



Request for New/Replacement Faculty Position To be hired for 2020-2021

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

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

POSITION REQUESTED:

Is this position new or a replacement?

New

X Replacement: [list person(s) being replaced] Mr. Tim Brown

DIVISION: Career and Technical Education _____

DIVISION CHAIR: Tim Brown _____

GENERAL INFORMATION REGARDING POSITION REQUEST:

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

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

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

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

The Administration of Justice program has continued to show substantial growth with an offering of 21 sections per year as of Spring 2020. The total census for the past three-year period is 2,835 students with an FTES of 105.7 in 2016-2017, 103.5 FTES in 2017-2018 and 100.7 FTES in 2018-2019. The retention rate average is 90% and the success rate average is 83%. The program represents the diverse demographics of the Porterville College campus. There have been 31 Associate degree awards and 122 AS-T degrees in the last three academic years 2016/2017, 2017/2018, 2018/2019 which is an increase of 54 degrees over the previous three academic year’s total of 99. The diversity of the program is also reflected in the 37 Certificates of Achievement that have been awarded during the same period. In order for the program to continue to grow and to meet the increasing labor market needs, it is necessary to replace this full-time faculty to maintain stability within the Administration of Justice Program. Currently there are two full-time faculty members (one of which is contingent on funding) and 5 additional adjunct faculty serving this program.

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

Office space and computer

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

All Administration of Justice courses.
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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 2018-19 report on the Institutional Research web page below. Attach the 4-page report(s) to this document.

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

		<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>	<i>2018-19</i>
<i>Enrollment at Census</i> <i>(pg 2)</i>		939	992	940	922	973
<i>Average number of students per section</i>		34	31	29	33	30
<i>First Day Waitlist</i> <i>(pg 2)</i>		60	66	87	57	71
<i>FTEF</i> <i>(pg 2)</i>	TOTAL	5.9	6.5	6.4	6.7	6.9
	<i>Full-Time</i>	1.3	1.2	1.1	2.0	2.0
	<i>Overload</i>	1.0	1.1	1.2	0.1	0.1
	<i>Adjunct</i>	3.6	4.0	3.8	4.2	4.4
	<i>Summer</i>	0	0.2	0.4	0.4	0.4
<i>FTEs</i> <i>(pg 2)</i>		109.8	114.2	105.7	103.5	100.7
<i>Degrees & Certificates</i> <i>(pg 4)</i>		49	65	52	58	80

OTHER JUSTIFICATION:

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

- The Administration of Justice program is in strong demand and regarded highly by professionals in the field.
- Enrollment is consistently strong and retention rates are good because graduates of the programs are successful in finding employment.
- Our continuing growth comes from the hiring needs in law enforcement and corrections in the central valley.
- Future growth, in part, comes from the newly developed Law, Justice, and Education pathway at Porterville Unified School District. The full-time faculty member and CTE Dean are members of the advisory board for this pathway and are working hand in hand with industry and the high school to polish the new pathway that will feed approximately 100 students into the Administration of Justice Program at Porterville College each year.
- Currently, the program is staffed with two full-time faculty members (one of which is contingent on funding) and 5 adjunct faculty members. This was a previously identified area for improvement last year. The addition of a second full-time staff member has allowed this program to meet the increasing demand and growth attributed in part to the graduation of pathway students entering into the program, from Porterville Unified School District.
- This program has been staffed for the past 12 years with one full-time faculty member. As of Fall 2019 an additional full-time faculty member (contingent on funding) has been added. It is imperative to the continued success of this program to replace Mr. Tim Brown's position within the program.
- In order for the Administration of Justice program to continue in the growth process the program needs to offer a wider range of classes. The replacement faculty will help add more expertise and diversity in the class offerings.
- The scarcity of qualified part-time faculty to teach Administration of Justice courses has been difficult and this problem would be alleviated by filling this replacement request for a full-time instructor.
- **Availability of part-time/overload faculty**
Part-time faculty teaching in the program are full-time police/sheriff/and correctional officers. Their availability is limited based on their full-time work schedules. Currently the program has 5 part-time faculty teaching face to face and online courses. This number can change by semester (decreasing) based on shift changes. Additionally, finding qualified part-time faculty in our local area is somewhat restricted.
- **Compliance with state regulations/accreditations:**
The curriculum surveys the history, development, theory and practical application of knowledge in areas of law enforcement, corrections and fire. Curriculum is kept current by continuous contact with other colleges, criminal justice agencies, and fire organizations. The training programs are certified by the California Commission on Peace Officers Standards and Training (P.O.S.T.), the State Board of Fire Services and the California Fire Chief's Association.
- **Maintaining "one-full-time-faculty" program:**
This program has been staffed with one full-time faculty for the past 12 years. The Administration of Justice program is one of the largest programs on campus and the annual FTEF is an average of 6.5 per year. In order to continue growth and provide stability in the program it is necessary to fill this replacement position vacated by Mr. Tim Brown.

