

This form is to be completed by the Divisions and submitted by each Division Chair for each new faculty position being requested. Completed forms are to be submitted *via email* to the Academic Senate President no later than Monday, **October 4th, 2021 at 5 p.m.** Please answer all questions on this form and include as much information as possible in support of your request. Supplemental documentation may be included as separate documents; please clearly title any additional files such that they can be easily identifiable (such as 'PC Social Science Division New Faculty Position Request 2021-22'). **Oral presentations** in support of position requests will be made as part of the Academic Senate meeting on Friday, **October 8th**, starting at 8 a.m. Presentations should be made by the Division Chair or their designee, but with only one person presenting for each position requested. Each position request will receive a maximum of 10 minutes. All presentations will be recorded. *Discussion for all positions will take place after all presentations have been concluded*.

The Academic Senate will rank all of the positions requested at the meeting subsequent to the presentations, and the Senate President will forward its ranking to College Council and the College President for review, along with all documents provided in support of each request. The College President makes the final decision regarding all faculty hires.

POSITION REQUESTED:

_X_New ____Replacement: [list person(s) being replaced]

DIVISION:

DIVISION CHAIR: <u>James Carson</u> GENERAL INFORMATION REGARDING POSITION REQUEST:

- 1. Which of the following areas of need will be addressed by this position? (check all that apply)
 - X Transfer to 4-year colleges and universities
 - <u>X</u> General Education
 - <u>X</u> Basic Skills Instruction

CTE

- <u>X</u> Vocational instruction
- ____ Instructional Support Services
- ____ Student Support Services

- 2. Is this position addressed in the college's Educational Master Plan and/or the most recent Program Review for the area?
 - <u>X</u> Yes (please cite below)
 - ____ No (please explain why below)

"The growth and popularity of the program necessitates hiring a full-time Administration of Justice professor. Currently, the program has a full-time COF position. The program has large waitlists and graduation rates. The COF position is necessary to meet the needs of students. If this position were to not be funded in the future, the program and students would suffer." (CTE Program Review 20-18-2020)

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

As this position is a replacement for our current COF funded ADMJ instructor, there is no need to purchase any further resources to support the position.

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

ADMJP066A - Police Reserve Training, Level III

ADMJP066B - Police Reserve Training, Level II

- ADMJP101 Public Safety Report Writing
- ADMJP102 Introduction to Administration of Justice

ADMJP103 - Introduction to Law

- ADMJP104 Criminal Law
- ADMJP105 Principles and Procedures of the Justice System
- ADMJP106 Legal Aspects of Evidence
- ADMJP107 Exploring Contemporary Multicultural Issues
- ADMJP108 Principles of Investigation
- ADMJP109 Criminal Justice Communications
- ADMJP111 Intro to Behavioral and Correctional Science
- ADMJP113 Interviewing and Counseling in Corrections
- ADMJP114 Control and Supervision in Corrections

ADMJP115 - Legal Aspects of Corrections

ADMJP117 - Police Operations

ADMJP118 - Introduction to Criminology

ADMJP121 - Juvenile Delinquency

ADMJP122 - Probation and Parole

ADMJP123 - Constitutional Rights of the Accused

ADMJP140A - Basic Field Work Administration of Justice Police Cadet

ADMJP140B - Intermediate Field work Administration of Justice Police Cadet

ADMJP140C - Advanced Field Work Administration of Justice Police Cadet

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 Institutional Research web page below (include with supplemental materials any additional data or relevant past program review content):

https://www.kccd.edu/institutional-research/program-review-data

		2016-17	2017-18	2018-19	2019-20	2020-21
Enrollment a	t Census	941.0	922.0	973.0	956.0	670.0
Average number of students per section		29.4	29.7	30.4	28.1	21.6
First Day Waitlist		87.0	57.0	71.0	58.0	15.0
FTEF	TOTAL	6.43	6.73	6.93	7.33	6.87
	Full-Time	1.1	2.0	2.0	4.0	4.0
	Overload	1.172	0.134	0.134	0.534	0.467
	Adjunct	3.762	4.20	4.40	2.40	1.80
	Summer	0.40	0.40	0.40	0.40	0.60
FTES		105.75	103.49	108.70	117.17	73.51
Degrees & Certificates		52	58	80	67	61

OTHER JUSTIFICATION:

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

• Availability of part-time/overload faculty

The availability of part-time instructors has been limited, but at this time, the ADMJ program has adequate adjunct faculty members.

• Compliance with state regulations/accreditations:

The ADMJ program and POST academy have specific regulations regarding qualified instructors and coordinators for the academy. It is critical that we employ a full-time faculty member that meets the rigid qualifications for the academy coordinator/instructor position. In our current situation, this person is employed in a COF position. Should we lose this funding source, the ADMJ program will not have a full-time coordinator.

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

Our ADMJ currently has one full-time instructor and a COF instructor/academy coordinator. The program is one of the most popular on campus and the enrollment easily justifies making this position full-time.

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

Local law enforcement agencies are having a very difficult time recruiting qualified employees. The demand for our graduates is at an all-time high. The ADMJ program works closely with area agencies, employers, high schools, and advisory groups.

• Maintaining certificate/degree/transfer program:

Maintaining the degrees, certificates, and transfer programs is daunting enough for a small program, but when it is coupled with the stringent demands from state licensing boards for the police academy these demands increase exponentially. Having this second full-time instructor is critical to the success of the program.

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

This instructor will have the capability to teach all courses within the ADMJ program. The program does not have any courses that do not apply to the certificates/degrees offered in the ADMJ program. Potential for development in a related and/or emerging discipline (Identify source for growth potential):

This instructor will be essential in the evolution of the current law enforcement program. It is no secret that the entire law enforcement community is under a transformation. This transformation takes place at the community college level as well. The program is in the process of restructuring degrees/certificates/courses to better address the changing needs in society. Social Justice, technology, psychology, community policing, and other areas will greatly affect law enforcement training as we move into the future. This position will be essential in facilitating this growth.

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

Candidate qualifications will dictate how much multi-discipline cross over this position will have. It is possible to hire a candidate with advanced degrees in a number of areas that are essential to both law enforcement and other discipline areas such as psychology, management, organizational behavior, and more.

 Potential for aiding the college's goals of closing achievement gaps, aiding underserved populations, or other areas of the college's mission that may have an impact beyond the program itself.

The position will allow us to reach out to underserved populations in law enforcement. The demand from local agencies for trained officers that have traditionally been underserved is huge. Our program is working hard to reach those with achievement gaps, have been underserved, and reflect the ethnicities of our local population.



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POSITION REQUESTED:

____ New _X_ Replacement: Craig Brittion, Agriculture

DIVISION: <u>CTE</u>

DIVISION CHAIR: __James Carson_

- 1. Which of the following areas of need will be addressed by this position? (check all that apply)
 - <u>X</u> Transfer to 4-year colleges and universities
 - <u>X</u> General Education
 - X Basic Skills Instruction
 - <u>X</u> Vocational instruction
 - ____ Instructional Support Services
 - ____ Student Support Services
- 2. 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)
 - <u>X</u> No (please explain why below)

Mr. Britton announced his retirement after the submission of the most recent Program Review in 2021.

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

As this position is a replacement, there is no need to purchase any further resources to support the position.

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

This individual will be responsible for the teaching and coordination of all agriculture courses at Porterville College including:

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 Institutional Research web page below (include with supplemental materials any additional data or relevant past program review content):

		2016-17	2017-18	2018-19	2019-20	2020-21
Enrollment a	t Census	696	679	695	648	653
Average nun	nber of	27.8	2702	33.1	34.1	34.4
students per	section					
First Day Wa	utlist	51	83	142	149	24
	1					
FTEF	TOTAL					
	Full-Time	490.8	543.4	564.4	576.8	574.7
	Overload	94.2	105.2	129.0	126.7	144.8
	Adjunct	238.7	265.8	303.6	322.0	289.9
	Summer	84.5	100.3	122.2	138.7	148.0
FTES		92.46	85.68	94.11	89.75	99.18
Degrees & Certificates		5	10	8	19	25

https://www.kccd.edu/institutional-research/program-review-data

OTHER JUSTIFICATION:

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

- Availability of part-time/overload faculty Qualified adjunct Agriculture instructors have become increasingly difficult to find. Porterville College is down to 2 adjunct instructors due to lack of qualified candidates. Of these two, one can only teach online and the other is a retired high school Ag teacher with limited abilities in terms of technology and new techniques in Agriculture production and Business.
- Compliance with state regulations/accreditations:
 N/A
- Maintaining "one-full-time-faculty" program: *Currently, the Agriculture program has only one instructor (Mr. Britton). Failure to replace this position will likely result in the termination of the program.*

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

Porterville is an agricultural-based community. Porterville College easily has the enrollment and demand to have 2 full-time Agriculture instructors in addition to our current adjuncts. To assist with huge demand, Mr. Britton has consistently added students to his classes (that were already large). Mr. Britton has been forced to teach overload with large classes to assist with the demand for the program.

• Maintaining certificate/degree/transfer program:

This full-time position is critical to maintain the degree and certificate programs that we currently offer. Additionally, due to the lack of instructors, Porterville College has not been able to pursue popular facets of the agricultural industry. Porterville College has only been able to provide basic instruction in "generalist" agricultural topics.

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

This instructor will have the capability to teach all courses within the AGRI program. The program does not have any courses that do not apply to the certificates/degrees offered in the AGRI program. Currently, Porterville College offers Agriculture Production and Agriculture Business as its degree choices. Additionally, the Plant Science (AGRI P131) and Soil Science (AGRI P106) courses meet GE requirements for both agriculture and non-agriculture majors.

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

There are many possibilities for the Agriculture program to venture into areas that are underserved by our current program. These areas include pest management, agricultural automation, agriculture mechanics, water conservation/management, and more. Strategic hiring could put Porterville College's Agriculture program on new and more prosperous paths for our students. We would also better serve our community's changing agricultural needs.

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

Depending upon the new direction for this position, we could definitely branch our program out into fields such as automation, ag-mechanics, water conservation and more. These disciplines have the potential to cross over with other programs on campus such as Information Systems, Business, Engineering, Education, Biological Sciences, and more.

• Potential for aiding the college's goals of closing achievement gaps, aiding underserved populations, or other areas of the college's mission that may have an impact beyond the program itself.

Agriculture has long held a stigma for many of our underserved populations in the Porterville area. Many students have been told to stay away from agriculture from their parents because it has been an industry that has traditionally been considered to have low pay and few benefits. We have an opportunity to hire an instructor that can help students in our area see the benefits of an agriculture education.



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POSITION REQUESTED:

___x_ New: American Sign Language

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

DIVISION: _____English_____

DIVISION CHAIR: _____Elizabeth Buchanan_____

- 1. Which of the following areas of need will be addressed by this position? (check all that apply)
 - _X__ Transfer to 4-year colleges and universities
 - ___X_ General Education
 - ____ Basic Skills Instruction
 - ____ Vocational instruction
 - ____ Instructional Support Services
 - ____ Student Support Services
- 2. 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)

Language Arts Program Review (2021)

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. (13)

In Fall 2019/2020 we began 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. A full-time ASL instructor would be able to assist in creating the curriculum and any other requirements for an ASL AA degree. (25)

Goal 10: Hire a full-time faculty ASL instructor. (16)

3. 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.

1) Office space 2) computer 3) desk Might need technology necessary for a Deaf professor to function effectively at PC.

4. 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 102, ASL 104. With the addition of a class in Sign Language Interpretation, PC could offer an AA in ASL.

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 Institutional Research web page below (include with supplemental materials any additional data or relevant past program review content):

		2016-17	2017-18	2018-19	2019-20	2020-21
Enrollment a	t Census	314	368	448	423	364
Average number of students per section		34.9	33.5	34.5	28.2	26
First Day Waitlist		47	45	61	47	21
FTEF	TOTAL	2.4	2.9	3.5	3.9	3.6
	Full-Time	0	0	0	0	0
	Overload	0	0	0	0	0
	Adjunct	2.1	2.4	2.9	3.1	2.8
	Summer	.3	.5	.5	.8	.8
FTES		44.8	52.6	63.9	61	49
Degrees & Certificates						

https://www.kccd.edu/institutional-research/program-review-data

OTHER JUSTIFICATION:

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

Availability of part-time/overload faculty

All instructors are adjuncts. Currently, we have three outstanding adjunct instructors. Two are looking for full-time positions. Less than five years ago we had trouble finding ASL instructors to staff our classes.

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

All instructors are adjuncts. This presents challenges to program coherence and maintenance. Division chair is responsible for recruitment, curriculum, etc. And this is a very large program.

• Long-term community needs/support:

(Document with Advisory Committee, Program Review or other recommendations for increased staff).

1) PC began offering ASL 103 and ASL 104 during 2019/2020. Prior to that the division chair received multiple petitions from students requesting that higher level courses be

offered.

2) There is a large Deaf community in the area. The ability of our students to communicate with Deaf community members (even minimally) enhances the lives of both groups. Former students tell stories that back this up. Imagine a Deaf person going out with Deaf friends to celebrate a birthday and having the waiter or waitress sign Happy Birthday. This happens. And when it does, people cry.

• Maintaining certificate/degree/transfer program:

PC is one course short of being able to provide an AA in American Sign Language. That degree would prepare our students to transfer to CSU-Fresno, which has one of the best Deaf Studies programs in the state.



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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?

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

 DIVISION:
 Fine and Applied Arts

 DIVISION CHAIR:
 James Thompson

GENERAL INFORMATION REGARDING POSITION REQUEST:

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

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

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

- **X** Yes (please cite below)
- No (please explain why below)

A new art faculty member would address the growth, challenges, and changes the Fine Art department is experiencing. ART P101 Art Studio Fundamentals (ASF) courses continue to have sizeable waitlists each semester. Due to a lack of personnel and the challenge of finding qualified and available adjunct faculty in art, we are not able to offer new sections of ASF. This semester, Professors James Entz and Theodore Diran Lyons III are overloaded. With the Video Production program scheduled to launch in Fall 2022, Lyons will concentrate his teaching load in that new area. Consequently, the courses he teaches in ASF will be left vacant and need to be filled. Edwin Macaraeg, an adjunct art faculty member, is also overloaded this semester, teaching 4 courses of ASF to meet our growing demand. As a result, his teaching load will have to be restricted in the near future. The new art faculty position will remedy this problem and enable further growth. There are enough art courses in the current schedule to hire 1 and 2/3 additional full-time faculty. We are only asking for one art faculty member.

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 and equipment, desk, phone.

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

Art Studio Fundamentals (Art P101) Introduction to Painting (Art P116) Fundamentals of Drawing (Art P103) Figure Drawing (Art P124) 2-D Design (Art P106) 3-D Design (Art P107) Introduction to Sculpture (Art P123)

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.

		2016-17	2017-18	2018-19	2019-20	2020-21
Enrollment a	at Census	695	629	755	829	821
(pg 2)						
Average nur	nber of	31.6	27.3	29.0	28.6	24.9
students per	section					
First Day Wo	aitlist	60	99	119	150	96
(pg 2)						
FTEF	TOTAL					
(pg 2)	Full-Time	1.999	2.066	1.865	4.000	3.998
	Overload	0.267	0.133	0.200	0.668	0.866
	Adjunct	3.797	3.997	4.797	2.532	2.532
	Summer	0.333	0.333	0.333	0.333	0.733
FTES		99.55	86	103.02	113	104
(pg 2)						
Degrees & C	ertificates					
(pg 4)						
Studio Art AA-T		5	2	10	8	9
Commercial Art AA		1	5	5	2	4
Liberal Arts and	Humanities AA	42	66	113	136	76

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

OTHER JUSTIFICATION:

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

• Availability of part-time/overload faculty

Both full-time art faculty are overloaded, and qualified and available adjuncts are scarce.

• Compliance with state regulations/accreditations:

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

We are maintaining a "3 and 2/3 full-time faculty" program with two full-time faculty.

• Long-term community needs/support:

(Document with Advisory Committee, Program Review or other recommendations for increased staff).

"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". 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. This alignment will be established by Lyons teaching courses for a new program in Video Production. This shift in focus will take him away from ASF classes, leaving a void that must be filled in that area of Fine Art course offerings.

Maintaining certificate/degree/transfer program:

These courses are integral to both degrees and the certificate for Commercial Art / Video Production we will offer in the fall.

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

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

Art Studio Fundamentals (Art P101) meets CSU C1 requirement.
Introduction to Painting (Art P116) is an elective for Studio Art AA-T and Commercial Art AA.
Fundamentals of Drawing (Art P103) is a core course for Studio Art AA-T and Commercial Art AA.
Figure Drawing (Art P124) is an elective for Studio Art AA-T.
2-D Design (Art P106) is a core course for Studio Art AA-T and Commercial Art AA.
3-D Design (Art P107) is a core course for Studio Art AA-T.
Introduction to Sculpture (Art P123) is an elective for Studio Art AA-T.

• 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).



