76	8%	89	8%	84	8%	67	6%	689	13%
40 & Older	42	4%	40	4%	34	3%	40	4%	31	3%	402	7%

Ethnicity	Health Education										Collegewide	
	2013-14		2014-15		2015-16		2016-17		2017-18		2017-18	
	#	%	#	%	#	%	#	%	#	%	#	%
African American	18	2%	16	2%	24	2%	17	2%	7	1%	52	1%
American Indian	6	1%	8	1%	6	1%	7	1%	16	1%	43	1%
Asian/Filipino/Pac. Islander	26	3%	23	2%	29	3%	32	3%	37	3%	172	3%
Hispanic/ Latino	719	74%	769	78%	852	78%	844	77%	910	79%	4,208	77%
White	174	18%	153	16%	159	15%	182	17%	165	14%	913	17%
Two or More Races	24	2%	15	2%	23	2%	19	2%	24	2%	102	2%
Not Reported	2	0%			1	0%					2	0%

Ed Plan Completion	Health Education										Collegewide	
	2013-14		2014-15		2015-16		2016-17		2017-18		2017-18	
	#	%	#	%	#	%	#	%	#	%	#	%
Abbreviated	20	2%	89	9%	144	13%	221	20%	291	25%	904	16%
Comprehensive	685	71%	551	56%	489	45%	385	35%	289	25%	1,837	33%
Both (Abbrev. and Comp.)	22	2%	60	6%	236	22%	283	26%	385	33%	1,400	25%
Other Ed Plan			3	0%	6	1%	12	1%				
Exempt	1	0%	1	0%	2	0%	1	0%			20	0%
FSEP											18	0%
No Ed Plan Completed	241	25%	280	28%	217	20%	199	18%	193	17%	1,162	21%
NSEP									1	0%	151	3%

Completed Matriculation [2]	Health Education										Collegewide	
	2013-14		2014-15		2015-16		2016-17		2017-18		2017-18	
	#	%	#	%	#	%	#	%	#	%	#	%
Fully Matriculated	644	66%	641	65%	799	73%	839	76%	892	77%	3,913	71%

*This subject has no majors/awards

Course Enrollments

Active Sections	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	14	19	19	20	22
Distance Ed	14	10	12	12	12
Total	28	29	31	32	34

First Day Enrollment [4]	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	498	642	645	637	642
Distance Ed	455	320	410	433	446
Total	953	962	1,055	1,070	1,088

Census Day Enrollment [4]	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	556	704	695	698	734
Distance Ed	438	308	415	421	441
Total	994	1,012	1,110	1,119	1,175

Subject Students/Section [5]	Subject				
	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	40	37	37	35	33
Distance Ed	31	31	35	35	37
Total	**36**	**35**	**36**	**35**	**35**

Collegewide Students/Section [5]	Collegewide				
	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	29	27	27	27	26
Distance Ed	31	29	29	29	31
Total	29	27	27	27	27

First Day Waitlist [6]	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	109	101	119	72	60
Distance Ed	36	28	43	34	37
Total	**145**	**129**	**162**	**106**	**97**

FTES, FTEF & Productivity

FTES [7]	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	58.7	74.3	73.3	73.9	77.5
Distance Ed	40.8	28.7	38.5	39.0	41.1
Total	**99.5**	**103.0**	**111.8**	**112.9**	**118.6**

FTEF Workload [7]	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	2.8	3.8	3.8	3.8	4.4
Distance Ed	2.8	2.0	2.4	2.4	2.4
Total	**5.6**	**5.8**	**6.2**	**6.2**	**6.8**

FTEF Workload By Contract Type	2013-14		2014-15		2015-16		2016-17		2017-18	
	#	%	#	%	#	%	#	%	#	%
1) Full-Time	3.3	58%	1.9	32%	2.6	41%	3.4	55%	4.5	66%
2) Overload	1.3	24%	1.5	27%	1.8	30%	1.0	16%	0.7	11%
3) Adjunct	0.4	7%	1.6	28%	1.2	19%	1.0	16%	0.8	12%
4) Summer	0.6	11%	0.8	14%	0.6	10%	0.8	13%	0.8	12%
6) Unidentified					0.0	0%				

