<table>
<thead>
<tr>
<th>Division</th>
<th>Department</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 NAS</td>
<td>Computer Science Instructor</td>
<td>53</td>
</tr>
<tr>
<td>1 NAS</td>
<td>Mathematics Instructor</td>
<td>53</td>
</tr>
<tr>
<td>3 LIBR</td>
<td>Library Instructor</td>
<td>51</td>
</tr>
<tr>
<td>3 BELA</td>
<td>Reading Instructor</td>
<td>51</td>
</tr>
<tr>
<td>5 HASS</td>
<td>Communication Studies Instructor</td>
<td>46</td>
</tr>
<tr>
<td>6 HASS</td>
<td>Anthropology Instructor</td>
<td>44</td>
</tr>
<tr>
<td>7 HASS</td>
<td>Psychology Instructor</td>
<td>42</td>
</tr>
<tr>
<td>8 HAWK</td>
<td>Nursing Instructor (1 of 2)</td>
<td>39</td>
</tr>
<tr>
<td>9 BELA</td>
<td>Computer Applications/Business Technology Instructor</td>
<td>37</td>
</tr>
<tr>
<td>10 BELA</td>
<td>English Instructor</td>
<td>36</td>
</tr>
<tr>
<td>11 VAPA</td>
<td>Art Studio Instructor</td>
<td>35</td>
</tr>
<tr>
<td>11 NAS</td>
<td>Chemistry Instructor</td>
<td>35</td>
</tr>
<tr>
<td>11 HASS</td>
<td>Early Childhood Education Instructor</td>
<td>35</td>
</tr>
<tr>
<td>14 VAPA</td>
<td>Music Instructor</td>
<td>32</td>
</tr>
<tr>
<td>15 NAS</td>
<td>Computer Information Systems Instructor</td>
<td>27</td>
</tr>
<tr>
<td>16 BELA</td>
<td>Accounting Instructor</td>
<td>26</td>
</tr>
<tr>
<td>16 HAWK</td>
<td>Nursing Instructor (2 of 2)</td>
<td>26</td>
</tr>
</tbody>
</table>

Identical point score represents equal ranking.
NARRATIVE:
DOCUMENTATION FOR REQUESTED TENURE-TRACK ACADEMIC POSITION

1. Brief Program Description:

The Accounting program strives to provide facilities, equipment, and teaching faculty to present the very finest lower division accounting education, accessible to the greatest number of students. The goal of the program is to allow students to transfer and successfully complete a university program and/or to succeed on a career track that will lead to a family-supporting income.

The accounting department has two full-time, tenure-track faculty members and four-six adjunct faculty members. In fall 2008, there were 546 students while spring 2009 enrollment was at 586 students (an increase of 42% and 46%, respectively, since 2003/2004) enrolled in the accounting classes offered. While several of these students enroll in more than one class, two hundred and sixty two students declared accounting as their major in fall 2008 and 267 made the same declaration in spring 2009 (an increase of 140% and 104%, respectively, since the last program plan was submitted).

2. Explanation of the need for the position and why it is critical to the program and the college.

Retirement Replacement. Cheryl Furbee has stated her intention of retirement at end of this academic year (2012-2013).

3. Will this position require additional expenses beyond standard faculty office equipment? Examples are instructional equipment, staff support and operating expenses.

No It will not require any additional funding.
### 2012/13 Academic Position Priority Process Worksheet

**Division:** BELA  
**Position Requested:** Accounting (1 of 1)  
**Total Points:** 26.00

#### 1. FTEF taught by ADJUNCT (15 points maximum)

**(All ADJUNCT+OL+Reassigned Time-Leave Replacement+Resignation+Retirement)**

<table>
<thead>
<tr>
<th>Division</th>
<th>FTEF taught by ADJUNCT (15 points maximum)</th>
<th>Points:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>5.00</td>
</tr>
</tbody>
</table>

**Spring 2012**

<table>
<thead>
<tr>
<th>0.67</th>
<th>0.48</th>
<th>0.00</th>
<th>0.00</th>
<th>1.00</th>
<th>2.14</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADJUNCT</td>
<td>OL</td>
<td>RT</td>
<td>LR</td>
<td>RR</td>
<td>TOTAL</td>
</tr>
</tbody>
</table>

**NOTES:**

- Calculate FTEF to nearest 0.01
- If FTEF is less than 1, 0 points

**Spring 2012**

<table>
<thead>
<tr>
<th>5.00</th>
<th>5.36</th>
</tr>
</thead>
<tbody>
<tr>
<td>RR</td>
<td>C. Furbee</td>
</tr>
</tbody>
</table>

#### 2. Demand (15 points maximum)

**a) Growth in WSCH or WCH (-15 to 15 points)**


<table>
<thead>
<tr>
<th>Spring 2012</th>
<th>2,912.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>-3251.15</td>
<td></td>
</tr>
<tr>
<td>339.15</td>
<td></td>
</tr>
<tr>
<td>3251.15</td>
<td></td>
</tr>
<tr>
<td>-10.43%</td>
<td></td>
</tr>
</tbody>
</table>

**b) Calculate to nearest whole percent**

Each 1% growth = +1 point  
Each 1% decline = -1 point

**Spring 2011**

| 3,131.60 |

**Spring 2010**

| 3,661.20 |

**Spring 2009**

| 3,579.80 |

**Spring 2008**

| 2,632.00 |

**4-Yr Average**

| 3,251.15 |

**Points =** -10

**... but not to exceed 15 points**

#### 3. Percentage of fill at census (0 to 15 points)

<table>
<thead>
<tr>
<th>Summer’12</th>
<th>485</th>
<th>550</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall’11</td>
<td>529</td>
<td>632</td>
</tr>
<tr>
<td>Summer’11</td>
<td>518</td>
<td>550</td>
</tr>
<tr>
<td>Fall’10</td>
<td>590</td>
<td>632</td>
</tr>
<tr>
<td>Totals</td>
<td>2,122</td>
<td>2,364</td>
</tr>
</tbody>
</table>

**Under 77.0% = 0 Points**

- 77% to 84% = 3 Points
- 84.1% to 90% = 6 Points
- 90.1% to 93% = 9 Points
- 93.1% to 97% = 12 Points
- 97.1% and above = 15 Points

**Percent = 89.8%**

#### 4. WSCH/FTEF or WCH/FTEF at Census (15 points maximum)

(WSCH divided by FTEF rounded to nearest whole number)

<table>
<thead>
<tr>
<th>Summer’12</th>
<th>2,912.00</th>
<th>927</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTEF</td>
<td>3.14</td>
<td></td>
</tr>
</tbody>
</table>

**Under 464 = 0 points**

- 464 to 503 = 3 points
- 504 to 553 = 6 points
- 554 to 596 = 9 points
- 597 to 635 = 12 points
- 636 and above = 15 points

#### 5. Unavailability of ADJUNCT Faculty (0 or 10 points)

**a) 10 points if class cancellation occurs due to unavailability of Adjunct or use of temporary contract faculty in past 12 months due to unavailability of Adjunct as verified by the Office of Instruction**

**Points:** 0.00

#### 6. Loss of Contract - 1st or 2nd year of request for vacant position (0 or 10 points) -- see Note

**Note:** In order to qualify for 1st year loss must be officially declared by CIO deadline.

**Contract Lost: C. Furbee**

**Points:** 10.00

#### 7. One-person department (0 or 20 points)-- qualified for 2 consecutive years

**Accreditation mandates (0 or 20 points maximum)**

**Points:** 0.00
**DOCUMENTATION FOR REQUESTED TENURE-TRACK ACADEMIC POSITION BRIEF PROGRAM DESCRIPTION:**

*Anthropology* is the holistic study of all that it means to be human. The program at Cabrillo College offers introductory courses that satisfy the requirements of the AA and AS degrees. Our courses meet IGETC requirements and the requirements for UC and CSU transfer in the major with upper division standing. The anthropology major at Cabrillo College is part of the state model program for that degree.

**EXPLANATION OF THE NEED FOR THE POSITION AND WHY IT IS CRITICAL TO THE PROGRAM AND THE COLLEGE.**

At the end of Spring 2011, the program lost to retirement its Program Chair and instructor Chuck Smith. Smith, who was very active in campus governance, taught as many as 30 units annually. That same semester we lost Allan Lonnberg, an active adjunct instructor who for decades taught a wide variety of courses and up to 20 units per year.

Since their departures, many the courses have been filled by adjuncts, some of whom are less experienced, less qualified instructors. It is particularly difficult to find instructors for the critical ANTHR1 and IL courses as anthropologists trained in biological anthropology are fewer in number, in greater demand—and more highly paid—outside the education sector.

The department consists of two full time faculty members and 10 adjuncts, who all teach either the maximum units allowed or at the limit of their availability. The program offers 64 course sections per year, virtually all of which consistently fill to capacity. We serve nearly 3,000 students per year, with excellent student retention and student success measures. Approximately 72% of our courses are taught by part timers. The program chair teaches eight of the courses in addition to performing administrative duties. Two of our important ANTHR1 and IL instructors are requesting fewer classes as they head toward retirement as well. This inevitable loss will pose more problems in future scheduling.

Our department is integral to a number of college programs. In addition to meeting transfer, terminal degree, and IGETC requirements and conforming to the state model program, the ANTHR1 and ANTHRIL courses are necessary to complete a degree online or at the Watsonville campus. Nursing and Allied Health students take our ANTHR2 class as part of their requirements. Anthropology is integral to the Transfer Pathways pilot program and the Honors Program. We also offer several writing factor classes.

We are asking for a full-time faculty member to replace Chuck Smith. This position will involve teaching several sections of ANTHR1 and some ANTHR2 courses as well as either ANTHR8 or ANTHR13.

**WILL THIS POSITION REQUIRE ADDITIONAL EXPENSES BEYOND STANDARD FACULTY OFFICE EQUIPMENT? EXAMPLES ARE INSTRUCTIONAL EQUIPMENT, STAFF SUPPORT, AND OPERATING EXPENSEs No.**
### 2012/13 Academic Position Priority Process Worksheet

**Division:** HASS  
**Position Requested:** Anthropology (1 of 1)  
**Total Points:** 44.00

#### 1. FTEF taught by ADJUNCT (15 points maximum)

<table>
<thead>
<tr>
<th>NOTATION</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADJUNCT + OL - Reassigned Time - Leave Replacement - Resignation - Retirement</td>
<td>10.00</td>
</tr>
</tbody>
</table>

- If FTEF is less than 1, 0 points
- Calculate FTEF to nearest 0.01
- If FTEF is less than 1, then 0 points
- If FTEF is at least 1, multiply by 2.5
- Then round to nearest whole number
- … but not to exceed 15 points
- Points = 10

**Spring 2012**

<table>
<thead>
<tr>
<th></th>
<th>ADJUNCT</th>
<th>OL</th>
<th>RT</th>
<th>LR</th>
<th>RR</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4.04</td>
<td>0.10</td>
<td>0.20</td>
<td>0.00</td>
<td>0.00</td>
<td>3.94</td>
</tr>
</tbody>
</table>


#### 2. Demand (15 points maximum)

a) Growth in WSCH or WCH (-15 to 15 points)

- Growth

<table>
<thead>
<tr>
<th></th>
<th>Spring 2012</th>
<th>-3855.66</th>
<th>-114.86</th>
<th>/ 3855.66</th>
<th>-2.98%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Spring 2011</td>
<td>3,799.70</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring 2010</td>
<td>3,839.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring 2009</td>
<td>4,124.04</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring 2008</td>
<td>3,659.89</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4-Yr Average</td>
<td>3,855.66</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- b) Calculate to nearest whole percent
- Each 1% growth = +1 point
- Each 1% decline = -1 point
- … but not to exceed 15 points
- Points = -3

#### 3. Percentage of fill at census (0 to 15 points)

- (SP'12 + FA'11 + SP'11 + FA'10 Enrollment at census divided by number of seats available)
- **Points:** 15.00

<table>
<thead>
<tr>
<th></th>
<th>Enrolled*</th>
<th>Seats*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring'12</td>
<td>1,169</td>
<td>1,131</td>
</tr>
<tr>
<td>Fall'11</td>
<td>1,101</td>
<td>1,125</td>
</tr>
<tr>
<td>Spring'11</td>
<td>1,225</td>
<td>1,187</td>
</tr>
<tr>
<td>Fall'10</td>
<td>1,178</td>
<td>1,180</td>
</tr>
<tr>
<td>Totals</td>
<td>4,673</td>
<td>4,623</td>
</tr>
</tbody>
</table>

- *Exclusive of all 500 (non-credit), 99, 199, and 22 special studies and work experience sections, Language Lab and Engl-100L co-requisites, TA variable unit performance sections, Art 50L (Gallery viewing), all open entry (except ATH sections which are included), with cross-listed sections combined for maximum enrollments.

#### 4. WSCH/FTEF or WCH/FTEF at Census (15 points maximum)

- (WSCH divided by FTEF rounded to nearest whole number)
- **Points:** 12.00

<table>
<thead>
<tr>
<th></th>
<th>WSCH (WCH)</th>
<th>FTEF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring'12</td>
<td>3,740.80</td>
<td>6.09</td>
</tr>
<tr>
<td>FTEF</td>
<td>3,740.80</td>
<td>614</td>
</tr>
</tbody>
</table>

- Under 464 = 0 points
- Under 464 to 503 = 3 points
- Under 504 to 553 = 6 points
- Under 554 to 596 = 9 points
- Under 597 to 635 = 12 points
- 636 and above = 15 points

#### 5. Unavailability of ADJUNCT Faculty (0 or 10 points)

- a) 10 points if class cancellation occurs due to unavailability of Adjunct or use of temporary contract faculty in past 12 months due to unavailability of Adjunct as verified by the Office of Instruction.
- **Points:** 0.00

#### 6. Loss of Contract - 1st or 2nd year of request for vacant position (0 or 10 points) -- see Note

- Note: In order to qualify for 1st year loss must be officially declared by CIO deadline.
- **Points:** 10.00

- Contract Lost: C. Smith

#### 7. One-person department (0 or 20 points) -- qualified for 2 consecutive years

- Accreditation mandates (0 or 20 points maximum)
- **Points:** 0.00
NARRATIVE:
DOCUMENTATION FOR REQUESTED TENURE-TRACK ACADEMIC POSITION

1. Brief Program Description:
The Art Studio program offers beginning and intermediate courses that give students the knowledge and experience needed for a broad understanding of the visual arts. Students majoring in Art at Cabrillo College acquire a strong background in the fundamentals of art, composition, color, drawing and design, choosing from the following eight studio options: ceramics, sculpture, small scale metals/jewelry, fiber arts, drawing, painting, printmaking, graphic arts. All of the Art Studio courses meet the requirement for an Associate in Arts degree at Cabrillo. And the student with a transferable Associate in Arts degree is prepared for upper division work in the major at four-year institutions. The major is available at UC and CSU systems, the San Francisco Art Institute, California College of Arts, and other colleges of art and design. While studying at Cabrillo, they are exposed to the historical and contextual information that pertain to their area of interest, methods and materials, and refine their problem solving skills as they develop their individual creative pursuits. To succeed in art one must develop analytical skills, and this training is at the core of Cabrillo’s Art Studio program. Successful art majors compile a portfolio that helps them transfer to a wide range of public and private four-year schools. Non-art majors directly benefit from taking classes in the Art Studio program due to its emphasis in critical thinking, material experimentation, professional presentation, effective communication skills, manual dexterity and refined observation skills.