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POSITION REQUESTED: Education

_X_New ____Replacement: DIVISION: _____Social Science DIVISION CHAIR: _____Karen Bishop

- 1. Which of the following areas of need will be addressed by this position? (check all that apply)
 - <u>x</u> Transfer to 4-year colleges and universities
 - <u>x</u> General Education
 - ____ Basic Skills Instruction
 - ____ Vocational instruction
 - ____ Instructional Support Services
 - ____ Student Support Services
- 2. Is this position addressed in the college's Educational Master Plan and/or the most recent Program Review for the area?
 - <u>x</u> Yes (please cite below)
 - ____ No (please explain why below)

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

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

This position would teach EDUC P110 and future proposed courses in the growing Elementary Teacher Education AA-T Program.

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 Institutional Research web page below (include with supplemental materials any additional data or relevant past program review content):

		2016-17	2017-18	2018-19	2019-20	2020-21
Enrollment a	t Census	*	*	*	67	194
Average number of students per section		*	*	*	34	32
First Day Waitlist		*	*	*	23	16
FTEF	TOTAL	*	*	*	0.4	1.2
	Full-Time	*	*	*	*	*
	Overload	*	*	*	*	*
	Adjunct	*	*	*	0.4	1.2
	Summer	*	*	*	*	*
FTES		*	*	*	7.18	19.61
Degrees & Certificates		*	*	*	6	37

https://www.kccd.edu/institutional-research/program-review-data

OTHER JUSTIFICATION:

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

- Availability of part-time/overload faculty
- Compliance with state regulations/accreditations:
- Maintaining "one-full-time-faculty" program: The demand for this new program has exploded in the short time of its existence despite the absence of a full-time program coordinator. Even during the pandemic, when enrollments at PC

have dropped significantly, enrollments in the Elementary Teacher Education program have nearly *tripled* and the courses are currently being taught by adjunct instructors.

- Long-term community needs/support (Document with Advisory Committee, Program Review or other recommendations for increased staff): Our community needs teachers. This transfer degree program addresses that need as it prepares future teachers from the local community for streamlined transfer into university teaching programs.
- Maintaining certificate/degree/transfer program: The Elementary Teacher Education program was developed by the division chair with input and support by educators with expertise in the area as well as PC counseling faculty and others who support the program in service of our students. The program needs a full-time faculty member to coordinate it, manage and develop curricula, collaborate with local school districts, and assess outcomes.
- Courses are part of a core program and/or a graduation requirement (Identify program(s) and/or applicable graduation requirements):
 EDUC P110 is a core requirement of the Elementary Teacher Education AA-T degree and also meets general education 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):
- Potential for aiding the college's goals of closing achievement gaps, aiding underserved populations, or other areas of the college's mission that may have an impact beyond the program itself.

The Elementary Teacher Education AA-T program helps the local community grow its own educators to serve our resident by offering clear guidance to local students in meeting transfer requirements and student transfer goals. At the same time, the program offers students local mentors in the field and opportunities to network with local districts as they complete service-learning observation requirements. The spiking demand for this program, even during the pandemic and over such a short time, illustrates perfectly an how this pathway truly *serves* the community.



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The Academic Senate will rank all of the positions requested at the meeting subsequent to the presentations, and the Senate President will forward its ranking to College Council and the College President for review, along with all documents provided in support of each request. The College President makes the final decision regarding all faculty hires.

POSITION REQUESTED: Emergency Medical Technology-Paramedic Instructor

<u>X</u>New

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

DIVISION:

Health Careers

DIVISION CHAIR: Elizabeth Keele

- 1. Which of the following areas of need will be addressed by this position? (check all that apply)
 - ____ Transfer to 4-year colleges and universities
 - ____ General Education
 - Basic Skills Instruction
 - <u>X</u> Vocational instruction
 - ____ Instructional Support Services
 - ____ Student Support Services
- 2. Is this position addressed in the college's Educational Master Plan and/or the most recent Program Review for the area?
 - <u>X</u> Yes (please cite below)
 - ____ No (please explain why below)

Program Review and Advisory Meetings

Goal #2 Establish a Paramedic Program

Both local and county-wide ambulance service providers and fire departments continue to request the implementation of a paramedic program. Establishing a paramedic program has the full support of acute healthcare facilities. The Health Careers division currently has insufficient resources for this project at this time. Fall 2019 and 2020, the division submitted a request for a New Faculty Position EMT Instructor.

Position # 1 EMT/Paramedic Instructor:

The EMT-Basic program began in 1976. The program is adjunct-only. The EMT program continues to be in high demand, with a waitlist each semester. Over the past few years, the program has increased from two sections to four sections per year and summer sections every other year. An increase in the number of course sections was in response to ambulance and fire industry partner needs. Ambulance and City Fire Departments continue to have a significant shortage of paramedics throughout Tulare County.

A full-time EMT-Paramedic instructor would provide faculty resources needed to develop a Paramedic program, increase enrollment in the EMT program, and seek approval for Porterville College to serve as an American Heart Association Training Center.

- 3. 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.
 - a. Use existing office space and computer
- 4. List any classes likely to be taught by this individual. If the position is primarily non-teaching, please describe the person's assignment.

Paramedic Program Faculty Director and Instructor.

EMT Basic P050C Emergency Technician-Basic – Program Director, Clinical Coordinator, and Principal Instructor

EMT Firefighter and Paramedic Firefighters would qualify to teach in Fire Academy.

Paramedic qualifies to teach Public Safety First-Aid CPR certification for Wildland Fire.

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 Institutional Research web page below (include with supplemental materials any additional data or relevant past program review content):

		2016-17	2017-18	2018-19	2019-20	2020-21
Enrollment	at Census	123.0	120.0	166.0	136.0	118.0
•	Average number of students per section		30.0	27.2	27.2	24.4
First Day	Waitlist	18	42	43	51	17
FTEF	TOTAL	3.08	2.46	3.70	3.35	2.46
	Full-	-	-	-	-	-
	Time					
	Overloa	-	-	-	-	-
	d					
	Adjunct	2.46	2.46	3.08	3.35	2.46
	Summer	0.62	-	0.62	-	-
FTES		29.31	30.49	44.31	36.88	32.06
Degrees & Certificates		33	64	80	45	73

https://www.kccd.edu/institutional-research/program-review-data

OTHER JUSTIFICATION:

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

- Availability of part-time/overload faculty
 The EMT-Basic course is taught by adjunct faculty only. The EMT adjunct faculty work full-time as
 EMT-Paramedics or EMT-Firefighters. Paramedics typically do not have a degree. It is a
 continuous challenge to EMT Adjunct who meet minimum qualifications and the have the time to
 teach. A full-time permanent instructor is needed to grow the current EMT Basic program and add
 a paramedic program.
- Compliance with state regulations/accreditations: The full-time position would require that the EMT-P is certified with Central California Emergency Medical Services agency as a Primary EMT Instructor and Clinical Coordinator and a licensed Paramedic with the State of California (CCR Title 22, Division 9 Chapter 2 §100070)
- Maintaining "one-full-time-faculty" program: This full-time position would maintain a "one-full-time-faculty program".

- Long-term community needs/support (Document with Advisory Committee, Program Review or other recommendations for increased staff):
 - <u>Advisory Committees (2019, 2020, 2021)</u>
 Monting the current and future people of the corr
 - Meeting the current and future needs of the community
 - industry partners ranked the paramedic program as #1
 - Prehospital and Hospital
 - #1 Paramedic Program
 - Industry Partner Report
 - 38% vacancy rate
 - 72-hour workweek to cover current vacancies
 - Average 20 hires per year
 - 80% of the paramedics live greater than 100 miles away, making them not available for multiple or mass casualty incidents
 - o Labor Market Information
 - EMSI Labor Market Analytics and Economic Data LMI 2021-2031
 - EMT and Paramedic Tulare County 18.2%
 - Job openings for Paramedic, EMT-Basic, EMT-Firefighter, Paramedic-Firefighter 2,100 over the next 10 years.
 - EMT and Paramedic California 6.7%
 Source:https://www.labormarketinfo.edd.ca.gov/Occquides/AllOccPrj.aspx?soccode=292041

EMT Basic continues to be in high demand with our local ambulance and firefighter partners. This entry-level position is a pathway for students interested in careers as paramedics and firefighters. Future job growth for EMTs and paramedics in the PC service area is 18.2%. The annual median salary for EMTs in Tulare County is \$40,572 (EDD, Labor Market Information, 2020).

- Maintaining certificate/degree/transfer program:
 - Current Certificate
 - EMT-Basic Job Skills Certificate
 - Public Safety Job Skills Certificate
 - Proposed Certificates and Degree
 - Paramedic Certificate of Achievement
 - Paramedic Associate of Science
- Courses are part of a core program and/or a graduation requirement (Identify program(s) and/or applicable graduation requirements):
 - EMT-Basic program is a pre-requisite for the Fire Academy
 - EMT-Basic would be a pre-requisite for Paramedic Program
 - o Public Safety Certificate is required for Wildland Fire
- Potential for development in a related and/or emerging discipline (Identify the source for growth potential):
 - Emergency Medical Responder Job Skills Certificate High School Dual Enrollment
 - Paramedic Program

- o American Heart Association Training Center Job Skills Certificates
 - Basic Life Support Heart Saver
 - First Aid

- Basic Life Support Provider
- Advanced Cardiac Life Support
- Pediatric Advanced Life Support
- Source of growth Health Careers, Administration of Justice, and Firefighter students, industry partner employees, and students interested in public safety careers.
- Potential for multi-discipline expertise (Cite discipline and justify need within each discipline):
 - Paramedics are often Firefighters with expertise in both pre-hospital care and firefighting.
- Potential for aiding the college's goals of closing achievement gaps, aiding underserved populations, or other areas of the college's mission that may have an impact beyond the program itself.
 - <u>https://www.recorderonline.com/news/imperial-ambulance-operation-works-as-it-should/article_7f892d06-1878-11eb-aa9d-c3e09c11db56.html</u>
 - Provide Porterville College service area and Tulare County with locally trained Paramedics bringing relief to current shortage and stability for continued future need of 1st responders.



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POSITION REQUESTED:

____ New ___x_ Replacement: Catherine Hodges

DIVISION: _____English_____

DIVISION CHAIR: _____Elizabeth Buchanan_____

- 1. Which of the following areas of need will be addressed by this position? (check all that apply)
 - __X_ Transfer to 4-year colleges and universities
 - ___X_ General Education
 - ___X_ Basic Skills Instruction
 - ____ Vocational instruction
 - ____ Instructional Support Services
 - ____ Student Support Services
- 2. 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)

Program Review 2021: A second full-time English position is requested to replace a second full-time instructor who will be retiring in May 2021.

Also, at the time of the Program Review, we did not know that another English faculty would be retiring at the end of Fall 2022.

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

As this is a replacement position (Catherine Hodges) no additional resources will be required.

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

The person in this position would teach the full range transfer-level composition classes: 101A, 101A/1AX, 101B, English 101C. This person may also teach literature classes.

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 Institutional Research web page below (include with supplemental materials any additional data or relevant past program review content):

https://www.kccd.edu/institutional-research/program-review-data

		2016-17	2017-18	2018-19	2019-20	2020-21
Enrollment a	t Census	3493	3445	3698	3175	2476
Average number of students per section		27	26	24	21.5	20.1
First Day Waitlist		26	26	24	24.8	14
FTEF	TOTAL	40.3	41.6	44	38.58	32.57
	Full-Time	14.2	16.3	16.9	16.75	15.45
	Overload	4.7	3.5	3.1	2.44	2.53
	Adjunct	16.9	17.7	19.9	15.66	10.86
	Summer	4.5	4.1	4.3	4.22	2.91
FTES		500.8	486.7	483.7	422	291
Degrees & C	Degrees & Certificates		10 English	9 English	7 English	10 English
			66 Humanities	113 Humanities	6 Teacher Ed	37 Teacher Ed
					136 Humanities	76 Humanities

OTHER JUSTIFICATION:

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

- Availability of part-time/overload faculty
- 1. More than 50% of PC English classes are taught by adjunct faculty—even though many English full-time faculty teach overloads.
- In fall 2018 division chair release time in Language Arts (based on FTEF) increased to 0.7. This increase decreases the number of sections taught by the division chair (most likely English faculty).
- 3. The Division anticipates that recruiting and hiring English adjuncts will become increasingly difficult. During fall semesters, when all community colleges in the area seek to maximize enrollment in transfer level English in order to maximize throughput and funding, the competition is already fierce. In the summer of 2021, we lost two English adjuncts to full-time positions. Equally problematic, with fewer sections of composition being taught in the spring, adjuncts who cannot find sufficient work to support themselves year-round may be forced out of the profession. (In Spring 2020 over ten PC English adjuncts seeking classes received none, and several others had reduced loads.)

• Compliance with state regulations/accreditations:

AB 705 requires California community colleges "to maximize the probability that a student will enter and complete transfer-level coursework in English . . . within a one-year time frame." The new state funding formula now rewards our ability to meet this goal.

• Maintaining certificate/degree/transfer program:

- Program review data shows that the number of degrees and certificates awarded in English more than doubled in the past five years. We anticipate that that number will increase as an increasing number of students are selecting the English Transfer major. Fall 2021 data shows that PC currently has 109 English majors.
- Program Review Data also shows a steep increase in students majoring in Liberal Arts: Humanities. This is reflected in the increase in the number of degrees in this major—from 113 in 2018-2019 to 137 in 2019-2020. Many humanities students take multiple take multiple English classes.
- Courses are part of a core program and/or a graduation requirement: (Identify program(s) and/or applicable graduation requirements).

At Porterville College all students are required to complete the English Competency requirement

(English 101A) in order to graduate. In addition, other disciplines have courses for which English 101A is a pre- requisite, and some PC degrees (including the new Teacher Education degree) require completion of both English 101A and English 101B. Transfer to a CSU requires completion of 101A, and transfer to a UC requires completion of both English 101A and English 101B.

A student denied access to English in his or her first semester is highly unlikely to graduate in two years. In addition, when sufficient sections of English 101A and English 101B are not available, students are unable to complete their degrees in a timely fashion.

With the implementation of AB 705, the state has set an even higher bar: Porterville College is now required "to maximize the probability that a student will enter and complete transfer-level coursework in English . . . within a one-year time frame." And this "requirement" has been incorporated into the new California community college funding formula which rewards campuses for the number of students who complete required English and math classes in the first year.

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

(Identify source for growth potential).

The Teacher Education Transfer Degree has quickly become one of the most popular at Porterville College—and the number of majors is likely to grow over the next several years. Students who major in Teacher Education are required to complete English 101A, English 101B and English 101C. In addition, those Education majors who would like to be admitted to the CSU's Fast-Track Teacher Preparation Program housed in Visalia must also complete Linguistics 100.



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POSITION REQUESTED: Geography

. . . .

<u> X New</u> <u> Replace</u>	cement:	
DIVISION:	Social Science	
DIVISION CHAIR:	Karen Bishop	

- 1. Which of the following areas of need will be addressed by this position? (check all that apply)
 - \underline{x} Transfer to 4-year colleges and universities
 - <u>x</u> General Education
 - ____ Basic Skills Instruction
 - ____ Vocational instruction
 - ____ Instructional Support Services
 - ____ Student Support Services
- 2. Is this position addressed in the college's Educational Master Plan and/or the most recent Program Review for the area?
 - <u>x</u> Yes (please cite below)
 - ____ No (please explain why below)

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

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

This position would teach GEOG P113, GEOG P114, & GEOG P125 and serve the growing Elem Teacher Education AA-T Program as well as general education requirements.

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 Institutional Research web page below (include with supplemental materials any additional data or relevant past program review content):

		2016-17	2017-18	2018-19	2019-20	2020-21
Enrollment a	+ Conque	*		73		
Enroinnent a	t Census		40	73	183	342
Average nun	nber of	*	40	36.5	36.4	24
students per	section					
First Day Wa	itlist	*	0	10	18	3
FTEF	TOTAL	*	0.20	0.40	1.00	2.80
	Full-Time	*	*	*	*	*
	Overload	*	*	*	*	*
	Adjunct	*	0.20	0.40	0.80	2.40
	Summer	*	*	*	0.20	0.40
FTES		*	3.73	6.80	17.14	31.48
Degrees & Certificates		*	*	*	*	*

https://www.kccd.edu/institutional-research/program-review-data

OTHER JUSTIFICATION:

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

- Availability of part-time/overload faculty The limited availability of local qualified faculty in geography has been an ongoing challenge for many years.
- Compliance with state regulations/accreditations:
- Maintaining "one-full-time-faculty" program:

The demand for the new Elementary Teacher Education program nearly tripled even as our overall college enrollments have dropped significantly during the pandemic. This means the demand for geography will continue to increase as well because of its requirement for the degree. Yet, we have no local instructors available to teach it. We currently rely on distant online adjunct instructors alone with intermittent availability. Such limitations lead to instability in these essential offerings and undermine our students' ability to complete their degree.