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

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

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

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

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

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

The Administration of Justice program offers an Associate of Science for Transfer degree and Certificate of Achievement in Administration of Justice. There is a collective total of 21 courses in this program.

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

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

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

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

(Identify source for growth potential).

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

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



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POSITION REQUESTED: American Sign Language

Is this position new or a replacement?

New

DIVISION: Language Arts

DIVISION CHAIR: Ann Marie Wagstaff

GENERAL INFORMATION REGARDING POSITION REQUEST:

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

X Transfer to 4-year colleges

X General education

Basic Skills instruction

Vocational instruction

Student Support Services

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

Yes (please cite below)

Language Arts Program Review (2018)

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 and 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. (12)

ASL has nearly tripled FTEs over the last three years—from 16.7 to 52.6. With a full-time faculty member we would be able to provide a much-desired AA in ASL. Although we currently have three adjuncts to teach our courses, several college and school districts in the south valley have begun to offer full-time ASL positions. This adds to the likelihood that PC will be lose long-time adjuncts who have carried our program for years. (38)

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

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.

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

Sign Language Interpretation (with the addition of this class, 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 2015-16 report on the Institutional Research web page below. Attach the 4-page report(s) to this document.

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

		2015-16	2016-17	2017-18	2018-19	2019-20
Enrollment at Census (pg 2)		309	314	368	448	
Average number of students per section		34.3	34.9	33.5	34.5	
First Day Waitlist (pg 2)		48	47	45	61	
FTEF (pg 2)	TOTAL	2.4	2.4	2.9	3.5	
	<i>Full-Time</i>	0	0	0	0	
	<i>Overload</i>	0	0	0	0	
	<i>Adjunct</i>	2.1	2.1	2.4	2.9	
	<i>Summer</i>	.3	.3	.5	.5	
FTES (pg 2)		44.4	44.8	52.6	63.9	
Degrees & Certificates (pg 4)						

OTHER JUSTIFICATION:

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

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

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

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

- **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—I believe it generates more FTES than any other program without a full-time faculty member.

- **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 this year (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.

- **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).



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POSITION REQUESTED: English/ESL/Linguistics

Is this position new or a replacement?
Replacement/Modified

Ann Marie Wagstaff to be replaced by a position in English/ESL/Linguistics

DIVISION: Language Arts

DIVISION CHAIR: Ann Marie Wagstaff

GENERAL INFORMATION REGARDING POSITION REQUEST:

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

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

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

X Yes (please cite below)

LAD Program Review 2018

English: Staffing Request: “Additional full-time faculty in English would provide capacity and coherence to the program. It would also support college enrollment growth—since we may not always be able to find adjuncts to staff the desired number of sections. In addition, with the passage of AB 705 California community colleges are required “to maximize the probability that a student will enter and complete transfer-level coursework in English . . . within a one-year time frame.”

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

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

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

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

English

The person in this position would teach the full range transfer-level composition classes: 101A, 101A/1AX, 101B, English 101C, as well as sections of transfer level ESL (currently in development), and occasional literature classes in support of the English transfer major.

ESL

All levels of ESL: Introduction to English for Second Language Learners, Beginning Grammar and Writing, Beginning Listening and Speaking, High Beginning Grammar and Writing, High Beginning Listening and Speaking, Intermediate Reading and Writing, Intermediate Listening and Speaking, High Intermediate Reading and Writing, High Intermediate Listening and Speaking, Advanced Reading and Writing, Advanced Listening and speaking, and transfer level ESL (currently in development).

Linguistics

The person in this position would teach Linguistics 100 (required by those students entering CSU-Fresno's Fast-track Teacher Preparation Program located in Visalia.)

PROGRAM REVIEW DATA-BASED JUSTIFICATION:

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

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

		2015-16	2016-17	2017-18	2018-19	2019-20
Enrollment at Census (pg 2)		3,923	3,493	3,445	3,698	
Average number of students per section		28	26	26	24	
First Day Waitlist (pg 2)		492	431	372	351	
FTEF (pg 2)	TOTAL	41	40.3	41.6	44	
	<i>Full-Time</i>	14.3	14.2	16.3	16.9	
	<i>Overload</i>	3.0	4.7	3.5	3.1	
	<i>Adjunct</i>	19.2	16.9	17.7	19.9	
	<i>Summer</i>	4.5	4.5	4.1	4.3	
FTEs (pg 2)		566.4	500.8	486.7	483.7	
Degrees & Certificates (pg 4)		1 English 27 Humanities	2 English 42 Humanities	10 English 66 Humanities	9 English 113 Humanities	

ESL

There are multiple problems with the ESL Program Review data. For example, the data report shows that we had no full-time ESL faculty last year. IT has been notified. I will provide the data as soon as problems with the data have been resolved.