2. Explanation of the need for the position and why it is critical to the program and the college.

The critical need for the full-time contract faculty in the Ceramics area within the Art Studio Program is two fold:

First, within a 12 month period the Art Studio Program will realize a 50% reduction of full-time faculty, from 6 positions down to 3, due to 2 retirements and one death. With the number of adjunct faculty remaining the same, and the quantity of the course offerings and number of students served reduced only 10%, this reduction in positions will have a negative impact on effective supervision of facilities, guidance and leadership for adjunct faculty and staff, and overall maintenance and academic stewardship of the Art Studio Program at large.

Second, with specific concern to the full-time position in the Ceramics area of the Art Studio Program, critical need has already been established as this is an existing position that is based on providing consistent and knowledgeable supervision of the following components: Operating and maintaining a complex facility that utilizes heavy equipment and combustible and toxic materials. Establishing protocols for safe studio practices to protect the health and safety of all students, faculty and staff. Designing and improving course curriculum to insure a cohesive and transferable selection of courses offered, especially with the emergence of transfer model curriculum for an Art Studio AA-T degree. Providing guidance for adjunct faculty and the cultivation of consistent,
quality instruction. Oversight and maintenance of the budget and accounts designated to fund instructional supply, lab materials fees, and equipment repair in the Ceramics area.

3. Will this position require additional expenses beyond standard faculty office equipment? NO Examples are instructional equipment, staff support and operating expenses.

The current budget already supports existing instructional equipment, staff support and operating expenses.
EXAMPLE OF TEACHING ASSIGNMENT FOR CONTRACT FACULTY POSITION
Art Studio, Ceramics

Fall:  Art 7A Hand Building  (2 sections)
       Art 5  Beginning Design: 3 Dimensional Form

Spring: Art 7A Hand Building
        Art 7B Wheel Forming
        Art 71 Intermediate Ceramics Process
### 1. FTEF taught by ADJUNCT (15 points maximum)

<table>
<thead>
<tr>
<th></th>
<th>Spring 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADJUNCT</td>
<td>9.00</td>
</tr>
<tr>
<td>OL</td>
<td>0.00</td>
</tr>
<tr>
<td>RT</td>
<td>0.72</td>
</tr>
<tr>
<td>LR</td>
<td>1.00</td>
</tr>
<tr>
<td>RR</td>
<td>1.00</td>
</tr>
<tr>
<td>TOTAL</td>
<td>8.28</td>
</tr>
</tbody>
</table>

**Points:** 15.00

IF FTEF is less than 1, 0 points.

**NOTES:**
- Calculate FTEF to nearest 0.01
- IF FTEF is less than 1, then 0 points
- IF FTEF is at least 1, multiply by 2.5
- Then round to nearest whole number
- Points = 15 ... but not to exceed 15 points

### 2. Demand (15 points maximum)  

#### a) Growth in WSCH or WCH (-15 to 15 points)

**Growth**

Spring 2012: 6,751.90  
Spring 2011: 6,897.20  
Spring 2010: 7,895.00  
Spring 2009: 7,782.10  
Spring 2008: 6,934.90

**Percentage Growth:**

- 6,751.90 - 6,897.20 = -145.30  
- 6,897.20 / 7,377.30 = -9.48%

**Points:** -8.00

**b) Calculate to nearest whole percent**

- Each 1% growth = +1 point  
- Each 1% decline = -1 point  
- ... but not to exceed 15 points

### 3. Percentage of fill at census (0 to 15 points)

<table>
<thead>
<tr>
<th></th>
<th>Spring'12</th>
<th>Fall'11</th>
<th>Spring'11</th>
<th>Fall'10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled*</td>
<td>982</td>
<td>873</td>
<td>1,020</td>
<td>1,064</td>
</tr>
<tr>
<td>Seats*</td>
<td>1,000</td>
<td>900</td>
<td>1,050</td>
<td>1,111</td>
</tr>
<tr>
<td>Under 90.0%</td>
<td>3,939</td>
<td>4,061</td>
<td>97.0%</td>
<td>98.8%</td>
</tr>
<tr>
<td>Percentage</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>%</td>
<td>97.0%</td>
<td>97.0%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Points:** 12.00

**Under 77.0% = 0 Points**

- 77% to 84% = 3 Points
- 84.1% to 90% = 6 Points
- 90.1% to 93% = 9 Points
- 93.1% to 97% = 12 Points
- 97.1% and above = 15 Points

### 4. WSCH/FTEF or WCH/FTEF at Census (15 points maximum)

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2012</td>
</tr>
<tr>
<td>WSCH (WCH)</td>
</tr>
<tr>
<td>FTEF</td>
</tr>
<tr>
<td>WSCH/FTE =</td>
</tr>
</tbody>
</table>

**Points:** 6.00

**Under 464 = 0 points**

- 464 to 503 = 3 points
- 504 to 553 = 6 points
- 554 to 596 = 9 points
- 597 to 635 = 12 points
- 636 and above = 15 points

### 5. Unavailability of ADJUNCT Faculty (0 or 10 points)

**a) 10 points if class cancellation occurs due to unavailability of Adjunct or use of temporary**

**contract faculty in past 12 months due to unavailability of Adjunct as verified by the Office of Instruction**

**Points:** 0.00

### 6. Loss of Contract - 1st or 2nd year of request for vacant position (0 or 10 points) -- see Note

**Note:** In order to qualify for 1st year loss must be officially declared by CIO deadline.

**Contract Lost:** K. McBride

**Points:** 10.00

### 7. One-person department (0 or 20 points) -- qualified for 2 consecutive years

**Points:** 0.00

**Accreditation mandates (0 or 20 points maximum)**
NARRATIVE: Chemistry
DOCUMENTATION FOR REQUESTED TENURE-TRACK ACADEMIC POSITION

1. Brief Program Description:

The Chemistry Department at Cabrillo College supports the mission of the college by providing courses for both transfer and occupational students. Due to high student demand, the department has over the years increased its course offerings to the maximum capacity of the current lab and lecture facilities, including evening and Saturday sections, as well as sections in Watsonville. In 2001, the department expanded from 4 contract faculty to 5 in an effort to keep pace with increased course offerings. At the time of our expansion in Fall 2001, the chemistry department was offering 20 sections for a total of 112.65 teaching units. Despite the current budget, in Fall 2012 the chemistry department is offering 24 sections for a total of 129.80 teaching units. Student demand continues to exceed our capacity, preventing science majors from enrolling in required courses. We are looking to increase our offerings to meet the needs of a broad spectrum of Cabrillo students when new lab and lecture facilities become available following the completion of the 600 Building remodel in Fall 2013.

2. Explanation of the need for the position and why it is critical to the program and the college.

In Spring 2012, long time contract faculty member Satoru Suzuki accepted a position at another college and resigned. In the Chemistry Department, one instructor is responsible for overseeing each class, ensuring that the curriculum is consistent across all sections and in alignment with the educational goals of the department, properly preparing students for subsequent courses. Dr Suzuki oversaw CHEM 2, the feeder class for CHEM 1A, a requirement and current bottleneck for chemistry majors as well as other science and engineering transfer students. In addition to teaching all of the CHEM 2 lab and lecture sections (3 sections / semester), he also taught lab sections in other transfer and allied health courses. Our department was not able to cover the unstaffed classes with available full time and adjunct instructors while keeping within teaching unit maximums, necessitating the hire of 2 new adjuncts in Summer 2012 to cover the CHEM 2 sections. Although we did hire in this emergency situation, there are very few qualified and experienced candidates for adjunct positions in chemistry. Furthermore, having only 4 full time and 10 adjunct faculty members required that oversight of an additional course offering be passed to adjunct faculty. Currently the following courses are overseen by adjunct faculty with little or no contract faculty oversight: CHEM 30A, 30B, 32 (allied health), and now CHEM 2 (majors and transfer). Without a replacement contract position to oversee this critical feeder course, the quality of our majors and transfer program as a whole will suffer. Students must be well prepared in their introductory chemistry class taught by a dedicated and experienced full time instructor in order to be successful in the subsequent 4 semesters of chemistry.

To uphold the quality of our instruction, to meet the staffing needs of our current program, and to meet the future needs of our expanding student population, the Chemistry Department requires a replacement contract position.

3. Will this position require additional expenses beyond standard faculty office equipment? Examples are instructional equipment, staff support and operating expenses.

No.
**2012/13 Academic Position Priority Process Worksheet**

**Division:** NAS  
**Position Requested:** Chemistry (1 of 1)  
**Total Points:** 35.00

### 1. FTEF taught by ADJUNCT (15 points maximum)

<table>
<thead>
<tr>
<th>( \text{FTEF} \text{ taught by ADJUNCT} ) 15 points maximum</th>
<th>POINTS: 10.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>(All ADJUNCT+OL-Reassigned Time-Leave Replacement+Resignation</td>
<td>Retirement)</td>
</tr>
<tr>
<td>( \text{FTEF is at least 1, multiply by 2.5} )</td>
<td>( \text{FTEF is at least 1, multiply by 2.5} )</td>
</tr>
</tbody>
</table>

#### Spring 2012

<table>
<thead>
<tr>
<th>( \text{ADJUNCT} )</th>
<th>( \text{OL} )</th>
<th>( \text{RT} )</th>
<th>( \text{LR} )</th>
<th>( \text{RR} )</th>
<th>( \text{TOTAL} )</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.57</td>
<td>0.46</td>
<td>0.00</td>
<td>0.00</td>
<td>1.00</td>
<td>4.03</td>
</tr>
</tbody>
</table>

**NOTES:**

- \( \times 2.5 \) if FTEF is at least 1, multiply by 2.5
- \( \text{RR} \) is rounded to nearest whole number
- Points = \( \frac{10}{ \text{nearest whole number}} \) but not to exceed 15 points

### 2. Demand (15 points maximum)

**a) Growth in WSCH or WCH (-15 to 15 points)**

\( \text{Spring 2012 WSCH less average WSCH of Spring 2011, 2010, 2009, 2008} \)

\( \text{Growth} \) = \( \frac{4,175.80 - 4,284.85}{4,284.85} \)

\( \text{Spring 2011} \) 4,229.00

\( \text{Spring 2010} \) 4,181.00

\( \text{Spring 2009} \) 4,531.20

\( \text{Spring 2008} \) 4,198.20

\( \text{4-Yr Average} \) 4,284.85

**b) Calculate to nearest whole percent**

- Each 1% growth = +1 point
- Each 1% decline = -1 point

\( \text{Growth} \) = \( \frac{-2.55}{100} \)

\( \text{Growth} \) = \( -2.55 \)

\( \text{Points =} \) \( \frac{-3}{ \text{nearest whole number}} \) but not to exceed 15 points

### 3. Percentage of fill at census (0 to 15 points)

\( \text{(SP'12 + FA'11 + SP'11 + FA'10 Enrollment at census divided by number of seats available)} \)

<table>
<thead>
<tr>
<th>( \text{Enrolled*} )</th>
<th>( \text{Seats*} )</th>
<th>( \text{Percent} )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring'12</td>
<td>569</td>
<td>585</td>
</tr>
<tr>
<td>Fall'11</td>
<td>614</td>
<td>632</td>
</tr>
<tr>
<td>Spring'11</td>
<td>572</td>
<td>601</td>
</tr>
<tr>
<td>Fall'10</td>
<td>622</td>
<td>635</td>
</tr>
<tr>
<td>Totals</td>
<td>2,377</td>
<td>2,453</td>
</tr>
</tbody>
</table>

\( \text{Under 77.0% = 0 Points} \)

- 77% to 84% = 3 Points
- 84.1% to 90% = 6 Points
- 90.1% to 93% = 9 Points
- 93.1% to 97% = 12 Points
- 97.1% and above = 15 Points

\( \text{*Exclusive of all 500 (non-credit), 99, 199, and 22 special studies and work experience sections, Language Lab and Engl-100L co-requisites, TA variable unit performance sections, Art 50L (Gallery viewing), all open entry (except ATH sections which are included), with cross-listed sections combined for maximum enrollments.} \)

### 4. WSCH/FTEF or WCH/FTEF at Census (15 points maximum)

\( \text{(WSCH divided by FTEF rounded to nearest whole number)} \)

\( \text{Spring 2012} \) 4,175.80

\( \text{FTEF} \) 7.87

\( \text{WSCH/FTEF =} \) 531

- Under 464 = 0 points
- 464 to 503 = 3 points
- 504 to 553 = 6 points
- 554 to 596 = 9 points
- 597 to 635 = 12 points
- 636 and above = 15 points

### 5. Unavailability of ADJUNCT Faculty (0 or 10 points)

**a) 10 points if class cancellation occurs due to unavailability of Adjunct or use of temporary contract faculty in past 12 months due to unavailability of Adjunct as verified by the Office of Instruction**

### 6. Loss of Contract - 1st or 2nd year of request for vacant position (0 or 10 points) -- see Note

**Note:** In order to qualify for 1st year loss must be officially declared by CIO deadline.

**Contract Lost: S. Suzuki**

### 7. One-person department (0 or 20 points)-- qualified for 2 consecutive years

**Accreditation mandates (0 or 20 points maximum)**

---

10/29/2012 4:57 PM
NARRATIVE:
DOCUMENTATION FOR REQUESTED TENURE-TRACK ACADEMIC POSITION

1. Brief Program Description:
The Communication Studies department teaches human communication across three levels: one-to-one (interpersonal, listening, intercultural), one-to-few (small group, listening, intercultural), and one-to-many (public speaking, argumentation/persuasion). The department is an essential component of a General Education program at Cabrillo College. Communication (listening, speaking, and conversing) is the #1 core competency for Cabrillo College's General Education program. Communication Studies courses satisfy requirements for the A.A. or A.S. degree in Area A, D, E and the Multicultural Studies Requirement. The Communication Studies program is also essential to a transfer education. Courses satisfy the IGETC (CSU only) "Communication Studies" requirement (Comm 1,2, & 10)--the only college courses that qualify--and the "critical thinking" requirement (Comm 4--Argumentation/Persuasion). Programs that depend on Communication Studies for core and specific elective requirements include: Nursing, Dental Hygiene, Bilingual/Bicultural Studies, Computer Applications and Business, Computer and Information Systems, Digital Publishing, Education, Engineering Technology, Human Services, Journalism, Liberal Arts, Medical Assistant, and Public Safety. Employers want students to learn what we teach: communication skills, teamwork, and interpersonal skills. An annual survey of more than 400 employers conducted by the National Association of Colleges and Employers consistently testifies to the importance of communication in the workplace. For the 13th year in a row, the 2011 version of this survey ranked communication skills as the most important qualification a candidate for employment can possess from a list of 21 preferences for an "ideal candidate." This same survey also noted that the most significant deficiency exhibited by job applicants is in communication skills.