- Long-term community needs/support (Document with Advisory Committee, Program Review or other recommendations for increased staff): Our community needs teachers and the Geography courses support that program.
- Maintaining certificate/degree/transfer program: The Elementary Teacher Education program requires geography as a part of its core. The geography program needs a full-time faculty member to coordinate it, manage and develop curricula, and collaborate with faculty in the Elementary Teacher Education program as necessary.
- Courses are part of a core program and/or a graduation requirement (Identify program(s) and/or applicable graduation requirements):
 GEOG P125 is a core requirement of the Elementary Teacher Education AA-T degree. All three current offerings in Geography (GEOG P113, GEOG P114, & GEOG P125) meet general education requirements.
- Potential for development in a related and/or emerging discipline (Identify source for growth potential):

Sustainability studies is a growing field with an increasing number of universities offering programs in this area. At its core, the discipline of geography serves this degree and career interest.

- Potential for multi-discipline expertise (Cite discipline and justify need within each discipline):
- Potential for aiding the college's goals of closing achievement gaps, aiding underserved populations, or other areas of the college's mission that may have an impact beyond the program itself.

Porterville is recognized internationally as *Ground Zero* for the California drought, with many local residents (including PC students) living without running water in their homes for extended periods of time. The absence of such a life-sustaining basic need amplifies the relevance of understanding our physically situated existence within the larger world around us. Ensuring consistent educational opportunities in this discipline will serve to empower local residents with an understanding of our geographical predicament. At the same time, the course consistency ensured by a full-time program lead will assist our Elementary Teacher Education AA-T students with timely transfer so they can earn their teaching credential and return to serve the pressing the educational needs of our deserving community.



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POSITION REQUESTED: History

___ New _X_ Replacement: Jay Hargis

DIVISION: Social Science

DIVISION CHAIR: Karen Bishop

- 1. Which of the following areas of need will be addressed by this position? (check all that apply)
 - \underline{x} Transfer to 4-year colleges and universities
 - <u>x</u> General Education
 - ____ Basic Skills Instruction
 - ____ Vocational instruction
 - ____ Instructional Support Services
 - ____ Student Support Services
- 2. Is this position addressed in the college's Educational Master Plan and/or the most recent Program Review for the area?
 - <u>x</u> Yes (please cite below)
 - ____ No (please explain why below)

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

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

This position would teach any history courses in the program, including HIST P117 & HIST P118. Hiring an instructor with appropriate expertise beyond this would complement the existing expertise of our remaining full-time faculty member.

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 Institutional Research web page below (include with supplemental materials any additional data or relevant past program review content):

		2016-17	2017-18	2018-19	2019-20	2020-21
Enrollment a	t Census	1282	1350	1580	1795	1835
Average number of students per section		35	36	34	34	31
First Day Waitlist		140	179	222	267	51
FTEF	TOTAL	7.4	7.6	9.4	10.6	11.8
	Full-Time	3.8	3.5	4.0	4.2	3.2
	Overload	0.8	1.0	0.8	0.2	0.6
	Adjunct	2.0	2.3	3.6	5.2	7.0
	Summer	0.8	0.8	1.0	1.0	1.0
FTES		133.9	139.8	162.2	190.71	179.14
Degrees & Certificates		6	10	8	12	15

https://www.kccd.edu/institutional-research/program-review-data

OTHER JUSTIFICATION:

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

- Availability of part-time/overload faculty
 - Finding local qualified adjunct instructors in this area is challenging, even for history. To maintain sufficient offerings, we need at minimum of two full-time faculty members. PC students register for needed courses online at other colleges because of our limitations.
- Compliance with state regulations/accreditations:

- Maintaining "one-full-time-faculty" program:
- Long-term community needs/support (Document with Advisory Committee, Program Review or other recommendations for increased staff):
 As the dual enrollment requests continue to increase, our History program grows. Currently, the dual enrollment programs require six sections, which impacts what we can offer when we have limited instructors available to serve our already large section count.
- Maintaining certificate/degree/transfer program:
- Courses are part of a core program and/or a graduation requirement (Identify program(s) and/or applicable graduation requirements):

HIST P117 & HIST P118 are required of nearly all of PC's transfer students and HIST P101 & HIST P102 are key required general education courses as well. They are required in many other programs as well including AA-T and AA degrees in Anthropology, History, Education, Spanish, Political Science, Social Science, Liberal Arts, and Philosophy among others. It is also part of the general education requirements for nursing and for our growing Elementary Teacher Education degree program. The History program has been growing steadily over time and demonstrated increased enrollment even during the pandemic when overall college enrollments dropped significantly.

- 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):
- Potential for aiding the college's goals of closing achievement gaps, aiding underserved populations, or other areas of the college's mission that may have an impact beyond the program itself.

The History program at PC includes a wide variety of courses that serve multiple programs and purposes in addition to general education. Many of our courses provide context for the life our community members experience every day. Porterville College is a Hispanic serving institution; most of our students are the children of Mexican American migrants, including most of our first-generation college students. Our History program will better serve our particular student population by ensuring available, expert faculty to teach those of our courses that speak to their stories: Mexican American History, Mexican History, Early Latin American History, & Modern Latin American History. History faculty with such expertise could also serve as a mentor to interested students and improve transfers into related programs:

- o Chicano Studies program CSU Fresno
- Chicana and Chicano programs CSU Northridge
- Latin American Studies programs UCLA
- Latin American and Latino programs UC Santa Cruz
- Chicana/o and Latina/o Studies programs UC Berkeley



Request for New/Replacement Faculty Position: 2021-22

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POSITION REQUESTED: Professor/Head Coach

_X__ New

____ Replacement:

DIVISION: ____Kinesiology_____

DIVISION CHAIR: ____Vickie Dugan_____

GENERAL INFORMATION REGARDING POSITION REQUEST:

- 1. 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
- 2. 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 division currently offers only the bare minimum of classes to grant a degree. In order to not only sustain, but grow the program we need to increase our course offering to attract students. All three full-time faculty have over-load each semester, therefore the Division relies heavily on adjunct coaches to teach most of the activity courses and some lecture classes. The division has gone from five full-time faculty to three full-time faculty in the last nine years and has not been granted a position since 2005, when a replacement position was granted, which has since been replaced by an adjunct.

3. 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.

4. 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, Sport and Exercise Nutrition, CPR, First Aid and AED, Introduction To Athletic Training, Exercise Testing, Prescription and Design and Activity Classes. In addition, health classes (both dual enrollment and on campus) and sport related classes would be assigned. We have also added a personal trainer certificate beginning fall 2022. 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:

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 Institutional Research web page below. Attach any additional data or past program reviews to this document.

https://www.kccd.edu/institutional-research/program-review-data

		2016-17	2017-18	2018-19	2019-20	2020-21
Enrollment a	t Census	624/1124	533/1175	553/1376	646/1368	490/1027
Average number of students per section		11.3/35.1	11.6/34.6	11.3/32.8 11.7/31.1		8/27.8
First Day Waitlist		17/106	2/97	0/106	2/63	9/5
FTEF	TOTAL					
	Full-Time	1.911/3.425	1.386/4.464	1.236/4.614	1.236/4.614	0786/4.8
	Overload	.975	.736	.786	.586	0
	Adjunct	5.394/1	4.719/.8	5.780/1.80	7.516/2.0	7.123/1.20
	Summer	.6/.8	.6/.8	.3/1	.3/1	.6/.8
FTES		95/113	82/119	79/136	99/142	63/101
Degrees & Certificates					1	3

OTHER JUSTIFICATION:

Provide here qualitative/anecdotal information that supports hiring this full-time 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 and now Introduction to Kinesiology. With the .67 cap on adjunct load and limit of two online classes per instructor, it is getting difficult to fill their needs.

• Compliance with state regulations/accreditations:

The Kinesiology Division is in good standing, following all state regulation codes and accreditation reports.

- Maintaining "one-full-time-faculty" program: NA
- Long-term community needs/support (Document with Advisory Committee, Program Review or other recommendations for increased staff):

The Kinesiology division is teaching five dual enrollment health classes fall term. We also have two Introduction to Kinesiology duel enrollment classes. 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 is being offered

A personal trainer certificate has been approved by the curriculum committee and is awaiting state approval. We have added the following classes for the certificate: Exercise, Testing, Prescription and Design: CPR, First Aid and AED: and in progress Sport and Exercise Nutrition.

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

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 (Identify source for growth potential):

According to The American Kinesiology Association POSITION STATEMENT #1 "Enrollment patterns in a number of institutions confirm the heightened interest in a kinesiology as an undergraduate major. The more than 11,300 kinesiology majors in the California State University system, for example, reflects a 50.5% increase over a 5-year period compared to a 6.5% increase in overall enrollments, with similar increases observed in other states. A positive outcome of the growing interest in kinesiology in recent years, and of the field's significantly expanded science base, has been its official recognition in 2006 by the National Research Council as an academic discipline in the Life Sciences and its inclusion in the Taxonomy of Research Doctoral Programs." 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. From 2019 to 2029, the BLS predicted that open positions for physical therapists, which many major in Kinesiology, were expected to increase by 18%, much faster than the average for all occupations.

• Potential for multi-discipline expertise (Cite discipline and justify need within each discipline): With additional faculty, we could offer more courses such as Sociology of Sport, Sport Psychology and History of Sport and Society, which fulfill area D or E of the CSU/GE requirement.

• Potential for aiding the college's goals of closing achievement gaps, aiding underserved populations, or other areas of the college's mission that may have an impact beyond the program itself.

According to the abstract first printed in *Quest* and later online, <u>The Importance of Physical Activity in Closing</u> <u>the Achievement Gap- Laura J. Burton and Jaci L. VanHeest</u>,

"The most significant concern within the US educational community is the academic achievement gap. Investigation of the achievement gap reveals that minority students across all levels of education are not meeting the same academic measures as their non-Hispanic White peers. In addition, a disproportionate number of minority children are identified as overweight. Physical activity has been identified as an influence on the reduction and prevention of overweight and obesity. In addition, physical activity has been recognized as beneficial to cognitive performance in children. The current review provides a stimulus to recognize the links between overweight and academic achievement in minority youth and the importance of physical activity in addressing these issues. "

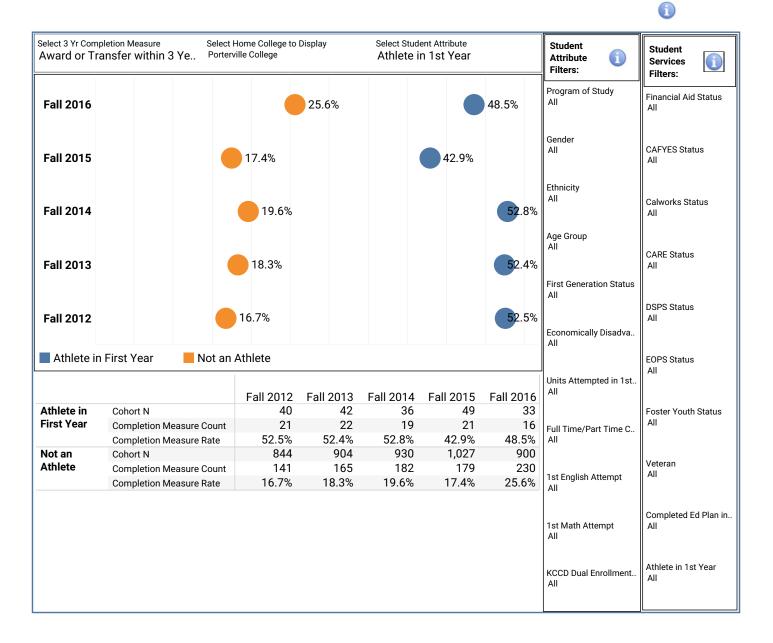
Further Justification:

With the new funding formula, completer data is important. Data for athlete and non-athlete award or transfer within 3 years shows the last 5 measured years with the athletes having an average of 49.82% rate compared to a 19.52% for non-athletes. Our own internal data shows the team with a full time faculty had a 75% transfer or award rate from 2017 to 2020. The figures point toward having a full time faculty as a coach making a difference in being a completer and thus increasing funding.

It has been since 2005 that the division has been granted a replacement, much less a new position. Since that time we have added a transfer degree, nine new classes, a personal trainer certificate (which will had three more new lecture classes) and two intercollegiate sports. The Fall of 2022 Soccer will most likely be added, making for 2 more additional classes. In addition we are increasing our offerings of duel enrollment classes.

The division was selected by the president to receive a position in 2020. The position was flown and then rescinded during the COVID crisis.

Student Success Dashboard	COHORT PROFILE SUMMARY	COHORT DEMOGRAPHICS	UNITS ATTEMPTED/ COMPLETED	PERSISTENCE	SUCCESSFUL COURSE COMPLETION	GATEWAY COURSES	3 YEAR COMPLETION (AWARD/TRANSFER)
Award or Transfer Hover over info icon for more		extracted On: (17/2020					
2019 ERRATA							



KCCD Program Awa College: Porterville Major: Kinesiology Degree Category: A	College	onferred, Degree Type	Click here to download Excel			
		2019-20	2020-21			
Awards Conferred	Associate in Arts for Transfer	1.000	3.000			
% of Total Awards Conferred	Associate in Arts for Transfer	100.0%	100.0%			
Awards Conferred	Total	1.000	3.000			
% of Total Awards Conferred	Total	100.0%	100.0%			

KCCD Program Review Section Enrollment Data College: Porterville College Subject: Health Education

Aggregation Level: by All

Data Last Updated: 8/17/2021 Hover over info icon for more information.

Course Attribute Filters:	Select College to Dis Bakersfield Colle Porterville Colleg	ge Health	ot n Education	Select Cour All	se Comparison Gro	ups	
0			2016-17	2017-18	2018-19	2019-20	2020-21
Campus All	All	Course Count	1	1	1	1	1
Dept/Div All		Section Count	32	34	42	44	37
Dean All		First Day Enrollment	1,040	1,075	1,305	1,307	956
Instruction Method All		Census Enrollment	1,124	1,175	1,376	1,368	1,027
Dual Enrollment Course All		Students Per Section	35.1	34.6	32.8	31.1	27.8
Inmate Ed Course		First Day Waitlist Total	106	97	106	63	5
All		FTES	112.93	118.59	135.76	141.71	100.19
CTE Course All		FTEF	6.20	6.80	8.20	8.20	6.80
Course ID All		FTES to FTEF Ratio	18.2	17.4	16.6	17.3	14.7

KCCD Program Review Historical Course Enrollments College: Porterville College

Data Last Updated: 8/17/2021 Hover over Info Icon for more information

Subject: Health Education Program of Study: All

Aggregation Level: by Method of Course Instruction

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Student Attribute Filters	Student Attribute Filters Continued Foster Youth Status	Select College Bakersfiel Cerro Cose Porterville	d College He o Community	ect Subject Select Program of Study alth Education All			Select Comparison Attribute Method of Course Instruction	
All	All			2016-17	2017-18	2018-19	2019-20	2020-21
Age Category All	Veteran All	Traditional	Total	701	737	711	710	362
Ethnicity All	Course Attribute Filters							
CAFYES Status All	Campus All		% of Total	62.3%	62.6%	51.5%	49.3%	35.3%
CalWorks Participant All	Dept/Div All							
CARE Status All	Course ID All		Yr to Yr Change		5.1%	-3.5%	-0.1%	-49.0%
DSPS Status All	Dean All	Distance Ed	Total	425	441	669	729	664
Economically Disadvant All	Instructional Method All							
EOPS Status All	Dual Enrollment Course All		% of Total	37.7%	37.4%	48.5%	50.7%	64.7%
Financial Aid Status All	Inmate Ed Course All							
First Generation Status All	CTE Course All		Yr to Yr Change		3.8%	51.7%	9.0%	-8.9%

KCCD Program Review Historical Unduplicated Enrollment College: Porterville College

Data Last Updated: 8/17/2021 Hover over Info Icon for more information

Subject: Health Education Program of Study: All Aggregation Level: by Gender

Student Attribute Filters	Student Attribute Filters Continued	Select College to Display Select Subject Bakersfield College Health Education Cerro Coso Commun Porterville College			Select Program of Study All		Select Comparison Attribute Gender	
All	All			2016-17	2017-18	2018-19	2019-20	2020-21
Age Category All	Veteran All	Men	Total	445	452	499	469	328
Ethnicity All	Course Attribute Filters		% of Total	40.2%	39.0%	37.2%	33.0%	32.3%
CAFYES Status All	Campus All		Yr to Yr Change		1.6%	10.4%	-6.0%	-30.1%
CalWorks Participant All	Dept/Div All	Women	Total	660	698	819	928	680
CARE Status All	Course ID All		% of Total	59.6%	60.2%	61.1%	65.3%	66.9%
DSPS Status All	Dean All				00.270		00.070	00.570
Economically Disadvant All	Instructional Method All		Yr to Yr Change		5.8%	17.3%	13.3%	-26.7%
EOPS Status All	Dual Enrollment Course All	Not Reported	Total	2	10	23	24	9
Financial Aid Status All	Inmate Ed Course All		% of Total	0.2%	0.9%	1.7%	1.7%	0.9%
First Generation Status All	CTE Course All		Yr to Yr Change		400.0%	130.0%	4.3%	-62.5%

Data Last Updated: 8/17/2021 Hover over Info Icon for more information

	KCCD Program Review Historical FTES
•	College: Porterville College
	Subject: Health Education Program of Study:All

Aggregation Level: by Method of Course Instruction

Student Attribute Filters	Student Attribute Filters Continued Foster Youth Status	Select College Bakersfiel Cerro Cose Porterville	d College He o Community	lect Subject alth Education				Select Comparison Attribute Method of Course Instruction	
All	All			2016-17	2017-18	2018-19	2019-20	2020-21	
Age Category All	Veteran All	Traditional	Total	74	78	75	74	39	
Ethnicity All	Course Attribute Filters								
CAFYES Status All	Campus All		% of Total	65.4%	65.4%	55.1%	52.3%	38.5%	
	Dept/Div All								
CARE Status All	Course ID All		Yr to Yr Change		4.9%	-3.6%	-0.9%	-47.9%	
DSPS Status All	Dean All	Distance Ed	Total	39	41	61	68	62	
Economically Disadvant All	Instructional Method All								
	Dual Enrollment Course All		% of Total	34.6%	34.6%	44.9%	47.7%	61.5%	
	Inmate Ed Course All								
	CTE Course All		Yr to Yr Change		5.3%	48.5%	10.8%	-9.0%	

KCCD Program Review Section Enrollment Data College: Porterville College Subject: Health Education

Aggregation Level: by All

Data Last Updated: 8/17/2021 Hover over info icon for more information.