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 and more than 50% of ESL classes are taught by adjunct faculty—even though most English and ESL full-time faculty teach overloads.
2. 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 college in the area seek to maximize enrollment in transfer level English in order to maximize throughput and funding, the competition is already fierce. PC was hiring English adjuncts in 2017, 2018 and 2019 up until the week before the fall semester began. In July 2019 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 2019 five PC English adjuncts seeking classes received none, and several others have reduced loads.)
4. In fall 2017 PC was forced to cut an ESL class because we had no instructor. As with English, we hire ESL adjuncts all year long—and have had to hire late in the summer to staff our schedule. In January 2019 classes were not fully staffed until the week before the semester began.
5. The division chair has worked nearly full-time for the past five summers hiring adjunct in order to staff our expanding fall schedule with instructors who are available and qualified to teach our English and ESL classes. This task cannot be completed within the contractually allotted release time and extra duty days. Future division chairs will be discouraged from continuing this practice.

• **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.

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

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

ESL

Educational Master Plan 2017

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

Language other than English spoken at home:

Porterville	54.80%
Tulare County	49.24%
California	43.90%

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

1. 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 2019 data shows that PC currently has 83 English majors.
2. 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 27 in 2015-16 to 113 in 2018-19. 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.

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

The requested position would give the Language Arts Division a much needed “utility player”—an instructor who is qualified to teach English, ESL (particularly at the transfer level), and linguistics.

English

We are losing an English instructor—a replacement full-time professor is needed both to teach English classes and to provide long-term stability to the English program and the Language Arts Division.

ESL

At present we have only one full-time ESL professor. Given the potential for growth in both credit and non-credit ESL (including vocational ESL classes under development), and the complexity of managing and staffing a multi-site ESL program—an additional professor would provide the program with much needed coherence and flexibility.

In addition, AB 705 also has an ESL component that will be implemented in Fall 2020. AB 705 requires that community colleges develop a credit ESL program with a smooth transition into transfer-level English. Implementation will require an instructor who can teach both English and ESL—either as an instructor for sections of English 101A/1AX designed for ESL students (our current model), or a transfer level ESL class (now encouraged by the state.) We currently have several adjuncts who can teach these classes, but all are seeking full-time positions, and there is no guarantee that we will have such qualified adjuncts in the future. None of our current full-time English or ESL instructors are qualified to teach this class.

Linguistics

At present we have no full-time faculty members who meet the minimum qualifications for teaching linguistics. We do have a few ESL adjuncts who do meet the minimum qualifications—but there is no way to guarantee that we will always have an adjunct available to teach Linguistics 100 (required for students who want to enter CSU-Fresno’s Fast-Track Teacher Preparation Program available at their Visalia site. I have also been informed by a division chair at COS that COS has had problems staffing their equivalent linguistics class. So note that we are already in competition with COS for linguistics adjuncts. We believe the best solution would be to have a full-time instructor at PC who can teach the linguistics class when needed.

Finally, although this multi-discipline position would narrow our hiring pool somewhat, given the current state of flux in both the English and ESL adjunct markets, we are confident that we will have a sizeable pool of strong candidates for the position.

We now have the opportunity to hire a new faculty member who can strengthen three programs: English, ESL, and Teacher Education.



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POSITION REQUESTED:

Is this position new or a replacement?

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

DIVISION: Health Careers

DIVISION CHAIR: Lupe Guillen

GENERAL INFORMATION REGARDING POSITION REQUEST:

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

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

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

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

February 27, 2017 Program Review.
Goals from previous program review:

New Division Goals:
Goal #15 Improve EMT program – student retention & success evidence by (a) on-time completion rates 60% or higher. (b) Skills Job Certificates issued 60% or higher. (c) Course completion records issued 60% or higher. (d) NREMT-B Licensing Exam Pass Rates 55% or greater.

Annual Program Review Update:
Develop an Emergency Medical Responder course to meet Public Safety requirement for Cal Fire, Police Officers, and Lifeguards.
Implement a Paramedic Program to meet the needs of the community first responders.

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

No additional office space or resources required.