2. Explanation of the need for the position and why it is critical to the program and the college. This request is a full-time replacement position. Kanda Whaley is retiring.

Enrollment for Comm Studies: FTES statistics from the enrollment tracker show a 15.3% decrease in college enrollment from 2009 to 2012 at the 6 week point in the term (October 2nd). Communication Studies, however, has held steady during this same period at a less than 1% decrease compared to 2009.

Communication Studies is the largest program in the HASS division (FTES--see enrollment tracker stats) and the 9th largest of 70 programs at Cabrillo College.

At the 5-day point of fall 2012 registration, Communication Studies had filled every standard course section (Comm 1, 2, 4, 7, 10, & 12). Communication Studies courses closed faster than any other of the 70 programs at Cabrillo.

Waiting lists: 500+ students each term

If this one full-time position is not replaced, crushing demand for Communication Studies courses will be extremely difficult to accommodate even at current levels. If growth in TUs is necessary for the college to meet its obligations in the near future, finding adjuncts to step in and cover courses previously taught by Kanda Whaley will be enormously challenging if not impossible. Before this retirement, some Fall term courses remained uncovered until the week before the term began because adjuncts could not be found to teach sections.

3. Will this position require additional expenses beyond standard faculty office equipment? Examples are instructional equipment, staff support and operating expenses. No special expenses.
**2012/13 Academic Position Priority Process Worksheet**

**Division:** HASS  
**Position Requested:** Communication Studies (1 of 1)  
**Total Points:** 46.00

### 1. FTEF taught by ADJUNCT (15 points maximum)

(All ADJUNCT+OL-Reassigned Time-Leave Replacement+Resignation(Retirement)

<table>
<thead>
<tr>
<th></th>
<th>POINTS:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**IF FTEF is less than 1, 0 points**

**Calculate FTEF to nearest 0.01**

**NOTES:**

- X 2.5  
- If FTEF is at least 1, multiply by 2.5

**Spring 2012**

<table>
<thead>
<tr>
<th>ADJUNCT</th>
<th>OL</th>
<th>RT</th>
<th>LR</th>
<th>RR</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.62</td>
<td>0.67</td>
<td>0.09</td>
<td>0.67</td>
<td>3.53</td>
</tr>
</tbody>
</table>

### 2. Demand (15 points maximum)

**a) Growth in WSCH or WCH (-15 to 15 points)**


**Growth**

<table>
<thead>
<tr>
<th></th>
<th>POINTS:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Spring 2012**

|         | 4,130.72 | -4011.12  | 119.60  | / 4011.12 = 2.98% |

**Spring 2011**

|         | 3,972.88 |

**Spring 2010**

|         | 4,038.26 |

**Spring 2009**

|         | 3,892.31 |

**4-Yr Average**

|         | 4,011.12 |

**b) Calculate to nearest whole percent**

- Each 1% growth = +1 point  
- … but not to exceed 15 points  
- Each 1% decline = -1 point  
- … but not to fall below -15 points

### 3. Percentage of fill at census (0 to 15 points)

(SP’12 + FA’11 + SP’11 + FA’10 Enrollment at census divided by number of seats available)

<table>
<thead>
<tr>
<th></th>
<th>POINTS:</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
</tr>
</tbody>
</table>

**Enrolled* Seats* Percent =**

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring’12</td>
<td>1,652</td>
<td>1,527</td>
<td>108.2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall’11</td>
<td>1,645</td>
<td>1,578</td>
<td>104.2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring’11</td>
<td>1,596</td>
<td>1,550</td>
<td>103.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall’10</td>
<td>1,591</td>
<td>1,588</td>
<td>102.2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>6,484</td>
<td>6,243</td>
<td>103.9%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Exclusive of all 500 (non-credit), 99, 199, and 22 special studies and work experience sections, Language Lab and Engl-100L co-requisites, TA variable unit performance sections, Art 50L (Gallery viewing), all open entry (except ATH sections which are included), with cross-listed sections combined for maximum enrollments.

### 4. WSCH/FTEF of WCH/FTEF at Census (15 points maximum)

(WSCH divided by FTEF rounded to nearest whole number)

<table>
<thead>
<tr>
<th></th>
<th>POINTS:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Spring 2012**

<table>
<thead>
<tr>
<th>WSCH</th>
<th>FTEF</th>
<th>WSCH/FTEF</th>
</tr>
</thead>
<tbody>
<tr>
<td>4,130.72</td>
<td>7.28</td>
<td>567</td>
</tr>
</tbody>
</table>

**Under 464 = 0 points**

- 464 to 503 = 3 points  
- 504 to 553 = 6 points  
- 554 to 596 = 9 points  
- 597 to 635 = 12 points  
- 636 and above = 15 points

### 5. Unavailability of ADJUNCT Faculty (0 or 10 points)

**a) 10 points if class cancellation occurs due to unavailability of Adjunct or use of temporary contract faculty in past 12 months due to unavailability of Adjunct as verified by the Office of Instruction**

<table>
<thead>
<tr>
<th></th>
<th>POINTS:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 6. Loss of Contract - 1st or 2nd year of request for vacant position (0 or 10 points) -- see Note

**Note: In order to qualify for 1st year loss must be officially declared by CIO deadline.**

**Contract Lost:** K. Whaley

<table>
<thead>
<tr>
<th></th>
<th>POINTS:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 7. One-person department (0 or 20 points)-- qualified for 2 consecutive years

**Accreditation mandates (0 or 20 points maximum)**

<table>
<thead>
<tr>
<th></th>
<th>POINTS:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
NARRATIVE: DOCUMENTATION FOR REQUESTED TENURE-TRACK ACADEMIC POSITION

1. Brief Program Description:
The CABT program prepares students to use computer technologies, office procedures, and occupational-level writing skills for workplace productivity. CABT students prepare, retrain or upgrade skills for a variety of occupations in the industry of their choice. For example, within the traditional CABT occupational category of Office and Administrative Support Occupations, the Bureau of Labor Statistics lists 54 job titles. Proficiency with computer applications and business technology is a necessary skill for a large number of occupations in Santa Cruz County, and many unemployed workers take CABT classes to upgrade their skills before returning to the labor market. Computer skills are increasingly required for college success as well.

CABT courses are used as core requirements and/or electives in several other programs on campus, including Medical Assisting, Accounting, ACE, Business and Digital Media. Students also take CABT courses to prepare for the technological expectations of transfer-level coursework. CABT supports basic skills students and multiple learning communities with contextualized courses. Finally, the CABT program, in collaboration with Disabled Students Programs and Services (DSPS), provides specialized services and courses for students requiring assistive technology support (including veterans), thereby meeting federal and state mandates for accessibility. In this way, the CABT program provides courses which meet the Cabrillo College Mission of educating students in CTE, transfer, and basic skills courses and programs. CABT offers the following degree and certificates: A.S. Degree in Computer/Business Applications, Certificates of Proficiency in Administrative Support and in Computer/Business Applications, and skills certificates in Computer Skills for the Office and in Professional Computer Applications.

2. Explanation of the need for the position and why it is critical to the program and the college.
The CABT program serves a wide array of technology-related educational needs, from 200-level beginning computer courses, through a fast-paced Microsoft Office course and a challenging capstone course, CABT 100. Unfortunately, it has been extremely difficult to attract adjunct faculty to teach several of the more technical or more specialized courses (Microsoft Office, Business Technology and Procedures, and Business and Technical Writing). Most adjuncts are not available during the daytime, when groups of students who wish to take our courses (Fast Track to Work students, veterans, WIA-funded students, and other unemployed, retraining students) are available, which has made it very difficult (in some cases, impossible) to schedule some necessary courses at times when students can take them in order to finish their certificates or degree. At present, the single current contract faculty member is attempting to cover some these courses, but this solution is not sustainable as she is only 65% contract in CABT, and is assigned to another area for the remainder of her contract. Very soon, courses will need to be cancelled for lack of qualified instructors.

With the retirement of the only full-time contract faculty member in CABT last June, CABT was left without the necessary resources required to maintain the department. However, we would like to do better than just maintain the status quo: we would like to expand offerings somewhat in response to student's and employer's suggestions (a cloud-based technologies course, and a short course in form creation, for example), and these useful ideas are unthinkable with the faculty shortage we currently experience. With 9 adjunct faculty members, and one 65% contract faculty member, CABT may be the program with the lowest ratio of contract to adjunct faculty. Without a contract faculty member, CABT's contribution to the college mission will suffer, and the ability to support the local workforce will continue to be compromised.
3. Will this position require additional expenses beyond standard faculty office equipment? Examples are instructional equipment, staff support and operating expenses.

No additional expenses are anticipated.

Signed: __________________________  Date: __________________________
2012/13 Academic Position Priority Process Worksheet

Division: BELA  
Position Requested: Computer Applications/Business Technology (1)  
Total Points: 37.00

1. FTEF taught by ADJUNCT (15 points maximum)  
(All ADJUNCT+OL-Reassigned Time-Leave Replacement+Resignation(Retirement  
If FTEF is less than 1, 0 points)

<table>
<thead>
<tr>
<th>Spring 2012</th>
<th>ADJUNCT</th>
<th>OL</th>
<th>RT</th>
<th>LR</th>
<th>RR</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.40</td>
<td>0.20</td>
<td>0.25</td>
<td>0.00</td>
<td>0.80</td>
<td></td>
<td>3.15</td>
</tr>
</tbody>
</table>

Calculate FTEF to nearest 0.01  
If FTEF is less than 1, then 0 points  
NOTES:  
RT 0.25 C. Ingel • Program Chair-CABT  
RR 0.80 S. Larson  
Points = 8  
Then round to nearest whole number  
…but not to exceed 15 points

2. Demand (15 points maximum)  
a) Growth in WSCH or WCH (-15 to 15 points)

Growth  
Spring 2012 3,508.05 -3567.78 = -59.73 / 3567.78 = -1.67%

Spring 2011 4,505.93
Spring 2010 4,010.26
Spring 2009 3,199.72
Spring 2008 2,555.20
4-Yr Average 3,567.78

Each 1% growth = +1 point  
… but not to exceed 15 points  
Each 1% decline = -1 point  
… but not to fall below -15 points

3. Percentage of fill at census (0 to 15 points)  
(SP'12 + FA'11 + SP'11 + FA'10 Enrollment at census divided by number of seats available)

<table>
<thead>
<tr>
<th></th>
<th>Enrolled*</th>
<th>Seats*</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring'12</td>
<td>429</td>
<td>528</td>
<td>81.3%</td>
</tr>
<tr>
<td>Fall'11</td>
<td>425</td>
<td>500</td>
<td>85.0%</td>
</tr>
<tr>
<td>Spring'11</td>
<td>466</td>
<td>498</td>
<td>93.6%</td>
</tr>
<tr>
<td>Fall'10</td>
<td>386</td>
<td>440</td>
<td>87.7%</td>
</tr>
<tr>
<td>Totals</td>
<td>1,706</td>
<td>1,966</td>
<td>86.8%</td>
</tr>
</tbody>
</table>

*Exclusive of all 500 (non-credit), 99, 199, and 22 special studies and work experience sections, Language Lab and Engl-100L co-requisites, TA variable unit performance sections, Art 50L (Gallery viewing), all open entry (except ATH sections which are included), with cross-listed sections combined for maximum enrollments.

4. WSCH/FTEF or WCH/FTEF at Census (15 points maximum)  
(WSCH divided by FTEF rounded to nearest whole number)

<table>
<thead>
<tr>
<th></th>
<th>WSCH (WCH)</th>
<th>FTEF</th>
<th>WSCH/FTEF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2012</td>
<td>3,508.05</td>
<td>4.16</td>
<td>843</td>
</tr>
</tbody>
</table>

Under 464 = 0 points  
464 to 503 = 3 points  
504 to 553 = 6 points  
554 to 596 = 9 points  
597 to 635 = 12 points  
636 and above = 15 points

5. Unavailability of ADJUNCT Faculty (0 or 10 points)  
a) 10 points if class cancellation occurs due to unavailability of Adjunct or use of temporary contract faculty in past 12 months due to unavailability of Adjunct as verified by the Office of Instruction

Points: 0.00

6. Loss of Contract - 1st or 2nd year of request for vacant position (0 or 10 points) -- see Note  
Note: In order to qualify for 1st year loss must be officially declared by CIO deadline.

Contract Lost: S. Larson

Points: 10.00

7. One-person department (0 or 20 points)-- qualified for 2 consecutive years  
Accreditation mandates (0 or 20 points maximum)

Points: 0.00
NARRATIVE: Computer and Information Systems

DOCUMENTATION FOR REQUESTED TENURE-TRACK ACADEMIC POSITION

1. Brief Program Description:
   The Computer and Information Systems department teaches the installation, configuration, maintenance, and support of the technologies delivered by the technology providers like the Information Technology department at Cabrillo—networks administration, system administration, virtualization, storage area networks, and operation of a data center.
   Two programs are available: Computer Networking and System Administration (CNSA) and Computer Support Specialist (CSS). Both programs are designed to help students acquire the knowledge and skills necessary to work in computer technical support positions and prepare for industry certification exams. Additionally, the CNSA program offers an A.S. Degree which meets the transfer requirements for CSUMB, a Certificate of Achievement and skills certificates. The CSS program offers an A.S. Degree, a Certificate of Achievement, and skills certificates.
   Network administrators implement and manage systems that send information over the network. They monitor the delivery of information (including data, voice and video) across a network and protect the network from internal and external security threats. System administrators keep the network safe, secure and available to its users.
   - CNSA = 20 courses (19/20 single sections)- Cisco Networking, UNIX/Linux OS, Windows OS, Virtualization, Storage Area Networks; CSS = 4 courses (all single sections)- Help Desk Support for computer software and hardware; 6 additional CIS courses are programming courses taught by Computer Science faculty

2. Explanation of the need for the position and why it is critical to the program and the college.
   - In the past 20 years the CIS department operated at its peak enrollment with 4 full-time faculty members. The resignation, 6/3/2006, of Brian McMahon reduced that number to three. The retirement of Jim Griffin in June 2012 has further reduced that number to 2 full-time faculty. The CIS program has once again reached its peak enrollment but now is trying to support students with two full-time faculty. Therefore we must replace one of the two lost positions.
   - The remaining faculty works in the Networking program and the Computer Support Specialist program leaving no full-time faculty teaching in the System Administration programs.
   - There are 3-4 adjunct instructors; it is difficult to find qualified adjunct instructors since CIS is a highly employable field at salaries much above that offered by community colleges.
   - Networking and Systems Administration Data Center (1403) supports students/faculty in every course in the CIS program. CIS faculty is solely responsible for the configuration, support, and maintenance of the Data Center including weekly course set-ups routinely completed on the weekends. This exceeds what can be expected of adjunct faculty member.
   - Computer Hardware Lab is supported solely by one adjunct faculty member.
   - STEM(NSF) grant partner serving students in engineering, science, and math
   - Membership/leadership in Juniper Academic Alliance, Cisco Academy, Microsoft Developers Network, Academic Alliance (MSDNAA) and VMware Academic Program (VMAP) providing students with access to industry-level resources at no cost.
   - Grant Participation/ leadership: STEM, MBRACE/MPICT, Internships, Industry Advisory Committee
   - Transfer support/Workforce Development support
   - College and division leadership-active participation on campus committees/shared governance.
   - The State of California predicts a 27.1% increase in employment for Network and Computer Systems Administrators.