Course Attribute Filters:	Select College to Dis Bakersfield Colle Porterville Colleg	ge Health	ot n Education	Select Cour All	se Comparison Gro	ups	
0			2016-17	2017-18	2018-19	2019-20	2020-21
Campus All	All	Course Count	1	1	1	1	1
Dept/Div All		Section Count	32	34	42	44	37
Dean All		First Day Enrollment	1,040	1,075	1,305	1,307	956
Instruction Method All		Census Enrollment	1,124	1,175	1,376	1,368	1,027
Dual Enrollment Course All		Students Per Section	35.1	34.6	32.8	31.1	27.8
Inmate Ed Course		First Day Waitlist Total	106	97	106	63	5
All		FTES	112.93	118.59	135.76	141.71	100.19
CTE Course All		FTEF	6.20	6.80	8.20	8.20	6.80
Course ID All		FTES to FTEF Ratio	18.2	17.4	16.6	17.3	14.7

KCCD Program Review Faculty Workload (FTEF) Data College: Porterville College Subject: Health Education Aggregation Level: by All

Data Last Updated: 08/17/2021 Hover over info icon for more information



(i) Course Attribute Filters:	Select College Bakersfield Cerro Coso Porterville	Healt	Subject h Educatior	1	Select Comparison Attribute All							
Campus All					FTEF					Total Work		
			2016-17	2017-18	2018-19	2019-20	2020-21	2016-17	2017-18	2018-19	2019-20	2020-21
Dept/Div Kinesiology	All	Full-Time	3.425	4.464	4.614	4.614	4.800	55.2%	65.6%	56.3%	56.3%	70.6%
Course ID All												
Instruction Method All		Adjunct	1.000	0.800	1.800	2.000	1.200	16.1%	11.8%	22.0%	24.4%	17.6%
Dual Enrollment Course All Inmate Education Course		Overload	0.975	0.736	0.786	0.586		15.7%	10.8%	9.6%	7.1%	
All CTE Course All		Summer	0.800	0.800	1.000	1.000	0.800	12.9%	11.8%	12.2%	12.2%	11.8%

KCCD Program Review Section Enrollment Data College: Porterville College Subject: Kinesiology (Porterville Only) Aggregation Level: by All

Data Last Updated: 8/17/2021 Hover over info icon for more information.

Course Attribute Filters:	Select College to Display Porterville College		Subject Kinesiology (Porterville Only)		Select Course Compa All		
i				2017-18	2018-19	2019-20	2020-21
Campus All	All	Course Count		12.0	19.0	25.0	25.0
Dept/Div All		Section Count		18.0	49.0	55.0	61.0
Dean All		First Day Enrollment		205.0	490.0	551.0	466.0
Instruction Method All		Census Enrollment		209.0	553.0	646.0	490.0
Dual Enrollment Course		Students Per Section		11.6	11.3	11.7	8.0
All Inmate Ed Course		First Day Waitlist Total		0.0	0.0	2.0	9.0
All		FTES		35.65	78.92	99.09	62.84
CTE Course All		FTEF		2.81	7.32	9.05	8.51
Course ID All		FTES to FTEF Ratio		12.7	10.8	10.9	7.4

KCCD Program Review Historical Course Enrollments

Data Last Updated: 8/17/2021 Hover over Info Icon for more information

College: Porterville College

Subject: Kinesiology (Porterville Only) Program of Study: All Aggregation Level: by Method of Course Instruction

Student Attribute Filters	Student Attribute Filters Continued Foster Youth Status	Select College Bakersfiel Cerro Cos Porterville	d College K o Community	elect Subject Kinesiology (Porterville Only	Select Program) All		Select Comparison Attribute Method of Course Instruction	
All	All			2017-18	2018-19	2019-2	20	2020-21
Age Category All	Veteran All	Traditional	Total	210	552	695		280
Ethnicity All	Course Attribute Filters							
CAFYES Status All	Campus All		% of Total	100.0%	100.0%	100.09	%	56.5%
	Dept/Div All							
CARE Status All	Course ID All		Yr to Yr Change		162.9%	25.9%	6	-59.7%
DSPS Status All	Dean All	Distance Ed	Total					216
Economically Disadvant All	Instructional Method All							
EOPS Status All	Dual Enrollment Course All		% of Total					43.5%
Financial Aid Status All	Inmate Ed Course All							
First Generation Status All	CTE Course All		Yr to Yr Change					

KCCD Program Review Historical Unduplicated Enrollment College: Porterville College

Data Last Updated: 8/17/2021 Hover over Info Icon for more information

Subject: Kinesiology (Porterville Only) Program of Study: All Aggregation Level: by Gender

Student Attribute Filters	Student Attribute Filters Continued		Id College I so Commun	am of Study	dy Select Comparison Attribute Gender			
All	All			2017-18	2018-19	2019-	20	2020-21
Age Category All	Veteran All	Men	Total	92	157	186)	107
Ethnicity All	Course Attribute Filters		% of Total	56.8%	52.0%	48.7	%	39.6%
CAFYES Status All	Campus All		Yr to Yr Change		70.7%	18.5	%	-42.5%
CalWorks Participant All	Dept/Div All	Women	Total	69	140	193		157
CARE Status All	Course ID All		% of Total	42.6%	46.4%	50.5	%	58.1%
DSPS Status All	Dean All				101110	00.0		00.1.0
Economically Disadvant All	Instructional Method All		Yr to Yr Change		102.9%	37.9	%	-18.7%
EOPS Status All	Dual Enrollment Course All	Not Reported	Total	1	5	3		6
Financial Aid Status All	Inmate Ed Course All		% of Total	0.6%	1.7%	0.8%	6	2.2%
First Generation Status All	CTE Course All		Yr to Yr Change		400.0%	-40.0	%	100.0%

KCCD Program Review Historical FTES College: Porterville College

Data Last Updated: 8/17/2021 Hover over Info Icon for more information

Subject: Kinesiology (Porterville Only) Program of Study:All

Aggregation Level: by Method of Course Instruction

Student Attribute Filters	Student Attribute Filters Continued Foster Youth Status	Select College Bakersfiel Cerro Cos Porterville	d College o Community	Select Subject Kinesiology (Porterville Only	Select Progra y) All	m of Study	Select Comparison Attribute Method of Course Instruction	
All	All			2017-18	2018-19	2019	-20	2020-21
Age Category All	Veteran All	Traditional	Total	36	79	99)	34
Ethnicity All	Course Attribute Filters							
CAFYES Status All	Campus All		% of Total	100.0%	100.0%	100.	0%	54.4%
CalWorks Participant All	Dept/Div All							
CARE Status All	Course ID All		Yr to Yr Change	e	121.4%	25.6	5%	-65.5%
DSPS Status All	Dean All	Distance Ed	Total					29
Economically Disadvant All	Instructional Method All							
EOPS Status All	Dual Enrollment Course All		% of Total					45.6%
Financial Aid Status All	Inmate Ed Course All							
First Generation Status All	CTE Course All		Yr to Yr Change	e				

KCCD Program Review Section Enrollment Data College: Porterville College Subject: Kinesiology (Porterville Only) Aggregation Level: by All

Data Last Updated: 8/17/2021 Hover over info icon for more information.

Course Attribute Filters:	Select College to Display Porterville College		Subject Kinesiology (Pc	rterville Only)	Select Course Compa All	arison Groups	
i				2017-18	2018-19	2019-20	2020-21
Campus All	All	Course Count		12.0	19.0	25.0	25.0
Dept/Div All		Section Count		18.0	49.0	55.0	61.0
Dean All		First Day Enrollment		205.0	490.0	551.0	466.0
Instruction Method All		Census Enrollment		209.0	553.0	646.0	490.0
Dual Enrollment Course		Students Per Section		11.6	11.3	11.7	8.0
All Inmate Ed Course		First Day Waitlist Total		0.0	0.0	2.0	9.0
All		FTES		35.65	78.92	99.09	62.84
CTE Course All		FTEF		2.81	7.32	9.05	8.51
Course ID All		FTES to FTEF Ratio		12.7	10.8	10.9	7.4

Data Last Updated: 08/17/2021 Hover over info icon for more information

KCCD Program Review Faculty Workload (FTEF) Data College: Porterville College Subject: Kinesiology (Porterville Only) Aggregation Level: by All



(i) Course Attribute Filters:	Select College t Bakersfield Cerro Coso o Porterville (College Community College	Select SubjectSelect Comparison AttributeKinesiology (Porterville Only)All							
Campus All				FTEF	:			% of Total V	Vorkload	
			2017-18	2018-19	2019-20	2020-21	2017-18	2018-19	2019-20	2020-21
Dept/Div Kinesiology	All	Full-Time	0.786	1.236	1.236	0.786	28.0%	16.9%	13.7%	9.2%
Course ID All										
Instruction Method All		Adjunct	2.022	5.780	7.516	7.123	72.0%	79.0%	83.0%	83.7%
Dual Enrollment Course All										
Inmate Education Course		Summer		0.300	0.300	0.600		4.1%	3.3%	7.1%
CTE Course All		Summer		0.500	0.500	0.000		4.170	5.570	7.170

KCCD Program Review Section Enrollment Data College: Porterville College Subject: Physical Education

Aggregation Level: by All

Data Last Updated: 8/17/2021 Hover over info icon for more information.

Course Attribute Filters:	Select College to Display S Bakersfield College Cerro Coso Community College Porterville College		t al Education	Select Course Comparison Groups All	
 Image: A set of the set of the				2016-17	2017-18
Campus All	All	Course Count		15.0	13.0
Dept/Div All		Section Count		55.0	28.0
Dean All		First Day Enrollment		559.0	294.0
Instruction Method All		Census Enrollment		624.0	324.0
Dual Enrollment Course All		Students Per Section		11.3	11.6
Inmate Ed Course		First Day Waitlist Total		17.0	2.0
All		FTES		94.80	45.88
CTE Course All		FTEF		7.91	3.90
Course ID All		FTES to FTEF Ratio		12.0	11.8

KCCD Program Review Historical Course Enrollments College: Porterville College

Data Last Updated: 8/17/2021 Hover over Info Icon for more information

Subject: Physical Education Program of Study: All Aggregation Level: by Method of Course Instruction

Student Attribute Filters	Student Attribute Filters Continued Foster Youth Status			Select Program of Study All	Select Comparison Attribute Method of Course Instruction
All	All	L	2016-17		2017-18
Age Category All	Veteran All				
Ethnicity All	Course Attribute Filters	Traditional Total	626		327
CAFYES Status All	Campus All				
CalWorks Participant All	Dept/Div All				
CARE Status All	Course ID All	% of Total	100.0%		100.0%
DSPS Status All	Dean All	% 01 1 0tai	100.0%		100.0%
Economically Disadvant All	Instructional Method All				
EOPS Status All	Dual Enrollment Course All				
Financial Aid Status All	Inmate Ed Course All	Yr to Yr Change			-47.8%
First Generation Status All	CTE Course All				

KCCD Program Review Historical Unduplicated Enrollment College: Porterville College

Data Last Updated: 8/17/2021 Hover over Info Icon for more information

Subject: Physical Education Program of Study: All Aggregation Level: by Gender

Student Attribute Filters Gender	Student Attribute Filters Continued Foster Youth Status		ld College so Commun	Select Subject Physical Education	Select Program of Study All	Select Comparison Attribute Gender
All	All	L		2016-17	7	2017-18
Age Category All	Veteran All	Men	Total	183		122
Ethnicity All	Course Attribute Filters		% of Total	50.4%		56.0%
CAFYES Status All	Campus All		Yr to Yr Change	e		-33.3%
CalWorks Participant All	Dept/Div All	Women	Total	179		93
CARE Status All	Course ID All		% of Total	49.3%		42.7%
DSPS Status All	Dean All					
Economically Disadvant All	Instructional Method All		Yr to Yr Change	e		-48.0%
EOPS Status All	Dual Enrollment Course All	Not Reported	Total	1		3
Financial Aid Status All	Inmate Ed Course All		% of Total	0.3%		1.4%
First Generation Status All	CTE Course All		Yr to Yr Change	e		200.0%

Data Last Updated: 8/17/2021 Hover over Info Icon for more information

KCCD Program Review Historical FTES
College: Porterville College
Subject: Physical Education Program of Study:All
Aggregation Level: by Method of Course Instruction

Student Attribute Filters	Student Attribute Filters Continued	Select College to Display Bakersfield College Cerro Coso Community . Porterville College	Physical Education	Select Program of Study All	Select Comparison Attribute Method of Course Instruction
Gender All	Foster Youth Status All		2016-17		2017-18
Age Category All	Veteran All		2010-17		2017-10
Ethnicity All	Course Attribute Filters	Traditional Total	95		46
CAFYES Status All	Campus All				
CalWorks Participant All	Dept/Div All				
CARE Status All	Course ID All				
DSPS Status All	Dean All	% of Total	100.0%		100.0%
Economically Disadvant All	Instructional Method All				
EOPS Status All	Dual Enrollment Course All				
Financial Aid Status All	Inmate Ed Course All	Yr to Yr Chan	ge		-51.6%
First Generation Status All	CTE Course All				

KCCD Program Review Section Enrollment Data College: Porterville College Subject: Physical Education

Aggregation Level: by All

Data Last Updated: 8/17/2021 Hover over info icon for more information.

Course Attribute Filters:	Select College to Display S Bakersfield College Cerro Coso Community College Porterville College		t al Education	Select Course Comparison Groups All	
 Image: A set of the set of the				2016-17	2017-18
Campus All	All	Course Count		15.0	13.0
Dept/Div All		Section Count		55.0	28.0
Dean All		First Day Enrollment		559.0	294.0
Instruction Method All		Census Enrollment		624.0	324.0
Dual Enrollment Course All		Students Per Section		11.3	11.6
Inmate Ed Course		First Day Waitlist Total		17.0	2.0
All		FTES		94.80	45.88
CTE Course All		FTEF		7.91	3.90
Course ID All		FTES to FTEF Ratio		12.0	11.8

KCCD Program Review Faculty Workload (FTEF) Data College: Porterville College Subject: Physical Education Aggregation Level: by All

Data Last Updated: 08/17/2021 Hover over info icon for more information



(i) Course Attribute Filters:	Select College to Display Bakersfield College Cerro Coso Community College Porterville College		Select Subject Physical Education	arison Attribute		
Campus Porterville Main Campus			FTEF 2016-17	2017-18	% of Total Workload 2016-17	2017-18
Dept/Div Kinesiology Course ID	All	Full-Time	1.911	0.600	24.2%	15.4%
All						
Instruction Method Traditional		Adjunct	5.394	2.697	68.2%	69.2%
Dual Enrollment Course All		Summer	0.600	0.600	7.6%	15.4%
Inmate Education Course	Course					
CTE Course All		Unidentified	0.000		0.0%	



Request for New/Replacement Faculty Position: 2021-22

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The Academic Senate will rank all of the positions requested at the meeting subsequent to the presentations, and the Senate President will forward its ranking to College Council and the College President for review, along with all documents provided in support of each request. The College President makes the final decision regarding all faculty hires.