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

EMTB P050C Emergency Medical Technician Basic – Principal Instructor
 AND
 Clinical Coordinator- “...duties of the program clinical coordinator shall include, but not be limited to: (1) Responsibility for the overall quality of medical content of the program; (2) Approval of the qualification of the principal instructor(s) and teaching assistants(s). (CCR Title 22, Division 9 Chapter 2 §100070)

 EMT and Paramedics are often also firefighters. There is a possibility of this instructor to teach in both the fire academy and the EMT 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 2015-16 report on the Institutional Research web page below. Attach the 4-page report(s) to this document.

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

		2015-16	2016-17	2017-18	2018-19	2019-20
Enrollment at Census (pg 2)		115	120	119	166	
Average number of students per section		28.8	24	29.8	27.7	
First Day Waitlist (pg 2)		49	18	42	43	
FTEF (pg 2)	TOTAL					
	Full-Time					
	Overload					
	Adjunct Summer	2.5	3.1	2.5	3.7	
		0.6		0.6		
FTEs (pg 2)		28.7	29.3	30.5	22.5	
Degrees & Certificates (pg 4)		21	33	64	80	

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 all work full-time as EMT-Paramedics or Firefighter-EMTs. Paramedics typically do not have a degrees. It is a continuous challenge to find EMT’s or Paramedics with both the required degree and time to teach the 171 hours required for the EMT course.

- **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).

Labor Market Information

Employment Development Department State of California – LMI 2016-2026

- EMT and Paramedic Tulare County 10%
- EMT and Paramedic California 21%

Central Mother Lode Regional Consortium-South Central 2016-2021

- EMT and Paramedic South Central Valley 20%
- Ambulance Drivers South Central Valley 18%

Industry Partner

November 7, 2019

- 38% vacancy rate with 10 open positions.
- 72 hour work week 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

Health Careers Advisory Committee meeting minutes December 6, 2018.

Industry Needs – Paramedic

The Director of Imperial Ambulance stated there is a significant shortage of paramedics throughout Tulare County and expressed the need for paramedic program within Tulare County. Ambulance providers throughout the county have great difficulty filling open positions and therefore continuously recruit from

outside the area with incentives such as a \$10,000 sign on bonus. The paramedics then work for about 2 years and then return home. For example, new paramedics in Los Angeles County cannot get jobs as a paramedic without experience. Once Los Angeles medics becomes paramedics, they are not allowed to work as paramedics with the exception of transfers, they are not getting trauma experience. Most of the local paramedics live down south, work their 60-hour workweek and go back home. Tulare County Fire increased wages to recruit and retain the Firefighter-Paramedics. Local paramedics frequently seek employment with Fire Departments where the pay is greater and the hours are less. Even so, the city fire departments have to still recruit from outside of the central valley with a continuous high turnover. The closest paramedic programs are West Hills, Bakersfield, Fresno, and Modesto. Tulare County needs their own Paramedic program.

The Regional Director for Health Workforce Initiative stated in order for the California Community Colleges to take on new program development they need to have labor market data reflecting the actual number of students the program will serve over a period of time. CCCCCO would not even consider it unless there was a 25% growth rate projected for that particular occupation. As the representative from the Chancellors office and the subject matter expert on Allied Health and Nursing, she would not recommend Visalia or Porterville to pursue a program.

Paramedic Supervisor from Imperial Ambulance stated every agency in the county has been in need of paramedics for the past 2-years and have been unable to put ambulances on the road because of the need of paramedics. Every agency is understaffed. People are dying. This has been a 7 year issue. The region in the southwest of Tulare County has 2 ambulances for 120,000 people in the area. Our community has a high poverty rate and most cannot commute from Porterville to Bakersfield or Fresno because of the cost of travel. Many EMTs want to pursue the paramedic career, but cannot afford the commute.

The Regional Director for Health Workforce Initiative proposed that if they work together and now that she knows how they are hurting they can connect the EMT graduates to the current paramedic programs. Imperial reported that of the 25% of EMT's who can afford and have the time to make long commutes out of Porterville to attend paramedic school do not return to the local community. Porterville needs "to train their own local people" locally. Life Star, Exeter, American, Imperial and City Fire Departments have been asking for help for many years now and have not been heard.

The VP of Patient Care Services from Sierra View Medical Center shared the Workforce Investment Board in the City of Visalia came forward with a new request wanting paramedics on the fire trucks while in the area of Porterville there not able to get paramedics. The demands keep going up. What can be done? As a representative of the hospital leadership, I can express we have grave concerns about the access to emergency services of our local communities.