3. Will this position require additional expenses beyond standard faculty office equipment?
   Examples are instructional equipment, staff support and operating expenses. No.
### 2012/13 Academic Position Priority Process Worksheet

**Division:** NAS  
**Position Requested:** Computer Information Systems (1 of 1)  
**Total Points:** 27.00

#### 1. FTEF taught by ADJUNCT (15 points maximum)

- **Points:** 3.00

  **(All ADJUNCT+OL-Reassigned Time-Leave Replacement+Resignation+Retirement)**

  **(If FTEF is less than 1, 0 points)**

  **Calculate FTEF to nearest 0.01**

  **If FTEF is less than 1, then 0 points**

  **If FTEF is at least 1, multiply by 2.5**

  **Round to nearest whole number**

  **... but not to exceed 15 points**

<table>
<thead>
<tr>
<th>Spring 2012</th>
<th>ADJUNCT</th>
<th>OL</th>
<th>RT</th>
<th>LR</th>
<th>RR</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.67</td>
<td>0.27</td>
<td>0.20</td>
<td>0.00</td>
<td>0.59</td>
<td>1.33</td>
<td></td>
</tr>
</tbody>
</table>

**NOTES:**

- Calculate FTEF rounded to nearest 0.01
- Calculate FTEF at least 1, multiply by 2.5
- Round to nearest whole number
- ... but not to exceed 15 points

#### 2. Demand (15 points maximum)

- **Points:** -10.00

  **a) Growth in WSCH or WCH (-15 to 15 points)**


  - Growth
    - Spring 2012: 2,410.90
    - Spring 2011: 2,588.70
    - Spring 2010: 2,867.20
    - Spring 2009: 2,488.90
    - 4-Yr Average: 2,688.80

  - Calculate to nearest whole percent
    - Each 1% growth = +1 point
    - Each 1% decline = -1 point

  - ... but not to exceed 15 points

#### 3. Percentage of fill at census (0 to 15 points)

- **Points:** 9.00

  **(SP'12 + FA'11 + SP'11 + FA'10 Enrollment at census divided by number of seats available)**

<table>
<thead>
<tr>
<th>Enrolled*</th>
<th>Seats*</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring'12</td>
<td>350</td>
<td>380</td>
</tr>
<tr>
<td>Fall'11</td>
<td>312</td>
<td>360</td>
</tr>
<tr>
<td>Spring'11</td>
<td>346</td>
<td>344</td>
</tr>
<tr>
<td>Fall'10</td>
<td>359</td>
<td>386</td>
</tr>
</tbody>
</table>

  **Under 77.0% = 0 Points**
  **77% to 84% = 3 Points**
  **84.1% to 90% = 6 Points**
  **90.1% to 93% = 9 Points**
  **93.1% to 97% = 12 Points**
  **97.1% and above = 15 Points**

*Exclusive of all 500 (non-credit), 99, 199, and 22 special studies and work experience sections, Language Lab and Engl-100L co-requisites, TA variable unit performance sections, Art 50L (Gallery viewing), all open entry (except ATH sections which are included), with cross-listed sections combined for maximum enrollments.

#### 4. WSCH/FTEF or WCH/FTEF at Census (15 points maximum)

- **Points:** 15.00

  **(WSCH divided by FTEF rounded to nearest whole number)**

<table>
<thead>
<tr>
<th>WSCH (WCH)</th>
<th>FTEF</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,410.90</td>
<td>2.98</td>
</tr>
</tbody>
</table>

  **Under 464 = 0 points**
  **464 to 503 = 3 points**
  **504 to 553 = 6 points**
  **554 to 596 = 9 points**
  **597 to 635 = 12 points**
  **636 and above = 15 points**

#### 5. Unavailability of ADJUNCT Faculty (0 or 10 points)

- **Points:** 0.00

  **a) 10 points if class cancellation occurs due to unavailability of Adjunct or use of temporary contract faculty in past 12 months due to unavailability of Adjunct as verified by the Office of Instruction**

#### 6. Loss of Contract - 1st or 2nd year of request for vacant position (0 or 10 points) -- see Note

- **Points:** 10.00

  **Note:** In order to qualify for 1st year loss must be officially declared by CIO deadline.

  **Contract Lost:** B. McMahon

#### 7. One-person department (0 or 20 points)-- qualified for 2 consecutive years

- **Points:** 0.00

  **Accreditation mandates (0 or 20 points maximum)**
1. **Brief Program Description:**
The Computer Science program provides the
- first two years of computer science education for students majoring in computer science, and transferring to 4-year institutions
- programming courses for students from other science disciplines where computer programming is required. These disciplines include computer engineering, networking and system administration, business, bioinformatics, information systems management, economics, business and information systems, engineering, and engineering technology.
- programming courses and certificates for working professionals
The Computer Science Program offers two degree programs, four Certificates of Achievement, and two Skills Certificates. Both the A.S./A.A. Degree programs meet the transfer requirements for the CSU and UC Systems including Transfer Admission Agreements/Guarantees with many. There are a total of twelve courses taught within the CS department, all transferable and most (9/12) taught as single sections. CS instructors also teach 6 programming courses that are part of the CIS program. The Computer Science program has been in existence since 1985.

2. **Explanation of the need for the position and why it is critical to the program and the college.**
- For the past 27 years the CS program has operated with three full-time faculty members one of whom has served as the program chair for both CIS and CS, and another serves in a major leadership role with the Faculty Senate. With the current program chair/CS faculty member retiring in July 2013, the department will be reduced to two full-time faculty members.
- 1 adjunct instructor—it is difficult to find qualified adjunct instructors since computer science is a highly employable field at salaries much above that offered by community colleges.
- CIS program support—6 programming courses currently taught by CS faculty
- College and division leadership—active participation on campus committees/shared governance
- STEM(NSF) grant partner serving students in engineering, science, and math
- UCSC (NSF) grant research partner
- Transfer student career paths
- Transfer support/Workforce Development support
- The State of California predicts a 17.8% increase in employment for Computer Analysts.

3. **Will this position require additional expenses beyond standard faculty office equipment?**
Examples are instructional equipment, staff support and operating expenses.
No.
### 2012/13 Academic Position Priority Process Worksheet

**Division:** NAS  
**Position Requested:** Computer Science (1 of 1)  
**Total Points:** 53.00

#### 1. FTEF taught by ADJUNCT (15 points maximum)

<table>
<thead>
<tr>
<th>Spring 2012</th>
<th>ADJUNCT</th>
<th>OL</th>
<th>RT</th>
<th>LR</th>
<th>RR</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0.43</td>
<td>0.05</td>
<td>0.29</td>
<td>0.00</td>
<td>0.87</td>
<td>1.06</td>
</tr>
</tbody>
</table>

**NOTES:**  
- Points = \( \max(3, \min(15, \text{total points}) \times 2.5) \) if FTEF is at least 1.  
- Points = \( \min(3, \max(0, \text{total points}) \times 2.5) \) if FTEF is less than 1.

**Calculate FTEF to nearest 0.01:**  
- If FTEF is less than 1, then 0 points.

**RT**  
- G. Brady • Curriculum Development (Computer Science)  
- Program Coordination (Computer Science)

**RR**  
- S. Nerton • Program Chair-Comput. Science

#### 2. Demand (15 points maximum)

**a) Growth in WSCH or WCH (-15 to 15 points)**  
- Spring 2012: \( 2,906.00 \)  
- Spring 2011: \( 2,584.60 \)  
- Spring 2010: \( 2,668.77 \)  
- Spring 2009: \( 2,836.80 \)

**Growth:**  
\[
\frac{2,906.00 - 2,581.19}{2,581.19} = 12.58\%
\]

**b) Calculate to nearest whole percent**  
- Each 1% growth = +1 point  
- Each 1% decline = -1 point  
- … but not to exceed 15 points

**4-Yr Average:**  
- Spring 2012: \( 2,581.19 \)

**Points = 13**  
- … but not to fall below -15 points

#### 3. Percentage of fill at census (0 to 15 points)

<table>
<thead>
<tr>
<th>Enrolled</th>
<th>Seats</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring'12</td>
<td>382</td>
<td>420</td>
</tr>
<tr>
<td>Fall'11</td>
<td>340</td>
<td>367</td>
</tr>
<tr>
<td>Spring'11</td>
<td>386</td>
<td>396</td>
</tr>
<tr>
<td>Fall'10</td>
<td>383</td>
<td>398</td>
</tr>
<tr>
<td>Totals</td>
<td>1,491</td>
<td>1,581</td>
</tr>
</tbody>
</table>

*Exclusive of all 500 (non-credit), 99, 199, and 22 special studies and work experience sections, Language Lab and Engl-100L co-requisites, TA variable unit performance sections, Art 50L (Gallery viewing), all open entry (except ATH sections which are included), with cross-listed sections combined for maximum enrollments.

#### 4. WSCH/FTEF or WCH/FTEF at Census (15 points maximum)

**WSCH divided by FTEF rounded to nearest whole number**

<table>
<thead>
<tr>
<th>WSCH</th>
<th>FTEF</th>
<th>WSCH/FTEF</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,906.00</td>
<td>2.85</td>
<td>1,020</td>
</tr>
</tbody>
</table>

**Under 464 = 0 points**  
- 464 to 503 = 3 points  
- 504 to 553 = 6 points  
- 554 to 596 = 9 points  
- 597 to 635 = 12 points  
- 636 and above = 15 points

#### 5. Unavailability of ADJUNCT Faculty (0 or 10 points)

**a) 10 points if class cancellation occurs due to unavailability of Adjunct or use of temporary contract faculty in past 12 months due to unavailability of Adjunct as verified by the Office of Instruction**

**Points:** 0.00

#### 6. Loss of Contract - 1st or 2nd year of request for vacant position (0 or 10 points) -- see Note

**Note:** In order to qualify for 1st year loss must be officially declared by CIO deadline.

**Contract Lost:** S. Nerton

**Points:** 0.00

#### 7. One-person department (0 or 20 points)-- qualified for 2 consecutive years

**Accreditation mandates (0 or 20 points maximum)**

**Points:** 0.00
NARRATIVE:
DOCUMENTATION FOR REQUESTED TENURE-TRACK ACADEMIC POSITION

1. Brief Program Description:

The Early Childhood Education (ECE) Department is a large, complex, occupational and transfer program that provides the County's only credit-bearing training program for teachers working with children under the age of six. It requires partnerships and collaborative relationships with a variety of local community and state agencies and programs and provides the course work for State certification for Early Childhood professionals. ECE full-time faculty originate and administer various grants that fund teaching units for ECE and other GE disciplines, and support students in meeting their goals.

- Our program of courses leads to both the AS and the AS-T degree for Transfer (one of only 3 AS-T or AA-T degrees currently offered at Cabrillo), eight Certificates of Achievement, one Skills Certificate and six Credentials from the California Child Development Division. Eight Early Childhood Education courses articulate for transfer to four-year institutions.
- The ECE Department has conferred more degrees than all but 5 other disciplines in the entire college over the last 6 years.
- Courses meet requirements for licensure of children's centers and family childcare homes by the CA State Department of Social Services.
- Courses are offered at both the Aptos and Watsonville campuses. Our Watsonville offerings are robust and support students, many of whom live and work in the Watsonville community, in progressing toward permits, certificates and degrees. During the last 6 years, 29-36% of our enrollments have been in Watsonville.
- The ECE Department serves a diverse student population and in particular a significant number of Latino women who are able to enter the professional workforce upon completion of ECE course work. Unduplicated enrollments of Hispanic/Latino students, taking ECE courses, from FA06 - FA11, ranged between 51.7-58.7% and of those attending ECE courses in WAT between 88.4 and 97.1% were Hispanic/Latino. ECE is highly successful in the number of students placed in employment and in percentage wage gain.
- The Children's Center is an integral part of the ECE Department requiring close collaboration and coherence between ECE and Children's Center Faculty. Accredited by the National Association for the Education of Young Children, Children's Center is one of only five demonstration sites for the California Department of Education Program for Infant-Toddler Care.
- The Department works in close collaboration with multiple local and regional agencies and has substantial contracts/grants with: First 5 Santa Cruz; Migrant Head Start; Child Development Training Consortium; Program for Infant-Toddler Care, The California Mentor Program, and Foster and Kinship Care and Education.
- The ECE Department has sought and received numerous bequests that are coordinated through the Cabrillo College Foundation; supporting a Children's Center Intern position, our Peace Library, and ECE students in various ways.

2. Explanation of the need for the position and why it is critical to the program and the college.

The complexity of Cabrillo College's ECE program requires leadership and attention that only full-time contract faculty can provide. We are THE educational/training program for our county's workforce of preschool teachers and childcare providers.

Ofelia Garcia, who is retiring, has served the ECE Department and Cabrillo College for 19 years. She has been a major player in the success of the Watsonville program. For the past 9 years she has coordinated a grant with Migrant Head Start that has brought funding for both ECE and GE courses to Cabrillo College. She has also been invaluable to the Cabrillo campus where she has served on the Curriculum Committee, WES grants, Faculty Grants, and more. We are requesting restoration of her position at this time and believe this to be critical for ensuring the vitality of our ECE Department so that we may continue to be responsive to trends in the field including increased educational requirements, advanced degrees for ECE professionals, and ongoing professional development for all early care professionals in our community. Moreover, as of Fall 2012, another ECE contract faculty, Luz Cardona, was reassigned to the position of Academic Specialist Director of the Children's Center further reducing the number of contract faculty in the Department. The net effect is the loss of two long-term, highly experienced full-time faculty reducing our contract faculty by 50%, from four to two.