POSITION REQUESTED:

_X__ New ___ Replacement: [list person(s) being replaced]

DIVISION: <u>Mathematics</u>

DIVISION CHAIR: Dr. Sherie Burgess

GENERAL INFORMATION REGARDING POSITION REQUEST:

- 1. Which of the following areas of need will be addressed by this position? (check all that apply)
 - _X__ Transfer to 4-year colleges and universities
 - _X__ General Education
 - _X__ Basic Skills Instruction
 - ____ Vocational instruction
 - ____ Instructional Support Services
 - ____ Student Support Services
- 2. 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 2018 – 2019 Program Review update requests an additional full-time mathematics faculty to reduce excessive waitlists. It states,

...waitlists for math classes have been consistently high. In 2017-2018, there were 443 students on the first day waitlists, suggesting that we are currently understaffed. With the new engineering program, we will require additional STEM courses to meet the anticipated demand. Along with this, the new education degree at PC will increase demand for Math P115, a requirement for the degree. Our subject productivity for 2017-2018 was 17.4, compared to 14.1 for the college, indicating that FTES is relatively high. We have an FTEF of 23.0, suggesting that we could support at least two more full-time faculty members. Quite simply, math is required for practically all majors, and at our current level of staffing, students are forced to delay their educational plans. Because of this, we are requesting an additional full-time mathematics faculty position.

3. 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 new instructor would have the traditional needs of a professor on campus – office space, telephone, and computer.

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

The new faculty member will be expected to teach the full range of math courses. The primary emphasis will be teaching the class with the highest waiting lists, Introduction to Probability & Statistics P122 and the co-requisite Math P22, followed by the increase in course offering for Structures & Concepts P115.

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 Institutional Research web page below (include with supplemental materials any additional data or relevant past program review content):

https://www.kccd.edu/institutional-research/program-review-data

		2016-17	2017-18	2018-19	2019-20	2020-21
Enrollment at Census		2586	2760	2471	2409	1804
Average number of students per section		34.5	32.5	30.2	27.2	22.3
First Day Waitlist		502	443	345	232	55
FTEF	TOTAL	22.13	22.42	22.61	20.29	19.81
	Full-Time	13.65	16.14	15.74	14.78	12.94

	Overload	3.62	2.54	3.00	2.31	2.47
	Adjunct	2.53	1.87	1.47	1.07	2.67
	Summer	2.33	1.87	2.40	2.14	1.74
FTES		408	399	360	304	223
Degrees & Certificates		13	31	32	44	35

OTHER JUSTIFICATION:

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

• Availability of part-time/overload faculty

We currently have four adjunct instructors, two are from our sister colleges and typically only able to teach one course. Adjunct applications are checked regularly; however, the availability of fully qualified individuals in mathematics who are willing to teach part-time remains low.

• Compliance with state regulations/accreditations:

N/A

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

N/A

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

New state legislation allows students to take a course in mathematics (with a B or higher) as an alternative to passing the math portion of the CBEST basic skills requirement and the CSET when applying for a multi-subject teaching credential. We anticipate an increase for more math courses due to the new legislation, along with the rapidly growing AA-T degree in Elementary Teacher Education.

• Maintaining certificate/degree/transfer program:

The AS-T in Mathematics and the AS degree in Engineering requires three semesters of calculus and one course in differential equations/linear algebra. The enrollment in Math P103 (Calculus 1) has nearly doubled in the past few years, increasing the number of

classes from one to two. With the addition of our new Engineering degree, we are expecting growth in all the Calculus courses – Math P103, P104, P205, P207, and P208.

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

> Math P122 (Intro to Probability & Statistics) and/or the co-requisite Math P22 are the most common transfer class for all non-science or non-math major students. Math P100 (College Pre-Calculus I), Math P101 (College Pre-Calculus II), Math P103/Math P104/Math P205/Math P207 (the Calculus and Differential Equations sequence), Math P208 (Linear Algebra) are requirements for all mathematics and engineering majors. Most science majors (pre-med, dentistry, physical therapy, pharmacy, biology, chemistry, physics, etc.) require Math P103/Math P104.

- 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):

Mathematics courses are important requirements of PC's general education checklist, as well as the CSU and UC transfer curriculum.

 Potential for aiding the college's goals of closing achievement gaps, aiding underserved populations, or other areas of the college's mission that may have an impact beyond the program itself.

The Math faculty have been diligently working and have fully implemented of AB 705 by removing all basic skills courses. The Mathematics Division has been one of the few community colleges in California to fully implement AB 705 in an effort to remove barriers for students. In fact, our faculty have been recognized in several studies for our work in AB 705 and the positive effect it has on our underserved student populations.



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POSITION REQUESTED:

____New _X__ Replacement: Terry Crewse

DIVISION: <u>Mathematics</u>

DIVISION CHAIR: __Dr. Sherie Burgess

GENERAL INFORMATION REGARDING POSITION REQUEST:

- 1. Which of the following areas of need will be addressed by this position? (check all that apply)
 - _X__ Transfer to 4-year colleges and universities
 - _X__ General Education
 - _X__ Basic Skills Instruction
 - ____ Vocational instruction
 - ____ Instructional Support Services
 - ____ Student Support Services
- 2. 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)
 - _X__ No (please explain why below)

Terry Crewse decided to retire early this past May 2021. We did not anticipate this departure at the time our program review was written and approved. Traditionally, our waitlists are excessive, and this replacement will ensure these waitlists do not become even longer. There is a high demand for math courses and so few local adjuncts with minimum qualifications, which prevents students from completing their degree in two years.

3. 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.

4. 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 teach the full range of math courses. The primary emphasis will be teaching the class with the highest waiting lists, Introduction to Probability & Statistics P122 and the co-requisite Math P22, followed by the increase in course offering for Structures & Concepts P115.

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 Institutional Research web page below (include with supplemental materials any additional data or relevant past program review content):

https://www.kccd.edu/institutional-research/program-review-data

		2016-17	2017-18	2018-19	2019-20	2020-21
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	Summer	2.33	1.87	2.40	2.14	1.74
FTES		408	399	360	304	223
Degrees & Certificates		13	31	32	44	35

OTHER JUSTIFICATION:

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

• Availability of part-time/overload faculty

We currently have four adjunct instructors, two are from our sister colleges and typically only able to teach one course. Adjunct applications are checked regularly; however, the availability of fully qualified individuals in mathematics who are willing to teach part-time remains low.

• Compliance with state regulations/accreditations:

N/A

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

N/A

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

Mathematics classes are required for degrees in high growth areas such as nursing, teaching, and criminal justice.

• Maintaining certificate/degree/transfer program:

The AS-T in Mathematics and the AS degree in Engineering requires three semesters of calculus and one course in differential equations/linear algebra. The enrollment in Math P103 (Calculus 1) has nearly doubled in the past few years, increasing the number of classes from one to two. With the addition of our new Engineering degree, we are expecting growth in all of the Calculus courses – Math P103, P104, P205, P207, and P208.

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

> Math P122 (Intro to Probability & Statistics) and/or the co-requisite Math P22 are the most common transfer class for all non-science or non-math major students. Math P100 (College Pre-Calculus I), Math P101 (College Pre-Calculus II), Math P103/Math P104/Math P205/Math P207 (the Calculus and Differential Equations sequence), Math P208 (Linear Algebra) are requirements for all mathematics and engineering majors. Most

science majors (pre-med, dentistry, physical therapy, pharmacy, biology, chemistry, physics, etc.) require Math P103/Math P104.

- 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):

Mathematics courses are important requirements of PC's general education checklist, as well as the CSU and UC transfer curriculum.

• Potential for aiding the college's goals of closing achievement gaps, aiding underserved populations, or other areas of the college's mission that may have an impact beyond the program itself.

The Math faculty have been diligently working and have fully implemented of AB 705 by removing all basic skills courses. The Mathematics Division has been one of the few community colleges in California to fully implement AB 705 in an effort to remove barriers for students. In fact, our faculty have been recognized in several studies for our work in AB 705 and the positive effect it has on our underserved student populations.



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POSITION REQUESTED:

__X_ New [Full-time Music Instructor]

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

DIVISION: Fine and Applied Arts_____

DIVISION CHAIR: _____James Thompson_____

GENERAL INFORMATION REGARDING POSITION REQUEST:

- 1. 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
- 2. 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)

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

This position would require office space, a computer, and office furniture.

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

This individual would be focused on the instrumental aspect of the music department as well as core classes. Classes could be: MUSC 101, MUSC 102, MUSC 103, MUSC 111, MUSC 112, MUSC 127, MUSC 130, MUSC 143A, MUSC 143B, MUSC 143C, and MUSC 110. A new full-time instructor would also share non-instructional duties including purchase orders, cleaning and maintenance orders, program recruitment, and the planning of concerts and events.

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 Institutional Research web page below. Attach any additional data or past program reviews to this document.

https://www.kccd.edu/institutional-research/program-review-data

		2016-17	2017-18	2018-19	2019-20	2020-21*
Enrollment at Census		369	391	501	802	554
Average number of students per section		15.4	21.7	16.7	21.7	13.9
First Day Waitlist		0	14	11	21	16
FTEF	TOTAL	3.07	2.60	3.58	4.94	5.00
	Full-Time	2.002	2.001	2.002	1.868	2.001
	Overload	0.666	0.200	0.535	0.468	0.266
	Adjunct		0.200	1.046	2.20	2.135
	Summer	0.400	0.200		0.400	0.600
FTES		36.8	39.92	50.52	81.00	54.93
Degrees &						
Certificates**						

* Due to the Covid-19 pandemic the data for 2020-2021 is not an accurate representation of the growth trends of the department. Sarah Rector took over as music instructor in Fall 2017 and the growth trends after 2017 and prior to 2020 are a more accurate representation of growth.

** May 2022 will be the first semester students would be eligible for the AA-T in music.

OTHER JUSTIFICATION:

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

• Availability of part-time/overload faculty

Due to the location of Porterville College, it is difficult to find qualified individuals to teach music courses. PC has been very fortunate to have three adjuncts in town who are qualified to teach a variety of classes. If any of these individuals relocate for full-time work, finding replacements would be extremely difficult. Sarah Rector is currently the only full-time faculty member and has taught overload every semester. Along with instructional duties, Sarah also does many other jobs including recruitment, purchase orders, curriculum, Student Learning Outcomes, instrument maintenance, and updating the Certificate of Achievement. She has written an AA-T degree in Music, which is on track to graduate its first student in Spring 2022. Because many classes in music are 1-2 units, Professor Rector teaches anywhere from 5-7 courses. This is too much for any one individual. All community colleges within the valley have had at least two full-time faculty members before. An additional faculty member would help with the workload in the department. Below is the current full-time faculty make-up of surrounding colleges:

Community College	Number of full-time Music faculty
Porterville College	1
Reedley College	2
COS	4
Bakersfield	6
Fresno City College	7

• Compliance with state regulations/accreditations:

The PC music department is focused in two areas: Vocal and Instrumental Music. The department currently has one full-time vocal professor, but there is no full-time instrumental faculty member, which means that all private instruction lessons are vocal. This also means that students with an instrumental background or emphasis are not receiving equitable instruction. As a result, instrumental music students are not adequately prepared to transfer to four-year university music programs, even with the completion of the AA-T in Music.

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

Music is currently a one-full-time faculty program but music as a discipline has two sections, vocal and instrumental, which represent the body of the department. With only one full-time faculty member we are not accurately representing music as a whole. Music is not an "arrive and teach" discipline. Running a department requires hours of planning, recruitment, and preparation which is why most degree offering community college music programs are run by multiple full-time faculty.

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

As outlined in past program reviews, the music department is in dire need of another fulltime faculty position. Music programs should include both vocal and instrument focus. Porterville College's service area includes PUSD Music, Burton School District Music, Porterville Strings, Acadamy of Performing Arts Pathway, Sierra Vocal Arts, and the Harmony Music Academy. These Porterville community programs depend on the support of the PC music department but are not getting sustainable support due to the lack of full-time faculty.

• Maintaining certificate/degree/transfer program:

2020 was the first year of the new AA-T degree in music. Though the program was deeply affected by the COVID-19 pandemic, course enrollments have been able to pick up as we returned to class in Fall 2021. Of all 10 music majors on track to graduate in two years with the AA-T, all ten are vocal-focused. In order to grow the instrumental side of music, we need to have someone as the face of the instrumental program. We are missing out on the recruitment of instrumental-focused high school graduates because there is no recruiter for instrumental music. The make-up of music students in Porterville is majority instrumental, yet the PC music program only supports a vocal emphasis.*

*(Based on enrollment trends prior to COVID)

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

All music courses currently being offered are a part of the AA-T degree or the Certificate of Achievement. As I stated above, we need an instrumental faculty member to run the department's instrumental track. Maintaining an instrumental program is a job that is bigger than just teaching a class. It requires someone who can order music, maintain instruments, recruit new student populations, engage with the community, and who understands the specific pedagogical needs of instrumental music students, including but not limited to ensemble and solo techniques and repertoire.

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

Porterville is known as BandTown USA, yet our college does not currently support the growth of an instrumental program. We have had adjuncts head the band and orchestra, but having changing directors makes the program challenging to develop. Another way to think about it, what if a team sport had a different coach every year. That team would not be able to develop. A full-time instructor adds stability to the instrumental side of the program.



(from Porterville's official Wikipedia entry)

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

Music is a broad discipline, and specialization begins early often during or before primary school education. Therefore, being a subject expert does not mean you are a qualified specialist in every aspect of music. For example, a choir director probably doesn't play an instrument beyond the piano. This is true for our department. Sarah Rector has been able to start an instrumental program with the help of experts within those areas but she is not an instrumental expert. Instrumental music programs require instrumental experts to run them.

 Potential for aiding the college's goals of closing achievement gaps, aiding underserved populations, or other areas of the college's mission that may have an impact beyond the program itself.

Music is a fundamental element of the humanities and education as a whole. Many studies show. positive impacts for student learning outside of music classes. For example, studies have shown that high school music students have higher SAT scores than those who do not study music. Music also benefits students from different cultural backgrounds. With an instrumental instructor, we could potentially start a mariachi program to also better serve our community.

Porterville College claims to, "Provide quality academic programs to all students who are capable of benefiting from community college instruction¹." Until we have a complete music program, PC's music students are not receiving that quality. BandTown USA deserves to have a community college instrumental music program.

Additionally:

Statement from Sarah Rector (only full-time music faculty)

As musicians, we have learned to also be advocates for our discipline. Starting in 2008 with the recession, many policymakers chose to cut music and art in the face of economic crisis. Since then, music educators have been fighting to keep music programs alive. Porterville College has been supporting music since I have taken over the music program in 2017. The growth of the music department is because of the support from the administration, fellow faculty, staff, and the students that we serve. Institutional support is unfortunately rare in our music industry and because of this, I find it important to always share the importance of music education. Though I know everyone reading this knows how important music is, below is a list of some important facts and statistics in regards to music education:

- Music majors are the most likely group of college grads to be admitted to medical school. ~ *Lewis Thomas, Case for Music in the Schools, Phi Delta Kappa*
- Students who participate in school band or orchestra have the lowest levels of current and lifelong use of alcohol, tobacco, and illicit drugs among any group in our society. ~ *H. Con. Res. 266, United States Senate*
- High school music students have been shown to hold higher grade point averages (GPA) than non-musicians in the same school. ~ *National Educational Longitudinal Study*
- 78% of Americans feel learning a musical instrument helps students perform better in other subjects. ~ *Gallup Poll, "American Attitudes Toward Music,"*
- Nine out of ten adults and teenagers who play instruments agree that music making brings the family closer together. ~ *Music Making and Our Schools, American Music Conference*
- With music in schools, students connect to each other better-greater camaraderie, fewer fights, less racism, and reduced use of hurtful sarcasm. ~ *Eric Jensen, Arts With the Brain in Mind*
- 71% of Americans surveyed by the Gallup Poll believe that teenagers who play an instrument are less likely to have disciplinary problems. ~ *Gallup Poll, "American Attitudes Toward Music,"*
- A study of 7,500 university students revealed that music majors scored the highest reading scores among all majors including English, biology, chemistry and math. ~ *The Case for Music in the Schools, Phi Delta Kappa*
- Students who were exposed to music-based lessons scored a full 100% higher on fractions tests than those who learned in the conventional manner. ~ *Neurological Research and Music Education Statistics*
- The schools that produced the highest academic achievement in the United States today are spending 20% to 30% of the day on the arts, with special emphasis on music. ~ *International Association for the Evaluation of Educational Achievement*

