December 11, 2014

TO: Dr. Dianne Van Hook, Chancellor
            Paul Wickline, President, Academic Senate

FROM: Wendy Brill–Wynkoop, Jerry Buckley, Co-Chairs, Academic Staffing

CC: Academic Staffing Committee Members

RE: Academic Staffing Committee recommendations

Attached are the recommendations of the Academic Staffing Committee for New Full-Time Faculty positions. In an attempt to create a clear list of prioritized recommendations of *New Faculty Positions*, the Academic Staffing Committee used a revised voting matrix to **rank** positions presented in Fall 2014 within *Need Categories* (i.e. Urgent, Strongly Recommended, Recommended). In the past, positions were not ranked within Need Categories, but **alphabetized** under each *Need Category*. Because positions presented in prior years were not ranked using this revised voting matrix, positions recommended in Spring 2013 and Fall 2013 are listed separately in alphabetical order.

In making these recommendations, the committee sought the input of department chairs, deans, and related district offices. We examined the individual proposal merits, as well as how closely the requests aligned with the overall goals and mission of the District. Attached to this email are copies of all planning documents and presentation handouts the committee referenced during this process.

The committee shared with the District community that this recent set of proposals was limited to NEW positions, as the committee reviews and maintains a list of VACANT positions through a separate process. Recommendations for NEW positions "sunset", and are removed from the recommendations list AFTER three years, if not moved to the Board for Authorization to Hire. Departments with positions placed on the list from Fall 2011 were invited to return to the ASC to make another presentation. As per our committee procedures, we will conduct a Call for New Faculty Positions every fall semester.

We look forward to further discussion regarding the Academic Staffing Committee's prioritized recommendations of New Faculty Positions. Please let us know if you have any questions or concerns.

Priority of New Faculty Positions
Urgent Positions (2014-17)

In an attempt to create a clear list of prioritized recommendations of *New Faculty Positions*, the Academic Staffing Committee used a revised voting matrix to **rank** positions presented in Fall 2014 within *Need Categories* (i.e. Urgent, Strongly Recommended, Recommended). In the past, positions were not ranked within Need Categories, but **alphabetized** under each *Need Category*. Because positions presented in prior years were not ranked using this revised voting matrix, positions recommended in Spring 2013 and Fall 2013 are listed separately in alphabetical order.

FALL 2014 (2014-15 Academic Year) **Positions will need to return to ASC in Fall 2017***		**Years on List since 2011**	**Authorization for Hire**
URGENT In order of priority			
Architecture	Architecture	4	
English	English Generalist (first position)	4	
Photography	Commercial Photography	1	
Sociology 1	Research Methods/Generalist	3	
Computer Science	Computer Science Instructor	1	
English	English Generalist (second position)	4	
Librarian	Outreach/Reference	4	
Chemistry	Organic Specialist (first position)	1	
Communication	Theory Generalist	4	
FALL 2013 (2013-14 Academic Year) **Positions will need to return to ASC in Fall 2016***			
URGENT List in alphabetical order			
~~Counseling~~	~~Counselor Generalist~~	~~3~~	Hired Fall 2014
Counseling	Counselor Generalist - CCC	4	
English	English Generalist (first position)	4	
Spring 2013 (2012-13 Academic Year) **Positions will need to return to ASC in Fall 2015***			
URGENT in alphabetical order			
Anthroplogy	Generalist	3	
~~Counseling~~	~~Counselor Generalist - Veterans~~	~~3~~	Hired Spring 2014
Library	Librarian - Technical/Online Services	3	

*Recommended positions "sunset" or removed from list AFTER three years if not moved to Board for Authorization to hire.

Priority of New Faculty Positions
Strongly Recommended Positions (2014-17)

In an attempt to create a clear list of prioritized recommendations of *New Faculty Positions*, the Academic Staffing Committee used a revised voting matrix to **rank** positions presented in Fall 2014 within *Need Categories* (i.e. Urgent, Strongly Recommended, Recommended). In the past, positions were not ranked within Need Categories, but **alphabetized** under each *Need Category*. Because positions presented in prior years were not ranked using this revised voting matrix, positions recommended in Spring 2013 and Fall 2013 are listed separately in alphabetical order.

FALL 2014 (2014-15 Academic Year) **Positions will need to return to ASC in Fall 2017***		**Years on List since 2011**	**Authorization for Hire**
STRONGLY RECOMMENDED In order of priority			
Counselor	General CCC	4	
Nursing	Nursing Instructor	3	
Geology	Geology Instructor	2	
Paralegal Studies	Paraelegal Instructor	1	
ECE	CCC	1	
Business/Accounting	Accounting Instructor	1	
Cinema	Film Studies Instructor	1	
English	English Generalist (third position)	2	
Modern Languages	Spanish Instructor	1	
Theatre	Technical Theater Instructor	4	

FALL 2013 (2013-14 Academic Year) **Positions will need to return to ASC in Fall 2016***			
STRONGLY RECOMMENDED List in alphabetical order			
English	English Generalist (second position)	4	
Library	Librarian - Outreach/Reference	4	

Spring 2013 (2012-13 Academic Year) **Positions will need to return to ASC in Fall 2015***			
STRONGLY RECOMMENDED in alphabetical order			
Counselor	Generalist	3	
~~Culinary Arts~~	~~Café~~	3	Hired Fall 2014
Philosophy	Philosophy Instructor	3	
Sociology	Sciology - Research Methods/Generalist	3	

*Recommended positions "sunset" or removed from list AFTER three years if not moved to Board for Authorization to hire.

Updated: 12/9/14

Priority of New Faculty Positions
Recommended Positions (2014-17)

In an attempt to create a clear list of prioritized recommendations of *New Faculty Positions*, the Academic Staffing Committee used a revised voting matrix to **rank** positions presented in Fall 2014 within *Need Categories* (i.e. Urgent, Strongly Recommended, Recommended). In the past, positions were not ranked within Need Categories, but **alphabetized** under each *Need Category*. Because positions presented in prior years were not ranked using this revised voting matrix, positions recommended in Spring 2013 and Fall 2013 are listed separately in alphabetical order.

FALL 2014 (2014-15 Academic Year) **Positions will need to return to ASC in Fall 2017***		**Years on List since 2011**	**Authorization for Hire**
RECOMMENDED In order of priority			
Chemistry	Generalist (second position)	1	
Culinary Arts	Catering Instructor	3	
Sociology	Generalist, CCC (third position)	3	
Communications	Theory Generalist (second position)	1	
Music	Instrumental Instructor	1	
CIT	CIT Instructor	1	
Sociology	Criminology Specialist (fourth position)	1	

FALL 2013 (2013-14 Academic Year) **Positions will need to return to ASC in Fall 2016***			
RECOMMENDED List in alphabetical order			
English	English Generalist (three position)	2	
English	English Generalist (fourth position)	2	
Physical Education	Woman's Soccer Coach	2	

Spring 2013 (2012-13 Academic Year) **Positions will need to return to ASC in Fall 2015***			
RECOMMENDED in alphabetical order			
Biology	Biology - Cell, Molecular, & Microbiology	3	
Biology	Biology- Anatomy & Physiology	3	
Culinary Arts	Catering	3	
Political Science	Political Science Generalist	3	
Sociology	Sociologist - CCC	3	

*Recommended positions "sunset" or removed from list AFTER three years if not moved to Board for Authorization to hire.

Academic Staffing Committee
Call for New Faculty Presentation Guidelines 2014-15

Department Chairs and Deans,

The Academic Staffing Committee is making a call for presentations of new full time faculty positions.

Please prepare a **one-page, one-sided** document to share with the academic staffing committee. This document will be used in evaluating the need for the new position, and forwarded to the CEO. Presentations will be held **November 4th and 18th, 2014** and limited to **ten minutes** per department, regardless of how many positions are requested. If the disciplines vary, or the positions differ greatly, i.e. Geography and Astronomy as differing disciplines of Earth Science, this could warrant two separate ten-minute presentations and supporting one-page handouts. Alternatively, if the English department were requesting a new position in Developmental English and Transfer English, these two positions would warrant one presentation. If you have any concerns please discuss them with the Committee Chair before scheduling your presentation.

Please note the Academic Staffing Committee maintains a list of recommended positions for three years (see end of this document). Departments with positions placed on this list three years ago (Fall 2011) should re-present this November. For positions that were placed on this list in 2012 or 2013 (less than three years) it is not necessary to re-present to the committee unless data or circumstances surrounding your program needs have changed **dramatically** in the last few months (i.e. Change in legal mandate, extreme program growth, increase in Unfunded Vacant Positions).

Your **one page** document and presentation should include the following:

❑   Title of position or positions

❑   If requesting multiple positions, please prioritize the positions

❑   Connection of position to the mission of the college, i.e. basic skills, transfer or CTE

❑   Brief job description (one paragraph)

❑   Program review data (current number of full time and part time faculty, FTEF, load, etc.) – **current data will be available on the Academic Staffing Committee intranet page by October 20, 2014. For consistency with other presentations, please use this information as your data source.**

❑   Enrollment Trends

❑   Funding source for this position (if applicable)

❑   Staffing history of the department detailing:

       o   Vacant positions not filled
       o   New positions recommended to CEO for hire that were not hired

❑   Any other information that may be helpful in making our recommendations (if applicable), including but not limited to:

       o   Improves adjunct/full time ratio
       o   Meets an important employment / job market demand / CTE
       o   Coordination of programs, staff / need for "lead" in the discipline area
       o   Addresses regulatory / legal compliance issues
       o   Would make COC more competitive
       o   Scarcity of adjuncts in the discipline area
       o   Department growth and innovation

    Supplemental materials, including but not limited to visual aids, PowerPoint presentations, props and/or materials that could be construed as inducements, **will not be allowed** during the

presentation. Our schedule is very tight, presenters should be **timely and punctual** or forfeit the current opportunity to make a presentation.

After presentations, the staffing committee will create a list of recommendations for new faculty hires. Based on the need for efficiency and current planning, the academic staffing committee will maintain a three-year list that correlates with program review.

Recommendations for new faculty positions will be grouped in 4 categories:
• Urgent
• Strongly Recommended
• Recommended
• Not Recommended

Any position that has been previously recommended by the ASC and NOT moved to the BOT for authorization for hire will remain on the priority list for three years. *Positions last reviewed in Fall 2011 should return this fall for a presentation to the ASC.*

• In order to maintain current data for positions based on need the ASC will review all recommended positions that have not been moved to the Board of Trustees for authorization to hire, every 3 years.

• The "New Full-Time Recommended Faculty Positions" list shall be updated to reflect the most recent date of review, as well as the original date of recommendation by the ASC. This will assist the ASC in tracking the length of time a program has been waiting for a New Full-Time Faculty Position to be moved to the Board of Trustees for authorization to hire.

Academic Staffing Committee
Call for New Faculty Presentation Guidelines 2014-15

Academic Staffing Committee - Recommendations for New Faculty Positions			
Recommended positions "sunset" or removed from list AFTER three years if not moved to Board for Authorization to hire. Positions last reviewed in Fall 2011 should return this fall for a presentation to the ASC to remain on the recommendations list (green).			
Updated 10/14/2014			
Urgent		**Placed on List**	**Authorization for Hire**
List in alphabetical order			
Anthroplogy	Anthropology - Generalist	Spring 2013	
Comm. Studies	Communications Theory Generalist	Fall 2011	
English	English Generalist (first position)	Fall 2011	
Library	Librarian - Technical/Online Services	Spring 2013	
Math	Generalist –Statistics	Fall 2011	
Strongly Recommended			
List in alphabetical order			
Architecture	Architectural Drafting & Technology	Fall 2011	
Culinary Arts	Café	Spring 2013	
English	English Generalist (second position)	Fall 2011	
Library	Librarian - Outreach/Reference	Fall 2011	
Nursing	Nursing Instructor #2	Spring 2013	
Philosophy	Philosophy Instructor	Spring 2013	
Sociology	Sciology - Research Methods/Generalist	Spring 2013	
Theatre	Technical Theater Instructor	Fall 2011	
Recommended			
List in alphabetical order			
Biology	Biology - Cell, Molecular, & Microbiology	Spring 2013	
Biology	Biology- Anatomy & Physiology	Spring 2013	
CIT	Core CIT - Medical Office Admin Procedures	Fall 2011	
Culinary Arts	Catering	Spring 2013	
Earth, Space, and Environmental Sciences	Geology/Geography/GIS	Fall 2013	
English	English Generalist (three position)	Fall 2013	
English	English Generalist (fourth position)	Fall 2013	
Math	Generalist –Statistics (second position)	Fall 2011	
Physical Education	Woman's Soccer Coach	Fall 2013	
Political Science	Political Science Generalist	Spring 2013	
Sociology	Sociologist - CCC	Spring 2013	
Not Ranked			
List in alphabetical order			
Biology	Biology - Organismal & Environmental	Fall 2011	
Chemistry	Chemistry - Generalist	Fall 2013	
CIT	Core CIT - Windows OS, Web	Fall 2011	
Comm. Studies	Comm. Theory Generalist/Forensics	Fall 2011	
Dance	Commercial Dance	Fall 2011	
Fire Technology	Fire Technology - Generalist	Fall 2011	
MLT	Medical Lab Technician Instructor	Fall 2011	
Music/MEA	Commercial Music Multimedia Instructor	Fall 2011	
Nursing	Nursing - Skills Lab	Fall 2011	
Sociology	Sociology Criminology	Fall 2011	
TLC	Asst. Director TLC- CCC	Fall 2011	
Withdrawn by Department as Faculty position			
Student Health Center	Nurse Practitioner (categorical funded)	Spring 2013	