Santa Cruz County's workforce depends upon well-qualified, skilled early childhood teachers and early care providers. This is an essential responsibility for Cabrillo. The success of the ECE Department over the years is directly related to the purposeful efforts of faculty who engage in substantial student outreach, creation of curricula, and generation of grant-funded programs serving non-traditional populations, all in accordance with the objectives of the College Master Plan. Continued successful participation with our community partners and with statewide agencies is primarily the province of our full-time contract faculty. These community links are key to Cabrillo College's successful service to Santa Cruz County. Instructional planning is a major, on-going effort in the field of Early Childhood Education, not just something that happens once every 5 years. As an occupational and transfer program we must offer a large variety of courses to meet industry needs. The thoughtful design and coordination of content and student learner outcomes requires the continuous effort and depth of attention that only contract faculty provide.

3. Will this position require additional expenses beyond standard faculty office equipment? Examples are instructional equipment, staff support and operating expenses. NO.
### 2012/13 Academic Position Priority Process Worksheet

**Division:** HASS  
**Position Requested:** Early Childhood Education (1 of 1)  
**Total Points:** 35.00

#### 1. FTEF taught by ADJUNCT (15 points maximum)

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>1. FTEF taught by ADJUNCT (15 points maximum)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9.00</td>
</tr>
</tbody>
</table>

**NOTES:**
- If FTEF is less than 1, 0 points
- If FTEF is at least 1, multiply by 2.5

**Spring 2012**

<table>
<thead>
<tr>
<th>ADJUNCT</th>
<th>OL</th>
<th>RT</th>
<th>LR</th>
<th>RR</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.41</td>
<td>0.08</td>
<td>0.67</td>
<td>0.03</td>
<td>1.00</td>
<td>3.79</td>
</tr>
</tbody>
</table>

**Calculate FTEF to nearest 0.01**
- If FTEF is less than 1, then 0 points
- If FTEF is at least 1, multiply by 2.5

**NOTES:**
- Multiply by 2.5 if FTEF is at least 1

#### 2. Demand (15 points maximum)

**a) Growth in WSCH or WCH (-15 to 15 points)**


<table>
<thead>
<tr>
<th>Year</th>
<th>WSCH</th>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2012</td>
<td>2,871.99</td>
<td>-2844.13 / 2844.13 = 0.98%</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>2,806.74</td>
<td></td>
</tr>
<tr>
<td>Spring 2010</td>
<td>2,591.68</td>
<td></td>
</tr>
<tr>
<td>Spring 2009</td>
<td>3,176.48</td>
<td></td>
</tr>
<tr>
<td>4-Yr Average</td>
<td>2,844.13</td>
<td>Points = 1</td>
</tr>
</tbody>
</table>

**b) Calculate to nearest whole percent**
- Each 1% growth = +1 point
- Each 1% decline = -1 point

**Points:**
- 15.00

**NOTES:**
- Under 77.0% = 0 Points
- 77% to 84% = 3 Points
- 84.1% to 90% = 6 Points
- 90.1% to 93% = 9 Points
- 93.1% to 97% = 12 Points
- 97.1% and above = 15 Points

#### 3. Percentage of fill at census (0 to 15 points)

**(SP’12 + FA’11 + SP’11 + FA’10 Enrollment at census divided by number of seats available)**

<table>
<thead>
<tr>
<th></th>
<th>Seats*</th>
<th>Enrollment*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring ’12</td>
<td>925</td>
<td>954</td>
</tr>
<tr>
<td>Fall ’11</td>
<td>877</td>
<td>917</td>
</tr>
<tr>
<td>Spring ’11</td>
<td>957</td>
<td>948</td>
</tr>
<tr>
<td>Fall ’10</td>
<td>937</td>
<td>965</td>
</tr>
<tr>
<td>Totals</td>
<td>3,696</td>
<td>3,784</td>
</tr>
</tbody>
</table>

**Under 77.0% = 0 Points**
- 77% to 84% = 3 Points
- 84.1% to 90% = 6 Points
- 90.1% to 93% = 9 Points
- 93.1% to 97% = 12 Points
- 97.1% and above = 15 Points

**NOTES:**
- Exclusive of all 500 (non-credit), 99, 199, and 22 special studies and work experience sections, Language Lab and Engl-100L co-requisites, TA variable unit performance sections, Art 50L (Gallery viewing), all open entry (except ATH sections which are included), with cross-listed sections combined for maximum enrollments.

#### 4. WSCH/FTEF or WCH/FTEF at Census (15 points maximum)

**(WSCH divided by FTEF rounded to nearest whole number)**

<table>
<thead>
<tr>
<th></th>
<th>FTEF</th>
<th>WSCH/FTEF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2012</td>
<td>6.87</td>
<td>418</td>
</tr>
</tbody>
</table>

**Points:**
- 0.00

**NOTES:**
- Under 464 = 0 points
- 464 to 503 = 3 points
- 504 to 553 = 6 points
- 554 to 596 = 9 points
- 597 to 635 = 12 points
- 636 and above = 15 points

#### 5. Unavailability of ADJUNCT Faculty (0 or 10 points)

**a) 10 points if class cancellation occurs due to unavailability of Adjunct or use of temporary contract faculty in past 12 months due to unavailability of Adjunct as verified by the Office of Instruction**

**Points:**
- 0.00

**NOTES:**
- 10 points if class cancellation occurs due to unavailability of Adjunct or use of temporary contract faculty in past 12 months due to unavailability of Adjunct as verified by the Office of Instruction

#### 6. Loss of Contract - 1st or 2nd year of request for vacant position (0 or 10 points) -- see Note

**Note:** In order to qualify for 1st year loss must be officially declared by CIO deadline.

**Contract Lost:** O. Garcia

**Points:**
- 10.00

#### 7. One-person department (0 or 20 points)— qualified for 2 consecutive years

**Accreditation mandates (0 or 20 points maximum)**

**Points:**
- 0.00

10/29/2012 4:57 PM
NARRATIVE:
DOCUMENTATION FOR REQUESTED TENURE-TRACK ACADEMIC POSITION

1. Brief Program Description:
As one of the largest departments on the Cabrillo College campus, the English department serves nearly all students in some capacity. English writing courses are prerequisites and recommended preparation for nearly all Cabrillo classes. Our offerings align with the discipline nationwide by focusing on three concentrations: composition, literature, and creative writing. In composition, we offer basic skills, transfer, honors, and multi-cultural sections. Within our basic skills and transfer composition offerings we participate in a range of learning communities (LC’s), including ACE, Puente, STARS, REAL, and SMP. Our literature offerings provide core courses required to transfer in the major, and also provide the community at large the opportunity for lifelong learning. The creative writing component offers beginning and advanced classes in four genres: fiction, poetry, screenwriting, and memoir. The depth and range of our course offerings allow us to meet the diverse educational needs of the Cabrillo student body.

2. Explanation of the need for the position and why it is critical to the program and the college.
For Fall 2012, English offers approximately 130 sections which include basic skills, transfer, honors and multi-cultural sections. Our classes are required for the AA degree and also serve as pre-requisites for other disciplines. In order for students to complete their educational plans and goals, nearly all will take at least one course in the English department.

Currently we have 16 full-time tenure-track instructors and 35 part-time adjunct instructors. Within the past six years, four full-time faculty have retired: Dr. Kathy Cowan, Stan Rushworth, Dr. Virginia Coe, and Elissa Wagner. Though we did hire Dr. Steve Schessler this summer, we are still down three full-time instructors. Also our beloved colleague, Jeff Tagami, passed away unexpectedly this summer.

On top of losing so many full-time faculty in such a short time frame, those full-time instructors who remain also facilitate many aspects of Cabrillo in a shared governance capacity and are on reduced loads in order to accomplish campus-wide responsibilities: Marcy Alancraig is the SLO coordinator, Victor Bañales is the Basic Skills coordinator, Adela Najarro is the Puente Project coordinator. Leticia Scott Curtis works with the Honors program and contributes on a statewide level to accreditation and the development of the AAT degree; Joseph Carter is on the Curriculum committee; Tom Marshall, Ekua Omusupé, David Sheftman serve on campus-wide committees including Faculty Senate. Basically combining the loss of our faculty with the campus wide work done by the remaining faculty, we don’t have the faculty necessary to staff all of our sections nor to run the department effectively.

The English department has conducted three adjunct searches within the past two years in order to staff our classes. We have hired seven new adjunct faculty within the past two years, including two adjunct faculty within two weeks of the fall 2012 semester start. Besides losing our tenured instructors, our adjuncts are receiving full-time positions at other colleges along with taking personal and medical leaves.
In addition, since we are down so many instructors we have found it necessary to adjust how we conduct business as a department. The department has run a “Composition” committee which historically has served as a steering committee by which we analyzed department needs, curriculum, and protocols. We have been unable to consistently staff a functioning committee since we are have lost so many tenured instructors and since so many English faculty work on campus wide business.

The lack of full-time tenured instructors has grown to a critical level; in order to fulfill our mission as a department and a college, at least one full-time English instructor needs to be hired.

3. Will this position require additional expenses beyond standard faculty office equipment? Examples are instructional equipment, staff support and operating expenses.

Signed: _____________________________ Date: ____________________________
### 2012/13 Academic Position Priority Process Worksheet

**Division:** BELA  
**Position Requested:** English (1 of 1)  
**Total Points:** 36.00

#### 1. FTEF taught by ADJUNCT (15 points maximum)

<table>
<thead>
<tr>
<th></th>
<th>Spring 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADJUNCT</td>
<td>15.97</td>
</tr>
<tr>
<td>OL</td>
<td>1.10</td>
</tr>
<tr>
<td>RT</td>
<td>1.90</td>
</tr>
<tr>
<td>LR</td>
<td>0.27</td>
</tr>
<tr>
<td>RR</td>
<td>1.80</td>
</tr>
<tr>
<td>TOTAL</td>
<td>16.70</td>
</tr>
</tbody>
</table>

**NOTES:**
- RT 0.53 M. Alancraig • Program Development (SLOs)
- RT 0.53 V. Banales • Program Coordination (Basic Skills)
- RT 0.45 A. Najarro • Program Chair-English
- RT 0.12 A. Najarro • Program Coordination (English)
- RT 0.27 A. Najarro • Puente Project (Puente)
- LR 0.27 E. Wheeler • Sick Leave
- RR 1.00 J. Tagami
- RR 0.80 E. Wagner

Calculate FTE to nearest 0.01

If FTE is less than 1, then 0 points

**Points:** 15.00

#### 2. Demand (15 points maximum)

**a) Growth in WSCH or WCH (-15 to 15 points)**

<table>
<thead>
<tr>
<th></th>
<th>Spring 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth</td>
<td>2.02%</td>
</tr>
</tbody>
</table>

Spring 2012 12,258.25 -12015.89 = 242.36 / 12015.89 = 2.02%

Spring 2011 12,492.05
Spring 2010 12,245.98
Spring 2009 11,131.30
4-Yr Average 12,015.89

Each 1% growth = +1 point
Each 1% decline = -1 point

Under 77.0% = 0 Points
77% to 84% = 3 Points
84.1% to 90% = 6 Points
90.1% to 93% = 9 Points
93.1% to 97% = 12 Points
97.1% and above = 15 Points

**Points:** 2.00

#### 3. Percentage of fill at census (0 to 15 points)

<table>
<thead>
<tr>
<th></th>
<th>Fall'12</th>
<th>Fall'11</th>
<th>Spring'12</th>
<th>Spring'11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled*</td>
<td>3,332</td>
<td>3,375</td>
<td>3,447</td>
<td>3,439</td>
</tr>
<tr>
<td>Seats*</td>
<td>3,629</td>
<td>3,560</td>
<td>3,759</td>
<td>3,575</td>
</tr>
<tr>
<td>Percent</td>
<td>91.8%</td>
<td>94.8%</td>
<td>91.7%</td>
<td>93.7%</td>
</tr>
</tbody>
</table>

Totals 13,503 14,523 Percent = 93.0%

*Exclusive of all 500 (non-credit), 99, 199, and 22 special studies and work experience sections, Language Lab and Engl-100L co-requisites, TA variable unit performance sections, Art 50L (Gallery viewing), all open entry (except ATH sections which are included), with cross-listed sections combined for maximum enrollments.

**Points:** 9.00

#### 4. WSCH/FTE or WCH/FTE at Census (15 points maximum)

<table>
<thead>
<tr>
<th></th>
<th>Spring 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>WSCH (WCH)</td>
<td>12,258.25</td>
</tr>
<tr>
<td>FTEF</td>
<td>31.32</td>
</tr>
</tbody>
</table>

WSCH/FTE = 391

**Points:** 0.00

#### 5. Unavailability of ADJUNCT Faculty (0 or 10 points)

**a) 10 points if class cancellation occurs due to unavailability of Adjunct or use of temporary contract faculty in past 12 months due to unavailability of Adjunct as verified by the Office of Instruction.**

**Points:** 0.00

#### 6. Loss of Contract - 1st or 2nd year of request for vacant position (0 or 10 points) -- see Note

Note: In order to qualify for 1st year loss must be officially declared by CIO deadline.

**Contract Lost: E. Wagner**

**Points:** 10.00

#### 7. One-person department (0 or 20 points)-- qualified for 2 consecutive years

**Accreditation mandates (0 or 20 points maximum)**

**Points:** 0.00

10/29/2012 4:57 PM
DOCUMENTATION FOR REQUESTED TENURE-TRACK ACADEMIC POSITION

Brief Program Description

The Cabrillo College Library has been a thriving intellectual center for students, providing an instructional focus with a full range of information resources and services. Over 10,000 students come to the library weekly to take advantage of the library’s spaces, services, and information resources. During Spring 2012 we recorded 152,896 visits, the highest number in over ten years. Formal instruction in the library consists of credit courses, taught by adjunct librarians, and a very active non-credit course-related instruction program where librarians partner with classroom faculty to develop structured sessions tailored to each course. Until 2011, librarians were creating and conducting 80-100 sessions every semester, working with faculty from over 50% of the departments within Instruction. Librarians also work with faculty on the selection and maintenance of the library’s print, electronic, and video collections.

The library continues to be one of the most highly rated student services on campus. In the 2010 Cabrillo College Student Climate Survey, 48% of the responding students rated the library as “excellent.” In addition, the library received a commendation in the 2007 Accreditation report, for our “proactive involvement in the development and sustained processes promoting student success. The library faculty and staff are learner centered and consistently foster a culture of inquiry and learning and expand students’ access to ideas and information”.