- Music enhances the process of learning. The systems they nourish, which include our integrated sensory, attention, cognitive, emotional and motor capacities, are shown to be the driving forces behind all other learning. ~ *Konrad, R.R., Empathy, Arts and Social Studies*
- Teaching through the arts motivates children and increases their aptitude for learning. ~ *Eric Jensen, Arts With the Brain in Mind*
- During moments of musical euphoria, blood travels through the brain to areas where other stimuli can produce feelings of contentment and joy-and travels away from brain cell areas associated with depression and fear. ~ *Dr. Frederick Tims, reported in AMC Music News*
- 95% of Americans in aGallup Poll believe that music is a key component in a child's wellrounded education; three quarters of those surveyed feel that schools should mandate music education. ~ *Gallup Poll, "American Attitudes Toward Music*
- Martin Gardiner of Brown University tracked the criminal records of Rhode Island residents from birth through age 30, and he concluded the more a resident was involved in music, the lower the person's arrest record. ~ *Music Linked to Reduced Criminality, MuSICA Research Notes*
- With music instruction in schools, teachers found that students were less aggressive. ~ *Konrad, R.R., Empathy, Arts and Social Studies*
- Students of lower socioeconomic status who took music lessons in grades 8-12 increased their math scores significantly as compared to non-music students. But just as important, reading, history, geography and even social skills soared by 40%. ~ *Gardiner, Fox, Jeffrey and Knowles*
- 54% of American households reported having a least one musical instrument player, the highest figure since the study began in 1978. ~ *Gallup Poll, "American Attitudes Toward Music*
- The College Entrance Examination Board found that students in music appreciation scored 63 points higher on verbal and 44 points higher on math than students with no arts participation. ~ *College-Bound Seniors National Report: Profile of SAT Program Test Takers. Princeton, NJ: The College Entrance Examination Board*
- The world's top academic countries place a high value on music education. Hungary, Netherlands and Japan have required music training at the elementary and middle school levels, both instrumental and vocal, for several decades. ~ *International Association for the Evaluation of Educational Achievement (IAEEA) Test*
- Music training helps under-achievers. Students lagging behind in scholastic performance caught up to their fellow students in reading and surpassed their classmates in math by 22% when given music instruction over seven months. ~ *Nature (music education statistics article)*
- College-age musicians are emotionally healthier than their non-musician counterparts for performance anxiety, emotional concerns and alcohol-related problems. ~ *Houston Chronicle*
- The arts are one of the six subject areas in which the College Board recognizes as essential in order to thrive in college. ~ *Academic Preparation for College: What Students Need to Know and Be Able to Do*

- The arts produce jobs, generating an estimate \$37 billion with a return of \$3.4 billion in federal income taxes.~ *American Arts Alliance Fact Sheet*
- Students taking courses in music performance and music appreciation scored higher in the SAT than students with no arts participation. Music performance students scored 53 points higher on the verbal and 39 points higher on the math. Music appreciation students scored 61 points higher on the verbal and 42 points higher on the math. ~ *College-Bound Seniors National Report: Profile of SAT Program Test Takers, The College Entrance Examination Board, Princeton, New Jersey*
- According to the National Education Longitudinal Study of 1988, music students received more academic honors and awards than non-music students. A higher percentage of music participants received As, As/Bs, and Bs than non-music participants. ~ *National Center for Education Statistics, Washington D.C.*
- Lewis Thomas, physician and biologist, found that music majors comprise the highest percentage of accepted medical students at 66%. ~ *"The Case for Music in the Schools," Phi Delta Kappan*
- Research made between music and intelligence concluded that music training is far greater than computer instruction in improving children's abstract reasoning skills. ~ *Neurological Research, Vol. 19*
- "The arts enrich communities and employees, and also stimulate the kind of intellectual curiosity our company needs to stay competitive." ~ *Norma R. Augustine, Chairman and Chief Executive Officer, Martin Marietta Corporation*
- "A grounding in the arts will help our children to see; to bring a uniquely human perspective to science and technology. In short, it will help them as they grow smarter to also grow wiser. ~ Robert E. Allen, Chairman and Chief Executive Officer, AT&T Corporation, in "America's Culture Begins with Education"
- Arts Education aids students in skills needed in the workplace: flexibility, the ability to solve problems and communicate; the ability to learn new skills, to be creative and innovative, and to strive for excellence.~ *Joseph M. Calahan, Director of Corporate Communications, Xerox. Corporation*
- I believe arts education in music, theater, dance and the visual arts is one of the most creative ways we have to find the gold that is buried just beneath the surface. They (children) have an enthusiasm for life, a spark of creativity, and vivid imaginations that need training...training that prepares them to become confident young men and women. As I visit schools around the country I see a renewed interest in arts education and a growing concern about the negative impact of cutting art and music out of curriculum. The creativity of the arts and the joy of music should be central to the education of every American child. ~ *Richard W. Riley, Former U.S. Secretary of Education*
- Student involvement in extracurricular or co-curricular activities makes students resilient to current substance use among their peers, according to a recent statewide survey of Texas Schools. Secondary students who participated in band, orchestra or choir reported the lowest lifetime use of all substances.~ *Texas School Survey of Substance Abuse Among Students: Grades 7-12*

- Studying Music Strengthens Students' Academic Performance. Rhode Island studies have indicated that sequential, skill-building instruction in art and music integrated with the rest of the curriculum can greatly improve children's performance in reading and math.~ *"Learning Improved by Arts Training" by Martin Gardiner, Alan Fox, Faith Knowles, and Donna Jeffrey, Nature*
- Music and Spatial Task Performance: A Casual Relationship. Music lessons, and even simply listening to music, can enhance spatial reasoning performance, a critical higher-brain function necessary to perform complex tasks including mathematics. ~ *Frances Rauscher, Ph.D., Gordon Shaw, Ph.D., University of California, Irvine*
- Music Is One of Our Greatest Economic Exports. "The arts are an economic plus second only to aerospace as our most lucrative national export." ~ *Michael Greene of The National Academy of Recording Arts and Sciences*



Request for New/Replacement Faculty Position: 2021-22

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POSITION REQUESTED: Nursing Instructor

<u>X</u> New

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

DIVISION: Health Careers

DIVISION CHAIR: Elizabeth Keele

GENERAL INFORMATION REGARDING POSITION REQUEST:

- 1. Which of the following areas of need will be addressed by this position? (check all that apply)
 - X Transfer to 4-year colleges and universities
 - ____ General Education
 - ____ Basic Skills Instruction
 - X Vocational instruction
 - ____ Instructional Support Services
 - ____ Student Support Services
- 2. 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)

Program Review 2020

Program Review Goal:

#13 Increase nursing program enrollment to start a new cohort every semester. Progress on Goal: Faculty position request submitted and denied. Faculty determine the need for one additional nurse instructor to increase enrollment. Faculty are currently in multiple specialties.

Program Review Staffing Request: #5 Nursing Instructor:

Increasing the number of full-time RNs would increase nursing program enrollment from 40 to 80 nursing students, increase graduation rates from 20 to 40 per year, provide needed RN's for the community. Increasing the number of full-time RN from 4 to 5 would improve student success through consistent instruction by content experts

Mission Statement Alignment: #1, 3, 4 & 6

3. 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

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

This person would be an approved instructor by the Board of Registered Nursing. Teaching assignments could include any theory and clinical courses, including NURS P100, P130, P131, P132, P133, P134, P135, P136, P137, P138, P139, and P171. This person would also be qualified to teach in the Psych Tech program.

PROGRAM REVIEW DATA-BASED JUSTIFICATION:

Provide the following data measures for the past five academic years in classes/subjects to be taught by the faculty (as applicable). Program review data can be obtained by subject from the Institutional Research web page below (include with supplemental materials any additional data or relevant past program review content): https://www.kccd.edu/institutional-research/program-review-data

2016-17 2017-18 2018-19 2019-20	2020-21
---------------------------------	---------

Enrollme	ent at	339	321	346	348	294
Census*						
Average	number of	21.2	22.9	23.1	21.8	22.6
students per section						
First Day Waitlist		21	32	8	27	21
FTEF	TOTAL	11.33	10.73	10.07	10.07	10.21
	Full-Time	6.73	8.70	8.76	8.23	7.00
	Overload	1.02	0.57	0.65	0.20	0.70
	Adjunct	3.383	1.467	0.667	1.664	2.485
	Summer	0.2	-	-	-	-
FTES	•	62.99	60.70	61.51	65.24	59.64
Degrees &		21	19	17	19	20
Certifica	tes					

• The current number of Registered Nursing majors is 403.

- The current number of Biological Science AA majors is 585.
- Pre-nursing students are awarded 5 points for an Associate Degree towards the multicriteria selection and ranking process.
- Pre-nursing students take courses across all disciples to meet all graduation requirements.
- The nursing program averages 150 applicants a year and admits 20 students each fall.

OTHER JUSTIFICATION:

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

- Availability of part-time/overload faculty
 - It is challenging to recruit and retain part-time faculty who meet the BRN education and experience requirements to be an instructor (CCR Section 1425). The four fulltime nursing instructors cannot realistically work enough overload to cover the increased FTEF. Increasing enrollment to twice a semester will increase FTEF from 10.2 to 18.66.
- Compliance with state regulations/accreditations:
 - CCR SECTION 1424(d) Administration/Organization Sufficient Resources "The program shall have sufficient resources, including faculty..." The BRN will not approve increased enrollment without two additional full-time instructors.
- Maintaining "one-full-time-faculty" program:
 - o Not-applicable

- Long-term community needs/support (Document with Advisory Committee, Program Review or other recommendations for increased staff):
 - At the most recent Health Careers Advisory meeting (2020), in discussing the current and future needs of the community, our prehospital and hospital partners ranked Paramedic Program #1 and Registered Nursing as #2 as most needed
 - California will face a significant shortfall of registered nurses over the next five years due to long-term trends that have been exacerbated by the COVID-19 pandemic (Sept 23, 2021, Wolfson, UCSF).
 - Porterville-Lindsay Area high nursing shortage before the pandemic (June 2020, OSHPD)
 - San Joaquin Valley Faces Nurse Shortfall. Demand for RN's is projected to grow more than 35% by 2035. In the Central Valley, rapid population growth is outstripping RN education capacity – there are not enough nursing schools in the region to match current or future needs for nurses. (2018, Spetz. UCSF).
 - In the Visalia-Porterville area, Registered Nursing is one of the fastest growing occupations (24.9% by 2028) and has the most current job openings (2,010). (EDD, Labor Market Information, 2021)
- Maintaining certificate/degree/transfer program:
 - BRN required positions to expand the program.
- 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 are 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 from 40 students per year to 80 with 40 graduates per year.
- 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 where there is frequently insufficient adjunct availability. Nurses with EMS experience quality to teach in the EMT program where there is a frequent need for substitutes and skills lab instructors to increase enrollment.
- Potential for aiding the college's goals of closing achievement gaps, aiding underserved populations, or other areas of the college's mission that may have an impact beyond the program itself.

- The nursing program provides training for our local underemployed population in jobs that are high paying and in high demand. Program review data demonstrate high retention and success rates for first-generation and for Latinx students. Our graduates make a positive impact as nurses caring for our medically underserved community.
- The annual mean salary for an RN in the Visalia-Porterville area is \$88,000 (EDD, Labor Market Information, 2021)



Request for New/Replacement Faculty Position: 2021-22

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POSITION REQUESTED:

- _X_ New: Physical Science Professor
- ____ Replacement: [list person(s) being replaced]
- DIVISION: Natural Science

DIVISION CHAIR: Kendra Haney

GENERAL INFORMATION REGARDING POSITION REQUEST:

- 1. Which of the following areas of need will be addressed by this position? (check all that apply) _X_ Transfer to 4-year colleges and universities
 - _X_ General Education
 - ____ Basic Skills Instruction
 - ____ Vocational instruction
 - ____ Instructional Support Services
 - ____ Student Support Services
- 2. 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)
 - _X_ No (please explain why below)

Revisions: 10-24-07, 9-22-14, 10-22-2019, 9-12-2021

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AS - RANKINGS - FORM - Request for New-Replacement Faculty

At the time of the last program review (2018-2019), physical science was taught by a faculty member who has since retired. Since the last program review, the elementary teacher Ed program was activated (Fall 2019). Three courses in the natural science division are required for students in this program, two within the physical sciences which were taught by said retired faculty member who offered each as well as geology on a rotation of two sections every 3 semesters. This is clearly not enough to accommodate all the students in the growing Teacher Ed program. In addition, physical science can be a preferred course for students needing it as a general education course. For comparison, the other natural science course required for the teacher Ed program (BIOLP110) has 3 to 4 full sections a semester.

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

This position would require a new office as it is a new position; computer, phone, and office furniture would also be needed.

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

Main teaching responsibility Physical Science- P112 (4 units) An investigation of basic principles of physics and chemistry including matter, physical and chemical properties, energy, motion, light, atomic structure, bonding, solutions and chemical reactions. The in- terdependence of chemistry and physics will be emphasized. This course is intended for nonscience majors. Course is approved for pass/no pass grading option. (A/CSU/UC) PC-Area F; CSU-B1; CSU-B3; IGETC-5A; IGETC-5C; No UC credit if taken after a college level course in Astronomy, Chemistry, Geology or Physics.

Able to teach courses in physics and/or chemistry as needed and dependent on qualifications.

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 Institutional Research web page below (include with supplemental materials any additional data or relevant past program review content):

https://www.kccd.edu/institutional-research/program-review-data Data for PHSCP112 only

		2016-17	2017-18	2018-19	2019-20	2020-21
Enrollment at Census		47	30	66	41	78
Average number of students per section		23.5	30	33	41	26
First Day Waitlist		2	4	14	20	25
FTEF	TOTAL	.8	.4	.8	.4	1.2
	Full-Time	.8	.4	.8	.4	1.2
	Overload					
	Adjunct	0	0	0	0	0
	Summer					

any data on Chem 106 numbers or if they would support more sections? **Commented [KH2R1]:** It's possible this person wouldn't

Commented [RS1]: Don't know if you want to provide

be qualified for chem, but I did add at the bottom that it would impact either engineering or science/kinesiology degrees

Commented [KH3R1]:

Revisions: 10-24-07, 9-22-14, 10-22-2019, 9-12-2021

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AS - RANKINGS - FORM - Request for New-Replacement Faculty

FTES	9.92	6.12	13.93	8.66	16.47
Degrees & Certificates				6	37
(ElementaryTeacher Ed					
AA-T)					

OTHER JUSTIFICATION:

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

- As evident in the data, the demand for physical science has only increased. In Spring 21 we were able to offer 2 sections taught by the retired faculty member due to adjunct availability in another discipline area.
- Availability of part-time/overload faculty
 - It is challenging to find local adjuncts qualified to teach chemistry or physics, much less a combination of both as the requirements are generally course and laboratory research intensive programs. Currently (Fall 2021) PHSCP112 is not offered at Porterville College due to lack of faculty.
 - The minimum qualifications for this position require upper level academic work in both physics and chemistry:

Master's in the interdisciplinary area **OR** Master's in one of the disciplines (physics or chemistry) included in the interdisciplinary area and upper division or graduate course work in at least one other constituent discipline.

- Compliance with state regulations/accreditations:
- Maintaining "one-full-time-faculty" program:
- Long-term community needs/support (Document with Advisory Committee, Program Review or other recommendations for increased staff):
- Maintaining certificate/degree/transfer program:
 - For the success of the Elementary Teacher Ed Program, multiple sections of physical science should be offered each semester. According to Social Science's 20-21 Program Review, "as of Fall 2020, there were 227 Education majors, and this number is expected to grow." All of these students will need to take PHSC P112
- Courses are part of a core program and/or a graduation requirement (Identify program(s) and/or applicable graduation requirements):
 - Physical Science P112 meets requirements for PC-Area F; CSU-B1; CSU-B3; IGETC-5A; IGETC-5C;

Revisions: 10-24-07, 9-22-14, 10-22-2019, 9-12-2021 Page 3 of 4 AS - RANKINGS - FORM - Request for New-Replacement Faculty

Commented [RS4]: typo

- Potential for development in a related and/or emerging discipline (Identify source for growth potential):
 - For the success of the Elementary Teacher Ed program, multiple sections of physical science should be offered each semester.
- Potential for multi-discipline expertise (Cite discipline and justify need within each discipline):
 - A qualified candidate would be able to teach physics courses and/or chemistry courses depending on their educational background.
 - Additional courses in either discipline would promote course offerings for requirements of the engineering degree and/or science and kinesiology degrees
- Potential for aiding the college's goals of closing achievement gaps, aiding underserved populations, or other areas of the college's mission that may have an impact beyond the program itself.



Request for New/Replacement Faculty Position: 2021-22

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POSITION REQUESTED: Nursing Science, Clinical Science Instructor

____ New _X_ Replacement: Beverly Ward

DIVISION: Health Careers

DIVISION CHAIR: _Elizabeth Keele_

GENERAL INFORMATION REGARDING POSITION REQUEST:

- 1. Which of the following areas of need will be addressed by this position? (check all that apply)
 - ____ Transfer to 4-year colleges and universities
 - ____ General Education
 - ____ Basic Skills Instruction
 - <u>X</u> Vocational instruction
 - ____ Instructional Support Services
 - ____ Student Support Services
- 2. Is this position addressed in the college's Educational Master Plan and/or the most recent Program Review for the area?
 - <u>X</u> Yes (please cite below)
 - ____ No (please explain why below)

<u>Program Review 2020</u> *Position #2 PSYT Instructor:* Replacement for full-time PT faculty retirement in next 1-2years.

Position #3 PSYT Instructor: Replacement for full-time PT faculty retirement in next 3-5 years.

- 3. 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.
 - a. Office space (could assume the office of the faculty being replaced)
 - b. Office computer (could assume the computer of the faculty being replaced)
- 4. List any classes likely to be taught by this individual. If the position is primarily non-teaching, please describe the person's assignment.

The person would be an approved instructor by the Board of Vocational Nursing and Psychiatric Technicians (BVNPT). Teaching assignments would include theory and clinical courses: HCRS P008, HCRS P009, PSYT P001, PSYT P002, PSYT P003. Anticipated primary courses of instruction include PSYT P001 Nursing Science Concepts and PSYT Concepts of Nursing Care of the Client with Developmental Disabilities.