Program Data

Department	FTES 09/10	FTES 10/11	FTES 11/12	FTES 12/13	FTES 13/14	% Change	WSCH 09/10	WSCH 10/11	WSCH 11/12	WSCH 12/13	WSCH 13/14	% Change
ADMJUS	77.14	78.34	88.52	104.56	132.81	72%	2,314	2,350	2,656	3,137	3,984	72%
ANTHRO	171.21	176.01	179.83	203.00	200.28	17%	5,136	5,280	5,395	6,090	6,009	17%
ARCHT	38.28	34.17	33.72	37.76	41.13	7%	1,149	1,025	1,011	1,133	1,234	7%
ART	315.62	263.68	261.33	273.92	269.79	-15%	9,469	7,910	7,840	8,218	8,094	-15%
ASTRON	54.42	64.41	56.58	56.55	65.40	20%	1,633	1,932	1,697	1,696	1,962	20%
AUTO	33.23	39.82	48.40	47.72	55.20	66%	997	1,195	1,452	1,432	1,656	66%
BIOSCI	593.51	614.44	517.23	633.58	676.82	14%	17,805	18,433	15,517	19,007	20,305	14%
BUS	326.78	342.90	349.18	369.95	389.33	19%	9,803	10,287	10,475	11,098	11,680	19%
CHEM	234.54	264.66	285.07	341.81	352.08	50%	7,036	7,940	8,552	10,254	10,562	50%
CINEMA	87.45	82.89	94.90	107.93	126.09	44%	2,623	2,487	2,847	3,238	3,783	44%
CIT	206.01	338.00	249.16	212.43	201.36	-2%	6,180	10,140	7,475	6,373	6,041	-2%
CMPNET	97.29	98.66	74.55	72.39	63.21	-35%	2,919	2,960	2,236	2,172	1,896	-35%
CMPSCI	59.44	66.91	72.39	75.77	77.70	31%	1,783	2,007	2,172	2,273	2,331	31%
COMS	241.64	264.79	282.54	314.02	360.09	49%	7,249	7,944	8,476	9,420	10,803	49%
CONST	12.57	17.23	12.06	20.93	18.57	48%	377	517	362	628	557	48%
COUNS	79.79	69.92	73.49	80.49	80.40	1%	2,394	2,098	2,205	2,415	2,412	1%
CULARTS	68.67	50.70	59.11	66.43	62.45	-9%	2,060	1,521	1,773	1,993	1,873	-9%
CWEXP	41.35	40.67	32.85	18.17	14.09	-66%	1,241	1,220	986	545	423	-66%
DANCE	148.51	114.43	117.61	111.59	111.34	-25%	4,455	3,433	3,528	3,348	3,340	-25%
ECE	153.80	149.52	146.58	129.74	148.74	-3%	4,614	4,486	4,398	3,892	4,462	-3%
ECON	104.99	116.31	107.92	98.97	112.03	7%	3,150	3,489	3,238	2,969	3,361	7%
ENGL	853.41	896.46	957.30	1007.11	1059.71	24%	25,602	26,894	28,719	30,213	31,791	24%
ENGR	33.86	37.04	38.11	40.40	39.01	15%	1,016	1,111	1,143	1,212	1,170	15%
ENVRMT			12.06	17.14	17.12	42%			362	514	514	
ESL	30.41	25.08	26.03	27.76	38.13	25%	912	752	781	833	1,144	25%
ESYST	12.24	15.69	14.22	16.03	9.62	-21%	367	471	427	481	289	-21%
FIRETC	98.63	98.08	79.26	78.93	85.13	-14%	2,959	2,942	2,378	2,368	2,554	-14%
GEOG	91.70	87.16	80.32	81.05	91.11	-1%	2,751	2,615	2,410	2,431	2,733	-1%
GEOL	65.56	64.98	71.19	84.35	97.96	49%	1,967	1,949	2,136	2,530	2,939	49%
GERO			21.60	12.83	16.43	-24%			648	385	493	
GMD	81.67	99.22	109.74	112.98	106.76	31%	2,450	2,977	3,292	3,389	3,203	31%
HIST	419.30	412.71	425.74	470.96	567.57	35%	12,579	12,381	12,772	14,129	17,027	35%
HLHSCI	157.29	131.63	137.21	127.88	133.57	-15%	4,719	3,949	4,116	3,837	4,007	-15%
HRMGT	30.81	36.37	33.82	31.43	30.26	-2%	924	1,091	1,015	943	908	-2%
HUMAN	5.15	5.70	5.90	16.15	24.12	368%	154	171	177	485	724	368%
ID	46.87	61.97	48.25	55.00	41.36	-12%	1,406	1,859	1,447	1,650	1,241	-12%
Land Survey	11.72	12.97	9.84	8.87	11.23	-4%	352	389	295	266	337	-4%
MATH	1571.53	1715.41	1689.82	1686.23	1768.37	13%	47,146	51,462	50,695	50,587	53,051	13%
MEA	231.25	209.72	184.06	196.11	202.10	-13%	6,938	6,292	5,522	5,883	6,063	-13%
MFGT	19.89	16.29	15.52	17.68	26.51	33%	597	489	466	530	795	33%
MLT	2.76	7.66	22.71	26.69	29.73	977%	83	230	681	801	892	977%
MODLNG	169.05	172.02	183.25	188.26	236.07	40%	5,071	5,161	5,497	5,648	7,082	40%
MUSIC	287.44	281.50	273.80	238.43	233.29	-19%	8,623	8,445	8,214	7,153	6,999	-19%
NONCRED	352.26	182.53	152.65	98.51	79.57	-77%	10,568	5,476	4,579	2,955	2,387	-77%
NURSNG	339.71	329.20	240.53	266.10	273.27	-20%	10,191	9,876	7,216	7,983	8,198	-20%
PARLGL	38.13	45.39	49.55	52.74	58.53	54%	1,144	1,362	1,487	1,582	1,756	54%
PHILOS	163.68	194.17	204.22	203.83	218.56	34%	4,911	5,825	6,127	6,115	6,557	34%
PHOTO	155.67	162.22	168.08	137.24	137.54	-12%	4,670	4,867	5,042	4,117	4,126	-12%
PHYSCI	38.67	46.58	44.35	51.26	53.67	39%	1,160	1,397	1,330	1,538	1,610	39%
PHYSIC	45.18	49.34	63.93	75.11	88.97	97%	1,355	1,480	1,918	2,253	2,669	97%
PHYSED	754.96	740.43	721.39	697.15	638.14	-88%	22,649	22,213	21,642	20,915	19,144	-15%
PLMB			2.03	1.71	9.26	356%			61	51	278	
POLISC	250.24	245.85	246.96	301.46	295.95	18%	7,507	7,375	7,409	9,044	8,878	18%
PSYCH	414.79	383.82	412.64	408.04	499.50	20%	12,444	11,515	12,379	12,241	14,985	20%
REAL	18.21	18.55	14.85	16.03	22.10	21%	546	556	446	481	663	21%
REC	14.05	16.28	14.73	12.58	11.60	-17%	421	488	442	378	348	-17%
SIGN	110.67	110.47	132.17	116.41	121.74	10%	3,320	3,314	3,965	3,492	3,652	10%
SOCI	321.11	349.44	370.67	387.44	426.34	33%	9,633	10,483	11,120	11,623	12,790	33%
SOLAR			14.74	13.57	7.67	-48%			442	407	230	
THEATR	100.35	110.12	106.43	112.66	94.12	-6%	3,011	3,304	3,193	3,380	2,824	-6%
WATER	19.95	21.97	24.82	21.61	30.89	55%	599	659	745	648	927	55%
WELD	92.57	93.51	97.42	99.56	95.64	3%	2,777	2,805	2,923	2,987	2,869	3%
WINEST		10.20	9.17	13.45	11.80	16%		306	275	403	354	
College-Wide	**10,537.96**	**10,799.63**	**10,669.48**	**11,028.21**	**11,616.02**	**10%**	**316,139**	**323,988**	**320,084**	**330,846**	**348,481**	**10%**

Source Info Pg. 6

Department	FTEF						Full Time					
	FTEF 09/10	FTEF 10/11	FTEF 11/12	FTEF 12/13	FTEF 13/14	% Change	Full Time FTE 09/10	Full Time FTE 10/11	Full Time FTE 11/12	Full Time FTE 12/13	Full Time FTE 13/14	% Change
ADMJUS	1.8	2.0	2.2	2.8	3.6	100%	0.8	0.8	0.8	0.8	0.8	0%
ANTHRO	4.8	5.0	5.3	5.9	5.8	21%	1.7	1.7	1.7	0.8	0.9	-51%
ARCHT	1.3	1.1	1.4	1.4	1.6	16%					0.1	
ART	7.5	7.1	7.1	7.4	8.1	7%	4.3	4.8	3.6	3.7	4.4	1%
ASTRON	1.7	1.9	1.7	1.6	2.0	18%				0.1	0.4	300%
AUTO	1.1	1.4	1.4	1.7	1.8	71%	1.1	1.0	0.7	0.6	0.9	-13%
BIOSCI	16.7	17.2	16.9	18.5	18.0	8%	7.7	8.0	6.4	7.5	7.3	-5%
BUS	9.3	9.8	10.2	10.9	11.7	25%	3.3	3.9	4.2	4.6	5.1	51%
CHEM	7.7	8.2	8.9	10.4	11.4	47%	3.7	3.9	4.3	3.9	4.4	18%
CINEMA	1.8	1.7	2.1	2.2	2.8	56%	0.6	0.6	0.8	0.8	0.8	33%
CIT	6.7	7.2	7.5	6.9	6.6	-2%	2.8	3.1	2.7	2.5	3.2	13%
CMPNET	3.0	3.3	2.9	2.5	2.5	-16%	2.6	2.8	1.5	0.7	0.9	-64%
CMPSCI	1.8	2.0	2.0	2.0	2.0	13%	1.7	1.8	1.8	1.3	1.0	-42%
COMS	8.3	8.9	9.6	10.4	12.1	45%	3.3	3.3	3.1	3.3	4.0	20%
CONST	0.5	0.6	0.5	0.8	0.7	25%	0.2	0.2	0.2	0.2	0.0	-100%
COUNS	2.5	2.4	2.6	3.1	3.1	24%	0.5	0.5	0.2	0.4	0.1	-74%
CULARTS	3.2	2.6	2.8	3.0	2.7	-18%	0.5	0.9	0.7	0.8	0.8	60%
CWEXP	1.0	0.0	1.1	1.3	1.1	14%	0.0	0.0	0.1	0.0	0.0	33%
DANCE	3.7	3.1	3.0	3.1	3.2	-13%	1.1	1.4	0.9	1.2	1.4	28%
ECE	4.3	4.1	4.2	3.8	4.5	4%	1.7	1.8	1.7	1.2	1.6	-8%
ECON	2.7	3.2	3.2	2.8	3.1	15%	2.3	2.7	2.7	1.8	2.0	-11%
ENGL	29.4	31.2	33.1	35.3	36.6	24%	17.3	17.6	16.1	15.4	16.0	-8%
ENGR	1.4	1.4	1.3	1.5	1.5	8%	1.1	0.7	0.6	0.7	0.6	-43%
ENVRMT			0.6	0.4	0.6	0%			0.5	0.2	0.5	0%
ESL	1.3	1.3	1.2	2.4	2.7	118%	1.1	1.1	1.0	1.1	1.4	32%
ESYST	0.4	0.5	0.5	0.7	0.3	-10%	0.2	0.0	0.3	0.0	0.0	-100%
FIRETC	2.6	2.6	2.4	2.6	2.9	10%	0.7	0.8	0.8	0.0	0.9	29%
GEOG	2.3	2.4	2.3	2.5	3.0	29%	0.8	1.2	1.0	1.0	1.1	35%
GEOL	1.8	2.1	2.3	2.5	3.1	76%	1.0	0.8	0.4	0.4	0.5	-50%
GERO			0.5	0.5	0.7	43%			0.1	0.1	0.1	0%
GMD	2.8	3.3	3.9	4.0	4.1	48%	1.2	1.4	1.5	1.8	2.2	87%
HIST	12.1	12.0	12.9	14.0	16.5	36%	5.2	6.0	5.1	5.5	6.4	23%
HLHSCI	3.4	3.4	3.8	4.1	4.3	27%	0.6	0.9	0.6	0.6	1.0	74%
HRMGT	1.0	1.1	1.2	1.2	1.1	10%	0.8	0.8	0.8	0.8	0.9	20%
HUMAN	0.2	0.2	0.2	0.5	0.8	300%	0.1	0.2	0.1	0.4	0.7	600%
ID	1.9	2.2	2.2	2.3	2.1	10%	0.8	0.8	0.7	0.7	0.7	-12%
Land Survey	0.7	0.8	0.7	0.6	1.1	62%	0.2	0.5	0.4	0.3	0.3	53%
MATH	44.7	47.7	48.7	49.4	51.1	14%	19.5	20.0	18.0	16.3	19.5	0%
MEA	7.0	6.6	6.5	6.2	6.4	-9%	2.3	2.4	2.5	2.7	2.7	16%
MFGT	0.8	0.7	0.8	0.8	1.4	75%	0.0	0.0	0.0	0.0	0.2	
MLT	0.3	0.9	1.3	1.8	1.3	282%	0.3	0.4	0.6	1.1	0.8	215%
MODLNG	5.7	6.2	6.6	6.7	8.8	55%	2.8	2.9	2.5	2.6	2.3	-17%
MUSIC	8.9	8.9	10.0	9.6	9.6	7%	4.6	4.5	3.6	3.6	4.0	-13%
NONCRED	8.9	6.5	5.6	5.3	5.0	-44%	0.1	0.0	0.0	0.0	0.0	-80%
NURSNG	20.3	20.3	17.6	19.1	13.8	-32%	10.7	9.8	8.9	9.6	6.1	-43%
PARLGL	1.3	1.5	1.4	1.6	1.9	53%	0.8	0.6	0.2	0.5	0.4	-49%
PHILOS	4.8	5.6	6.3	6.5	7.1	48%	1.6	1.7	1.6	1.8	2.1	31%
PHOTO	4.8	4.6	5.1	5.0	5.3	11%	1.3	1.1	1.1	1.0	0.8	-38%
PHYSCI	1.4	1.6	1.6	1.9	2.1	50%	1.1	1.1	1.1	1.1	1.1	0%
PHYSIC	1.3	1.7	2.0	2.4	2.4	80%		0.2	1.4	1.3	1.0	471%
PHYSED	17.8	17.3	17.6	17.9	18.0	1%	9.0	9.9	8.7	8.8	10.3	14%
PLMB			0.1	0.1	0.5	430%						
POLISC	6.7	6.9	7.3	8.6	8.3	23%	2.6	2.0	1.8	2.9	2.9	10%
PSYCH	10.5	10.8	11.3	11.7	13.6	29%	5.8	6.2	5.5	5.6	6.1	4%
REAL	0.5	0.5	0.6	0.6	0.8	60%						
REC	0.5	0.6	0.6	0.5	0.6	20%	0.5	0.6	0.6	0.5	0.6	20%
SIGN	3.7	3.8	4.4	3.7	4.1	11%	1.7	1.8	1.4	1.7	1.3	-22%
SOCI	8.9	9.9	10.7	11.5	13.7	54%	3.7	3.9	3.2	2.6	2.7	-26%
SOLAR			0.5	0.4	0.4	-19%			0.4	0.3	0.0	-100%
THEATR	3.5	4.3	4.7	4.4	4.7	34%	1.7	1.6	1.2	1.0	1.3	-24%
WATER	0.6	0.6	0.8	0.9	1.3	117%			0.1	0.1	0.0	-100%
WELD	2.9	3.3	3.4	3.7	3.8	31%	0.8	0.8	0.8	0.8	1.4	79%
WINEST		0.4	0.3	0.5	0.4	0%						
College-Wide	**318.6**	**327.1**	**340.3**	**358.5**	**376.5**	**18%**	**142.1**	**147.2**	**133.0**	**131.0**	**141.1**	**-1%**