Subject Productivity (FTES/FTEF) [8]	Subject				
	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	21.0	19.5	19.3	19.4	17.6
Distance Ed	14.6	14.3	16.0	16.3	17.1
Productivity (FTES/FTEF)	**17.8**	**17.8**	**18.0**	**18.2**	**17.4**

Collegewide Productivity (FTES/FTEF) [8]	Collegewide				
	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	15.9	15.1	15.4	14.6	14.2
Distance Ed	13.7	12.9	13.0	12.9	13.7
Productivity (FTES/FTEF)	15.7	14.9	15.1	14.4	14.1

Success & Retention Rates

Subject [9]	2013-14		2014-15		2015-16		2016-17		2017-18	
	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success
Traditional	94%	84%	91%	76%	95%	85%	92%	83%	94%	87%
Distance Ed	86%	68%	89%	64%	85%	58%	89%	70%	88%	66%
Total	**91%**	**77%**	**90%**	**72%**	**91%**	**75%**	**91%**	**78%**	**92%**	**79%**

Collegewide [9]	2013-14		2014-15		2015-16		2016-17		2017-18	
	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success
Traditional	88%	71%	88%	71%	89%	73%	90%	73%	91%	75%
Distance Ed	78%	57%	83%	60%	83%	59%	86%	69%	89%	72%
Total	87%	70%	88%	70%	89%	71%	90%	73%	91%	75%

Success & Retention Rates Disaggregated
Because of small numbers, the five years represented in this report were combined. Percentages shown in grey italics are from groups of less than 30 where overall results are more influenced by individual results.

Subject Overall Combined	Retention	Success
Health Education	91%	76%

Collegewide Overall Combined	Retention	Success
Porterville College	89%	72%

Subject Gender	Retention	Success
Female	92%	78%
Male	90%	74%

Collegewide Gender	Retention	Success
Female	89%	73%
Male	88%	69%

Subject Age	Retention	Success
19 & Younger	94%	79%
20-29	89%	73%
30-39	87%	74%
40 & Older	86%	75%

Collegewide Age	Retention	Success
19 & Younger	91%	72%
20-29	88%	71%
30-39	87%	75%
40 & Older	85%	73%

Subject Ethnicity	Retention	Success
African American	77%	40%
American Indian	93%	72%
Asian/Filipino/Pac. Islander	91%	82%
Hispanic/ Latino	91%	77%
Two or More Races	89%	70%
White	91%	76%

Collegewide Ethnicity	Retention	Success
African American	82%	58%
American Indian	87%	66%
Asian/Filipino/Pac. Islander	91%	79%
Hispanic/ Latino	89%	71%
Two or More Races	88%	72%
White	88%	72%

Subject Ed Plan Completion	Retention	Success
Completed Student Ed Plan	93%	81%

Collegewide Ed Plan Completion	Retention	Success
Completed Student Ed Plan	90%	74%

Subject Fully Matriculated	Retention	Success
Fully Matriculated	93%	82%

Collegewide Fully Matriculated	Retention	Success
Fully Matriculated	90%	75%

*This subject has no majors/awards

Footnote Explanations

1   The Unduplicated Headcount is the number of students enrolled on census day, where each student is counted one time.
2   Fully matriculated is completing (or being exempt from) all matriculation components (Assessment, Orientation, Counseling, and Ed Plan).
3   When the same major is offered at another KCCD college, the student count includes students who selected their major at the other college but who attended this college. Only majors that students have declared are shown. An '*' indicates that a Major does not exist in the 2017-18 college catalog.
4   Enrollments are reported on both First Day and Census Day. Each course a student is enrolled in is counted as one enrollment.
5   Students per Section is defined as census enrollments divided by active sections. Cross-listed sections are not combined.
6   Waitlisted Enrollments on First Day (determined by section start date) where each section a student is waitlisted in counts as one waitlisted enrollment.
7   Acronyms FTES and FTEF represent full-time equivalent students and full-time equivalent faculty (workload associated with sections taught) respectively.
8   FTES/FTEF: A measurement of productivity where the generally accepted target is 17.5.
9   Success rate numerator: Number of course enrollments with a successful passing grade (A,B,C,P).
    Retention rate numerator: Number of course enrollments retained through the semester (grade=A,B,C,P,D,F,NP,I).
    Success and Retention rate denominator: Number of enrollments retained (A,B,C,P,D,F,NP,I), and withdrawn (W).
10 Only programs with student awards will be shown. An '*' indicates that the program major does not exist in 2017-18 college catalog.