Explanation of the need for the position and why it is critical to the program and the college.

Replacing the Instruction Librarian was the top goal in our 2012 Program Plan, and was the third-highest ranked goal among all the program goals ranked by the Council for Instructional Planning (CIP) in 2012. The library’s success over the years has been heavily dependent upon having sufficient full-time faculty to energetically pursue and support evolving services and programs. With the retirement of Instruction Librarian Topsy Smalley in Fall 2011, and the appointment of librarian Georg Romero to the permanent library director position, the library dropped from four full-time librarians to only two full-time librarians. Although many of the responsibilities have been assigned to various adjunct librarians, the lack of continuity and full-time presence represents a serious threat to the library’s ability to sustain its effectiveness as a highly regarded, and highly successful, student service center. The 80-100 instruction sessions that we conducted every semester before Ms. Smalley’s retirement dropped to 44 during the Spring 2012 semester. We find ourselves in an increasingly “reactive” mode, as we just barely have sufficient faculty resources to maintain existing services, let alone proactively work with faculty on developing and establishing new services and collections.

We realize that we are not unique in having vacancies, and that many departments have been forced to depend more heavily upon their adjunct faculty. However, we are unique in being predominantly a very large – and growing – service operation within Instruction, rather than a classroom-based instruction program. It is not possible for part-time faculty to completely provide the oversight and planning needed for core library services. With the recent loss of the library’s LIA position, more duties have been shifted to our part-time librarians – this on top of the distributed responsibilities from the ongoing full-time vacancies, the teaching of most Library 10 sections, and the primary role for covering the Reference Desk. If we want to continue to be proud of our library, we must fill this position.

Will this position require additional expenses beyond standard faculty office equipment?

No.
# 2012/13 Academic Position Priority Process Worksheet

**Division:** LIBR  
**Position Requested:** Library (1 of 1)  
**Total Points:** 51.00

## 1. FTEF taught by ADJUNCT (15 points maximum)

<table>
<thead>
<tr>
<th>(All ADJUNCT+OL-Reassigned Time-Leave Replacement+Resignation(Retirement)</th>
<th>POINTS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>IF FTEF is less than 1, 0 points</td>
<td>6.00</td>
</tr>
</tbody>
</table>

### Spring 2012

<table>
<thead>
<tr>
<th>ADJUNCT</th>
<th>OL</th>
<th>RT</th>
<th>LR</th>
<th>RR</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.41</td>
<td>0.04</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>2.45</td>
</tr>
</tbody>
</table>

**NOTES:**
- Calculate FTEF to nearest 0.01
- If FTEF is less than 1, then 0 points
- If FTEF is at least 1, multiply by 2.5
- Then round to nearest whole number
- Points = 6 … but not to exceed 15 points

## 2. Demand (15 points maximum)

### a) Growth in WSCH or WCH (-15 to 15 points)


<table>
<thead>
<tr>
<th>Year</th>
<th>WSCH</th>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2012</td>
<td>2,035.72</td>
<td>8.47%</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>1,778.02</td>
<td></td>
</tr>
<tr>
<td>Spring 2010</td>
<td>1,402.00</td>
<td></td>
</tr>
<tr>
<td>Spring 2009</td>
<td>2,622.47</td>
<td></td>
</tr>
<tr>
<td>Spring 2008</td>
<td>2,344.65</td>
<td></td>
</tr>
<tr>
<td>4-Yr Average</td>
<td>1,876.79</td>
<td></td>
</tr>
</tbody>
</table>

**Points = 8 … but not to exceed 15 points**

### b) Calculate to nearest whole percent

- 1% growth = +1 point
- 1% decline = -1 point
- Each 1% growth = +1 point
- Each 1% decline = -1 point
- … but not to exceed 15 points

## 3. Percentage of fill at census (0 to 15 points)

(SP'12 + FA'11 + SP'11 + FA'10 Enrollment at census divided by number of seats available)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Enrolled</th>
<th>Seats</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall'12</td>
<td>1,154</td>
<td>1,240</td>
<td>93.1%</td>
</tr>
<tr>
<td>Fall'11</td>
<td>1,074</td>
<td>1,103</td>
<td>97.4%</td>
</tr>
<tr>
<td>Spring '11</td>
<td>222</td>
<td>232</td>
<td>95.7%</td>
</tr>
<tr>
<td>Fall '10</td>
<td>1,068</td>
<td>1,074</td>
<td>99.4%</td>
</tr>
<tr>
<td>Totals</td>
<td>3,518</td>
<td>3,649</td>
<td>96.4%</td>
</tr>
</tbody>
</table>

**Under 77.0% = 0 Points**

- 77% to 84% = 3 Points
- 84.1% to 90% = 6 Points
- 90.1% to 93% = 9 Points
- 93.1% to 97% = 12 Points
- 97.1% and above = 15 Points

*Exclusive of all 500 (non-credit), 99, 199, and 22 special studies and work experience sections, Language Lab and Engl-100L co-requisites, TA variable unit performance sections, Art 50L (Gallery viewing), all open entry (except ATH sections which are included), with cross-listed sections combined for maximum enrollments.*

## 4. WSCH/FTEF or WCH/FTEF at Census (15 points maximum)

(WSCH divided by FTEF rounded to nearest whole number)

<table>
<thead>
<tr>
<th>Year</th>
<th>WSCH</th>
<th>FTEF</th>
<th>WSCH/FTEF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2012</td>
<td>2,035.72</td>
<td>2.45</td>
<td>832</td>
</tr>
</tbody>
</table>

Under 464 = 0 points

- 464 to 503 = 3 points
- 504 to 553 = 6 points
- 554 to 596 = 9 points
- 597 to 635 = 12 points
- 636 and above = 15 points

## 5. Unavailability of ADJUNCT Faculty (0 or 10 points)

### a) 10 points if class cancellation occurs due to unavailability of Adjunct or use of temporary contract faculty in past 12 months due to unavailability of Adjunct as verified by the Office of Instruction

**Points:** 0.00

## 6. Loss of Contract - 1st or 2nd year of request for vacant position (0 or 10 points) -- see Note

**Note:** In order to qualify for 1st year loss must be officially declared by CIO deadline.

**Contract Lost:** T. Smalley

**Points:** 10.00

## 7. One-person department (0 or 20 points)-- qualified for 2 consecutive years

**OR**

Accreditation mandates (0 or 20 points maximum)

**Points:** 0.00
1. Brief Program Description:

The Mathematics Department offers instruction in courses ranging from basic skills to the transfer level, including courses necessary to obtain Associate Degrees and certificates. We also have students who need mathematics skills for employment or job advancement. Spring 2011 assessment results show that 85% of the new students assessed below transfer level, which means these students will need from one to six math classes to reach the transfer level.

This fall semester 20 full-time faculty (including the Math Learning Center Director) and 20 adjuncts are teaching the 101 sections of basic skills math, high school equivalence, and transfer level mathematics courses. This semester about 620 FTES are enrolled in math classes.

2. Explanation of the need for the position and why it is critical to the program and the college.

As of Fall 2013, we will be down three full-time positions assuming there are no additional losses of full-time faculty in 2012-13. This is due to the retirements of Mike Davidson (Spring 2009), Nancy Fetterman (Spring 2011), and Marcella Laddon (Spring 2013). These three instructors taught the entire spectrum of math courses in the department, with Mike alone teaching a total of 58 units a year, including Winter session and Summer session. Due to the several basic skills grants that exist today at Cabrillo, many of our faculty members are involved in activities over and above the typical teaching expectations. The math dept is aware of the current financial situation, but due to the deficit of three full-time faculty, we feel the need to request one full-time position at this time. This is our first request to fill the position left by Mike Davidson.

In Fall 2012, the number of adjuncts in our department decreased from 24 to 20 due to resignations and our new full-time hire, who was a replacement for the opening left by Denise Colosi’s resignation. We will likely need to hire additional adjuncts for Spring 2013 as we currently have several unstaffed classes. Although we have suffered cuts in teaching units like nearly every other Cabrillo program, we are one of the few departments to have grown in adjunct faculty in these hard financial times due to our loss of full-time faculty. The math adjunct recruitment process is a continuous year-round undertaking – we have two new adjuncts in Fall 2012. Our typical adjunct hire is a UCSC graduate student with no teaching experience at the community college.

Partially filling the hole created by losing these three faculty would help maintain the continuity of the math department, allowing us to better serve our student population. Unavailability of qualified and experienced adjuncts combined with strong student demand leads to lower program quality, inconsistency in sequential courses, an over-burdening of full-time faculty, students being denied access to math classes, and lost FTES for the college.

3. Will this position require additional expenses beyond standard faculty office equipment?

Examples are instructional equipment, staff support and operating expenses.

No.
### 1. FTEF taught by ADJUNCT (15 points maximum)

<table>
<thead>
<tr>
<th>Division:</th>
<th>NAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position Requested:</td>
<td>Mathematics (1 of 1)</td>
</tr>
<tr>
<td>Total Points:</td>
<td>53.00</td>
</tr>
</tbody>
</table>

(All ADJUNCT=OL-Reassigned Time-Leave Replacement+Resignation|Retirement
If FTEF is less than 1, 0 points)

Spring 2012

<table>
<thead>
<tr>
<th>ADJUNCT</th>
<th>OL</th>
<th>RT</th>
<th>LR</th>
<th>RR</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12.25</td>
</tr>
</tbody>
</table>

Calculate FTEF to nearest 0.01

If FTEF is less than 1, then 0 points

NOTES: X 2.5

If FTEF is at least 1, multiply by 2.5

- E. Braunhat • Program Coordination (Math)
- J. Cass • Program Chair-Mathematics
- M. Eastman • Prerequisite Subcommittee
- B. Krein • Academic Council Chair-F.S.
- L. Meyer • Math Mediated Learning Coord
- L. Peacemaker • Curriculum Development (Tech Prep Career Exploration)

### 2. Demand (15 points maximum)

**a) Growth in WSCCH or WCH (-15 to 15 points)**


<table>
<thead>
<tr>
<th>Year</th>
<th>WSCCH</th>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2012</td>
<td>19,310.95</td>
<td>0.80%</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>19,098.59</td>
<td></td>
</tr>
<tr>
<td>Spring 2010</td>
<td>18,547.84</td>
<td></td>
</tr>
<tr>
<td>Spring 2009</td>
<td>20,391.05</td>
<td></td>
</tr>
<tr>
<td>Spring 2008</td>
<td>18,589.97</td>
<td></td>
</tr>
</tbody>
</table>

b) Calculate to nearest whole percent

- Each 1% growth = +1 point
- Each 1% decline = -1 point

4-Yr Average 19,156.86 Points = 1

... but not to exceed 15 points

### 3. Percentage of fill at census (0 to 15 points)

(SP’12 + FA’11 + SP’11 + FA’10 Enrollment at census divided by number of seats available)

<table>
<thead>
<tr>
<th></th>
<th>Enrolled*</th>
<th>Seats*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring’12</td>
<td>3,767</td>
<td>3,670</td>
</tr>
<tr>
<td>Fall’11</td>
<td>4,006</td>
<td>3,836</td>
</tr>
<tr>
<td>Spring’11</td>
<td>3,786</td>
<td>3,642</td>
</tr>
<tr>
<td>Fall’10</td>
<td>3,886</td>
<td>3,736</td>
</tr>
<tr>
<td>Totals</td>
<td>15,445</td>
<td>14,884</td>
</tr>
</tbody>
</table>

Under 77.0% = 0 Points
77% to 84% = 3 Points
84.1% to 90% = 6 Points
90.1% to 93% = 9 Points
93.1% to 97% = 12 Points
97.1% and above = 15 Points

*Exclusive of all 500 (non-credit), 99, 199, and 22 special studies and work experience sections, Language Lab and Engl-100L co-requisites, TA variable unit performance sections, Art 50L (Gallery viewing), all open entry (except ATH sections which are included), with cross-listed sections combined for maximum enrollments.

### 4. WSCCH/FTEF or WCH/FTEF at Census (15 points maximum)

(WSCCH divided by FTEF rounded to nearest whole number)

<table>
<thead>
<tr>
<th></th>
<th>WSCCH (WCH)</th>
<th>FTEF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2012</td>
<td>19,310.95</td>
<td>30.80</td>
</tr>
</tbody>
</table>

Under 464 = 0 points
464 to 503 = 3 points
504 to 553 = 6 points
554 to 596 = 9 points
597 to 635 = 12 points
636 and above = 15 points

### 5. Unavailability of ADJUNCT Faculty (0 or 10 points)

a) 10 points if class cancellation occurs due to unavailability of Adjunct or use of temporary faculty in past 12 months due to unavailability of Adjunct as verified by the Office of Instruction

**Points:** 0.00

### 6. Loss of Contract - 1st or 2nd year of request for vacant position (0 or 10 points) -- see Note

Note: In order to qualify for 1st year loss must be officially declared by CIO deadline.

**Contract Lost:** M. Davidson

**Points:** 10.00

### 7. One-person department (0 or 20 points)-- qualified for 2 consecutive years

**Points:** 0.00

Accreditation mandates (0 or 20 points maximum)
NARRATIVE:
DOCUMENTATION FOR REQUESTED TENURE-TRACK ACADEMIC POSITION

1. Brief Program Description:
The Music Department's Choral/Vocal program is recognized throughout the state as one of the most successful, comprehensive programs for students. Many of our voice majors have transferred to UC and CSU universities, as well as to Conservatories, having gained a thorough knowledge of training and experience in technique and musical literature. (In Fall of 2012, we have had 2 voice students transfer to San Diego State, 2 to Cal State Fullerton, 2 to Cal State Long Beach, and 4 to San Jose State University.) This has happened because of contract leadership from two faculty members. We fully anticipate that the choral and vocal music program will continue to serve our many students. (Voice classes: 100 students this Fall; Choirs: 350+ students this Fall.) Coordinated contract leadership is needed to maintain the strength, high FTES and success of our choral/vocal program.

With the growth of our Music Technology program through the pending AS and Certificate of Achievement in Music Technology and Recording Arts (MTRA), we are seeking a faculty member with expertise and experience in technology. The role of the Music Lab is changing to include better, more comprehensive support of this program.

Leadership is the key to the success of our music program. Each area has increased in visibility and quality under the commitment of contract faculty. Our program fully deserves to replace our retirement faculty member to help us continue to provide the best opportunities to our great students. We are seeking a vocal/choral/music technology position to maintain the contract commitment that is so necessary for our program.

2. Explanation of the need for the position and why it is critical to the program and the college.
With the retirement of the Program Chair, the voice classes will lose their contract leadership. We will have only one contract position in the choral/vocal areas. We need another contract faculty member to help in the complicated coordination of running the vocal component of our program, and contribute to the choral program. Scheduling, recruitment, high school outreach, etc. can only be accomplished by full time committed faculty.