Source Info Pg. 6

Program Data

Department	Overload						Adjunct Faculty					
	Overload FTE 09/10	Overload FTE 10/11	Overload FTE 11/12	Overload FTE 12/13	Overload FTE 13/14	% Change	Adjunct FTE 09/10	Adjunct FTE 10/11	Adjunct FTE 11/12	Adjunct FTE 12/13	Adjunct FTE 13/14	% Change
ADMJUS				0.1	0.0	-100%	1.0	1.2	1.4	1.9	2.8	180%
ANTHRO	0.5	0.4	0.3	0.2	0.1	-83%	2.6	2.9	3.3	5.0	4.9	87%
ARCHT	0.1	0.0	0.0	0.0	0.0	-100%	1.3	1.1	1.4	1.4	1.5	17%
ART	0.9	0.3	0.7	0.9	0.5	-42%	2.3	2.1	2.7	2.8	3.2	38%
ASTRON		0.2	0.3	0.3	0.1	-50%	1.7	1.7	1.4	1.2	1.5	-12%
AUTO			0.3	0.4	0.2	-52%		0.4	0.4	0.7	0.7	100%
BIOSCI	1.0	0.4	0.7	1.1	0.5	-52%	8.0	8.8	9.8	9.9	10.2	28%
BUS	0.4	0.5	1.1	0.9	0.5	3%	5.5	5.4	5.0	5.4	6.2	11%
CHEM	0.2	0.7	0.4	0.6	0.6	231%	3.8	3.6	4.2	5.9	6.4	68%
CINEMA	0.3	0.2	0.0	0.0	0.1	-67%	0.9	0.9	1.3	1.4	1.9	111%
CIT	0.6	0.3	0.9	1.3	0.5	-25%	3.3	3.8	3.9	3.1	2.9	-10%
CMPNET	0.2	0.0	0.3	0.1	0.0	-100%	0.2	0.5	1.1	1.7	1.6	700%
CMPSCI	0.1	0.1	0.1	0.3	0.2	70%		0.1	0.1	0.4	0.9	544%
COMS	0.4	0.7	0.8	0.7	0.2	-50%	4.6	4.9	5.7	6.4	7.9	72%
CONST							0.3	0.4	0.4	0.6	0.7	123%
COUNS	1.5	1.6	2.0	1.9	1.9	29%	0.5	0.4	0.4	0.9	1.0	106%
CULARTS	0.2	0.0	0.3	0.2	0.2	-19%	2.6	1.7	1.7	2.0	1.7	-32%
CWEXP				0.1	0.1	0%	0.9	0.0	1.0	1.2	1.0	4%
DANCE	0.6	0.1	0.7	0.8	0.4	-42%	2.0	1.7	1.4	1.1	1.5	-27%
ECE	0.1	0.0	0.0	0.1	0.1	-30%	2.5	2.3	2.5	2.5	2.8	14%
ECON	0.1	0.1	0.1	0.4	0.4	700%	0.4	0.4	0.4	0.6	0.7	86%
ENGL	1.4	1.1	1.4	1.5	0.4	-71%	10.8	12.5	15.5	18.4	20.2	87%
ENGR	0.1	0.2	0.2	0.2	0.0	-100%	0.1	0.5	0.5	0.7	0.8	493%
ENVRMT			0.1	0.1	0.0	-100%				0.1	0.1	0%
ESL	0.2	0.0	0.0	0.3	0.1	-54%		0.2	0.2	1.0	1.2	645%
ESYST	0.2	0.2	0.0	0.0	0.0	-100%		0.3	0.2	0.7	0.3	0%
FIRETC	0.1	0.0	0.0	0.0	0.0	-100%	1.8	1.8	1.6	2.6	2.0	8%
GEOG	0.2	0.2	0.2	0.2	0.1	-60%	1.4	1.1	1.2	1.3	1.9	39%
GEOL	0.3	0.3	0.2	0.1	0.3	0%	0.5	1.0	1.7	2.0	2.3	391%
GERO			0.2	0.1	0.3	100%			0.2	0.2	0.3	19%
GMD	0.6	0.6	0.6	0.5	0.4	-33%	0.9	1.3	1.7	1.7	1.4	53%
HIST	1.6	1.4	2.4	1.9	1.2	-25%	5.4	4.6	5.4	6.6	8.9	65%
HLHSCI	0.5	0.3	0.5	0.7	0.1	-86%	2.3	2.2	2.8	2.9	3.3	40%
HRMGT	0.1	0.3	0.3	0.4	0.2	100%	0.2	0.0	0.1	0.0	0.0	-100%
HUMAN	0.1	0.0	0.0	0.1	0.0	-100%			0.1	0.1	0.1	0%
ID	0.0	0.1	0.0	0.0	0.0	0%	1.2	1.4	1.5	1.5	1.5	24%
Land Survey							0.4	0.3	0.2	0.3	0.7	66%
MATH	2.7	1.8	2.7	3.1	1.5	-44%	22.4	25.9	28.0	30.0	30.1	34%
MEA	0.3	0.2	0.6	0.1	0.0	-100%	4.3	4.0	3.5	3.4	3.7	-16%
MFGT							0.8	0.7	0.8	0.8	1.2	50%
MLT			0.1	0.1	0.1	0%	0.1	0.5	0.6	0.7	0.4	371%
MODLNG	0.1	0.0	0.1	0.1	0.0	-100%	2.7	3.3	4.0	3.9	6.5	135%
MUSIC	0.7	0.5	0.7	0.9	0.3	-53%	3.6	3.8	5.7	5.1	5.2	44%
NONCRED	0.1	0.0	0.0	0.0	0.0	-100%	8.7	6.5	5.6	5.3	5.0	-43%
NURSNG	0.1	0.0	0.0	0.0	0.0	-100%	9.6	10.5	8.7	9.5	7.7	-19%
PARLGL	0.0	0.2	0.2	0.0	0.0	0%	0.4	0.7	1.0	1.1	1.5	245%
PHILOS	0.4	0.3	0.5	0.3	0.2	-50%	2.8	3.6	4.2	4.4	4.8	72%
PHOTO	0.3	0.4	0.4	0.1	0.2	-46%	3.2	3.1	3.7	4.0	4.4	38%
PHYSCI							0.4	0.5	0.5	0.9	1.1	200%
PHYSIC		0.2	0.2	0.3	0.4	129%	1.3	1.3	0.5	0.8	1.0	-26%
PHYSED	3.5	2.4	3.8	3.9	2.2	-36%	5.3	5.0	5.2	5.3	5.5	3%
PLMB									0.1	0.1	0.5	430%
POLISC		0.1	0.2	0.1	0.2	100%	4.1	4.8	5.4	5.7	5.2	27%
PSYCH	0.8	0.7	1.9	1.5	1.0	23%	3.9	3.8	3.9	4.6	6.5	67%
REAL							0.5	0.5	0.6	0.6	0.8	60%
REC												
SIGN	0.2	0.1	0.4	0.3	0.0	-100%	1.8	1.9	2.6	1.7	2.8	55%
SOCI	0.4	0.3	0.5	0.5	0.1	-75%	4.9	5.7	7.0	8.4	10.9	125%
SOLAR			0.1	0.0	0.0	-100%				0.1	0.4	330%
THEATR			0.4	0.4	0.2	-46%	1.8	2.7	3.1	3.0	3.2	76%
WATER				0.1	0.0	-100%	0.6	0.6	0.7	0.8	1.3	117%
WELD	0.2	0.4	0.1	0.2	0.1	-60%	1.9	2.1	2.5	2.7	2.3	21%
WINEST								0.4	0.3	0.5	0.4	0%
College-Wide	**22.5**	**17.7**	**27.9**	**28.4**	**16.1**	**-28%**	**154.0**	**162.2**	**179.4**	**199.1**	**219.3**	**42%**

Source Info Pg. 6

Department	Percent of Faculty Who Were Full-Time					Instructional Load					
	% Full Time (09/10)	% Full Time (10/11)	% Full Time (11/12)	% Full Time (12/13)	% Full Time (13/14)	Load 09/10	Load 10/11	Load 11/12	Load 12/13	Load 13/14	% Change
ADMJUS	44%	40%	36%	29%	22%	643	582	604	560	553	-14%
ANTHRO	36%	34%	33%	13%	15%	532	525	507	521	516	-3%
ARCHT	0%	0%	0%	0%	4%	427	475	359	402	395	-7%
ART	58%	67%	51%	50%	54%	629	558	555	553	501	-20%
ASTRON	0%	0%	0%	6%	20%	480	508	499	530	490	2%
AUTO	100%	74%	51%	38%	51%	468	431	504	426	455	-3%
BIOSCI	46%	47%	38%	41%	41%	534	535	460	514	565	6%
BUS	36%	39%	41%	42%	43%	526	524	512	509	500	-5%
CHEM	48%	48%	49%	38%	39%	456	484	481	494	464	2%
CINEMA	33%	35%	38%	36%	29%	729	731	678	736	675	-7%
CIT	42%	43%	36%	36%	48%	463	703	496	463	460	0%
CMPNET	86%	84%	51%	27%	37%	485	447	391	441	375	-23%
CMPSCI	94%	90%	90%	64%	49%	505	511	551	577	583	15%
COMS	40%	37%	32%	32%	33%	437	446	441	452	448	2%
CONST	44%	29%	32%	21%	0%	352	457	341	393	416	18%
COUNS	20%	19%	8%	13%	4%	484	433	424	386	393	-19%
CULARTS	15%	34%	27%	27%	30%	318	291	322	333	351	10%
CWEXP	2%	0%	10%	0%	2%	646		461	208	194	-70%
DANCE	29%	45%	31%	39%	43%	598	549	580	543	517	-14%
ECE	40%	44%	40%	32%	36%	538	547	524	518	500	-7%
ECON	85%	84%	86%	64%	66%	594	554	514	530	551	-7%
ENGL	59%	56%	49%	44%	44%	435	431	434	428	435	0%
ENGR	82%	49%	45%	45%	43%	375	403	443	401	401	7%
ENVRMT			82%	47%	83%			329	643	443	35%
ESL	86%	87%	80%	45%	52%	365	290	328	174	210	-42%
ESYST	55%	0%	62%	0%	0%	503	471	474	359	437	-13%
FIRETC	27%	31%	33%	0%	32%	569	566	495	455	448	-21%
GEOG	33%	47%	41%	40%	35%	592	539	517	496	456	-23%
GEOL	56%	39%	19%	17%	16%	554	470	472	506	469	-15%
GERO			21%	22%	19%			689	393	368	-47%
GMD	43%	42%	39%	44%	55%	445	457	426	428	394	-11%
HIST	43%	50%	40%	39%	39%	518	515	497	505	518	0%
HLHSCI	17%	27%	15%	14%	24%	691	581	536	464	462	-33%
HRMGT	75%	74%	67%	67%	82%	462	503	423	393	413	-11%
HUMAN	50%	100%	50%	70%	88%	386	427	442	485	452	17%
ID	39%	34%	33%	32%	31%	361	414	327	367	291	-19%
Land Survey	33%	64%	64%	52%	31%	266	236	220	208	157	-41%
MATH	44%	42%	37%	33%	38%	528	539	521	512	519	-2%
MEA	33%	37%	38%	44%	43%	494	480	425	471	474	-4%
MFGT	0%	0%	0%	0%	14%	373	367	291	331	284	-24%
MLT	76%	40%	48%	58%	63%	122	131	272	222	343	182%
MODLNG	49%	46%	38%	39%	27%	447	417	420	423	403	-10%
MUSIC	52%	51%	36%	38%	42%	482	475	410	374	365	-24%
NONCRED	1%	0%	0%	0%	0%	594	421	411	278	240	-60%
NURSNG	53%	48%	50%	50%	44%	250	243	205	209	297	19%
PARLGL	66%	40%	17%	31%	22%	452	454	551	494	455	1%
PHILOS	33%	30%	25%	27%	30%	512	520	486	473	461	-10%
PHOTO	27%	24%	21%	19%	15%	486	524	495	409	386	-21%
PHYSCI	75%	67%	66%	54%	50%	414	444	421	398	383	-7%
PHYSIC	0%	11%	67%	55%	42%	515	444	475	475	532	3%
PHYSED	51%	57%	49%	49%	57%	635	643	613	583	563	-11%
PLMB			0%	0%	0%			305	256	262	-14%
POLISC	39%	28%	24%	33%	35%	560	538	509	526	538	-4%
PSYCH	55%	58%	49%	48%	45%	591	535	546	523	553	-6%
REAL	0%	0%	0%	0%	0%	546	556	371	401	414	-24%
REC	100%	100%	100%	100%	100%	421	407	368	378	290	-31%
SIGN	46%	47%	32%	46%	32%	449	437	450	468	444	-1%
SOCI	41%	40%	30%	23%	20%	540	531	521	505	466	-14%
SOLAR			75%	77%	0%			417	474	267	-36%
THEATR	48%	37%	25%	23%	27%	428	381	338	386	300	-30%
WATER	0%	0%	13%	5%	0%	499	549	465	360	356	-29%
WELD	27%	24%	23%	21%	37%	480	428	429	405	379	-21%
WINEST		0%	0%	0%	0%		437	458	429	422	-4%
College-Wide	**45%**	**45%**	**39%**	**37%**	**37%**	**496**	**495**	**470**	**461**	**463**	**-7%**