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: Dr. 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 Math Program Review Update (2018 – 2019) states the following: "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 math classes have long waitlists, preventing students from completing their degrees in two years. In response to the new engineering program, we will require additional STEM transfer-level course, including trigonometry, precalculus, and calculus. It is also expected that the new education degree at PC will put more demand on Math P115, a requirement for the degree. Finally, with the implementation of AB 705 and corequisite courses, faculty will be teaching fewer classes to meet load; therefore, even more pressure will be placed on meeting students' needs for math classes. All of this means that demand will continue to be unmet, resulting in more students each semester who are forced to delay their educational goals."

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 waitlists.

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 2017-18 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

		2013-14	2014-15	2015-16	2016-17	2017-18
Enrollment at Census (pg 2)		2213	2271	2374	2589	2762
Average number of students per section		40	39	36	35	32
First Day Waitlist (pg 2)		505	551	592	502	443
FTEF (pg 2)	TOTAL	18.7	19.2	21.1	22.1	23.0
	Full-Time	13.5	13.1	14.6	13.6	16.3
	Overload	3.2	2.8	3.7	3.6	2.4
	Adjunct		1.3	0.7	2.5	2.4
	Summer	2.0	2.0	2.2	2.3	1.9
FTES (pg 2)		381.2	390.4	398.1	408.3	399.2
Degrees & Certificates (AS-T)		3	9	5	7	2
(AA) Liberal Arts/Math and Science		5	9	13	13	23

OTHER JUSTIFICATION:

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

- **Availability of part-time/overload faculty**
  We currently have only two adjunct instructors. Applications are checked regularly; however, 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. In addition, with the new engineering program, math will be a focal point of the degree.

- **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 80% from 2016, as the number of classes has doubled. We have experienced approximately the same growth in Math P104 (Calculus 2), and it is expected to increase considerably with the new engineering program.

- **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.)
  Math P103, Math P104, Math P205, and Math P206 are required for the Math AS-T degree.
  Math P115 is required for education majors.

- **Potential for development in a related and/or emerging discipline:**
  The new engineering program will start in the fall of 2019. 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.

Request for New/Replacement Faculty Position
To be hired for 2019-2020

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: Nurse 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)

Request for New/Replacement Staff

#6 Nurse Instructor – Once the Simulation Coordinator/Nurse Instructor position is filled, the next goal would be to increase student enrollment, from 40 nursing students (32 FTES) to 80 nursing students (64 FTES) per semester with the addition of one full-time nurse instructor. Additionally this position would improve student success through consistent instruction by content experts, 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 was awarded the CCCCO Nursing Program Support grant which will help fund increase resources needed for increased enrollment. See goals #13, #14, and #18.

To place in perspective the need for increasing enrollment is to review the research report by The Healthforce Center at UCSF published in March 2018.   In the report, *The San Joaquin Valley Registered Nurse Workforce: Forecasted Supply and Demand, 2016-2030, stated "The forecasts suggest that the total number of RNs in the San Joaquin Valley will decline between 2017 and 2030 in all but the most optimistic scenarios, and RN FTEs will decline in all scenarios. At the same time, demand for RNs is projected to grow more than 35%, leaving San Joaquin Valley with a large projected shortage of RNs."*

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 greater.
#14 Nursing Concept Based Curriculum Development
#18 Increase nursing program enrollment to start a new cohort every semester.