(Currently, the instrumental side of the house has four contract positions directing performance ensembles. Full time commitment and expertise in our instrumental program has created growth and maintained excellence in every area. For example, we now have 2 levels of Band, Jazz Band, and Orchestra and also offer Combos, Latin Ensemble, Piano Ensemble, Guitar Ensemble, Percussion Ensemble and Chamber Ensembles. The students have better access to performing opportunities, due to the innovation, expertise and follow through provided by our contract instrumental faculty.)
Also, the Music Lab should continue to be coordinated by a contract faculty member (also part of outgoing Program Chair’s assignment.) With the increase in the depth and scope of the music technology program, an instructor with this expertise is now needed to run the Music Lab. Presently, music technology is a part of any music degree, so we are confident that we can find a person with expertise and teaching experience in both areas.

3. *Will this position require additional expenses beyond standard faculty office equipment?*
   
   *Examples are instructional equipment, staff support and operating expenses.*  
   
   **NO**
Music Instructor  Fall 2012

Examples of Teaching Assignments, chosen from the following:

MUS 17A Beginning Voice
MUS 17B Intermediate Voice
MUS 17C Advanced Voice
MUS 17D Voice and Diction

MUS 250 Music Lab
MUS 35 Chorale
MUS 36 Choir
MUS 65 Women’s Choir

Music Technology Courses

Courses in areas of expertise:  Guitar, Piano, Theory, Appreciation
### 2012/13 Academic Position Priority Process Worksheet

**Division:** VAPA  
**Position Requested:** Music (1 of 1)  
**Total Points:** 32.00

#### 1. FTEF taught by ADJUNCT (15 points maximum)

<table>
<thead>
<tr>
<th></th>
<th>ADJUNCT</th>
<th>OL</th>
<th>RT</th>
<th>LR</th>
<th>RR</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2012</td>
<td>4.77</td>
<td>0.99</td>
<td>0.67</td>
<td>0.00</td>
<td>1.00</td>
<td>6.10</td>
</tr>
</tbody>
</table>

Point: 15.00  

- (All ADJUNCT+OL-Reassigned Time-Leave Replacement+Resignation+Retirement)  
- If FTEF is less than 1, 0 points

**NOTES:**  
- X 2.5  
- If FTEF is at least 1, multiply by 2.5  
- Then round to nearest whole number  
- ... but not to exceed 15 points

#### 2. Demand (15 points maximum)

**a) Growth in WSCH or WCH (-15 to 15 points)**  

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2012</td>
<td>7,837.11</td>
<td>-8504.05</td>
<td>-666.94</td>
<td>/ 8504.05</td>
<td>-7.84%</td>
<td></td>
</tr>
<tr>
<td>Spring 2011</td>
<td>8,663.01</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2010</td>
<td>8,736.35</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2009</td>
<td>8,482.51</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2008</td>
<td>8,134.31</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-Yr Average</td>
<td>8,504.05</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Point: -8.00  

- b) Calculate to nearest whole percent  
- Each 1% growth = +1 point  
- ... but not to exceed 15 points  
- Each 1% decline = -1 point  
- ... but not to fall below -15 points

#### 3. Percentage of fill at census (0 to 15 points)

(Spring'12 + FA'11 + SP'11 + FA'10 Enrollment at census divided by number of seats available)

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring'12</td>
<td>1,799</td>
<td>1,991</td>
</tr>
<tr>
<td>Fall'11</td>
<td>1,902</td>
<td>2,061</td>
</tr>
<tr>
<td>Spring'11</td>
<td>2,100</td>
<td>2,384</td>
</tr>
<tr>
<td>Fall'10</td>
<td>1,902</td>
<td>2,082</td>
</tr>
<tr>
<td>Totals</td>
<td>7,703</td>
<td>8,518</td>
</tr>
</tbody>
</table>

Percent = \( \frac{90.4\%}{77.0\%} = 0 \text{ Points} \)  

- Under 77.0% = 0 Points  
- 77% to 84% = 3 Points  
- 84.1% to 90% = 6 Points  
- 90.1% to 93% = 9 Points  
- 93.1% to 97% = 12 Points  
- 97.1% and above = 15 Points

**NOTES:**  
*Exclusive of all 500 (non-credit), 99, 199, and 22 special studies and work experience sections, Language Lab and Engl-100L co-requisites, TA variable unit performance sections, Art 50L (Gallery viewing), all open entry (except ATH sections which are included), with cross-listed sections combined for maximum enrollments.

#### 4. WSCH/FTEF or WCH/FTEF at Census (15 points maximum)

(WSCH divided by FTEF rounded to nearest whole number)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2012</td>
<td>7,837.11</td>
</tr>
<tr>
<td>FTEF</td>
<td>14.38</td>
</tr>
</tbody>
</table>

WSCH/FTEF = 545  

Point: 6.00  

- Under 464 = 0 points  
- 464 to 503 = 3 points  
- 504 to 553 = 6 points  
- 554 to 596 = 9 points  
- 597 to 635 = 12 points  
- 636 and above = 15 points

#### 5. Unavailability of ADJUNCT Faculty (0 or 10 points)

- a) 10 points if class cancellation occurs due to unavailability of Adjunct or use of temporary contract faculty in past 12 months due to unavailability of Adjunct as verified by the Office of Instruction

Point: 0.00

#### 6. Loss of Contract - 1st or 2nd year of request for vacant position (0 or 10 points) -- see Note

- Note: In order to qualify for 1st year loss must be officially declared by CIO deadline  
- Contract Lost: M. Rivard

Point: 10.00

#### 7. One-person department (0 or 20 points) -- qualified for 2 consecutive years

- Accreditation mandates (0 or 20 points maximum)

Point: 0.00
NARRATIVE:
DOCUMENTATION FOR REQUESTED TENURE-TRACK ACADEMIC POSITION

1. Brief Program Description: The Nursing program offers professional education to 120 students annually. Close to 30 graduates each semester take the licensing exam to become Registered Nurses and find employment in health care in Santa Cruz and beyond. Over 900 applicants wait 4-5 years for admission into this program. For four semesters, students follow an integrated curriculum that teaches concepts and skills through lectures, labs and clinical rotations. Nursing faculty, especially adjunct faculty, forego higher salaries in health care to educate the next generation of nurses and assure the future workforce for our communities. The need for nurses in our region is projected to increase significantly with health reform, the retirement of older nurses and resolution of the economic downturn. These faculty members must be both excellent clinical nurses and superior educators, with knowledge of the entire curriculum so that their content is set within a larger context. Showing how to do this work as they support student learning in the hospital or clinic environment, and teaching the “why’s” behind nursing practice in lectures and labs. Board of Registered Nursing accreditation requires that faculty members have expertise in at least one of five specialty areas: Medical-Surgical, Pediatric, Perinatal, Geriatric & Community, and Psychiatric nursing. The integrated, collaborative nature of the program requires instructors from all four semesters to know the theoretical underpinnings of the program and to approach clinical instruction with shared goals and expectations.

2. Explanation of the need for the position and why it is critical to the program and the college. The nursing program is asking for 2 faculty positions. The curriculum is designed for two full-time faculty in each of four semesters, to assure continuity across content areas and between theory classes and clinical instruction. In 2005, the program went from accepting 40 students per year to accepting 60 students twice annually. Since that time, faculty from 3 full-time positions have left without replacement. The two requested positions would stabilize instruction in semesters 1 and 2, assuring that new students begin their nursing education with a strong foundation. In addition, there are 3 full-time faculty rapidly approaching retirement. Should the current requested positions remain with adjunct faculty support and retirements of contract faculty occur, the destabilization to the program may place accreditation at risk. The nursing program is preparing for a full accreditation review in fall of 2014. Currently, there are 5 full-time faculty in the four semesters, leaving 3 semesters without the strength of two core faculty. The full-time lab coordinator and the program director both teach some classes as part of their assignments. There are 22 active adjunct faculty. In 3 semesters, the ratio of full time to adjunct is 1:6. In one semester, it is 2:2. Most of the adjunct faculty are working close to full-time in local hospitals and do not have time to attend meetings. This makes it hard to coordinate instruction and assure that the program’s theoretical framework, the Neuman model, is implemented across the program. Currently students moving forward from semester one to semester two require remediation in this area, due to lack of expected knowledge required for the next semester. In several instances, adjunct faculty are unavailable for the two-days per week clinical rotations, so two instructors have taken one day each. This negatively affects the continuity of instruction, the evaluation of students and potentially the safety of the patients if the instructors are less familiar with student capabilities.

3. Will this position require additional expenses beyond standard faculty office equipment? These positions would not require expenses beyond the standard faculty office equipment.
## 2012/13 Academic Position Priority Process Worksheet

### Division: HAWK

**Position Requested:** Nursing (1 of 2) **Total Points:** 39.00

#### 1. FTEF taught by ADJUNCT (15 points maximum)

(All ADJUNCT+OL-Reassigned Time-Leave Replacement+Resignation+Retirement)

<table>
<thead>
<tr>
<th>Spring 2012</th>
<th>ADJUNCT</th>
<th>OL</th>
<th>RT</th>
<th>LR</th>
<th>RR</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5.53</td>
<td>0.00</td>
<td>0.33</td>
<td>0.00</td>
<td>0.00</td>
<td>5.86</td>
</tr>
</tbody>
</table>

Calculate FTEF to nearest 0.01

If FTEF is less than 1, then 0 points

**FTEF 13.00**

**Notes:**
- ADJUNCT: X 2.5
- If FTEF is at least 1, multiply by 2.5

#### 2. Demand (15 points maximum)

a) Growth in WSCH or WCH (-15 to 15 points)


Growth:

<table>
<thead>
<tr>
<th>Spring 2012</th>
<th>3,173.16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2011</td>
<td>3,066.38</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>3,366.67</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>3,222.73</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>3,066.97</td>
</tr>
</tbody>
</table>

4-Yr Average: 3,150.69

Calculation:

-3150.69 = 22.47 / 3150.69 = 0.71%

b) Calculate to nearest whole percent

- Each 1% growth = +1 point
- Each 1% decline = -1 point

**Points = 13**

**Notes:**
- But not to exceed 15 points

#### 3. Percentage of fill at census (0 to 15 points)

(SP'12 + FA'11 + SP'11 + FA'10 Enrollment at census divided by number of seats available)

<table>
<thead>
<tr>
<th>Enrolled*</th>
<th>Seats*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring'12</td>
<td>389</td>
</tr>
<tr>
<td>Fall'11</td>
<td>383</td>
</tr>
<tr>
<td>Spring'11</td>
<td>387</td>
</tr>
<tr>
<td>Fall'10</td>
<td>387</td>
</tr>
</tbody>
</table>

**Totals:** 1,546 seats

- Under 77.0% = 0 Points
- 77% to 84% = 3 Points
- 84.1% to 90% = 6 Points
- 90.1% to 93% = 9 Points
- 93.1% to 97% = 12 Points
- 97% and above = 15 Points

**Percent = 99.1%**

*Exclusive of all 500 (non-credit), 99, 199, and 22 special studies and work experience sections, Language Lab and Engl-100L co-requisites, TA variable unit performance sections, Art 50L (Gallery viewing), all open entry (except ATH sections which are included), with cross-listed sections combined for maximum enrollments.

#### 4. WSCH/FTEF or WCH/FTEF at Census (15 points maximum)

(WSCH divided by FTEF rounded to nearest whole number)

**Notes:**
- Under 464 = 0 points
- 464 to 503 = 3 points
- 504 to 553 = 6 points
- 554 to 596 = 9 points
- 597 to 635 = 12 points
- 636 and above = 15 points

<table>
<thead>
<tr>
<th>WSCH (WCH)</th>
<th>3,173.16</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTEF</td>
<td>10.63</td>
</tr>
</tbody>
</table>

**FTEF/WCH = 298**

#### 5. Unavailability of ADJUNCT Faculty (0 or 10 points)

a) 10 points if class cancellation occurs due to unavailability of Adjunct or use of temporary contract faculty in past 12 months due to unavailability of Adjunct as verified by the Office of Instruction

**Points:** 0.00

#### 6. Loss of Contract - 1st or 2nd year of request for vacant position (0 or 10 points) -- see Note

**Note:** In order to qualify for 1st year loss must be officially declared by CIO deadline

**Contract Lost:** S. Vaughn

**Points:** 10.00

#### 7. One-person department (0 or 20 points)-- qualified for 2 consecutive years

**OR**

Accreditation mandates (0 or 20 points maximum)

**Points:** 0.00
1. FTEF taught by ADJUNCT (15 points maximum)
   (All ADJUNCT+OL-Reassigned Time-Leave Replacement+Resignation(Retirement
   IF FTEF is less than 1, 0 points)
   Spring 2012
   ** ADJUNCT OL RT LR RR TOTAL
   X 2.5 If FTEF is at least 1, multiply by 2.5
   Points = 10.00 Then round to nearest whole number
   ... but not to exceed 15 points
   ** Adjunct 5.53 less 1.00 for being position #2

2. Demand (15 points maximum)
   a) Growth in WSCH or WCH (-15 to 15 points)
   Spring 2012 3,173.16 - 3150.69 = 22.47 / 3150.69 = 0.71%
   Spring 2011 3,006.38
   Spring 2010 3,366.67 Each 1% growth = +1 point
   Spring 2009 3,222.73 ... but not to exceed 15 points
   Spring 2008 3,006.97 Each 1% decline = -1 point
   4-Yr Average 3,150.69
   Points = 1 ... but not to fall below -15 points

3. Percentage of fill at census (0 to 15 points)
   (SP'12 + FA'11 + SP'11 + FA'10 Enrollment at census divided by number of seats available)
<table>
<thead>
<tr>
<th>Enrolled*</th>
<th>Seats*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring'12 389</td>
<td>390</td>
</tr>
<tr>
<td>Fall'11 383</td>
<td>390</td>
</tr>
<tr>
<td>Spring'11 387</td>
<td>390</td>
</tr>
<tr>
<td>Fall'10 387</td>
<td>390</td>
</tr>
<tr>
<td>Totals 1,546</td>
<td>1,560</td>
</tr>
<tr>
<td>Percent = 99.1%</td>
<td></td>
</tr>
<tr>
<td>Under 77.0% = 0 Points</td>
<td></td>
</tr>
<tr>
<td>77% to 84% = 3 Points</td>
<td></td>
</tr>
<tr>
<td>84.1% to 90% = 6 Points</td>
<td></td>
</tr>
<tr>
<td>90.1% to 93% = 9 Points</td>
<td></td>
</tr>
<tr>
<td>93.1% to 97% = 12 Points</td>
<td></td>
</tr>
<tr>
<td>97.1% and above = 15 Points</td>
<td></td>
</tr>
</tbody>
</table>
   *Exclusive of all 500 (non-credit), 99, 199, and 22 special studies and work
   | experience sections, Language Lab and Engl-100L co-requisites, TA variable unit
   | performance sections, Art 50L (Gallery viewing), all open entry (except ATH
   | sections which are included), with cross-listed sections combined for maximum enrollments.