Source Info Pg. 6

Department	Sections Taught					
	Sections 09/10	Sections 10/11	Sections 11/12	Sections 12/13	Sections 13/14	% Change
ADMJUS	18	19	22	28	36	100%
ANTHRO	51	53	56	61	61	20%
ARCHT	13	13	16	15	17	31%
ART	55	57	55	57	62	13%
ASTRON	17	19	17	16	20	18%
AUTO	6	8	8	10	10	67%
BIOSCI	114	115	112	118	125	10%
BUS	80	85	88	95	111	39%
CHEM	37	40	44	51	56	51%
CINEMA	17	17	20	20	25	47%
CIT	61	66	61	65	59	-3%
CMPNET	20	17	14	12	12	-40%
CMPSCI	19	21	21	21	22	16%
COMS	82	87	94	103	119	45%
CONST	5	6	6	8	7	40%
COUNS	53	49	56	67	66	25%
CULARTS	37	26	28	29	29	-22%
CWEXP	75	53	58	53	53	-29%
DANCE	42	37	37	36	37	-12%
ECE	52	50	51	46	53	2%
ECON	31	36	36	33	35	13%
ENGL	272	288	304	319	332	22%
ENGR	11	11	11	13	12	9%
ENVRMT			4	5	5	25%
ESL	10	10	10	21	24	140%
ESYST	3	3	3	4	2	-33%
FIRETC	26	26	24	26	29	12%
GEOG	25	26	25	27	32	28%
GEOL	18	21	22	25	31	72%
GERO			8	8	8	0%
GMD	29	28	31	32	34	17%
HIST	124	125	133	145	163	31%
HLHSCI	27	27	29	29	31	15%
HRMGT	14	11	12	12	11	-21%
HUMAN	2	2	2	6	8	300%
ID	22	25	25	24	25	14%
Land Survey	5	6	5	4	7	40%
MATH	284	291	298	301	312	10%
MEA	66	62	60	56	58	-12%
MFGT	6	5	6	6	11	83%
MLT	4	14	17	19	19	375%
MODLNG	44	47	50	51	67	52%
MUSIC	102	100	108	99	99	-3%
NONCRED	158	78	66	72	67	-58%
NURSNG	109	117	102	110	104	-5%
PARLGL	13	16	15	17	20	54%
PHILOS	48	56	63	65	72	50%
PHOTO	42	47	48	45	50	19%
PHYSCI	8	9	9	11	12	50%
PHYSIC	8	10	12	14	16	100%
PHYSED	191	176	182	189	188	-2%
PLMB			1	1	4	300%
POLISC	63	69	74	83	77	22%
PSYCH	101	107	114	118	132	31%
REAL	5	5	6	6	8	60%
REC	5	6	6	5	6	20%
SIGN	31	30	35	31	34	10%
SOCI	90	99	109	116	137	52%
SOLAR			4	3	3	-25%
THEATR	33	38	40	43	45	36%
WATER	6	6	8	8	13	117%
WELD	23	30	29	29	30	30%
WINEST		4	5	6	6	50%
College-Wide	**2,922**	**2,920**	**3,031**	**3,173**	**3,366**	**15%**

Source Info Pg. 6

Source: Program Review Data - fall and spring terms only
Notes:

1-Data reflect what is in program review which includes only fall and spring terms.

2-Percent change was calculated for years available. For example, if a department only had three years of data available the percent change was calculated on three years. Percent change was not calculated for cases where the baseline was zero.

3-Data excludes ISAs.

4-Not included are data for EDUC and LMTECH courses since they have not completed a separate academic program review.

COLLEGE OF THE CANYONS

Position Title _____

Department or Program Area _____

Division _____

Position Type

☐ New   ☐ Vacant

Connection to the College Mission

☐ Basic Skills   ☐ GE/Transfer   ☐ CTE   ☐ Student Services

Data Source: Department Chair

Current number of FT faculty	
Current number of PT faculty	
Number of sections FT faculty *typically* teach to make load per semester	

Data Source: Program Review

FTEF	
Percentage faculty who were FT	
FTES	
Number of sections in previous year	
Instructional Load (WSCH/FTE)	

Change in Enrollment

Year	2011	2015	2020
Department			

Year	2011	2015	2020
College-wide			

Impaction Analysis: If the program could offer additional course sections, *AND FILL* those additional sections, but has not done so, is this primarily due to limitations in:

☐ Available Facilities   ☐ Budget / Funding   ☐ Qualified Available Faculty   ☐ Other

Connection to Program Review: Does current Program Review recommend an increase in the number of FT faculty positions in the Department?

☐ Yes   ☐ No   _____

Staffing History: 10-Year Perspective

Number of Full-Time department positions, and department positions hired over a 10-year period:

Lost Positions _____ ☐ N/A   *Lost due to retirement, resignation, termination, transfer or other*

Replacement Positions _____ ☐ N/A

New Positions _____ ☐ N/A   NOTES: _____

New FT Faculty positions recommended for hire by ASC but not recommended for authorization to hire by the Board of Trustees

Position Title	ASC Recommendation			Date
	☐ Urgent	☐ Strongly Rec	☐ Rec	
	☐ Urgent	☐ Strongly Rec	☐ Rec	
	☐ Urgent	☐ Strongly Rec	☐ Rec	

Availability of Qualified Part-Time Faculty

Estimated Number of additional PT Faculty positions needed next semester _____

Estimated Number of Qualified PT Applicants per semester _____

Number of FT Faculty teaching overload due to lack of qualified PT faculty _____

Other factors limiting availability of qualified PT faculty   ☐ Yes   ☐ No   _____

Please indicate any applicable external regulatory agency requirements and/or standards that Full-Time faculty must meet AND that impact availability and/or use of Part-Time faculty

☐ Specialized Degree   ☐ Certified Training   ☐ Emerging/Competitive Field   ☐ Professional Experience

☐ Accreditation   ☐ Regulatory   ☐ Health and Safety   ☐ Other

Notes _____

External Regulatory Agency Requirements and/or Standards
Is the requested position mandated by a licensing body requiring specific numerical, health and safety, or professional qualification standards be maintained in order to continue the program?
☐ Yes   ☐ No

Special Populations Impacted (Student Services)
☐ Library ☐ DSPS ☐ TLC ☐ Veterans ☐ Counseling ☐ Adult Reentry ☐ Student Health ☐ Other

Other: *Please indicate whether any of the following support recommendation for this position:*

☐ Advisory Committee   ☐ Professional Organization   ☐ CSU/UC Admission Changes

Notes

Position Rating:

	Scale 0-5: Maximum Score = 70			Points
Availability of Qualified Faculty	0 = Highly Available	to	Unavailable = 10	
Change in Enrollment (5 Year)	0 = Declining	to	High Growth = 10	
FTEF (Need) to FT (Actual)	0 = Little Need	to	Extreme Need = 10	
Staffing History	0 = No History	to	Multiple Vacancies/Recs = 10	
Facilities/Technology/Currency	0 = Does not support	to	Strongly supports = 10	
Specialized Subject Area	0 = Yes	or	No = 10	
Division Priority	0= Lowest priority	to	Highest priority = 10	
			Total	

Categorical Rating
*Rate positions under **ONLY ONE** of the following categories: GE, CTE, SS)*

☐ GE/Transfer/Basic Skills	Scale 0-5: Maximum Score = 30			Points
Supports Transfer/Basic Skills	0 = Does not support	to	Strongly supports = 15	
Single Person Department	0 = No	or	Yes = 15	
			Total	

☐ CTE	Scale 0-5: Maximum Score = 30			Points
Labor Market Need	0 = Low	to	Significant = 10	
Regulatory/Legal/Advisory Board	0 = No or N/A	to	Yes = 10	
Single Person Department	0 = No	or	Yes = 10	
			Total	

☐ Student Services	Scale 0-5: Maximum Score = 30			Points
Regulatory/Legal Requirements	0 = None or N/A	to	Yes = 15	
Impact on Special Populations	0 = No	or	Yes = 15	
			Total	

Notes:

Connection to mission of the college: CTE

THIS POSITION WAS ON THE STRONGLY APPROVED LIST

JOB DESCRIPTION: Shepherd 280+ students, the AS Degree, 2 existing & TWO NEW SUSTAINABLE DESIGN CERTIFICATES, student competitions, teach online. Teach LEED courses, CAD/REVIT, CODES, & design courses in biomimicry, neurology related design & universal design for student portfolios. Prepare students for LEED GA Accreditation Exam. Dorothy is not an Architect despite doing everything possible to manage the Architecture program.

This request is for URGENT placement

# F/T Faculty since 2003	0
# P/T Faculty	13
# Sections to make load	4
# Sections previous year (2 in sect. 2005)	17
# Sections taught by p/t faculty	100%

FTEF (Educational Master Plan: 2.2)	1.6 (+16%)	
Percentage who were Full time ONE	BOA approved the rehire of a full time faculty in 2004	
FTES		41.13 (+7%)
Instructional Load (WSCH)		1234 (+7%)
FTE		ZERO!!!!!!!

Connection to Program Review 2005 2014	ADVISORY Committee recommends – ABSOLUTELY YES
Staffing history 10 + years	LOST FULL-TIME FACULTY BAHRAM BADIYI IN 2003
New F/T faculty recommended by ASC –Strongly Recommended (BOA APPROVED REPLACEMENT 2004)	

Availability of Faculty:	Cannot be found – One applicant in HR and he is not qualified. Department can only offer advanced courses on Saturdays, which prevents some students from taking those courses.
Change in enrollment	2009/10 **(234)** 2013/2014 **(289)** (649 MIS department headcount)
FTEF Change in Enrollment	1.7 (EMP) 2.2 (EMP)
Staffing History	Two F/T faculty until 2003. BOA approved the replacement in 2003/4
Facilities, Technology Currency	**The position would be a huge help in assisting with** facilities, technology, and staying current to prepare students for transfer to a 4-year program.
Specialized Subject Area	**Yes:** Codes, Sustainable Design, Software (AutoCAD, Revit, Rhino, SketchUP, Photoshop, Illustrator), Architectural History, perspective drawings, model building (skills required during student's first and second years in college)

Labor Market Data Exponential growth in LEED Accredited jobs	EXPONENTIAL JOB GROWTH
	Leadership in Energy and Environmental Design (LEED) 470
	Revit 127
	AutoCAD 123
	Scheduling 108
	Construction Management 104
	Professional Engineer 95
	MSA: Los Angeles-Long Beach-Santa Ana, CA (Metropolitan Statistical Area) Date: Feb 01, 2013 - Jan 31, 2014 **McGraw-Hill surveyed over 1,000 firms & found there will be 25% shortage of Architects in 2014**
Regulatory, Legal, Advisory	ADA, CalGreen, CBC/IBC, USGBC mandate building codes for **Health and Safety** **Governmental regulations & codes** and Architects are liable if these codes are violated. Architects are responsible for **legal compliance** with all government agencies and regulatory codes. Codes infused in all courses. **Faculty must be current:** ADA, CalGreen, CBC/IBC. The advisory committee believes hiring a full time faculty is critical to the success and development of the Architecture program.
Single Person Department	YES (responsible for 45 courses/assessments/revisions/updates) 645 students in dept. Advises students for 7 hours per week. Teaches lecture/lab 15 hours in classroom PW with after release time consideration. Finds and places students in internships. Manages department website and social media site. Markets program to high schools on and off campus. Recently dissolved the student club due to lack of time.

Business Department
Academic Staffing Committee Presentation

Title of Position: Business Instructor—Accounting

Connection to the Mission of the College and the Department: Preparation for transfer to all 4-year upper division business degrees. The two accounting courses offered in the department are required for all business transfer students. In addition, the Business Department currently offers an Associate in Science Degree and Certificate of Achievement: Accounting (Transfer).

Job Description: Add a full-time faculty position to reach accounting courses, which have special minimum qualifications and are difficult to fill with part-time faculty. (Stated in Business Department Program Review since 2011/2012.)

Program Review/Institutional Data for Past Five Years:

				Yr 9/10		Yr 10/11		Yr 11/12		Yr 12/13		Yr 13/14	
				FL09	SP10	FL10	SP11	FL11	SP12	FL12	SP13	FL13	SP14
BUS 201 Acct I sections				5	5	5	6	6	5	6	5	6	5
BUS 202 Acct II sections				4	4	3	3	4	4	4	4	3	4
Total sections				9	9	8	9	10	9	10	9	9	9
Full-time taught sections				6	6	5	5	5	5	5	5	5	5
Part-time taught sections				3	3	3	4	5	4	4	4	4	4
Total sections				9	9	8	9	10	9	9	9	9	9
FTES-Business Dept					327		343		349		370		389
Growth over base year					100%		105%		107%		113%		119%
Accounting Transfer Degrees Granted					98		125		133		142		153
Growth over base year					100%		128%		136%		145%		156%

Staffing History: The Business Department has not formally hired a fulltime instructor since Bob Maxwell in spring 2001. In spring 2011, Stan Wright joined the department. However, the need for an instructor with an accounting background is paramount to the continued growth of the department. The ability to teach Accounting requires special minimum qualifications that differ from other business courses. Currently, only two of our fulltime instructors meet these qualifications, and they are teaching a full load of accounting courses.

Background and Other Factors: A new fulltime position in Business with an Accounting emphasis will address the growing interest and demand in the area of accounting. (An increase in section requests continue from Academic Affairs.) Most adjuncts who teach accounting classes are practicing accountants and have fulltime jobs; hence, many of them are unable to teach courses during the day when demand from students is greatest. In addition, both BUS 201 and BUS 202 are five unit classes; hence, adjuncts are limited to a maximum load of 10 units. To address student demand, instructors typically overload classes.

1. Chemistry Instructor – Organic Specialist – 1ˢᵗ priority
-Responsibilities include teaching lecture and lab for introductory chemistry, preparatory chemistry and organic chemistry courses. Instructor is expected to develop new instructional materials, work with instructional and stockroom support staff, develop new experiments that incorporate new and existing instrumentation (IR, GC, NMR, etc). Instructor is also expected to increase use of technology into organic curricula such as through molecular modeling software, online tutorials, instrumentation, and electronic lab notebooks. The instructor is expected to support the department's effort to incorporate "green chemistry" into the lab curricula.