PC Health Careers proposal is to continue to explore the feasibility of adding a Paramedic program to Porterville College. Porterville College will reach out to Bakersfield College paramedic program to discuss possible assistance with implementing a program. Imperial has 2 paramedics that can teach in the paramedic program. Plus, with the new Health Careers building there will be a room dedicated for EMS space.

- **Maintaining certificate/degree/transfer program:**
EMT-Basic Job Skills Certificate

- **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

- **Potential for development in a related and/or emerging discipline:**
(Identify source for growth potential).
Potential for development of Emergency Medical Responder course – Job Skills Certificate
Potential for development of Paramedic program - Certificate of Achievement and Associate of Science Degree
Potential for Porterville College to become an American Heart Association Training Center offering certification in Basic Life Support Heart Saver, First Aide, Basic Life Support Provider, Advanced Cardiac Life Support, Pediatric Life Support.

- **Potential for multi-discipline expertise:**
(Cite discipline and justify need within each discipline).
Paramedics are often Fire Fighters with expertise in both pre-hospital care and firefighting.



Request for New/Replacement Faculty Position 2020-2021

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

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

POSITION REQUESTED:

Is this position new or a replacement?

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

DIVISION: Social Science _____

DIVISION CHAIR: Robert Simpkins _____

GENERAL INFORMATION REGARDING POSITION REQUEST:

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

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

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

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

This position was not part of the 2018 Social Science Division program review because much of the growth has occurred since then as an effort to increase the number of sections offered for the courses with the largest wait lists, as well as to determine the demand for online courses. An increase in adjunct hires has filled this need temporarily.

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.

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 course in the program, but with the majority of the assignments falling to the two courses with the highest demand, HIST P117 & HIST P118

PROGRAM REVIEW DATA-BASED JUSTIFICATION:

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

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

		2015-16	2016-17	2017-18	2018-19	2019-20
Enrollment at Census (pg 2)		1123	1282	1350	1580	
Average number of students per section		34	35	36	34	
First Day Waitlist (pg 2)		115	140	179	222	
FTEF (pg 2)	TOTAL	6.6	7.4	7.6	9.4	
	<i>Full-Time</i>	3.4	3.8	3.5	4.0	
	<i>Overload</i>	0.6	0.8	1.0	0.8	
	<i>Adjunct</i>	1.8	2.0	2.3	3.6	
	<i>Summer</i>	0.8	0.8	0.8	1.0	
FTES (pg 2)		111.4	133.9	139.8	162.2	
Degrees & Certificates (pg 4)		8	6	10	8	

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:**
- **Long-term community needs/support:**
(Document with Advisory Committee, Program Review or other recommendations for increased staff).
- **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).
History as a program is more than just a major with a steady number of graduates each year. HIST 117 and 118 (as well as HIST 101/102 in some cases) are general education graduation requirements for the majority of PC students. They are also graduation requirements for a number of other programs, including the AA-T and AA degrees in Anthropology, History, Education, Spanish, Political Science, Social Science, Liberal Arts, and Philosophy to name a few. It is also part of the new Elementary Teacher Education degree, which currently has over 100 students. History courses are also part of the general education requirements for our growing nursing program. The number of sections of 117 and 118, along with 101, has thus been steadily growing each semester to try to accommodate the need, but having another full time instructor would help us to open more sections and ensure that students can graduate in a timely manner no matter their major.
- **Potential for development in a related and/or emerging discipline:**
(Identify source for growth potential).
- **Potential for multi-discipline expertise:**
(Cite discipline and justify need within each discipline).



Request for New/Replacement Faculty Position 2020-2021

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

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

POSITION REQUESTED:

Is this position new or a replacement?

- New
- XReplacement: [list person(s) being replaced] Ron Glahn, Darryl Williams, Greg Lanthier, Bonnie White

DIVISION: _____Kinesiology_____

DIVISION CHAIR: _____Vickie Dugan_____

GENERAL INFORMATION REGARDING POSITION REQUEST:

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

- X Transfer to 4-year colleges
- X General education
- Basic Skills instruction
- XVocational 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)

With the addition of an AA-T degree there will continue to be a need to add faculty. We have added classes in line dance, Introduction to kinesiology, Introduction to athletic training, beginning soccer, beginning basketball, beginning and advanced tennis and we are getting final approval for two martial arts classes. This is a much needed change, as previously we only had two activity courses for the general student body. On the athletic side of classes, we added off-season cross country, varsity cross country, off-season tennis and varsity tennis. We are also in the process of adding a personal trainer certificate. Bureau of Labor is predicting a 10% increase in job opportunities for personal trainers in the coming years, which is faster than the average of all occupations.

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.

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

Faculty member will need general office space, computer station, phone and basic office supplies and equipment.