Areas for improvement in the program review;
Teaching outside area of expertise;
Decreasing frequency of enrollment and maintaining minimum enrollment in the nursing programs have required faculty to teach content outside their area of expertise. One example, in the nursing program is a nurse with 20+ years working in Maternity Nursing is required to remediate and teach Psychiatric Nursing content. Another instructor with 20+ years working in Medical Surgical Nursing is required to remediate and teach pediatric nursing. This is true with both theory content and clinical settings. Not only are faculty required to teach content outside their area of expertise, they teach the content every other semester. This adds to the challenge of becoming a content expert in these new content areas. Both teaching content outside the area of expertise and teaching the content infrequently has resulted in negative retention and success rates.

Infrequency of teaching content;
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 increase the pass rates. If the pass rates did increase 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.

Program Strengths;
High Demands/High Wage Careers
Registered Nurses consistently remain a high demand/high wage occupation. Graduates have a 100% employment rate. Registered Nursing is one of the top fastest growing occupations in the Visalia-Porterville area with an expected growth rate of 44.1% by 2022. The annual mean salary for an RN is $76,071 (EDD, Labor Market Information, 2016).

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, 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.

This person would be approved instructor by the Board of Registered Nursing. Teaching assignment could include any of the theory and clinical courses; NURS P100, P130, P131, P132, P133, P134, P135, P136, P137, P138, P139, and/or P171.

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

		2013-14		2014-15		2015-16		2016-17		2017-18	
Enrollment at Census *(pg 2)*		309		313		350		338		312	
Average number of students per section		22		21		23		21		23	
First Day Waitlist *(pg 2)*		19		14		39		21		32	
FTEF *(pg 2)*	TOTAL	#	%	#	%	#	%	#	%	#	%
	Full-Time	4.8	48%	6.1	64%	7.1	68%	6.7	59%	8.7	81%
	Overload	0.4	4%	0.6	6%	0.5	4%	1.0	9%	0.6	5%
	Adjunct	4.9	49%	2.9	30%	2.8	27%	3.4	30%	1.5	14%
	Summer							0.2	2%		
FTES *(pg 2)*		58.9		58.1		65.6		63.0		60.7	
Degrees & Certificates *(pg 4)*		15		14		18		21		19	

NOTE: In addition to nursing program courses, nursing faculty teach NURS P100 Strategies for success in Nursing Programs which meets Area A for local Degree.
NOTE: Over the past 5 years the average number of students at Porterville College who have chosen Registered Nursing as their major is 607. These students take courses across all disciples to meet all graduation requirments.

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 related to non-competitive salary and full time obligations elsewhere. 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. 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 Fall 2017 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 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.

Registered Nursing

Student Demographic Information

Unduplicated Headcount [1]	2013-14		2014-15		2015-16		2016-17		2017-18	
	#	% Change	#	% Change	#	% Change	#	% Change	#	% Change
Porterville College	142	4%	161	13%	187	16%	184	-2%	164	-11%

Gender	Registered Nursing										Collegewide	
	2013-14		2014-15		2015-16		2016-17		2017-18		2017-18	
	#	%	#	%	#	%	#	%	#	%	#	%
Female	119	84%	136	84%	150	80%	150	82%	144	88%	3,371	61%
Male	23	16%	24	15%	35	19%	33	18%	18	11%	2,081	38%
Not Reported			1	1%	2	1%	1	1%	2	1%	40	1%

Age	Registered Nursing										Collegewide	
	2013-14		2014-15		2015-16		2016-17		2017-18		2017-18	
	#	%	#	%	#	%	#	%	#	%	#	%
19 & Younger	17	12%	48	30%	63	34%	60	33%	65	40%	1,812	33%
20-29	77	54%	69	43%	73	39%	75	41%	45	27%	2,589	47%
30-39	32	23%	28	17%	35	19%	36	20%	40	24%	689	13%
40 & Older	16	11%	16	10%	16	9%	13	7%	14	9%	402	7%