2. Chemistry Instructor – Generalist – 2ⁿᵈ priority
-Responsibilities include teaching lecture and lab for introductory chemistry, preparatory chemistry, and general chemistry courses. Instructor is expected to develop new instructional materials, specifically related to lab experiments, work with instructional and stockroom support staff, develop new experiments that incorporate new and existing instrumentation (IR, GC, UV-Vis, etc) and teach hybrid online formats. Instructor is expected to coordinate the preparatory general chemistry series as a "curricular coordinator." This includes training new adjunct faculty, streamlining communication with use of instructional videos of pre-laboratory information, creating answer keys for lab experiments, and leading student learning assessment efforts. The instructor is expected to support the department's effort to incorporate "green chemistry" into the lab curricula.

Rationale
These positions are vital to the mission of the college to provide an "enriching education that provides students with essential academic skills and prepares students for transfer…." All chemistry courses meet General Education requirements and are necessary for transfer for all science, pre-medical, and engineering majors.
- In the last five years, the Chemistry department has undergone a **50% increase in FTES to 352.08**. This is fives times more than the college as a whole.
- This has caused the **Overload Rate to increase by 231%,** which is the second largest % increase for any department, while the college's as a whole as decreased by 28%.
- Over the last five years, the department has **increased sections from 37 to 56 sections (51%) for spring/fall terms**.
- Rate of growth is 10% each year – this year fall/spring terms = **61 sections**.
- This has resulted in the **number of adjuncts to increase by 68%.**
- Meanwhile, the **%FTF has decreased 9%** over the past five years.
- Current ratio of **FT to adjuncts = 5/17 (29%).**
- Since 2010, sections offered in winter and summer have **increased by 100% and 167% respectively.**

The demand for chemistry courses is not expected to decrease. For the current semester, the classes filled quickly, and waitlists were full. Even with a last minute addition of another Chem 201 course this semester, many students were still not able to enroll in a chemistry course.

The hiring of adjunct chemistry instructors is very difficult due to the small pool of qualified and properly trained applicants, especially for Organic chemistry. Despite advertising and networking efforts, the applicant pool is always small. At best, there are 2-3 applicants in the system at any given time. In addition, applicants often decline interviews or don't show up to interviews, as the pay is higher for chemists who work in industry (as compared to academia). Recently, there has been high turnover in adjunct faculty due to higher paying jobs elsewhere.
- Due to the course load, **adjunct faculty cannot teach two full chemistry classes**. One preparatory or introductory chemistry course is a 35% load, while a general or organic chemistry course is higher at 48-50%. The max load for adjuncts is 67%.
- The current adjuncts work at many different colleges or have full time employment in industry. Thus **splitting courses up among instructors is difficult to manage** due to scheduling conflicts.
- To meet streamline lab experiment coordination, all instructors are expected to follow the same lab schedule for each respective course. With the increase in adjunct faculty, this has proved problematic. **Instrumentation and equipment have become damaged and other safety problems have arisen**.

Lab is essential to the chemistry discipline. The teaching load for chemistry courses for full-time faculty is large compared to lecture-only courses due to the lab component. Preparatory or introductory chemistry courses are 6 TLUs, while the general and organic chemistry courses range from 8-9 TLUs.
- Each full-time chemistry faculty needs to teach only **two chemistry courses** to make the 15 TLU load requirement.
- For spring 2015, **30 chemistry sections** are planned.
- With 5 full-time faculty, only **1/3 of the offerings** can be taught by full-time faculty.

Even with 17 adjunct faculty, there is no way the department will be able to staff all of the offerings needed to meet student demand.

To be clear, the Chemistry department is at a point that we will have to cancel classes because we cannot staff classes. The situation is most critical for Organic Chemistry where demand necessitates at least 4 courses per semester. Due to safety considerations and expensive equipment (that can and has been put at risk), additional full-time faculty are needed. Specialized training and commitment to the institution is required for these positions.

In summary, the demand for chemistry classes is increasing, while the department has increased class offering to keep pace, we have exhausted our adjunct pool and will have to cancel classes without additional full-time professors.

Analysis of recent trends indicates the department needs an additional Organic Chemistry instructor and additional General Chemistry instructor urgently.

Full Time Position in Cinema/Film Studies

We are asking for 1 new full time instructor with a teaching assignment in the area of Cinema/Film Studies. The position will focus on enrollment at Canyon Country Campus. The position will teach all Cinema courses.

•This position meets the GE/Transfer portion of the college mission

•Cinema started out with Gary Peterson and Susan Cornner teaching a section or two each semester. Donna Davidson took over Susan's classes in Cinema in the mid 90's.   Gary Peterson split his time between Cinema and Communication Studies classes until he left Communication Studies in the early 2000's. Donna Davidson retired in 2007, and she was replaced in English but not in Cinema (50% of her load). Gary Peterson became the only full time Cinema faculty member at that time. Currently there are 6 part time Cinema instructors (Foster, Johnson, Santi, Bell, Bruckner and Keller)

•Since 2009/10 Cinema has enjoyed a 44% growth rate.
•FTES 2013/14 is at 126
•FTES in 2009/10 was at 87
•2.8 FTEF now

71% of classes are currently taught by part time instructors

Title of Position:
Full-time, Tenure Track Computer Information Technology Instructor.

Prioritization of Position:
High priority because the position relates directly to newly developed curricula and future expansion of our department.

Connection of Position to the Mission of the College, (CTE: Career Technical Education):
The focus of the Computer Information Technology (CIT) Department is Career Technical Education (CTE), which offers students the fastest route to a viable career pathway through quality training and retraining opportunities in computer technologies and software applications. Rapid acquisition of technology job skills by prospective employees and returning the jobless back to work quickly is of particular concern. The new position will allow us to offer a greater variety of CTE courses related to the expertise of the new hire, as well as develop innovative curricula in response to recent labor market trends and demands.

Job Description:
The position sought is a generalist and will provide full-time instruction in the core Computer Information Technology courses, which includes the Microsoft Office Suite, the Windows Operating System, Web Development (including HTML, CSS, and FTP administration), the Adobe Creative Suite, and medical office administration. Other duties include curriculum development, program review, committee participation, outreach, and other assigned departmental or institutional tasks in support of the Department's role.

Program Review Data:
The decreases in the *percent change* column below are largely accountable due to the cancellation of sections at the Canyon Country campus and to the loss of instructors due to illness.

Program Review	9/10	10/11	11/12	12/13	13/14	% Change
FTES	206.01	338.00	249.16	212.43	201.36	-2%
WSCH	6,180	10,140	7,475	6,373	6,041	-2%
FTEF	6.7	7.2	7.5	6.9	6.6	-2%
FULL-TIME FTE	2.8	3.1	2.7	2.5	3.2	13%
OVERLOAD FTE	0.6	0.3	0.9	1.3	0.5	-2.5%
ADJUNCT FTE	3.3	3.8	3.9	3.1	2.9	-1%
% OF FACULTY FULL-TIME	42%	43%	36%	36%	48%	-
INSTRUCTIONAL LOAD	463	703	496	463	460	0%
SECTIONS TAUGHT	61	66	61	65	59	-3%

Funding Source for Position: Not applicable

Staffing History of Department:
Two full-time positions were lost to retirement in 2007 and need for replacements is imperative due to development of new programs within the Department and the need to remain innovative. Finding qualified instructors in the newly expanded areas of web development and medical office administration has been exceedingly difficult and filling these positions with instructors who have no long-term vested interest in our department does not provide the consistency, stability, or quality of instruction necessary to assure a successful program.

Additional Information:
Due to the loss of two full-time faculty, three staff are now left to administer a relatively large curriculum with numerous morning, afternoon, and evening sections. Since 2007 there has been tremendous convergence of technology on the Internet and a marked increase in the demand for web-related technology specialists and medical record administrators (growth of 20% and 12%, respectively, projected over the next eight years – BLS). The CIT Department responded by developing new CTE programs, but now requires the addition of another full-time faculty member to assure that these programs remain current, attract the target participants, and meet the needs of the community and local businesses. Furthermore, it has been exceptionally difficult finding qualified adjuncts to teach web development courses to non-programmers, as most who have applied come from Computer Science backgrounds and have no experience building web sites with an emphasis on front-end processes, best design practices, usability, and accessibility. This difficulty has been compounded by the recent loss of three of our most dependable adjuncts due to catastrophic illness. Many of our students take our classes with the objective of acquiring a specific skill set related to their career and are not necessarily interested in completing an entire program, but should nevertheless be considered successes in terms of their initial goals. As with many similar CTE departments, determining success based exclusively on the number of program completers is misleading and does not necessarily reflect the need for additional full-time instructors possessing concomitant skills necessary to maintain continuity between the needs of our students relative to the future development of our programs.

<div align="center">

COMMUNICATION STUDIES
Academic Staffing Committee Presentation
Submitted by: Victoria Leonard, Department Chair

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TITLE OF POSITIONS:

Position #1   Communication Studies Instructor – (Communication Theory Generalist *4th request*)
Position #2   Communication Studies Instructor (Communication Theory Generalist *6th request*)

CONNECTION TO THE MISSION OF THE COLLEGE AND THE DEPARTMENT: **1. Preparation for Transfer:** COMS is a transfer major. There are two Associate Degrees in the program – General COMS A.A. and Transfer A.A.-T. **2. Providing students with a quality education that prepares students for transfer and the workforce.**

JOB DESCRIPTION:

The faculty member will teach public speaking, Communication and Gender, Interpersonal Communication, Intercultural Communication, Process of Communication and, Small Group Communication. These are theory courses where trained part-time faculty are difficult to find. In addition, this faculty member will be hired to take over as department chair, qualified to teach online, and will oversee the department at CCC. Pending funding, he or she will assist in developing a Communication for Youth Institute, designed to reach youth in the Santa Clarita Valley. The faculty member will develop additional credit and noncredit courses designed to develop partnerships with community members and businesses in the Santa Clarita Valley. **All goals and objectives are, and have been, cited in the past several Program Reviews and the Educational and Facilities Master Plan.**

PROGRAM REVIEW/INSTITUTIONAL DATA FOR PAST FIVE YEARS:

Full-Time Faculty:	4 (Increase of 2 since 1995; last generalist hired in 1999)
Part-Time Faculty:	19 (Increase by 6 since 2010-11)
FTES:	Increased by 49% in the past 5 years (as compared to the college, which is up 10%)
FTEF:	12.1 (Increased from 8.3 in 2009/2010)
Headcount:	3,012 (Increased from 2,246 in 2009/10).
Majors:	2010/11: N/A 2013/14: 401
Degrees:	A.A. implemented in 2010/11: 7 degrees. 2013/2014: 38 degrees
Courses Taught by Full-time Faculty:	33% as compared to the 37% by the college (Note: Down from 40% in 2009/2010 when more sections were taught by FT faculty)
Sections:	119 (up 45% from 82 sections in 2009/2010)
Instructional Load:	448 (up 2%, compared to the district, which is down 7%. Note: Performance based classes with a class cap will always prevent the Department from achieving a higher Instructional Load)

STAFFING HISTORY: In 2007, the job description was written and advertised when HR contacted me to request that we withdraw the position due to potential funding issues which might hurt candidates. We were told it would not be wise to move forward, and told we would get the position once the budget improved. We respected the request from HR and pulled the advertisement. We were never given the position back. The COMS department was placed on the urgent list for the past two staffing cycles.

BACKGROUND AND OTHER FACTORS:

Victoria Leonard was hired in 1995 as a replacement position. In 1999 David Stevenson and Karyl Kicenski were hired. Michael Leach was hired in 2007 specifically for Forensics. 40% of his load is forensics. Communication Studies is a discipline that has three distinct branches: *Communication Theory, Rhetorical Studies, and Performance Studies*. **Currently, the department does not have enough full time faculty to adequately cover these areas adequately.**

- A full-time instructor would **improve the adjunct/full time ratio.**
- The addition of new faculty has been **cited in the past nine program reviews and last four educational master plans.**
- **A new full-time faculty member would provide staffing in a discipline where there is a history of difficulty finding adjunct faculty.**
  1. It is difficult to find qualified adjuncts in Communication Studies because many who are qualified go into the business sector and are available only in the evening.
  2. Finding adjuncts qualified to teach the 200 level courses is very difficult. Due to lack of qualified instructors evening sections have been limited and full-time instructors have to prep at least three different courses each semester to rotate the curricula.
  3. It has been difficult to staff the large number of sections at CCC, especially winter, because adjuncts return to other campuses while our winter session is in progress.
- A new full-time faculty member will **improve instructional load.**
- Current generalists (Victoria Leonard and Karyl Kicenski) prep four different courses each semester to cover the courses in the Department, and to allow students to complete their Associate Degrees.

Computer Science Department: New Position

Connection to mission statement: Transfer, AS and our **NEW AS-T degree**.

Brief Job Description: Currently College of the Canyons offers 6 of the 8 Computer Science courses for CSUN transfer students only once a year, 4 of 6 of the new AS-T degree courses are only offered once a year. An astounding 10 of our 13 courses are only offered once a year. The new faculty member will serve but one purpose, to allow the Computer Science dept. to offer critical, required courses every semester instead of once a year.

Program Review Data: Full-time faculty for 13/14 = 1 (decrease from 2 in 2012, 3 in 1988); Part-time faculty = 2; FTES = 77.7 (or +31%); FTEF = 2; Instruction load = 583 (up 15%).

Demand for courses: Due to overwhelming demand and large wait lists, 4 sections of Computer Science were added days before the start of the fall semester. All filled immediately, even Fri/Sat. sections. Currently we have 8 sections of students from our intro course that will feed into a single section (for the year) of Computer Science 2. In addition, Computer Science courses are required for degrees and transfer in Engineering, Math, CIT, Networking and are in other discipline's AS-T degrees.

*History***:** When the replacement position for Doug Forbes was presented our sections were down because the college wanted to reduce sections, not lack of demand, the need has always been strong. Most departments that presented at that time were negatively affected by budget and section cutbacks, especially compared to the relative ease in which replacements are forwarded now that the budget picture is brighter.

Difficulty Hiring Adjunct Faculty: Both our current adjuncts are actively seeking full time positions and teach part time at CSUN which pays significantly more than College of the Canyons. We could easily lose both in the near future. The department consistently has difficulty hiring (and keeping) adjunct faculty to meet scheduling needs as jobs in industry with the required degrees or experience pay significantly more than we do. Typically, adjunct faculty members are available during evening hours; however, most Computer Science major students are available during the daytime. More importantly, we are never going to find an adjunct capable and willing to teach 3 different sections in the fall and 3 entirely different sections in the spring, which is why we need a full time position.