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

Associate Degree for Transfer requirements such as: Introduction to Kinesiology, Basic Health Education, Exercise Physiology, Introduction to Athletic Training, First Aid/CPR as well as Movement Based Courses to fulfill the mandated areas of study : Team sports, Individual sports, Combatives, Fitness and Dance

PROGRAM REVIEW DATA-BASED JUSTIFICATION:

+

		2015-16	2016-17	2017-18	2018-19	2019-20
Enrollment at Census (pg 2)		1815	1739	1707	1922	na
Average number of students per section		48.2	46.5	58.6	44.7	na
First Day Waitlist (pg 2)		178	123	99	106	na
FTEF (pg 2)	TOTAL	14.5	14.1	13.5	15.5	na
	<i>Full-Time</i>	5.4	5.3	5.9	5.8	na
	<i>Overload</i>	1.9	1.0	.7	.8	na
	<i>Adjunct</i>	6.3	6.4	5.5	7.6	na
	<i>Summer</i>	.9	1.4	1.4	1.3	na
FTEs (pg 2)		221.1	207.6	200.2	190.4	na
Degrees & Certificates (pg 4)		No major	No major	No major	No major	na

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 for our intercollegiate teams.

- **Compliance with state regulations/accreditations:**
- The Kinesiology Division is in good standing, following all state regulation codes and accreditation reports. The AA-T was approved by the California Community College Chancellor’s Office Academic Affairs Division on April 10, 2019 and is available this Fall.

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

- **Long-term community needs/support:**
- Tulare County is in dire need of Health Education-specifically in obesity, nutrition, diabetes, exercise/fitness, psychosocial awareness, drugs, and teen pregnancy. Porterville College can play an important role within this community by providing the much needed education. Athletic events offer the community family friendly options. It is difficult for adjunct instructors, that are coaches, to find the additional time to have the presence they would like in the community.

- **Maintaining certificate/degree/transfer program:**
This will be the first year for the degree. The Kinesiology division would like to add a Personal Trainer certificate in the near future. Kinesiology degrees are offered at 22 of the 23 CSUs and is one of the most popular majors for transfer students in California.

- **Courses are part of a core program and/or a graduation requirement:**
Students must have Health Education P112 or 3 credits of PE activity courses to graduate. Health P112 transfers to the CSU and UC systems. There are 23-25 units needed for the Kinesiology major.

- **Potential for development in a related and/or emerging discipline:**
Personal training is big business over \$10 billion . According to the *New York Times*, personal training is one of the fastest growing occupational fields. We would also like to branch into Sports Management and Sports Psychology. A replacement instructor would help in getting the classes implemented and taught.

- **Potential for multi-discipline expertise:**
Kinesiology is heavy on the science side and can fit in with many pre medicine fields. In addition, many entrepreneurial skills are need for starting careers in health and wellness.

With the new funding formula, completer data is important. Mike Carly provided the following data for athlete and non-athletes. The data show athletes with a higher success rate than non athletes.

Comparison Gro..		Academic Year		
		2014-15	2015-16	2016-17
Grand Total	N	950	1,052	920
	Achieved Success Goal	231	265	223
	Success Rate	24.3%	25.2%	24.2%
Athlete in First Year	N	35	48	33
	Achieved Success Goal	17	21	12
	Success Rate	48.6%	43.8%	36.4%
Not an Athlete	N	915	1,004	887
	Achieved Success Goal	214	244	211
	Success Rate	23.4%	24.3%	23.8%

Our own internal data shows the teams with adjunct coaches had below 45% completion rate and the one team with a full time faculty coach, softball, had a 65.2% completion rate. The figures point toward having a full time faculty as a coach making a difference in being a completer. Many of the Kinesiology majors are athletes.

Hiring a full time instructor attached to an athletic team has numerous benefits for a college, community, and for the students it serves. To touch on a couple of trends currently occurring across our country, we see hiring someone full time and investing in athletics as twofold. For example, USA Today published an article on how the University of Alabama has gained enrollment from actively promoting an athletic program. "Alabama's enrollment was 25,580. By 2017, that number had increased to 38,563." This is contributed to a healthy and vibrant athletic program. Not only this, Alabama Officials stated this past year more than "40 percent of our 7,559 freshmen scored a 30 or higher on the ACT", placing them in the top five percent in the country. Second, Grand Canyon University has over a 300 percent increase in enrollment over the last 5 years. The highest increase in the nation. They contribute this trend to hiring full time instructor/coach and facility improvement with an emphasis in athletic venues.



Request for New/Replacement Faculty Position 2019-2020

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

POSITION REQUESTED:

Is this position new or a replacement?