Ethnicity	Registered Nursing										Collegewide	
	2013-14		2014-15		2015-16		2016-17		2017-18		2017-18	
	#	%	#	%	#	%	#	%	#	%	#	%
African American			1	1%			2	1%	2	1%	52	1%
American Indian			1	1%					1	1%	43	1%
Asian/Filipino/Pac. Islander	18	13%	13	8%	15	8%	14	8%	9	5%	172	3%
Hispanic/ Latino	90	63%	111	69%	132	71%	132	72%	117	71%	4,208	77%
White	33	23%	33	20%	38	20%	31	17%	32	20%	913	17%
Two or More Races	1	1%	2	1%	2	1%	5	3%	3	2%	102	2%
Not Reported											2	0%

Ed Plan Completion	Registered Nursing										Collegewide	
	2013-14		2014-15		2015-16		2016-17		2017-18		2017-18	
	#	%	#	%	#	%	#	%	#	%	#	%
Abbreviated	8	6%	13	8%	15	8%	17	9%	24	15%	904	16%
Comprehensive	94	66%	77	48%	76	41%	66	36%	52	32%	1,837	33%
Both (Abbrev. and Comp.)	22	15%	27	17%	39	21%	51	28%	44	27%	1,400	25%
Other Ed Plan			1	1%			2	1%				
Exempt					3	2%	4	2%	1	1%	20	0%
FSEP											18	0%
No Ed Plan Completed	18	13%	43	27%	54	29%	44	24%	43	26%	1,162	21%
NSEP											151	3%

Completed Matriculation [2]	Registered Nursing										Collegewide	
	2013-14		2014-15		2015-16		2016-17		2017-18		2017-18	
	#	%	#	%	#	%	#	%	#	%	#	%
Fully Matriculated	112	79%	107	66%	121	65%	127	69%	119	73%	3,913	71%

Student Majors Information

Subject Majors [3]	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	5-Year Average
LVN to Associate Degree Nurse	37	31	30	30	23	30
LVN to RN 30-Unit Option					1	1
Nursing	664	566	613	566	469	576

Course Enrollments

Active Sections	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	14	15	15	16	14
Total	14	15	15	16	14

First Day Enrollment [4]	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	319	294	309	320	274
Total	319	294	309	320	274

Census Day Enrollment [4]	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	309	313	350	338	321
Total	309	313	350	338	321

Subject Students/Section[5]	Subject				
	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	22	21	23	21	23
Total	**22**	**21**	**23**	**21**	**23**

Collegewide Students/Section[5]	Collegewide				
	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	29	27	27	27	26
Distance Ed	31	29	29	29	31
Total	29	27	27	27	27

First Day Waitlist[6]	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	19	14	39	21	32
Total	**19**	**14**	**39**	**21**	**32**

FTES, FTEF & Productivity

FTES[7]	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	58.9	58.1	65.6	63.0	60.7
Total	**58.9**	**58.1**	**65.6**	**63.0**	**60.7**

FTEF Workload[7]	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	10.0	9.6	10.4	11.3	10.7
Total	**10.0**	**9.6**	**10.4**	**11.3**	**10.7**

FTEF Workload By Contract Type	2013-14		2014-15		2015-16		2016-17		2017-18	
	#	%	#	%	#	%	#	%	#	%
1) Full-Time	4.8	48%	6.1	64%	7.1	68%	6.7	59%	8.7	81%
2) Overload	0.4	4%	0.6	6%	0.5	4%	1.0	9%	0.6	5%
3) Adjunct	4.9	49%	2.9	30%	2.8	27%	3.4	30%	1.5	14%
4) Summer							0.2	2%		

Subject Productivity (FTES/FTEF)[8]	Subject				
	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	5.9	6.1	6.3	5.6	5.7
Productivity (FTES/FTEF)	**5.9**	**6.1**	**6.3**	**5.6**	**5.7**

Collegewide Productivity (FTES/FTEF)[8]	Collegewide				
	2013-14	2014-15	2015-16	2016-17	2017-18
Traditional	15.9	15.1	15.4	14.6	14.2
Distance Ed	13.7	12.9	13.0	12.9	13.7
Productivity (FTES/FTEF)	15.7	14.9	15.1	14.4	14.1