Current and future plans for department growth and innovation: With the recent approvals of the AS-T in Computer Science, AS degree in Math, AS degree in Engineering, AS-T degree in Physics, and pending AS-T degrees in other sciences, it is more important than ever to ensure that the necessary Computer Science major courses are consistently offered each semester. The current faculty member teaches at least 5 different sections each semester in order to get one 'track' of Computer Science majors through per year. In order to allow a second 'track' we need a second faculty member willing to teach a wide variety of courses each semester.

Job Prospects: According to Michigan State University's Recruiting Trends Report (2014-15) on the top starting salaries for graduates, 4 of the 7 top salaries are for jobs that are directly related to Computer Science. If you include Engineering and Math, majors that require one to several Computer Science courses, 9 of the 10 best paying jobs are impacted by Computer Science.

Addresses access, equity, and retention issues: To quote Donald Rumsfeld: 'We don't know, what we don't know'. During bad budget times Computer Science offered just 3 sections of our introduction course per year, then offered students advanced courses just once a year. This last year, 8 sections (incl. summer) of the introduction course were offered. Part of that was pent up demand, but we still only have a single section of the advanced courses per year. We frankly don't know how many Computer Science majors will not be able to get the advanced courses they need to complete a degree or transfer.

At CSU Northridge, nearly 80 of the 120 units needed for a Bachelor's degree in Computer Science are lower division courses (incl. Math and Science requirements). For students that start at CSUN, they have all 4+ years at CSUN to complete the 80 units. For students that start at College of the Canyons, they face an uphill climb getting the required Computer Science courses.

Program Description	The Counseling Department is unique as it delivers both student service and instruction. It provides educational, career, and personal counseling in a variety of delivery methods including individual private appointments, online and in-person consultations, and group workshops. The Department offers ten counseling courses. Counseling faculty respond to students in crisis, make referrals to appropriate services and agencies, consult with university representatives, perform intervention strategies with students in academic difficulty, complete specialized tasks related to the evaluation of student transcripts, request major course substitutions, and spend time documenting in detail all student contacts on the SARS Grid database. Last year Counselors met with 10,476 students and developed 5,224 student educational plans. There were also 2,438 students that attended workshops and 5,288 drop-in contacts.
Connection to College Mission	The mission of the Counseling Department is to support student success and help students achieve their educational and career goals. Basic Skills: We teach academic skills so students learn to study effectively and achieve college success. Transfer: We prepare students for transfer to other colleges and universities informing them of transfer admission requirements, major preparation requirements, and appropriate general education courses. CTE: We prepare students for the world of work and the attainment of their career goals through career assessments and career exploration strategies.
Title of Positions Requested	**Position 1**: FT Generalist Counselor, Canyon Country Campus
Job Description(s)	The full-time Generalist Counselor would provide needed services to all students and teach counseling courses at the Canyon Country Campus.
Program Review Data	*10 Current FT Faculty:* 1 at CCC, 1 at reduced load (80%), 1 with a dedicated teaching load of 40%, 1 assigned exclusively to the Allied Health and Public Safety Division, and 1 receiving release time for Chair (40%). Counseling appointments are in high demand and with limited personnel it is a continuous challenge to provide student access.
Department Staffing History	In fall 2011, a CCC Counselor was placed on the Academic Staffing Committee list of recommended new hires. As late as fall 2013, this position was moved to the "Urgent" category. This position remains unfilled, and has now been removed from the ASC list. In 2012, the department requested replacements for two Counselors that retired: while one placed at #7 and the other on the second tier, they both remain unfilled. The department also lost 1 FT classified assistant and a program advisor -- both positions remain unfilled.
Counselor: Student Ratio	As of Fall 2014, the counselor – to – student ratio at the Canyon Country campus is 1-counselor for every 2,237 students based on a 5,147 headcount. This reflects a current CCC Counseling staff of 1 full-time counselor and 2 adjunct counselors serving at 67% load. The above total number only reflects enrolled students, and does not take into account applicants and potential students. Counselors meet with all students to create student educational plans.
Addresses Regulatory/Legal Compliance Issues	SB 1456 legislation mandates that all new students must possess a one semester educational plan to be fully matriculated, as well as a comprehensive plan upon completion of 15 units. These requirements will increase the demand for counseling appointments, workshops, and counseling instruction. Other programs that require Counseling access include Financial Aid students who need appeals, Veterans, MESA, AOC, FYE, and academically at-risk students.

1. Culinary Arts Instructor/restaurant operations
2. Culinary arts Instructor/catering operations

These positions will support the new Culinary Arts building and educate students to be successful in a vast array of culinary professions.

The full time culinary instructor for restaurant operations will run the café production classes and support the catering department with Back of the House duties. This individual will be responsible for the integrity of the food prepared and served. They will teach students in a professional, real world environment. This person will work with all food vendors, supply vendors and local farmers to educate our students for an overall experience of the culinary profession. This position needs to be filled by an experienced, seasoned, well connected, top rated chef.

The full time culinary instructor for catering operations will teach all catering classes, Front of the House classes and Garde Manger classes. This individual will need to have an extensive background in catering and be able to educate students on the principles needed to be successful in the catering/food business. These classes are 80% lab and require a dedicated professional who can maintain high standards set by College of the Canyons and the Culinary and Wine studies programs.

- Currently ICUE has 1 full time faculty and 7 part time faculties. We have 25 sections and over 320 declared majors in culinary, baking and wine. The department s 1 full time faculty is responsible for all SLO's, Program reviews, Curriculum and its revisions, Outreach, scheduling, and a host of other duties relating to running two programs.
- Our enrollment has stayed steady over the last few years because we have not had room to grow. We currently have 1 kitchen, only able to accommodate 17 students at a time. We run classes Monday – Saturday day and night. The department chair must work every Saturday to accommodate lack of space and part timers restraints. All part time faculty have jobs in industry which makes their schedule very limited, the end of the week is always the busiest in the culinary profession.
- Our lab classes, which are 90% of our classes run 6-7 hours a day, two days a week. We are currently on an 8 week turn around.

Careers in the Culinary Arts and Wine industry are up 14% within the last two years. According to Restaurant Trends Magazine. The job market is ready to hire our graduates. We have a stellar reputation in this community as well as outside our community. We need to maintain this reputation.

The college has built a 12,000 sq ft facility with 4 kitchens, a restaurant and a wine studies room.

We cannot operate as before and must rise up to this occasion and hire the proper staff to allow College of the Canyons to have the best culinary arts and wine studies program in California. We have the resources and we can set an example for all other community colleges and have this be the model for culinary education. Students will attend if we give them the proper classes to be successful.

In closing, with our restaurant and catering departments we can generate enough funds to be self sustainable and not relay on state funding for our instructional supplies (ingredients). This will allow other departments to disperse of those funds and use accordingly.

- **Position Title**: Early Childhood Education, Full Time-Faculty (designated for CCC)
- **Priority:** This position directly relates to the newly developed curriculum through the statewide CAP Alignment Project. The position also supports expansion of ECE curriculum and will allow COC ECE to take part in the statewide CAP Expansion Project
- **Job Description:** College of the Canyons provides an integrated program of coursework and practicum experience in state-of-the-art, licensed and accredited campus lab schools. The program provides pre-service and in-service training for teacher-caregivers and meets the course requirements mandated for Title 22 and Title V programs.
- **College Mission:** This position will support student opportunities for transfer, work force (CTE) skills and attainment of learning outcomes in the field of Early Childhood Education.
- An additional full time faculty would address our need to expand and promote the quality of our current program by increasing student success through equity, access, and retention as well as meet the current professional demands in the field. The need for this position is supported throughout our Program Review.
- COC is now a CAP aligned college and our curriculum has gone through major changes, including adding additional courses. We are in need of additional full time faculty to help teach these new courses. We are now working on CAP Extension, which will create additional classes in our department in the very near future. We have recently hired 5 adjunct faculty members in order to staff our current course offerings. We presently have 2 full time faculty and 13 adjunct faculty on staff. In spring 2015 full time faculty are teaching 8 of the 32 sections offered, 25% of the classes offered in the department. An additional full time faculty member will help to improve the adjunct/full time ratio in ECE.
- This position will help to meet the job market demands in ECE and EDUC. Teacher preparation programs have seen a decline while job market data shows that there will be a significant need for more teachers due to expected retirements. We are currently not training enough teachers.

The position will allow ECE to:

- Provide our students with a more consistent, coordinated TRANSFER pathway to higher education.
- Provide the department with the ability to coordinate our academic program with our 2 lab schools (Valencia and Canyon Country) to ensure high quality teacher preparation
- Expand our current course offerings to reflect the CAP Expansion Project. We are starting to see this increase now. In 2013-2014 ECE offered 52 sections. In only spring 2015, ECE will offer 32 sections. In addition to fall, winter and summer, 2014-2015 will be the largest year of ECE classes offered ever.

PROGRAM REVIEW DATA

Program Descriptors	2009/2010	2013/2014
Degrees Awarded	21	30
Certificates Awarded	27	14 (certificate revision in process)
Sections Offered	52	53 (32 offered in spring 2015)
Headcount	893	825
Declared Major	N/A	731 (2012/2013)
FTES	153.8	148.74
WSCH	4614	4462
Full Time Faculty	2	2
Adjunct Faculty	9	9 (13 in 14/15)

- ECE Program review data has been steady over the years. With the increase in classes offered, labor market demands, and the labor market need for highly qualified teachers; College of the Canyons is in a position to expand its teacher preparation programs on both the Valencia and Canyon Country campus.
- We are in the process of expanding our course offerings to meet the 24-unit transfer path for students transferring to university. We are in a growth phase where our classes often fill and have full waitlist many weeks prior to the semester.
- **ECE Student Success Rate = 81%**

English Department New Positions: 3 Positions Requested

Connection to Mission: Transfer and Basic Skills

Brief Job Description:
Teaches a full load of courses, including both basic skills and transfer level courses, and upholds other typical faculty responsibilities. Desirables include experience teaching at both transfer and basic skills levels with specialties in Rhetoric and Composition and acceleration.

Program Review Data:
English Department enrollments continue to increase: **853 FTES (09/10)**; **896 FTES (10/11); 957 FTEs (11/12)**; **1,007 (12/13); and 1059 (13/14).** This represents an **increase of 24%**, maintaining an average class size of 32, but with the equivalent of **4 less FT faculty than in 2012**.

Staffing History and 3 Positions Requested:
- The English department presented to Academic Staffing committee in Fall 2011 and had **two new positions** recommended, one as urgent and one as highly recommended, but neither of these positions were sent forward for authorization to rehire.
- **Beda's position (vacated in Spring 2012)** was reviewed in Spring 2012 and was not recommended for rehire by the Staffing Committee.
- **Brezina's position (vacated in summer 2012) and Pescarmona's position (vacated in summer 2013)** were recommended for replacement by the Academic Staffing Committee but were not sent forward for authorization to rehire.
- **Cheng-Levine's position (interim administrative assignment starting in Spring 2014)** will likely need a replacement.
- The English Department had two Generalist positions hired in Spring 2013 to replace retirees Ayers (with Voth) and D'Astoli (with Kaiserman). Even with these two replacement hires in Spring 2013, the English Department continues to show a decrease in FT faculty over the last decade despite its significant growth in FTES. Hence, the English Department has an urgent need for **3 new positions.**

Additional Information:
- **Improves Adjunct/FT Ratio:** The data provided indicates that in 13/14 English adjunct faculty alone constituted 20.2 FTEF, surpassing the FT faculty count of 16.
- **Addresses Staffing Shortages**: Hiring and retaining quality adjuncts has proven to be very difficult, especially recently, due to our relatively large class size and lower pay as compared to neighboring colleges. For instance, 14 new adjuncts were hired to meet Fall 2014 demand, 5 of which were emergency hires. Fall 2014 sections were in serious danger of being cancelled due to instructor shortage. The additional Fall 2014 adjunct hires resulted in approximately 25 adjuncts requiring evaluation by the existing FT faculty.
- **Meets an Important Employment/Job Market Demand:** The current job market demands employees that have strong communication and writing skills, curiosity and creativity, and the ability to "re-engineer" themselves when needed to adapt to the changing workplace (Forbes Magazine, 2010). English fosters all of these skills and produces graduates that are well-equipped for today's changing job market. In addition, the Department is developing an emphasis in **Professional Writing** that would address needs in CTE programs.
- **Supports Student Success**: According to a Summer 2009 survey conducted by the English Department and Institutional Research, only 57% of the respondent reported feeling confident in their writing skills. Further, research conducted by the Office of Institutional Research in April 2009 illustrates that students have success rates up to **18% higher in basic skills courses taught by full-time faculty** as opposed to those taught by part-time faculty.
- **Assists with Coordination of Programs:** In order to continue to lead and innovate, the English Department needs additional FT members. There is a particular need for additional expertise in specialized areas, such as Rhetoric and Composition and acceleration.

Job Description

- Teach a full load of geology courses in online, hybrid, and face to face formats.
- Sponsor and advise student extracurricular activities in the geosciences.
- Serve as a mentor and advisor to students seeking and education and career in the geosciences.
- Desirable Qualifications and Job Duties
    - Teach courses in other disciplines in the ESES department that instructor might meet the minimum qualifications in such as Geography, GIS, and ENVRMT…..
    - Help lead and expand the departments field study offerings

Staffing History

- The Geology program currently only has one full time faculty and 7 part time faculty

Program Review Data

Year	FTES	WSCH	FTEF	Full Time Faculty	Overload	Adjunct Faculty	% Taught by Full Time	Instructional Load	Sections Taught
13-14	97.96	2939	3.1	0.5	0.3	2.3	16%	469	31
12-13	84.35	23530	2.5	0.4	0.1	2	17%	506	25
11-12	71.19	2136	2.3	0.4	0.2	1.7	19%	472	22
10-11	64.18	1949	2.1	0.8	0.3	1	39%	470	21
9-10	65.56	1967	1.8	1	0.3	0.5	56%	554	18
Change 09-14	49%	49%	76%	-50%	0%	391%	-71%	-15%	72%

- Only 16% of the instructional load in geology is taught by full time
- For non-CTE programs only ANTHRO (15%) and PHOTO (15%) have a lower percentage of their instructional load taught by full time.
- For 2014-2015 the instructional load in geology is taught by fulltime is 10%
- In the five years of program review data the Geology FTES has grown by 49% and the number of sections has grown by 72%
- 35 sections scheduled for 2014-2015 (an increase 4 sections over last year representing a 94% growth in sections in the last 6 years)
- The number of adjunct faculty has grown by 391% from 2009 to 2014

Need

- The Geology program is a single full time faculty member discipline, hiring a second full time faculty will help ease the workload on the limited amount of full time faculty (3) in the multidisciplinary ESES department(6 programs) for conducting program review, student learning outcomes, curriculum, and other program./department business.
- The Full Time Faculty Geologist is overloaded at 160% due to staffing difficulties and rapid program growth
- An adjunct instructor is also currently overloaded for same reasons as above.
- Staffing difficulties: Only two people have applied to the Geology Adjunct Pool in the last two years.