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 Institutional Research web page below (include with supplemental materials any additional data or relevant past program review content): <u>https://www.kccd.edu/institutional-research/program-review-data</u>

		0016 17	0017 10	2019 10	2010.20	2020.21
PIV	/N ./ HCRS	2016-17	2017-18	2018-19	2019-20	2020-21
Enrollment	at Census	242	378	306	102/214	141
Average nu	umber of	26.9	23.6	23.5	20.4/21.4	17.6
students p	er section					
First Day V	Vaitlist	35	3	4	0/9	0
FTEF	TOTAL	3.40	6.53	3.93	3.73/1.33	6.80
	Full-Time	1.63	3.40	2.43	2.27/0.27	5.468
	Overload	0.43	1.20	0.70	0.33	1.333
	Adjunct	1.20	1.53	0.67	0.13/0.67	0.532
	Summer	-	0.13	0.13	0.27	-
FTES		47.46	36.44	68.30	40.97	44
	PSYT	2016-17	2017-18	2018-19	2019-20	2020-21
Enrollment	at Census	450	296	401	339	222

Average number of students per section		21.4	21.1	21.1	17.8	18.5
First Day Waitlist		0	0	0	0	0
FTEF	TOTAL	7.96	5.30	7.93	7.96	5.30
	Full-Time	6.13	4.13	6.00	6.00	4.0
	Overload	1.83	1.04	1.80	1.37	1.132
	Adjunct	-	0.10	0.13	0.60	-
	Summer	-	-	-	-	-
FTES		72.55	49.41	65.05	54.53	35.22
Degrees & Certificates		23	27	45	20	17

OTHER JUSTIFICATION:

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

- Availability of part-time/overload faculty:
 - It has been continuously challenging to recruit and retain qualified part-time faculty for the Psychiatric Technician courses related to full-time obligations elsewhere. Current full-time faculty average 1.5 load each semester.
- Compliance with state regulations/accreditations:
 - Board of Vocational Nursing and Psychiatric Technician (BVNPT) California Code of Regulations section 2588 requires a minimum 1:15 instructor to student ratio. One section of lab is 1.0 load. Theory courses are overload. Four full-time faculty are required to provide sufficient content experts to maintain the Psych Tech program.
 - The BVNPT will not continue approval of the Psychiatric Technician program without adequate faculty resources. Not filling this vacant position will result in the discontinuation of the Psych Tech program.
- 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):
 - <u>Health Careers 2019-2020 Program Review</u>: *Meeting the current and future needs of the community*. Health Careers Advisory meeting: industry partners ranked the following as priority to meet current demand and future needs. Developmental Center and State Hospitals #1 PT Recommendation to maintain the frequency of enrollment
 - Psychiatric Technicians continue to be in demand locally at the developmental center, community group homes, mental health facilities, and prisons. The median annual wage for Psychiatric Technicians is \$74,000 (EDD, Labor Market Information, 2020). Future job

growth 2018-2028 is 42.9% (EMSI, Q4 2020). Graduates have a 100% employment rate and are meeting the Intellectual Disability and Mental Health needs of our community.

- Maintaining certificate/degree/transfer program:
 - Certificate of Completion Psychiatric program
- Courses are part of a core program and/or a graduation requirement (Identify program(s) and/or applicable graduation requirements):
 - All HCRS and PSYT courses are integral to the Psych Tech program and required for the Psychiatric Technician Certificate of Achievement.
- Potential for development in a related and/or emerging discipline (Identify source for growth potential):
 - Associate of Art in Psychiatric Technology
- Potential for multi-discipline expertise (Cite discipline and justify need within each discipline):
 - RN's approved as Psych Tech faculty could teach in the RN program.
- Potential for aiding the college's goals of closing achievement gaps, aiding underserved populations, or other areas of the college's mission that may have an impact beyond the program itself.
 - The Psych Tech program is a significant contributor to educational and career advancement in our adult learner population. 73% of the current enrollment within the psychiatric technician program are over the age of 25. Program review data demonstrate high retention and success rates for first-generation and for Latinx students. The Psych Tech program provides training for high-demand, high-wage careers. Graduates of the Psych Tech program fill needed positions that provide services for our local developmental disability and mental health populations.



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POSITION REQUESTED:

<u>X</u> New <u>Replacement:</u> [list person(s) being replaced]

DIVISION: <u>Student Services</u>

DIVISION CHAIR: Patricia Serrato

GENERAL INFORMATION REGARDING POSITION REQUEST:

- 1. Which of the following areas of need will be addressed by this position? (check all that apply)
 - <u>X</u> Transfer to 4-year colleges and universities
 - <u>X</u> General Education
 - ____ Basic Skills Instruction
 - ____ Vocational instruction
 - ____ Instructional Support Services
 - <u>X</u>Student Support Services
- 2. 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)

- 3. 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. We will need to find an office space, equipment and all related resources for a new counselor.
- 4. List any classes likely to be taught by this individual. If the position is primarily non-teaching, please describe the person's assignment.

General Counselor and given the opportunity to teach Student Success (STSS) 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 Institutional Research web page below (include with supplemental materials any additional data or relevant past program review content):

		2016-17	2017-18	2018-19	2019-20	2020-21
Enrollment a	Enrollment at Census		5,476	5,772	6,167	5,507
Average number of students per section						
First Day Waitlist						
FTEF	TOTAL Full-Time Overload Adjunct Summer					
FTES						
Degrees & Certificates		612	725	1,002	1,005	950

https://www.kccd.edu/institutional-research/program-review-data

Total Enrollment (unique student headcount) at PC Census:

Source: https://ir.kccd.edu/data-directory/historical-unduplicated-headcount-dashboard/index.html

PC Degrees & Certificates awarded: Includes a few JSCs and Non-credit/ESL awards

Source: https://ir.kccd.edu/data-directory/historical-program-award-dashboard/index.html

OTHER JUSTIFICATION:

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

We currently have 6 full-time general counselors of which one is COF, and all have either other roles and/or specific student populations they all focus on as part of their responsibility. Full-Time Counselors: (1) General/Focuses on

Teacher Education/UndocuLiason & Immigration Legal Services, (2) General/Transfer Resource Center/currently also assisting with DRC students, (3) General/Early Alert/Probation & Disqualification/Division Chair, (4) General/Veteran Resource Center/American Indian & Alaskan Native/Umoja, (5) General/Dual & Concurrent Enrollment, and (6) General Counselor

<u>We have 3 Part-Time Adjunct Counselors (25 hours a week):</u> (1) General/SSSP/Athletes (2) General/Online Counselor/Promise/Title V, (3) General/Adult Education & ESL. A part-time counselor cannot be as involved and participate as much as a full-time to their limited hours.

<u>Access Programs</u>: (3) Full-Time Counselors and (3) Part-Time Counselors with various roles, EOPS/CARE, CalWORKs, Foster Youth Success Program, NextUp and (1) full-time DRC counselor. Access program counselors also assist at the various events though out the year in order to meet the needs of students.

<u>New Temporary Counselors:</u> (1) Articulation Officer, (3) General Counselors, (1) EOPS/CARE & CalWORKs Counselor, these five counselors were hired spring 2021 and (1) Wellness Counselor began this fall 2021, and (2) General Counselors will begin this week. Funding for the counselor positions will be until June 30, 2022. The funding will <u>only</u> continue for the Articulation Officer (100% GU001 funding) and EOPS/CARE & CalWORKs Counselor (access programs funding). The positions that will not continue beyond June 30, 2022 were hired with the understanding that they will be going out to the high schools to form a stronger partnership and assist with the onboarding process of HS students. These positions are getting paid through HEERF (COVID) money; therefore, there is a possibility that these positions will not continue.

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Aggregation Le		Coloret College to Display	Coloret Culturet	Colored 1	Due en en efectuele	Salast Comp	arison Attribute
Student Attribute 👴 Filters	Student Attribute Filters Continued	Select College to Display Bakersfield College Cerro Coso Commun.	Select Subject (All)	▼ (All)	Program of Study	All	arison Attribute
Gender	Foster Youth Status	Porterville College					
(All) 🔻	(All) -		2016-17	2017-18	2018-19	2019-20	2020-21
Age Category	Veteran		2010-17	2017-18	2010-19	2019-20	2020-21
(All)	(All)	1					
Ethnicity		1					
(AII) •	Course Attribute Filters	All Total	5,834	5,476	5,772	6,167	5,507
CAFYES Status	Campus						
(All) 🔻	(All) -]					
CalWorks Participant	Dept/Div						
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CARE Status	Course ID						
(AII) •	(All) •]					
DSPS Status	Dean	% of Total	100.0%	100.0%	100.0%	100.0%	100.0%
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Economically Disadvant	Instructional Method						
(All) •	(All)]					
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(AII) •	Not an Inmate Ed Cour 💌] The friction	je l	0.170	5.476	0.070	10.776
First Generation Status	CTE Course						
(All)	(All)						

Source: <u>https://ir.kccd.edu/data-directory/historical-unduplicated-headcount-dashboard/index.html</u> Current Headcount: <u>https://us-west-</u>

<u>2b.online.tableau.com/#/site/kerncommunitycollegedistrictinstitiutionalresearchreporting/views/Studentmulti-</u> purposecount/All-

PurposeHeadcounts?:display_count=n&:iid=5&:origin=viz_share_link&:showAppBanner=false&:showVizHome=n

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Our Mission of Vision for Success, Guided Pathways, the New Funding Formula, decrease the number of units students complete, Matriculation Component completion, Transfer rate, Degrees and Certificate completion, 15 to Finish initiative; all requires much more case management, follow-up appointments, we have to make sure we have

the counselors available through the students' onboarding process, and throughout their education to ultimately reach completion of their educational goal. Degree & Certificate completion and transfer is why our students attend PC. We must ensure we are there to provide academic, transfer, career, and personal counseling. COVID has played a huge role in an increase of various student needs. We have recently seen students facing more personal and mental health challenges and that alone requires more counselors to be available for our students.

Guided Pathways will require case management along with the lead counselor being assigned to completion teams. Counselors will need to meet with students on a particular pathway, develop strong rapport, have follow up appointments with students, build a connection, and work closely with the division(s) to best meet the needs of students. Counselors and Advisors play an integral role in collaborating with support services and instructional faculty across campus and that must be noted.

The role of counselors has evolved into a more intrusive approach, where many touch points and follow up student contacts are necessary for student success and completion but with counselors and advisors wearing so many "hats" it is extremely challenging as there are just not enough of us to accomplish all that students need from us if we go with a case model. Counseling services must be much more direct, focused, personal and it is imperative that we have the appropriate support to meet students' needs. Counselors have multiple roles within counseling, but our focus is each student and ensuring we are intentional with our services allowing students to be directed, focused, nurtured, engaged, connected, and valued as a student at PC. Our maximum student population can near 6,000 although our numbers are currently lower due to being online/COVID, current general counselor/student ratio among the 6 full-time counselors is about 755 students to 1 counselor, but we must consider that only 6 are full-time and 3 are part-time counselors that are funded via general and categorical dollars. The general counselor. Counselors have other roles and responsibilities dedicated to various student populations (which includes access and general students), coordination, and responsibilities they must focus on and does not allow for a 100% dedication to only our general students. There is research regarding access program students having very high success rates which is credited to the various touch points students have with the staff and counseling faculty.

We are really trying to strengthen our onboarding process and the college experience particularly for our general student population who are not part of access programs but to focus on this population, we need to have the counselors available. Guided Pathways and case management is going to be key in having those important touch points for each student. A positive experience is imperative to assist them though their educational journey. Students need to be provided information, have opportunities to ask questions, be referred to resources and services, do career exploration, share academic and non-academic challenges they are facing, built rapport with someone that can guide and assist them, discuss study skills, time management, study techniques, and simply have opportunities to connect with different individuals on campus alongside their instructors that are here to support them. Students are having more personal and mental health challenges and suffering from stress, anxiety, and depression. We have our BIT team and 5 of our counselors are part of it; two of them are general counselors (our Wellness Counselor and a general counselor whose replacement we are requesting).

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The percentage of fully matriculated students for the 2020-2021 academic year is lower from previous years. Fully matriculation for the 2020-2021 academic year was at 63% with the Orientation being lower compared to previous years; with 58% completion only. This position will assist only our general student population. The number of students with a Comprehensive Education Plan (CSEP) has increased over the years but it still not where it should be.

CSEP Completion in the Past 5 Years:

<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>
42%	41%	52%	67%	67%

We have been reaching out to our students in the past few years who are missing CSEP. This summer, our new counselors got a list of our freshman to make sure our incoming freshmen met with a counselor and completed CSEP's. We currently have over 700 of all our enrolled students who have not completed a CSEP. We need that time for follow up appointments with all students, multiple follow up appointments per semester are necessary particularly during their freshman year but we cannot leave our continuing and returning students behind. The full-time and part-time general counselors will be scheduling a similar counselor appointment for continuing and returning students who are missing a comprehensive education plan. This is one of the reasons we encourage particularly at-risk students to be referred to counseling as early as possible in the semester. At-risk students need additional counseling appointments and wil benefit from additional emails & text messages, and referrals to other support services.

The personalized counseling and advising services that students need are challenging when students do not take the initiative to seek the support and services they need, they lose motivation, feel overwhelmed, do not seek answers to their questions, and rely on what others recommend (such as friends and family members). We are finding that we have to reach out to our students, because often times they don't reach out and that was an issue in the past and it is even more of a challenge now. We have and continue to emphasize follow up counseling & advising appointments as we see is needed and as we meet with students. We currently have 264 students on Academic Probation or Disqualification, a list of 436 freshman students were reached over the summer, we requested a Progress Report for 709 freshmen on the 5th week of this semester (new counselors will be connecting with the same group of students they met with over the summer this month and the rest will be reached by other general counselors this month). We are also starting a CSEP campaign and full-time and part-time counselors will be reaching out to continuing and returning students who do not have a CSEP completed this month. In the Advising and Counseling Center, general counseling has averaged about 2,500 appointments in the past three semesters, not including workshops or other student contact. General counselors see half to more than half of our student population. The number does not include summers and intermission when we have an influx of students seeing us before the semester begins.

We will continue to offer virtual and in-person appointments, we will use data to direct our decisions, we want to be able to provide personalized and high touch services and be equitable minded in all we do for our students. The virtual and in-person services will continue as we see are needed, Program Review goals must be at the forefront, Student Centered Funding Formula, 15 to Finish, AB-705, increasing dual/concurrent enrollment, do more career exploration with undecided students, offer more STSS and INST courses (the possibility of two-three week courses with a focus on a pathway taught by a general counselors is being discussed), conduct classroom presentations, Teacher Education (collaboration and retention rates) might be used as model, Guided Pathways (at least one lead counselor per pathway but it might mean more depending on the number of students on the pathway), we want to make sure matriculation components are completed within students' first semester (data indicates they are more likely to complete their educational goal). We need full-time counselors to continue to help strengthen our partnership with our high school, community, and university partners as we head into a new academic year in order to meet the needs of our student population.

- Availability of part-time/overload faculty
- Compliance with state regulations/accreditations:
- Maintaining "one-full-time-faculty" program:
- Long-term community needs/support (Document with Advisory Committee, Program Review or other recommendations for increased staff):
 - Dual Enrollment Increase Enrollment
- Maintaining certificate/degree/transfer program:
 - Increase Transfer Rate
 - Use reports to aid counselors reach out to students
- 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):
- Potential for aiding the college's goals of closing achievement gaps, aiding underserved populations, or other areas of the college's mission that may have an impact beyond the program itself.



Request for New/Replacement Faculty Position: 2021-22

This form is to be completed by the Divisions and submitted by each Division Chair for each new faculty position being requested. Completed forms are to be submitted *via email* to the Academic Senate President no later than Monday, **October 4th, 2021 at 5 p.m.** Please answer all questions on this form and include as much information as possible in support of your request. Supplemental documentation may be included as separate documents; please clearly title any additional files such that they can be easily identifiable (such as 'PC Social Science Division New Faculty Position Request 2021-22'). **Oral presentations** in support of position requests will be made as part of the Academic Senate meeting on Friday, **October 8th**, starting at 8 a.m. Presentations should be made by the Division Chair or their designee, but with only one person presenting for each position requested. Each position request will receive a maximum of 10 minutes. All presentations will be recorded. *Discussion for all positions will take place after all presentations have been concluded*.

The Academic Senate will rank all of the positions requested at the meeting subsequent to the presentations, and the Senate President will forward its ranking to College Council and the College President for review, along with all documents provided in support of each request. The College President makes the final decision regarding all faculty hires.