Success & Retention Rates

Subject[9]	2013-14		2014-15		2015-16		2016-17		2017-18	
	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success
Traditional	91%	82%	91%	77%	92%	87%	92%	87%	93%	90%
Total	91%	82%	91%	77%	92%	87%	92%	87%	93%	90%

Collegewide[9]	2013-14		2014-15		2015-16		2016-17		2017-18	
	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success
Traditional	88%	71%	88%	71%	89%	73%	90%	73%	91%	75%
Distance Ed	78%	57%	83%	60%	83%	59%	86%	69%	89%	72%
Total	87%	70%	88%	70%	89%	71%	90%	73%	91%	75%

Success & Retention Rates Disaggregated
Because of small numbers, the five years represented in this report were combined. Percentages shown in grey italics are from groups of less than 30 where overall results are more influenced by individual results.

Subject Overall Combined	Retention	Success
Registered Nursing	92%	85%

Collegewide Overall Combined	Retention	Success
Porterville College	89%	72%

Subject Gender	Retention	Success
Female	92%	85%
Male	93%	85%

Collegewide Gender	Retention	Success
Female	89%	73%
Male	88%	69%

Subject Age	Retention	Success
19 & Younger	91%	80%
20-29	92%	85%
30-39	94%	90%
40 & Older	88%	78%

Collegewide Age	Retention	Success
19 & Younger	91%	72%
20-29	88%	71%
30-39	87%	75%
40 & Older	85%	73%

Subject Ethnicity	Retention	Success
African American	*67%*	*50%*
American Indian	*100%*	*86%*
Asian/Filipino/Pac. Islander	93%	79%
Hispanic/ Latino	92%	84%
Two or More Races	*100%*	*95%*
White	92%	88%

Collegewide Ethnicity	Retention	Success
African American	82%	58%
American Indian	87%	66%
Asian/Filipino/Pac. Islander	91%	79%
Hispanic/ Latino	89%	71%
Two or More Races	88%	72%
White	88%	72%

Subject Ed Plan Completion	Retention	Success
Completed Student Ed Plan	92%	86%

Collegewide Ed Plan Completion	Retention	Success
Completed Student Ed Plan	90%	74%

Subject Fully Matriculated	Retention	Success
Fully Matriculated	92%	86%

Collegewide Fully Matriculated	Retention	Success
Fully Matriculated	90%	75%

Student Awards

Awards by Type & Program [10]		2013-14	2014-15	2015-16	2016-17	2017-18	5-Year Total
AS	LVN to Associate Degree Nurse		3	4	4	4	15
	Nursing	15	11	14	17	15	72
	Award Type Total	15	14	18	21	19	87
Total Awards		15	14	18	21	19	87

Footnote Explanations

1 The Unduplicated Headcount is the number of students enrolled on census day, where each student is counted one time.
2 Fully matriculated is completing (or being exempt from) all matriculation components (Assessment, Orientation, Counseling, and Ed Plan).
3 When the same major is offered at another KCCD college, the student count includes students who selected their major at the other college but who attended this college. Only majors that students have declared are shown. An '*' indicates that a Major does not exist in the 2017-18 college catalog.
4 Enrollments are reported on both First Day and Census Day. Each course a student is enrolled in is counted as one enrollment.
5 Students per Section is defined as census enrollments divided by active sections. Cross-listed sections are not combined.
6 Waitlisted Enrollments on First Day (determined by section start date) where each section a student is waitlisted in counts as one waitlisted enrollment.
7 Acronyms FTES and FTEF represent full-time equivalent students and full-time equivalent faculty (workload associated with sections taught) respectively.
8 FTES/FTEF: A measurement of productivity where the generally accepted target is 17.5.
9 Success rate numerator: Number of course enrollments with a successful passing grade (A,B,C,P).
   Retention rate numerator: Number of course enrollments retained through the semester (grade=A,B,C,P,D,F,NP,I).
   Success and Retention rate denominator: Number of enrollments retained (A,B,C,P,D,F,NP,I), and withdrawn (W).
10 Only programs with student awards will be shown. An '*' indicates that the program major does not exist in 2017-18 college catalog.