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

DIVISION: Mathematics

DIVISION CHAIR: Dr. Sherie Burgess

GENERAL INFORMATION REGARDING POSITION REQUEST:

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

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

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

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

The 2018 – 2019 Program Review update requests an additional full-time mathematics faculty to reduce excessive waitlists. It states,

...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.

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

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

The instructor 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, 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 2015-16 report on the Institutional Research web page below. Attach the 4-page report(s) to this document.

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

		2014-15	2015-16	2016-17	2017-18	2018-19
Enrollment at Census (pg 2)		2271	2374	2589	2762	2472
Average number of students per section		39	36	35	32	30
First Day Waitlist (pg 2)		551	592	502	443	345
FTEF (pg 2)	TOTAL	19.2	21.1	22.1	22.4	22.6
	<i>Full-Time</i>	13.1	14.6	13.6	16.1	15.7
	<i>Overload</i>	2.8	3.7	3.6	2.5	3.0
	<i>Adjunct</i>	1.3	0.7	2.5	1.9	1.5
	<i>Summer</i>	2.0	2.2	2.3	1.9	2.4
FTES (pg 2)		390.4	398.1	408.3	399.2	357.3
Degrees & Certificates (pg 4)		10	5	7	2	4

OTHER JUSTIFICATION:

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

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

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

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

N/A

- **Maintaining “one-full-time-faculty” program:**

N/A

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

Mathematics classes are required for degrees in high growth areas such as nursing, teaching, and criminal justice. The new AA-T degree in Elementary Teacher Education is rapidly growing, expressing a need to offer more sections of Math P115.

- **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 103, 104, 205 and 206.

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

Math P122 (Intro to Probability & Statistics) is the most common transfer class for all non-science or non-math major students.

Math P101 (Trigonometry), Math P102 (Pre-Calculus), Math P103/Math 104/Math 205/Math 206 (the Calculus and Differential Equations sequence) are requirements to transfer 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:**

The engineering program, now being offered for the first time this Fall, is a high unit major. The Mathematics Division would like to streamline the PUSD engineering pathway based at Harmony Magnet Academy in Strathmore in an effort to have students ready for engineering coursework once they arrive as a full-time PC student. Most engineering majors spend 1.5 – 2 years getting all the required calculus courses needed to begin their engineering coursework. Additional mathematics courses will be needed to support this program.

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

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



Request for New/Replacement Faculty Position 2019-2020

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

POSITION REQUESTED:

Is this position new or a replacement?

- New
- Replacement: **Stewart Hathaway**

DIVISION: Mathematics

DIVISION CHAIR: Dr. Sherie Burgess

GENERAL INFORMATION REGARDING POSITION REQUEST:

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

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

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

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

Stewart Hathaway has decided to retire and will be leaving us this coming May 2020. We did not anticipate this departure at the time our program review was written and approved. It will be added to our program review update form.

Currently, 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.

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

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

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

The replacement will be expected to 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, 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 2015-16 report on the Institutional Research web page below. Attach the 4-page report(s) to this document.

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		2014-15	2015-16	2016-17	2017-18	2018-19
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FTEF (pg 2)	TOTAL	19.2	21.1	22.1	22.4	22.6
	<i>Full-Time</i>	13.1	14.6	13.6	16.1	15.7
	<i>Overload</i>	2.8	3.7	3.6	2.5	3.0
	<i>Adjunct</i>	1.3	0.7	2.5	1.9	1.5
	<i>Summer</i>	2.0	2.2	2.3	1.9	2.4
FTES (pg 2)		390.4	398.1	408.3	399.2	357.3
Degrees & Certificates (pg 4)		10	5	7	2	4

OTHER JUSTIFICATION:

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

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

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

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

N/A

- **Maintaining “one-full-time-faculty” program:**

N/A

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

Mathematics classes are required for degrees in high growth areas such as nursing, teaching, and criminal justice. The new AA-T degree in Elementary Teacher Education is rapidly growing, expressing a need to offer more sections of Math P115.

- **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 103, 104, 205 and 206.

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

Math P122 (Intro to Probability & Statistics) is the most common transfer class for all non-science or non-math major students.