POSITION REQUESTED:

____ New X_ Replacement: [list person(s) being replaced]

DIVISION: <u>Student Services</u>

DIVISION CHAIR: Patricia Serrato

GENERAL INFORMATION REGARDING POSITION REQUEST:

- 1. Which of the following areas of need will be addressed by this position? (check all that apply)
 - <u>X</u> Transfer to 4-year colleges and universities
 - <u>X</u> General Education
 - ____ Basic Skills Instruction
 - ____ Vocational instruction
 - ____ Instructional Support Services
 - <u>X</u>Student Support Services
- 2. 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)

- 3. 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. Replacement position, no resources will be necessary.
- 4. List any classes likely to be taught by this individual. If the position is primarily non-teaching, please describe the person's assignment.

General Counselor and given the opportunity to teach Student Success (STSS) 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 Institutional Research web page below (include with supplemental materials any additional data or relevant past program review content):

		2016-17	2017-18	2018-19	2019-20	2020-21
Enrollment a	Enrollment at Census		5,476	5,772	6,167	5,507
Average number of						
students per section First Day Waitlist						
FTEF	TOTAL Full-Time Overload Adjunct Summer					
FTES						
Degrees & Certificates		612	725	1,002	1,005	950

https://www.kccd.edu/institutional-research/program-review-data

Total Enrollment (unique student headcount) at PC Census:

Source: https://ir.kccd.edu/data-directory/historical-unduplicated-headcount-dashboard/index.html

PC Degrees & Certificates awarded: Includes a few JSCs and Non-credit/ESL awards

Source: https://ir.kccd.edu/data-directory/historical-program-award-dashboard/index.html

OTHER JUSTIFICATION:

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

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Aggregation Le	vei: by All				()		
Student Attribute	Student Attribute	Select College to Display	Select Subject		Program of Study		arison Attribute
Filters	Filters Continued	 Bakersfield College Cerro Coso Commun. 	(All)	▼ (AII)		▼ All	
Gender	Foster Youth Status	 Porterville College 					
(AII) -	(AII)						
	1 t		2016-17	2017-18	2018-19	2019-20	2020-21
Age Category	Veteran						
(AII) ×	(All) •						
Ethnicity							
(All) ·	Course Attribute Filters	All Total	5,834	5,476	5,772	6,167	5,507
	Filters						
CAFYES Status	Campus						
(AII) •	(All) -	_					
CalWorks Participant	Dept/Div						
(All) ·	(AII) ·	1					
	1 (
CARE Status	Course ID						
(AII) 👻	(AII) -						
		% of Total	100.0%	100.0%	100.0%	100.0%	100.0%
DSPS Status	Dean	-					
(AII) •	(All) •						
Economically Disadvant	Instructional Method						
(AII) -	(All) •	1					
		1					
EOPS Status	Dual Enrollment Course						
(AII) -	(All)	_					
Financial Aid Status	Inmate Ed Course	Yr to Yr Chang	ge	-6.1%	5.4%	6.8%	-10.7%
(AII) •	Not an Inmate Ed Cour 💌	-					
	CTT COURS						
First Generation Status (All)	CTE Course						
(All)	(All)	-1					

Source: https://ir.kccd.edu/data-directory/historical-unduplicated-headcount-dashboard/index.html

Current Headcount: https://us-west-

<u>2b.online.tableau.com/#/site/kerncommunitycollegedistrictinstitiutionalresearchreporting/views/Studentmulti-</u> purposecount/All-

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We have been reaching out to our students in the past few years who are missing CSEP. This summer, our new counselors got a list of our freshman to make sure our incoming freshmen met with a counselor and completed CSEP's. We currently have over 700 of all our enrolled students who have not completed a CSEP. We need that time for follow up appointments with all students, multiple follow up appointments per semester are necessary particularly during their freshman year but we cannot leave our continuing and returning students behind. The full-time and part-time general counselors will be scheduling a similar counselor appointment for continuing and returning students who are missing a comprehensive education plan. This is one of the reasons we encourage particularly at-risk students to be referred to counseling as early as possible in the semester. At-risk students need additional counseling appointments and wil benefit from additional emails & text messages, and referrals to other support services.

The personalized counseling and advising services that students need are challenging when students do not take the initiative to seek the support and services they need, they lose motivation, feel overwhelmed, do not seek answers to their questions, and rely on what others recommend (such as friends and family members). We are finding that we have to reach out to our students, because often times they don't reach out and that was an issue in the past and it is even more of a challenge now. We have and continue to emphasize follow up counseling & advising appointments as we see is needed and as we meet with students. We currently have 264 students on Academic Probation or Disqualification, a list of 436 freshman students were reached over the summer, we requested a Progress Report for 709 freshmen on the 5th week of this semester (new counselors will be connecting with the same group of students they met with over the summer this month and the rest will be reached by other general counselors this month). We are also starting a CSEP campaign and full-time and part-time counselors will be reaching out to continuing and returning students who do not have a CSEP completed this month. In the Advising and Counseling Center, general counseling has averaged about 2,500 appointments in the past three semesters, not including workshops or other student contact. General counselors see half to more than half of our student population. The number does not include summers and intermission when we have an influx of students seeing us before the semester begins.

We will continue to offer virtual and in-person appointments, we will use data to direct our decisions, we want to be able to provide personalized and high touch services and be equitable minded in all we do for our students. The virtual and in-person services will continue as we see are needed, Program Review goals must be at the forefront, Student Centered Funding Formula, 15 to Finish, AB-705, increasing dual/concurrent enrollment, do more career exploration with undecided students, offer more STSS and INST courses (the possibility of two-three week courses with a focus on a pathway taught by a general counselors is being discussed), conduct classroom presentations, Teacher Education (collaboration and retention rates) might be used as model, Guided Pathways (at least one lead counselor per pathway but it might mean more depending on the number of students on the pathway), we want to make sure matriculation components are completed within students' first semester (data indicates they are more likely to complete their educational goal). We need full-time counselors to continue to help strengthen our partnership with our high school, community, and university partners as we head into a new academic year in order to meet the needs of our student population.

- Availability of part-time/overload faculty
- Compliance with state regulations/accreditations:
- Maintaining "one-full-time-faculty" program:
- Long-term community needs/support (Document with Advisory Committee, Program Review or other recommendations for increased staff):
 - Dual Enrollment Increase Enrollment
- Maintaining certificate/degree/transfer program:
 - Increase Transfer Rate
 - Use reports to aid counselors reach out to students
- 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):

• Potential for aiding the college's goals of closing achievement gaps, aiding underserved populations, or other areas of the college's mission that may have an impact beyond the program itself.



The Chancellor's Office is responsible for successfully implementing the Student Centered Funding Formula (SCFF). The SCFF funds districts using a base allocation tied to enrollment, a supplemental allocation to benefit high-needs students, and a student success allocation based on outcomes.

The SCFF directs state funds consistent with the *Vision for Success* and creates stronger financial incentives to support implementation of Guided Pathways.

- Our goals have been to 1) invest in progress toward the *Vision for Success*, 2) ensure that students who have faced barriers to success have additional support, and 3) make resources most useful to districts by making them stable, predictable, and flexible.
- Governor Brown's administration worked with the Chancellor's Office to design the SCFF to reinforce the significant reforms initiated in recent years, with consideration of the insights from the research on higher education funding formulas in other states. Most notably, we built measures of access and success of high-needs students directly into the formula—a response to concerns that colleges would work only to enroll and graduate students with characteristics that suggest they are likely to succeed.
- The SCFF's structure emphasizes the need for districts to have sufficient time to respond to these incentives. It commits that all districts will receive at least their 2017-18 revenues, adjusted by changes in the cost-of-living, during a multi-year transition period.

The 2019-20 budget amended the SCFF's structure to create longer-term stability and clarify the outcomes we want to encourage.

- The changes moderate the transition by calculating funding rates so that, in 2019-20, 70 percent of funds would be allocated for the base allocation, 20 percent for the supplemental allocation, and 10 percent for the student success allocation. These rates would simply grow by cost-of-living adjustments (COLA) beginning in 2020-21.
- Second, for the student success allocation, the SCFF now:
 - Counts only the highest of the degrees and certificates a student earned in a year and counts an award only if the student was also enrolled that year. These changes respond to concerns that counting each award weakens incentives for colleges to implement guided pathways, instead possibly extending students' enrollment to generate redundant awards. These changes help colleges keep students' needs in mind by encouraging timely awarding of the credentials students earned.
 - Defines a transfer student as one who completed at least 12 units in the district and subsequently enrolled in a four-year university to better identify students who start in the community colleges with the goal of transferring to earn a bachelor's degree.
 - Uses three-year averages of the factors for year-to-year stability in allocations.
- Finally, the budget extends the minimum revenue provision so that districts will receive at least their 2017-18 revenues, adjusted by COLA, through 2021-22. This one-year extension recognizes the significant work required at the Chancellor's Office and at the colleges to put the formula in place in 2018-19.



As a system, we must work to advocate both for full funding of the SCFF and for recognition of much greater needs of California's community college students including the historic lack of resources for the state's low-income and first-generation college students.

- The law charges an SCFF Oversight Committee appointed by the Governor and Legislature with ongoing monitoring of the formula and continuing review of key policy questions. It will make recommendations:
 - By January 2020, on whether, and possibly how, districts should receive additional funds based on measures related to a student's status as a first-generation college student, a student's financial need (with emphasis on measures that consider differences in costs across regions), and a student's academic proficiency.
 - By June 2021, on funding for noncredit courses and instructional service agreements and methods by which allocations could be adjusted in a recession.
- Throughout implementation, the Chancellor's Office has relied on advice from the Advisory Workgroup on Fiscal Affairs, coordinated with the CEO Funding Formula Taskforce, and supported the work of the SCFF Oversight Committee. This work will continue to require the efforts on the part of many. Through these interactions, our goal has been to identify issues, engage in consultation, and evaluate alternatives.
- Colleges have been understandably concerned that in 2018-19 funds appropriated for the SCFF were insufficient to support its costs. This required the Chancellor's Office to determine how to manage the apportionment of funds within available resources.
 Following consultation with the Department of Finance and legislative staff, our highest priority has been to apportion to all districts at least their 2017-18 revenues, adjusted by COLA, maintaining that commitment of minimum revenues. The impact of the revenue shortfall was felt most acutely by those districts that would have seen the most significant year-over-year gains in transitioning to the SCFF. Using our most recent estimates, the Governor and Legislature would need to appropriate an additional \$103 million for 2018-19 to fully fund all districts.
- We must join together to advocate for a clear message: each year, the SCFF must be fully funded. This will require greater commitments of funds on the state's part. It also requires changes in processes, so that adjustments can be made to state appropriations based on revised estimates of SCFF costs and revenues. That is, if costs are higher than budgeted or if offsetting revenues are lower than budgeted, appropriations must increase. Mid-year changes—like those many districts experienced this year—disrupt educational programs and create long-term challenges for districts' fiscal health.
- We must also create urgency around a bigger picture. Per-student revenues for the CCC remain far lower than those for the University of California, the California State University, and the state's K-12 schools. In the Local Control Funding Formula, the state acknowledged that students who have faced the greatest barriers to success require additional resources to achieve the state's goals. Yet, after high school, many will attend community colleges where they will have less access to resources than their typically more-advantaged peers. We must strongly advocate for additional resources to allow our colleges to meet the needs of the state and achieve the *Vision for Success*.

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Home College	First Generation Ind.	DSPS Ind	Ed Plan Status/Type	
BC	✓ FIRST GENERATION STUDENT		ASEP	
	✓ NON-FIRST GENERATION STUDENT	• Y	✓ CSEP	
✓ PC	✓ Unknown or N/A	<u> </u>	CSEP & ASEP	
			✓ Ed Plan from SERDTSR	
			 No Ed Plan 	
		Veteran Ind		
Enrolled On Census (KCCD)	Primary Ethnicity Desc	✓ N	✓ NSEP	
✓ N	✓ Null	✓ Y		
✓ Y	 African American 			
	 American Indian 			
	 Asian 	Athlete Ind	Academic Standing	
Enrolled On Census Bc			All	
	✓ Filipino	✓ N ✓ Y		
✓ N ✓ Y	 Hispanic/Latino 	Y	Academic Standing Override	
Y	 Pacific Islander 		All	
	 Two or More Races 			
	 Unknown 	Econ Disady Ind		
Enrolled On Census Cc	✓ White		Major/Field of Study	
V N		✓ N ✓ Y	All	
✓ N ✓ Y		l ∎ 1		
			Program Desc	
			All	
	EOPS Ind	Matric Orientation	0.1	
Enrolled On Census Pc	V V	νE		
N	✓ Y	✓ N	High School Code Desc	
Y		✓ R	All	
		Υ	Year of High School Grad Date	
Student Type Desc	CARE Ind		All	
 Continuing student 	✓ N	Matric Assesment	****	
✓ First-time student	Y	✓ E		
First-time transfer student		✓ N		
 Returning student 		✓ Y		
	CalWorks Ind	ĽĽ'		
✓ Special Admit (College Credit)				
 Special admit (HS Credit) 				
	Y	Matric Counseling		
Gender		✓ E		
Female		✓ N		Current Headcount
✓ Male	Foster Youth Ind	✓ Y		
				3,474
✓ Unknown	V V			
L	L	I		1

Home College BC CC PC	First Generation Ind. FIRST GENERATION STUDENT NON-FIRST GENERATION STUDENT Unknown or N/A	DSPS Ind	ASEP CSEP CSEP ASEP	
Enrolled On Census (KCCD)	Primary Ethnicity Desc	Veteran Ind	Academic Standing All Academic Standing Override All All	
Enrolled On Census Bc	American Indian Asian Filipino Hispanic/Latino Pacific Islander	Athlete Ind	Major/Field of Study All Program Desc	
Enrolled On Census Cc	Two or More Races Unknown White	Econ Disadv Ind	All High School Code Desc All	
Enrolled On Census Pc	EOPS Ind	Matric Orientation	Year of High School Grad Date All	
Student Type Desc	CARE Ind	✓ E ✓ N ✓ Y		
Gender Female Male Unknown	CalWorks Ind	Matric Counseling		
	Foster Youth Ind			Current Headcount 2,732

KCCD Program Review Historical Unduplicated Enrollment College: Porterville College Subject: All Program of Study: All Aggregation Level: by All

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Student Attribute Filters	Student Attribute Filters Continued Foster Youth Status	Select College to Display Bakersfield College Cerro Coso Commun. Porterville College	Select Subject All	Select All	Program of Study	Select Comp All	parison Attribute
All	All		2016-17	2017-18	2018-19	2019-20	2020-21
Age Category All	Veteran All						
Ethnicity All	Course Attribute Filters	All Total	5,834	5,476	5,772	6,167	5,507
CAFYES Status All	Campus All						
CalWorks Participant All	Dept/Div All						
CARE Status All	Course ID All		100.00	100.00	100.00	100.00	100.00
DSPS Status All	Dean All	% of Total	100.0%	100.0%	100.0%	100.0%	100.0%
Economically Disadvant All	Instructional Method All						
EOPS Status All	Dual Enrollment Course All						
Financial Aid Status All	Inmate Ed Course All	Yr to Yr Chang	le	-6.1%	5.4%	6.8%	-10.7%
First Generation Status All	CTE Course All						





College Name

Bakersfield College Cerro Coso Community College Porterville College

Student Headcount, Unduplicated

	2016-17		2017-18		2018-19		2019-20		2020-21	
	N	% Diff	Ν	% Diff						
First-time student	1,209		1,131	-6.45%	1,169	3.36%	1,179	0.86%	760	-35.54%

Assessment

	N	% of Total	Ν	% of Total	Ν	% of Total	N	% of Total	Ν	% of Total
Completed	1,075	89%	1,065	94%	1,078	92%	1,016	86%	721	95%
Exempt	1	0%			1	0%				
Not Completed	133	11%	66	6%	90	8%	163	14%	39	5%

Orientation

Completed	7,140	77%	7,097	75%	7,569	72%	7,142	70%	4,717	58%
Exempt	15	0%	20	0%	17	0%	12	0%	14	0%
Not Completed	2,058	22%	2,345	25%	2,877	27%	3,055	30%	3,379	42%

Counseling

Completed	1,037	86%	1,039	92%	1,102	94%	1,129	96%	720	95%
Not Completed	172	14%	92	8%	67	6%	50	4%	40	5%

Ed Plan

Abbreviated	298.0	25%	335.0	30%	252.0	22%	121.0	10%	86.0	11%
Both (Abbrev. and Comp.)	301.0	25%	293.0	26%	407.0	35%	450.0	38%	219.0	29%
Comprehensive	209.0	17%	166.0	15%	195.0	17%	338.0	29%	291.0	38%
Follow up Ed Plan	5.0	0%	1.0	0%						
No Ed Plan	333.0	28%	260.0	23%	261.0	22%	181.0	15%	149.0	20%
Non Credit Ed Plan	63.0	5%	76.0	7%	54.0	5%	89.0	8%	15.0	2%

Fully Matriculated

Fully Matriculated	820.0	68%	787.0	70%	832.0	71%	755.0	64%	475.0	63%
Not Fully Matriculated	389.0	32%	344.0	30%	337.0	29%	424.0	36%	285.0	38%

Follow-up

Completed	1,033	85%	1,038	92%	1,085	93%	1,076	91%	688	91%
Not Completed	176	15%	93	8%	84	7%	103	9%	72	9%