Request for New/Replacement Faculty Position
To be hired for 2019-2020

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/Nurse 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)

Request for New/Replacement Staff
Position 5 - Sim Coordinator/Nurse Instructor
Simulation Coordinator/Nurse Instructor position is contingent on funding. The current MOU expired in 2018. No funding for this position is available after the current academic year. This is a Board of Registered Nursing mandated position to meet student human patient simulation learning requirements. The program will continues to search for outside funding. The program it at great risk for unsustainability. See goals #13, 14, 16, 18.

#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 greater.
#14 Nursing Concept Based Curriculum Development – needed resources, content expert nursing instructors. Simulation is a specialty in itself which embeds human patient simulation learning throughout the nursing program. A dedicated Simulation Coordinator is required to maintain all operations of the sim lab, schedule and provide orientation and oversight of skills/sim lab instructional assistants, provide faculty development in patient simulation, and ensure all simulations are based evidence based practice. The simulation coordinator time is approximately 50% simulation activities and 50% nursing instructor duties.

#16 Provide ongoing instructional resources for the Simulation Lab. Continued categorical funding or GU001 funding if discontinued. Position must be maintained to remain in compliance with BRN regulation, CCR section 1324(d) sufficient resources, 2014 area of non-compliance "the availability of skills/simulation lab RN staff resources is insufficient to meet student learning needs." Current categorical funding discontinued Spring 2018. The program is applying for outside funding with a goal of this position to be permanent GU001 funded faculty position. See position 5 request.

#18 Increase nursing program enrollment to start a new cohort every semester. Maintaining the Simulation Coordinator/ Nurse Instructor and one additional full-time nurse instructor would improve student success through consistent instruction by content experts, increase program from 40 nursing students (32 FTES) to 80 nursing students (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 plan was awarded the CCCCO Nursing Program Support grant which assists with increased costs and resources needed related to increased enrollment. To place in perspective the need for increasing enrollment is to review the research report by The Healthforce Center at UCSF published in March 2018. In the report, *The San Joaquin Valley Registered Nurse Workforce: Forecasted Supply and Demand, 2016-2030, stated "The forecasts suggest that the total number of RNs in the San Joaquin Valley will decline between 2017 and 2030 in all but the most optimistic scenarios, and RN FTEs will decline in all scenarios. At the same time, demand for RNs is projected to grow more than 35%, leaving San Joaquin Valley with a large projected shortage of RNs."*

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.

This person would be approved instructor by the Board of Registered Nursing. Teaching assignment could include theory and clinical courses; NURS P100 P130, P131, P132, P133, P134, P135, P136, P137, P138, P139, and P171. Simulation Coordinator duties are linked to clinical courses. Simulation coordinator duties are related to 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

		2013-14		2014-15		2015-16		2016-17		2017-18	
Enrollment at Census (pg 2)		309		313		350		338		312	
Average number of students per section		22		21		23		21		23	
First Day Waitlist (pg 2)		19		14		39		21		32	
FTEF (pg 2)	**TOTAL**	#	%	#	%	#	%	#	%	#	%
	Full-Time	4.8	48%	6.1	64%	7.1	68%	6.7	59%	8.7	81%
	Overload	0.4	4%	0.6	6%	0.5	4%	1.0	9%	0.6	5%
	Adjunct	4.9	49%	2.9	30%	2.8	27%	3.4	30%	1.5	14%
	Summer							0.2	2%		
FTES (pg 2)		58.9		58.1		65.6		63.0		60.7	
Degrees & Certificates (pg 4)		15		14		18		21		19	

NOTE: In addition to nursing program courses, nursing faculty teach NURS P100 Strategies for success in Nursing Programs which meets Area A for local Degree.

NOTE: Over the past 5 years the average number of students at Porterville College who have chosen Registered Nursing as their major is 607. These students take courses across all disciples to meet all graduation requirments.

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, consistency to the program and maintain compliance with BRN. Outside funding has been 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 Fall 2017 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 would allow the program to increase the frequency of
admissions and double enrollment.

- **Maintaining certificate/degree/transfer 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.

- **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.