4. WSCH/FTEF or WCH/FTEF at Census (15 points maximum)
   (WSCH divided by FTEF rounded to nearest whole number)
   Spring 2012
   WSCH (WCH) 3,173.16 WSCH/FTE = 298
   FTEF 10.63
   Under 464 = 0 points
   464 to 503 = 3 points
   504 to 553 = 6 points
   554 to 596 = 9 points
   597 to 635 = 12 points
   636 and above = 15 points

5. Unavailability of ADJUNCT Faculty (0 or 10 points)
   a) 10 points if class cancellation occurs due to unavailability of Adjunct or use of temporary
   contract faculty in past 12 months due to unavailability of Adjunct as verified by the Office of Instruction
   Points: 0.00

6. Loss of Contract - 1st or 2nd year of request for vacant position (0 or 10 points) -- see Note
   Note: In order to qualify for 1st year loss must be officially declared by CIO deadline:
   Contract Lost: 0/N/A
   Points: 0.00

7. One-person department (0 or 20 points)-- qualified for 2 consecutive years
   OR
   Accreditation mandates (0 or 20 points maximum)
   Points: 0.00
NARRATIVE: DOCUMENTATION FOR REQUESTED TENURE-TRACK ACADEMIC POSITION

1. Brief Program Description:

We are a large program with a small faculty. Despite recent events, we started this semester with 1200 students while we have only 3 full-time faculty and 5 adjunct faculty. We also are a diverse program, striving to offer courses in the major sub-fields of psychology—biological, cognitive, developmental, and social-personality—along with courses in applied psychology.

Psychology courses fulfill General Education requirements in Areas B, D and E. Some of our courses are included in the models of a dozen other programs, including Economics, History, Nursing, Physical Education, and Radiologic Technology. The college offers an AA degree in Psychology, and we are in the process of getting approval to offer the AA-T. Cabrillo now has 400 students that have declared the psychology major.

In the Psychology Laboratory, students taking the Research Methods course act as experimenters, keeping them competitive with undergraduates at four-year schools. The lab also serves 600 PSYCH 1 students who gain first-hand experience with methods used to test psychological theories. Some of the research involving students at Cabrillo has been published in scholarly journals.

2. Explanation of the need for the position and why it is critical to the program and the college.

With the retirement of Terry Fetterman two years ago, the psychology department has been hard pressed to offer one of our most important courses: Biological Psychology. This course, which introduces one of the dominant perspectives in our discipline, is required for the AA-T in Psychology, and is a required course for all psychology majors at San Jose State. Currently our full-time faculty includes experts in developmental, social-personality, and applied psychology, but we lost our expert in biological psychology. Terry was a very effective advisor and advocate for students interested in this field, and students would benefit greatly from having a full-time instructor who has the specialized knowledge, training and contacts.

In addition, students benefit from consistency in PSYCH 1, our foundation course. Each semester about 600 students take this course but, currently, only 27% of the sections are taught by full-time faculty. Terry taught three sections of PSYCH 1 each semester. The consistency of our department’s SLO results for this course reflects the benefits of having most sections taught by a few faculty that consult each other regularly on teaching issues. Psychology’s student success rate went up after the addition of a third full-time position in 2001; clearly, a reversal of this trend is undesirable.

Currently, because of work created by the expanded adjunct assignments, the psychology laboratory is on hiatus. Having only two instructors to sustain this activity is problematic—a replacement hire would not only share the workload but also inject new ideas into this valuable portion of our program.

Because our contract faculty lack the desired expertise in cognitive psychology, we offer this course rarely. We must not let the same fate befall biological psychology since this course is a crucial component of our major.

3. Will this position require additional expenses beyond standard faculty office equipment? Examples are instructional equipment, staff support and operating expenses. No.
### Division: HASS

**Position Requested:** Psychology (1 of 1) **Total Points:** 42.00

#### 1. FTEF taught by ADJUNCT (15 points maximum)

<table>
<thead>
<tr>
<th>Division</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Division</td>
<td>5.00</td>
</tr>
</tbody>
</table>

**POINTS:** 5.00

<table>
<thead>
<tr>
<th>ADJUNCT</th>
<th>OL</th>
<th>RT</th>
<th>LR</th>
<th>RR</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2012</td>
<td>2.10</td>
<td>0.15</td>
<td>0.09</td>
<td>0.00</td>
<td>2.16</td>
</tr>
</tbody>
</table>

**Calculates FTEF to nearest 0.01**

NOTES: 
- If FTEF is less than 1, 0 points
- If FTEF is at least 1, multiply by 2.5

#### 2. Demand (15 points maximum)

**POINTS:** -3.00

<table>
<thead>
<tr>
<th>Spring 2012 WSCH</th>
<th>3,878.40</th>
<th>-3993.92</th>
<th>-115.52 / 3993.92 = -2.89%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2011 WSCH</td>
<td>4,092.40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2010 WSCH</td>
<td>4,080.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2009 WSCH</td>
<td>4,296.20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2008 WSCH</td>
<td>3,507.08</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-Yr Average WSCH</td>
<td>3,993.92</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 3. Percentage of fill at census (0 to 15 points)

**POINTS:** 15.00

<table>
<thead>
<tr>
<th>Term</th>
<th>Enrolled</th>
<th>Seats</th>
</tr>
</thead>
<tbody>
<tr>
<td>SP'12</td>
<td>1,192</td>
<td>1,197</td>
</tr>
<tr>
<td>FA'11</td>
<td>1,157</td>
<td>1,165</td>
</tr>
<tr>
<td>SP'11</td>
<td>1,255</td>
<td>1,194</td>
</tr>
<tr>
<td>FA'10</td>
<td>1,197</td>
<td>1,184</td>
</tr>
</tbody>
</table>

**101.3%**

**Under 77.0% = 0 Points**

**77% to 84% = 3 Points**

**84.1% to 90% = 6 Points**

**90.1% to 93% = 9 Points**

**93.1% to 97% = 12 Points**

**97.1% and above = 15 Points**

#### 4. WSCH/FTEF or WCH/FTEF at Census (15 points maximum)

**POINTS:** 15.00

<table>
<thead>
<tr>
<th>Spring 2012 WSCH (WCH)</th>
<th>3,878.40</th>
<th>WSCH/FTE = 744</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTEF</td>
<td>5.21</td>
<td></td>
</tr>
</tbody>
</table>

**Under 464 = 0 points**

**464 to 503 = 3 points**

**504 to 553 = 6 points**

**554 to 596 = 9 points**

**597 to 635 = 12 points**

**636 and above = 15 points**

#### 5. Unavailability of ADJUNCT Faculty (0 or 10 points)

**POINTS:** 0.00

- a) 10 points if class cancellation occurs due to unavailability of Adjunct or use of temporary contract faculty in past 12 months due to unavailability of Adjunct as verified by the Office of Instruction.

#### 6. Loss of Contract - 1st or 2nd year of request for vacant position (0 or 10 points) -- see Note

**POINTS:** 10.00

- Note: In order to qualify for 1st year loss must be officially declared by CIO deadline.

- Contract Lost: T. Fetterman

#### 7. One-person department (0 or 20 points)-- qualified for 2 consecutive years

**POINTS:** 0.00

- Accreditation mandates (0 or 20 points maximum)
NARRATIVE:
DOCUMENTATION FOR REQUESTED TENURE-TRACK ACADEMIC POSITION

1. Brief Program Description:
The Reading Department, which currently consists of one full-time position, and 5 adjunct instructors, services the Cabrillo community in Aptos and Watsonville. The Reading Department runs two full-time labs for individualized reading instruction, as well as offering 12-13 lecture and online classes per semester. In addition, the Reading Department provides drop-in tutoring for students needing support in comprehending their textbooks. The Reading Program serves a diverse population including developmentally disabled students, second-language learners, transfer students and basic skills students who are at-risk in terms of academic achievement. Reading courses are offered independently and as a co-requisite or recommended preparation to English, ESL and many other courses such as Biology, Geology, Health Science, History, Math and Psychology. The Reading Department is actively involved with the Basic Skills and Learning Communities Advisory Council (BSLCAC) participating in Reading 255 and English 255 learning communities, as well as offering classes in the Summer Migrant Program and the STARS Title V grant.

2. Explanation of the need for the position and why it is critical to the program and the college.
*This position request is a replacement for an identified retirement position and constitutes 50% of the full time faculty in the department.
*There is a severe shortage of qualified Reading adjuncts, as most who meet minimum qualifications are employed full-time in the K-12 system. Reading classes were cancelled in Fall 2012 and Spring 2013 due to lack of instructors.
*The Reading Instructor position is responsible for the Reading lab classes and tutoring at the Watsonville Center, as well as teaching courses at both campuses. Watsonville students, in particular, will suffer if this position is not replaced.
*Literacy skills are essential for success in academics and the workplace, yet 46% of Cabrillo’s incoming students assess into Reading classes that are one or two levels below transfer. Twenty-two percent assessed are reading at a 4th to 8th grade level, while the other 24% are reading at a 9th to 11th grade level (source: 2011 Cabrillo Fact Book.)
*With the state’s recent change in repeatability and limit of 30 basic skills units, support and tutoring in Reading has become even more vital for student success.
*The Reading Program provides a crucial part in serving students in need of basic skills. The Chancellor’s office highlights the importance of basic skills in The California Community College Strategic Plan as Goal B-1 is to “Ensure that basic skills development is a major focus and an adequately funded activity of the Community Colleges.”

3. Will this position require additional expenses beyond standard faculty office equipment? Examples are instructional equipment, staff support and operating expenses.
This position will not require any additional expenses.

Signed: Nancy Phillips  Date: 10-2-12
EXAMPLES OF TEACHING ASSIGNMENTS:

<table>
<thead>
<tr>
<th>Course</th>
<th>Section</th>
<th>Credits</th>
<th>Days</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>255</td>
<td>Basic Reading</td>
<td>3.00</td>
<td>TTH</td>
<td>9:30-10:50</td>
</tr>
<tr>
<td>255</td>
<td>Basic Reading</td>
<td>3.00</td>
<td>MW</td>
<td>11:10-12:30</td>
</tr>
<tr>
<td>255</td>
<td>Basic Reading</td>
<td>3.00</td>
<td>TTH</td>
<td>12:40-2:00</td>
</tr>
<tr>
<td>100</td>
<td>College Reading</td>
<td>3.00</td>
<td>TTH</td>
<td>11:10-12:30</td>
</tr>
<tr>
<td>205</td>
<td>Intro to College Reading</td>
<td>3.00</td>
<td>MW</td>
<td>9:30-10:50</td>
</tr>
</tbody>
</table>
**Division:** BELA  
**Position Requested:** Reading (1 of 1)  
**Total Points:** 51.00

### 1. FTEF taught by ADJUNCT (15 points maximum)
(All ADJUNCT=OL-Reassigned Time-Leave Replacement+Resignation|Retirement
If FTEF is less than 1, 0 points)

<table>
<thead>
<tr>
<th>Spring 2012</th>
<th>ADDJUNCT</th>
<th>OL</th>
<th>RT</th>
<th>LR</th>
<th>RR</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0.87</td>
<td>0.20</td>
<td>0.22</td>
<td>0.00</td>
<td>1.00</td>
<td>1.85</td>
</tr>
</tbody>
</table>

Calculate FTEF to nearest 0.01
If FTEF is less than 1, then 0 points

**NOTES:**
- X 2.5 If FTEF is at least 1, multiply by 2.5
- Then round to nearest whole number
- Points = 5
- … but not to exceed 15 points

### 2. Demand (15 points maximum)

#### a) Growth in WSCH or WCH (-15 to 15 points)

<table>
<thead>
<tr>
<th>Spring 2012</th>
<th>1,145.71</th>
<th>1061.21</th>
<th>84.50</th>
<th>7.96%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2011</td>
<td>1,178.72</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2010</td>
<td>1,203.53</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2009</td>
<td>994.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2008</td>
<td>868.60</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-Yr Average</td>
<td>1,061.21</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b) Calculate to nearest whole percent
Each 1% growth = +1 point
Each 1% decline = -1 point

### 3. Percentage of fill at census (0 to 15 points)
(Sp'12 + Fa'11 + Sp'11 + Fa'10 Enrollment at census divided by number of seats available)

<table>
<thead>
<tr>
<th>Spring'12</th>
<th>260</th>
<th>303</th>
<th>85.8%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall'11</td>
<td>292</td>
<td>320</td>
<td>91.3%</td>
</tr>
<tr>
<td>Spring'11</td>
<td>263</td>
<td>304</td>
<td>86.5%</td>
</tr>
<tr>
<td>Fall'10</td>
<td>333</td>
<td>348</td>
<td>95.7%</td>
</tr>
<tr>
<td>Totals</td>
<td>1,748</td>
<td>1,775</td>
<td>90.0%</td>
</tr>
</tbody>
</table>

*Exclusive of all 500 (non-credit), 99, 199, and 22 special studies and work experience sections, Language Lab and Engl-100L co-requisites, TA variable unit performance sections, Art 50L (Gallery viewing), all open entry (except ATH sections which are included), with cross-listed sections combined for maximum enrollments.

### 4. WSCH/FTEF or WCH/FTEF at Census (15 points maximum)
(WSCH divided by FTEF rounded to nearest whole number)

<table>
<thead>
<tr>
<th>Spring 2012</th>
<th>1,145.71</th>
<th>WSCH/FTEF = 614</th>
</tr>
</thead>
<tbody>
<tr>
<td>WSCH (WCH)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FTEF</td>
<td>1.87</td>
<td></td>
</tr>
</tbody>
</table>

Under 64 = 0 points
464 to 503 = 3 points
504 to 553 = 6 points
554 to 596 = 9 points
597 to 635 = 12 points
636 and above = 15 points

### 5. Unavailability of ADJUNCT Faculty (0 or 10 points)

a) 10 points if class cancellation occurs due to unavailability of Adjunct or use of temporary contract faculty in past 12 months due to unavailability of Adjunct as verified by the Office of Instruction

### 6. Loss of Contract - 1st or 2nd year of request for vacant position (0 or 10 points) -- see Note
Note: In order to qualify for 1st year loss must be officially declared by CIO deadline.

### 7. One-person department (0 or 20 points)-- qualified for 2 consecutive years

Accreditation mandates (0 or 20 points maximum)