Math P101 (Trigonometry), Math P102 (Pre-Calculus), Math P103/Math 104/Math 205/Math 206 (the Calculus and Differential Equations sequence) are requirements to transfer 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:**

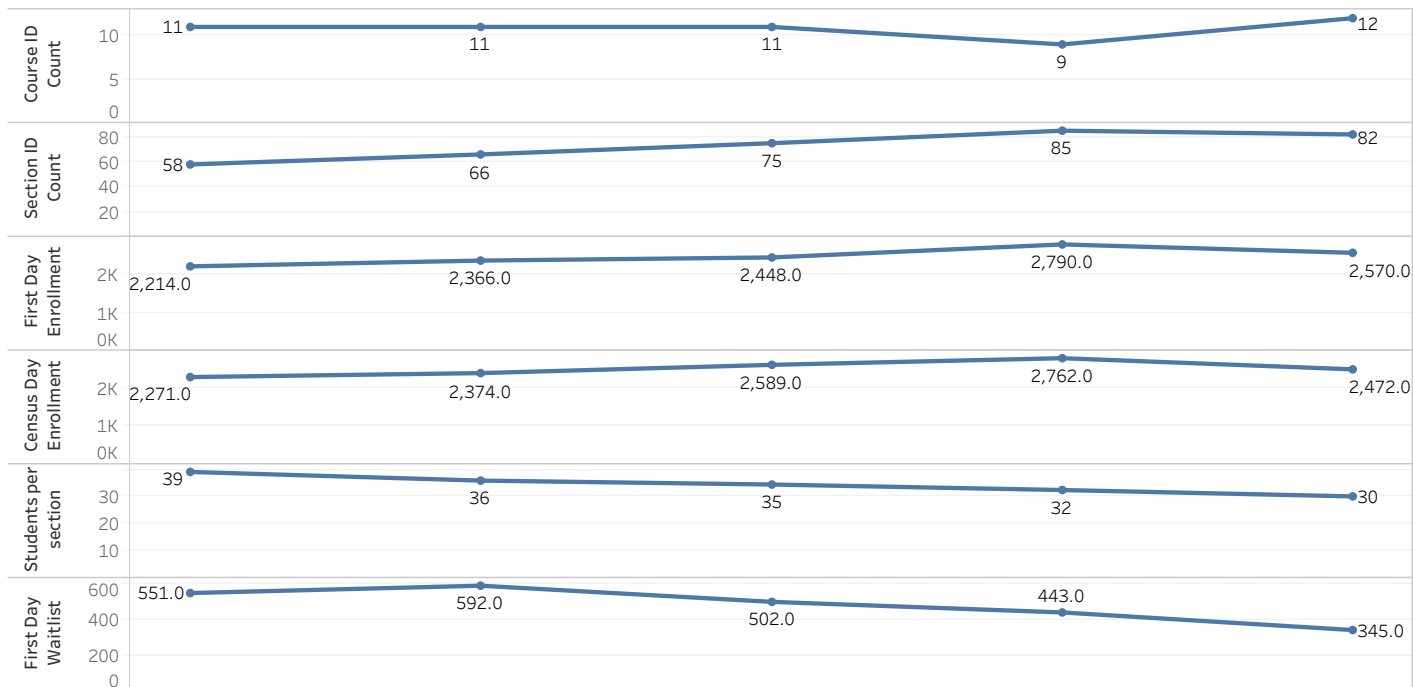
Mathematics courses are important requirements of PC’s general education checklist and the CSU and UC transfer curriculum.

2019-20 Annual Program Review: Course Enrollments

College Name Porterville College	Campus All	Assigned Dean/Direct.. All	Division/Department Mathematics	Subject All	Course All	Method of Instruction All
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Course Data

	2014-15	2015-16	2018-19	2016-17	2017-18
Course Count	11	11	12	11	9
Section Count	58	66	82	75	85
First Day Enrollment	2,214	2,366	2,570	2,448	2,790
Census Enrollment	2,271	2,374	2,472	2,589	2,762
Mean Students per Section	39	36	30	35	32
First Day Waitlist	551	592	345	502	443



2019-20 Annual Program Review: FTES, FTEF Workload & Productivity

College Name Porterville College	Campus All	Assigned Dean/Direct.. All	Division/Department Mathematics	Subject All	Course All	Method of Instruction All
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FTES, FTEF, Productivity

	2014-15	2015-16	2016-17	2017-18	2018-19
FTES	390.4	398.1	408.3	399.2	357.3
FTEF	19.2	21.1	22.1	22.4	22.6
Productivity (FTES/FTEF)	20.3	18.8	18.5	17.8	15.8

FTEF Workload by Contract Type

Contract Type Categories	2014-15	2015-16	2016-17	2017-18	2018-19
Full-Time	13.1	14.6	13.6	16.1	15.7
Adjunct	1.3	0.7	2.5	1.9	1.5
Overload	2.8	3.7	3.6	2.5	3.0
Summer	2.0	2.2	2.3	1.9	2.4
Grand Total	19.2	21.1	22.1	22.4	22.6