Future Growth

- AS-T degree in Geology started up in Fall 2014
- Newly mandated Earth Science Lab Course starting in fall 2015
- New Dinosaurs Life Science GE course starting in fall 2015

Librarian—Outreach/Reference

Position description:
The person filling this position will
- develop information competency skills assignments, workshops, and online tutorials, especially for special populations (online, transfer, non-credit, basic skills, and AOC students);
- provide instruction to classes in the Library or in the instructor's classroom and teach courses in the library curricula as it evolves (e.g. LMTECH 100);
- spearhead outreach efforts to local partner schools (William S. Hart District, University Center partners, etc.), expanding the scope of reference services and information competency training to new venues and align goals for information literacy curriculum and instruction;
- work collegially with other faculty, staff, and administrators on campus committees, represent College of the Canyons to local and regional organizations, and investigate mutually beneficial community partnerships with local businesses, libraries and schools.
- provide reference/information services at the Valencia and Canyon Country campuses and to online education students.

Program review objectives:
Strengthen the Library's bibliographic instruction program by offering more sections of LMTECH 100 and ***adding drop-in workshops*** focused on the effective use of online resources (TEACHING AND LEARNING).
The Library will further ***embed its instructional support services into the classroom environment, especially through online course management platforms*** (TEACHING AND LEARNING).

Justification:
This position was previously listed as highly recommended by ASC.
The number of fulltime librarians has shrunk from 3 to 2. The number of adjuncts has grown to 10.
Ratio of full time equivalent faculty to actual full time faculty: 1.76 to 1.

Annual student count 2004-5: 24,032. 2014-2015: 31,081. Increase: 29.33%.
Ratio of actual students to library full time faculty members (2004-2005): 8011 to 1.
Ratio of actual students to library full time faculty members (2014-2015): 15,541 to 1.

Title 5, section 58724 and ACRL recommended staffing levels for college libraries in the state.
5,000-7,000 FTEs per semester: 5 professional librarians. FTEF in COC library is 3.52.

Outreach and instructional technology skills and experience are not part of the current talent pool among the COC library adjuncts, nor were they evident in the pool of 30 applicants (accumulated over the course of two and a half years) the library reviewed this past summer.

The entire learning resources division currently has only 2 full time faculty members. Between them, they represent the division on multiple committees and on the Senate.
Ron Karlin shoulders much of the work of providing reference and instruction but cannot extend himself further.
Peter Hepburn has the work of a department head as well as reference, collection development, and occasional instructional duties.

Department of Modern Languages-Spanish Instructor

Connection to the mission of the college
The department of Modern Languages prepares students to live in a multilingual/multicultural society. Additionally they transfer and major in Spanish or French. Most recently, the AA-T for Spanish was approved.

Full-Time-Tenured Spanish Instructor
An instructor qualified to teach Spanish and (desirable) another Romance language such as Italian or French.

ML Program review data
- Full time FTE is **2.3;** Adjunct FTE is **6.5**
- Ratio at **.35** lower than the college at **.6**
- Total Full-time is **3** whereas Adjunct is **17**
- **27%** of all the courses taught by Full-time **63%** is taught by Adjunct

This presents a major problem in terms of maintaining a uniformity, quality of instruction and continuity for all ML programs, but more so for the largest (Spanish)
- FTEF at **8.8** from **5.7**; an increase of **55%**
- FTES at **236.07**; an increase of **40%** and a WSCH total of **7,082**

ML Enrollment trends
- ML serves more than **1515** students per year; 67% study Spanish: 19% study French; 6% Italian; 6% German; and, 2% Chinese
- **52%** increase – sections from **44** to **67**
  Spanish is growing—not only monolinguals but also bilingual students
- **43%** of the college students identify themselves as Hispanic. The program needs to develop the bilingual track, as well as add other languages

ML Staffing history
- No new positions for more than **13 years**
- **3** full time instructors (2 Spanish, 1 French)
- **Difficulty finding qualified instructors** due to 1- nature of FL and 2- most recent, the new minimum qualifications

Recommending this position will:
- **Improve adjunct/full time ratio** (still will be lower than COC at .50 ratio)
- **Meet an important job market demand** given that careers in translation/interpretation are expected to be in high demand in the future
(According to the Bureau of Labor Statistics, "Employment of interpreters and translators is projected to grow 46 percent from 2012 to 2022, much faster than the average for all occupations")
- **Address scarcity** of talented adjuncts in FL languages in particular for Italian
- **Help with the growth and innovation** by developing the Spanish bilingual track at the same time of improving quality for our monolingual programs
- **Make our programs competitive** for our students

• **Connection of Position to the COC Mission, Vision, Philosophy and Goals:** The Orchestra and Symphonic Band Director's role is to prepare Instrumental Performance Music Majors (woodwind, brass, percussion and string players) to successfully transfer and/or graduate by providing diverse musical ensembles for them to develop critical work-force skills.
In the process of fostering technical competencies in music, students will greatly contribute to promote College of the Canyons' high academic and artistic standards, within the local community and at state and national levels.

• **Brief job description:** Instructor should develop close ties with local Elementary, High School, Junior High, and university instrumental music instructors and band leaders to promote opportunities for interaction and recruitment of classically trained instrumentalists for our Applied Instrumental Music program. The position requires an individual that is knowledgeable of the standard Classical repertoire as well as of the music written today. Responsibilities include:

• Auditioning and placement of students according to their skills-level to receive individual instruction as part of the Applied Music program.
• Hiring and supervision of music mentors who provide instruction in the various woodwind, brass, percussion, and string instruments.
• Attendance and participation of Applied Music class (Music 190) providing constructive feedback to all music majors.
• Attendance and participation in end-of-semester juries.
• Collaborate with COC's Theater, Dance and MEA, in the production of high-profile, professional-quality events.
• Investigate and foster collaboration with other academic and artistic institutions.
• Planning and conducting of concerts within COC's campus as well as at outside events and festivals.
• Instructor should also be able to develop curriculum and teach General Education classes such as *Fundamentals of Music, Music Appreciation, Music History*, as well as the various music theory courses offered by the department, online and in-person.

• **Justification for changes in the position or job description since last hire:**
Through its jazz, choral and vocal ensembles, the Music Department has provided College of the Canyons with state-wide visibility through several award-wining performances at events such as the *Monterey Jazz Festival*, and the *Reno Jazz Festival.* This coming summer, our choirs are planning to travel and perform in Paris, thus exposing our ensembles internationally. Not surprisingly, about 70% of our transferring and graduating students are vocalists. Conversely, by not having an Orchestra and Symphonic Band Director to oversee the recruitment and training of classical players, as well as to promote the growth and development of college-based classically based ensembles, the department is being remiss. Currently, potential students interested in studying an instrument choose other community colleges such as *Pasadena City College, Santa Monica College*, *Saddleback College, and Ventura College*, among others. There is an urgent need to produce classically trained instrumentalists for the demands of the job market. Following is a sample of job opportunities and salaries for trained orchestral performers.

Professional Orchestral Musicians: From $28,000 to $143,000 (Example: *Alabama Symphony* pays $36,594. *Boston Symphony Orchestra* pays $132,028. Range is for a full-time orchestra with a season of approximately 40 weeks. Other per service orchestras with shorter seasons would have a lower salary.

Community Orchestral Musicians: *Atlantic Symphony Orchestra* pays $70 per rehearsal or performance for string section player; $90 per rehearsal and $110 per performance for string principal player. $100 per rehearsal and 125 per performance for associate concertmaster.

Session Musicians: The pay range is extremely wide; up to $100,00+ The *American Federation of Musicians* specifies the minimum rate.

Studio Musicians: Union scale pay rate varies according to the situation. Generally there is an hourly fee that ranges between $80 to $127 per hour. Fee may be higher if performer doubles (plays two or more instruments) or is a group leader.
The Musician's Union rate in New York City is, for a 2 hour concert $261. For a 3 hour night rehearsal: $261; and for a 2 hour day rehearsal: $131 (Principal players receive more). Non-classical "gigs" pay between $75 and 125+ per musician for a club date. Sometimes bands perform for a % of the door (cover charge), depending on the reputation of the band, how many people attend, size of the club, etc.
Source: http://www.berklee.edu/pdf/pdf/studentlife/Music_Salary_Guide.pdf

PROGRAM REVIEW DATA

FTES:	09/10	10/11	11/12	12/13	13/14	% CHANGE
	287.44	281.50	273.80	238.43	233.29	-19%
WSCH:	8,623	8,445	8,214	7,153	6,999	-19%
FTEF:	8.9	8.9	10.0	9.6	9.6	7%
Full Time:	4.6	4.5	3.6	3.6	4.0	-13%
Overload:	0.7	0.5	0.7	0.9	0.3	-53%
Adjunct Faculty:	3.6	3.8	5.7	5.1	5.2	44%
% of Faculty Who Were Full Time:	52%	51%	36%	38%	42%	42%
Instructional Load:	482	475	410	374	365	-24%
Section Taught:	102	100	106	99	99	-3%

The implementation of this position will enable the Music Department to:
•Dramatically increase the number of highly qualified transfer and graduate music students, particularly in the areas of instrumental performance.
•Become and remain competitive with other community colleges that host exemplary bands and orchestras while providing *College of the Canyons* ensembles to represent us during the many public functions that occur during the academic year.
•Improve adjunct/full time ratio, and meet an important employment / job market demand, through the training of instrumental performers.

TITLE OF POSITIONS: Nursing Faculty

CONNECTION OF POSITION TO MISSION OF COLLEGE: The Nursing faculty prepare students for CTE and provide transfer education by co-enrolling 50% of students in a BSN program at CSUN. 88% of all nursing program graduates are employed within one year.

JOB DESCRIPTION: The faculty members will actively participate in all aspects of the existing Nursing program, including teaching (lecture, clinical, lab coordination), with an emphasis on medical-surgical and gerontological nursing, as well as other requisite faculty duties.

JUSTIFICATION FOR CHANGES: The justification for change relies on a regulatory and compliance issue. The BRN requires that **greater than 50%** of the faculty are Full time. Currently we have an unanticipated midyear retirement of a district funded full time position. We are currently at **29.2%** but will decrease to **27.7% or lower** with the upcoming retirement**.** The BRN calculates FT/PT faculty as actual numbers of faculty. At the recent BRN site visit, the BRN necessitated the importance of hiring another Full time faculty member. This hiring is also in alliance with one of the nursing program review objectives: *Maintain California Board of Registered Nursing (BRN) approval by remaining in compliance that will allow the school to offer an associate degree in nursing. (**Goal:** Institutional Effectiveness)*

Position 1: (Priority one) Replacement of retiring faculty (Lori Brown), placed on the urgent list; to be in compliance with the BRN regulatory body directive for FT / PT ratio.

Position 2: Continue with Nursing Position on the strongly recommended list.   During the previous BRN visit they stated we should have 15 FT faculty to be compliant.

PROGRAM REVIEW DATA

Current Full Time Instructors: 14 (13 after upcoming retirement)
Current Part Time Instructors: 34 (would increase by 3 or 4 to cover FT vacancy

FTES						WSCH						FTEF					
09/10	10/11	11/12	12/13	13/14	Change	09/10	10/11	11/12	12/13	13/14	Change	09/10	10/11	11/12	12/13	13/14	Change
339.71	329.20	240.53	266.10	273.27	*-20%	10,191	12,416	7,216	7,983	8,198	-20%	20.3	20.3	17.6	19.1	13.8	-32%

*Decrease in FTES is based on new attendance manual requiring nursing classes to use Positive Attendance. There was no decrease in the size of the program.

FUNDING SOURCE: Position 1 is currently a district funded position becoming vacant by retirement.
Position 2 is not funded and would need to be District funded.

STAFFING HISTORY: Position #1 is a retirement effective December 2014.
Position # 2 is under strongly recommended since spring 2013.

ADDITIONAL INFORMATION:

Improvement of adjunct/full time ratio: Both positions would improve the existing full time-to-adjunct faculty ratio. Not doing so jeopardizes BRN approval and National Accreditation. Without BRN approval, our graduates cannot take the licensure exam. Without the latter, graduates may not be able to further their nursing education, and may find it difficult to find RN jobs it they are not graduates of an NLN accredited program.

Job Market/CTE: According to the U.S Bureau of Labor Statistics, employment of registered nurses is projected to grow 19 percent from 2012 to 2022, faster than the average for all occupations. There will be an increased need for 1.2 million RNs due to growth and replacement by 2020. (http://bls.gov/news.release/ecopro.t06.htm) According to the American Journal of Medical Quality, California tops the nation with the most nursing job openings. (http://ajm.sagepub.com) Our students fulfill the job market need for RNs. During 2009-2011, 93% of COC RN graduates reported that they were employed as RNs.

Historically low WSCH/FTE: Nursing historically receives four to six times the number of applicants than space allows. 1 in every 5 6 students list nursing as their major. It is imperative to keep this funded unfilled position.

Coordination of Programs: Having a FT faculty as opposed to a PT faculty is a benefit to the students for many reasons. There is an extraordinary amount of preparation and oversight required.

Regulation and compliance: The BRN statement on faculty indicate that "the majority of the faculty should be full time." (CCR Sections 1424g and 1425.1)

Competitiveness: Employer surveys indicate that COC's nursing graduates are outstanding nurses. Maintaining community/employer perspectives improves competitiveness in the local and broader communities. Both positions will allow for the faculty member to have a part of their load as skills lab coordination to help advance our existing lab facilities into ones which are more innovative. A **notable lack of clinical sites** requires that some patient care experiences be simulated in the skills lab. It is essential that we have adequate, knowledgeable faculty in order to facilitate those experiences.

Adjunct Scarcity: there is a scarcity of MSN-prepared nurses willing and able to take on adjunct faculty roles. ACEN accreditation requires a >50% MSN to BSN ratio. Having additional full time faculty with MSN degrees (or above) will also improve this ratio to make us compliant with the BRN.

Dept. Growth: these two positions will ensure compliance with regulatory bodies and maintain the quality of College of the Canyon's nursing program.

To: Academic Staffing Committee   **Re**: Request for 1 full-time faculty
From: Paralegal Studies Department [Nicole Faudree, Department Chair]

College Mission	Work-force skills development: students graduating with a Paralegal Studies degree are immediately employable as paralegals.
Position Title	Paralegal Studies Faculty; Need not be a lawyer/JD! Minimum qualifications for legal assisting (paralegal) do not even require a Master's degree.
Job Description	Teach a full load of courses in Paralegal Studies with a commitment to excellence and currency. Desirables include experience teaching e-discovery, e-filing, and other technology-based applications.
Program Review Data	FTES and WSCH have grown 54% in 5 years. FTEF (1.9) has increased 53%. Fulltime faculty decreased 49%. Adjunct faculty has increased 245% in 5 years. Percentage of fulltime faculty has fallen to 22%. Load average is 481. Staffing requested in APR.
Enrollment Trends	Section offerings have increased 54%. This year (2014-2015) sections increased further, for a *100% increase* in 6 years. Success rate has increased from 64% to 81% and retention increased from 82% to 90%. First graduating class – 2007.
Staffing History	Program started 9 years ago and since 2007 Nicole Faudree has been the only full-time faculty member of the department. Currently there are 7 adjunct faculty, who _need more training/mentoring_ because they are lawyers/paralegals, not professional teachers.
Add'l Info	**JOBS**: 6 months post-graduation, **_80% of COC's paralegal graduates have legal jobs_** (50%) or are continuing their education (30%). Of those with legal jobs, 20% earn **_more than $40,000_** and the remainder $25,000-$39,000. **GROWTH**: ABA approved the program in 2010, which contributed to the growth of and demand for classes. The closest ABA approved community college is Pasadena City College. The US Bureau of Labor Statistics (BLS) predicts the job outlook for paralegals will be faster than average (17% growth). The BLS noted that the occupation attracts many and the _formally trained_ with _strong computer and database management skills should have the best job prospects_. Future jobs will emphasize _proficiency in law-specific computer applications._ As the population ages, demand for family law, elder law, and estate planning will grow. The study of law is needed for students considering a future in law, government, law enforcement, non-profit work, or industries and businesses related to any of those fields. **ADVISORY BOARD & ABA**: Given the current and expected growth, Paralegal Studies Advisory Board recommended hiring additional full-time faculty to help maintain ABA approval. The ABA requires that there be a full-time person responsible for the direction of the program. As the program grows, it is becoming more difficult to do all the work the ABA requires (in addition to offering high-quality education), such as creating and analyzing annual surveys and assessment (separate and apart from SLO or course assessment); offering faculty professional development to _adjuncts who are lawyer/paralegals, not professional teachers_ providing program advisement; maintaining relationships with legal community; and arranging for internships and placement services. The paralegal program is in danger of violating the requirement that "the size of the faculty must be commensurate with the number and types of courses offered and the number and needs of the students served." ABA Guideline G-403A. Just as physician assistants have helped to lower health care costs, while maintaining quality, so to do paralegals in the legal field.

Position: Commercial Photography Instructor (CTE)

Commercial photography includes Wedding, Portrait, Advertising, Magazine, and Stock Photography. Additionally commercial photographic skills are used in many occupations in industries including motion pictures, animation, graphic design, multimedia, advertising, marketing, and public relations. According to the US Bureau of Labor Statistics, **community college or vocational training** is the only formal training a student typically needs to establish a successful career in Commercial photography. The annual mean wage for photographers working in the **State of California is $53,280** and in **Los Angeles it is $62,780**. Employment positions in the field of photography are expected to grow at a rate of 4% annually. (SOURCE: US Bureau of Labor Statistics)

The photography department has consisted of *one full-time faculty* member for the *past 18 years*. The full-time faculty member in this program has a degree in *Fine Art photography,* a traditional liberal arts education, and little experience in Commercial photography. Commercial photography requires both training and a skill set that is significantly different than skills obtained in a traditional liberal arts education. **Commercial photography training includes stronger technical photographic and computer skills, ability to control and manipulate artificial lighting, and business skills focused on customer service, sales, and marketing.**

By the Numbers
- 1 **FT faculty** in department
- 14 **PT faculty** in department
- 4 **Number of sections** typically taught by FT faculty to meet load
- 5.3 **FTEF** – number of full time faculty if all sections were taught by F/T faculty
- 15% **Percentage of courses taught by FT faculty**
   By comparison: College Wide 37%
               BIO 41%, CIT 48%, COMS 33%, CULARTS 30%, HIST 39%, ID 31%, MATH 38%, SOCI 20%

Change in Enrollment

	2009-2010	2013-2014	2020 (Projected EMP)	Change Ten Years
FTES	155	137	209	34% increase
FTEF	4.8	5.3	6.4	33% increase
Sections	42	50	64	52% increase

Impact of Position
- *Expand* program offerings in specialized area (commercial photography)
- *Assist* single-person department – one Full Time Faculty member is also Chair and highly active on campus
- *Decrease* the number of sections taught by adjuncts
- *Improve* the adjunct/full time ratio
- *Increase* FTES

Staffing History
2008 – **New Full Time position (Position # ACA07-076)** in Commercial Photography was *approved by the BOT for authorization to hire*, advertised, hiring committee was formed, and applications were in review when position was put on HOLD due to budget. There was a promise that this position would be hired as soon as funding was available.

Additional Info
- Recommended by the program's Advisory Board
- What is a students' alternative? *Art Center or Brooks programs that cost approximately $40,000 per year*.
- Both a commercial photography program and full-time faculty have been *discussed in the department's program reviews* for several years
- The addition of this position will help provide career preparedness for students in *other programs like Art, RTVF, Animation, GMD, Multimedia, and Interior Design*
- Skilled adjuncts that can teach *sophisticated high-resolution digital camera* and studio equipment are difficult to find.

Sociology Academic Staffing Committee Proposal

Positions Requested:
1. Sociology replacement position
2. Criminology Specialist
3. Dedicated Canyon Country Professor

Rationale: The first position will teach a variety of sociology classes at both campuses. The second position will focus on criminology, deviance, and social control courses. Criminology is the second largest option at CSUN, our top transfer institution. Eight schools in California have a criminal justice program, all of which with whom we have transfer agreements. The Top 5 are UC Berkeley, UCLA, UCSD, UC Davis, UCSB. The third position will teach only at Canyon Country. Sociology classes fill an entire classroom at CCC, including on Fridays and we need a full-time presence there to support our students.

Connection to the Mission of the Department and the College:
Completion of the AA and AA-T degrees and preparation for transfer to four-year institutions. Provide general education courses for those in other majors.

Institutional Data:

Department size	2nd largest in SSB, after history (number of sections)
Full-time faculty as of Nov 14	3 (departments with a comparable number of sections in SSB: history (6+), psychology (6))
Part-time faculty as of Nov 14	30 (up from 15 in 2009/10)
FTES 13/14	426.34 (up from 321.11 in 2009/10)
FTEF 14/15	13.7 (up from 8.9 in 2009/10)
Percent of courses taught by full-time faculty 14/15	19.7 (the second smallest in SSB; the smallest of ALL departments with double digit FTEF; college=37%)
Headcount 13/14	3480 (up from 2764 in 2009/10)
Majors 13/14	578 (up from 367 in 2011/12)
Degrees awarded 13/14	75 (up from 10 in 2009/10)
Sections 13/14	137 (The initial Spring 15 schedule listed 68 sections for psychology, 74 for history, and 72 for sociology. We have since added 4 high school sections.)

Staffing History and Adjunct Retention:
The Sociology Department has not had a new full-time hire in the past eight years. Mary Valentine retired in Spring 2013. Retaining qualified adjunct professors is difficult when their lives are fragmented by having to teach at several colleges to make ends meet. Most of our adjuncts are employed by at least three campuses and they often have to decline classes at COC to take classes at higher paying institutions which puts us in a bind.

Campus and Community:
Collectively, we currently advise 4 clubs and 1 honor society, sit on 11 committees, produce the Sociology Lecture Series, coordinate the bi-annual sociology book award, and serve on tenure and hiring committees. The loss of one of our full-time faculty members has strained our ability to be involved in the campus and community.

Job Market:
According to labor market data provided by Institutional Research about LA County, social science research assistants requiring an AA degree (+19%), social and community service managers requiring a BA degree (+16%) and sociologists requiring an MA degree (+20%) are all on the rise. Sociology and Social Science are two of the most popular degrees. Sociology continues to grow as a popular degree leading to a large variety of careers.

Connection of position to the COC mission: A technical theatre position would "prepare students for transfer education, workforce-skills development, and the attainment of learning outcomes corresponding to their educational goals."

Job Description: Faculty leader in the area of **Technical Theatre** with a focus on Lighting and/or Sound Design. The position may include a combination of teaching, department, college, and community leadership functions. Teaches existing courses in Theatre Appreciation, Understanding Theatre, Stagecraft, Technical Theatre Production, and proposed courses in lighting and sound design; supervises or coordinates lighting and sound for productions; attends all department and production meetings; designs lights for one production per semester and supervises the installation of all light plots for theatre showcases (including those in the Studio theatre); works with department faculty and adjunct instructors in the development of curriculum and degree programs in technical theatre, stage management, costume crafts, and scenic, costume, lighting, and sound design; coordinates with the Performing Arts Center Technical Director for the implementation of all technical elements of productions, including costumes, sets, lights, sound and special effects; oversees the training of students in technical/design aspects of theatre productions and safety related issues; participates in the selection and training of student crews in technical theatre/design production.

Program Review Data:

Full Time Faculty	Adjunct Faculty	Instruction
• FTEF=4.7 (compared to 3.5 in 10-11) • Full Time = 1.3 (13-14) • # of Full Time Faculty = 2	• # of Adjunct Faculty = 16 (compared to 11 in 09-10) • Adjunct Faculty FTE = 3.2 (up from 1.8 in 08-09 = **76% increase**) • **Currently 28% of section offerings are taught by FTF with remaining taught by adjunct faculty (2.7 FTE / 13.7 FTEF = .28%) Current institutional average is 38%.**	• FTES: 94.12/WSCH 2824 = -6%* • Instructional Load = 300* • Sections taught = 36% increase: 45 sections in 13/14. 33 in 09-10

Staffing History: In 2002, scenic designer/technical director hired to develop technical theatre program. 2006, faculty assumed position as PAC technical director leaving department without a faculty lead in technical theatre. In 2006, replacement hire for technical theatre position was approved by Academic Staffing Committee and recommended to and approved by CEO for hire (Source: https://intranet.canyons.edu/Directories/Committee/sites/%7B8B8F61A2-89CA-476B-9619-B93DA140BFFC%7D.AcademicStaffing/080801_ASC_update.pdf). Minutes from May 10, 2010 Staffing Committee meeting indicate committee reviewed and recommended position be rehired. The need for a replacement hire has been documented in each theatre department program review since 2005. ***In fall 2010 following a presentation to the Academic Staffing Committee, the position was placed on the STRONGLY RECOMMENDED list.***

Other information:
- With new career pathways and academies recently established in partnership with the Hart district (which include stagecraft and stage technologies) hiring a faculty member to provide curriculum development, degree and/or certificate development, student advising and mentorship, submit grant proposals, work with industry partners, help coordinate internships and much more is essential.
- As noted and bears repeating, **currently 28% of section offerings are taught by FTF with remaining taught by adjunct faculty (2.7 FTE / 13.7 FTEF = .28%) Current institutional average is 38%. This position improves FTF to ADJUNCT RATIO bringing department closer to institutional average.**
- Students completing courses in technical theatre typically work as stage managers, producers, directors, make-up artists, set and exhibit designers; costume, lighting, sound, scenic artists; electricians on film/tv sets/studios. Employment of producers, and directors is expected to grow about as fast as the average for all occupations. Much of this industry is located in the Los Angeles area, which is within driving range of the Santa Clarita Valley. On a national level, employment of "makeup artists, theatrical and performance" is expected to grow about 12%; "set and exhibit designers" is expected to grow about 6%. California is one of the states with the highest concentration of workers in these occupations, with many jobs in the Los Angeles/Glendale areas – both within reasonable driving distance from the Santa Clarita Valley. California is also one of the highest paying locations for these occupations. Average annual salaries range from $36,000-$53,000. See sources below.
- Position would make COC more competitive with LACC, Moorpark, LAVCC, Fullerton, Citrus, and other colleges which offer technical theatre degrees and/or certificates and include full time technical theatre instructors in their departments. ***Research available upon request.***
- *Low FTES/WSCH: This is down for all those programs impacted by repeatability restrictions. See data table. Load is below 525 target due to variable cast size of productions from year to year and the allowance of lower enrolled courses to facilitate degree completion (10 degrees awarded in 13-14). Note this % is only slightly higher than MUSIC (-24%) and Art (-20%) with all FAPA in negative percentages. 300 is still higher than Nursing, ESL, ID, MFGT, Rec, Noncredit, Land Surveying.
- *FTES generated in 13/14 diminished from previous year (113 to 94); however, this may be a reflection of the repeatability restrictions placed on both technical and performance courses. Additional recruitment efforts are needed and may be facilitated with institutional support for department chairs and outcomes and assessment processes. Regardless, a technical theatre faculty member is needed to help in outreach and recruitment efforts.
- Position would allow for coordination and collaboration with the Performing Arts Center staff. Faculty would be a lighting and/or sound designer for all college productions and projects but could also assist with the 20+ non-instructional PAC events (annually). Currently instructional and production quality suffers and student safety is compromised due to PAC technical director's lack of time to oversee all design elements of theatre productions.