<table>
<thead>
<tr>
<th>Division</th>
<th>Department</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 NAS</td>
<td>Mathematics Instructor (1 of 2)</td>
<td>53</td>
</tr>
<tr>
<td>1 NAS</td>
<td>Mathematics Instructor (2 of 2)</td>
<td>53</td>
</tr>
<tr>
<td>3 HASS</td>
<td>Communication Studies Instructor</td>
<td>45</td>
</tr>
<tr>
<td>4 HASS</td>
<td>Fire Technology Instructor</td>
<td>43</td>
</tr>
<tr>
<td>5 HAWK</td>
<td>Health Science Instructor</td>
<td>34</td>
</tr>
<tr>
<td>6 BELA</td>
<td>English Instructor (1 of 2)</td>
<td>31</td>
</tr>
<tr>
<td>6 BELA</td>
<td>English Instructor (2 of 2)</td>
<td>31</td>
</tr>
<tr>
<td>8 HASS</td>
<td>Culinary Arts &amp; Hospitality Management Instructor</td>
<td>30</td>
</tr>
<tr>
<td>9 HAWK</td>
<td>Nursing Instructor (1 of 2)</td>
<td>28</td>
</tr>
<tr>
<td>10 HAWK</td>
<td>Nursing Instructor (2 of 2)</td>
<td>26</td>
</tr>
<tr>
<td>11 VAPA</td>
<td>Art Studio Instructor</td>
<td>25</td>
</tr>
<tr>
<td>12 HASS</td>
<td>Early Childhood Education Instructor</td>
<td>21</td>
</tr>
<tr>
<td>13 CG</td>
<td>Counseling &amp; Guidance Instructor (1 of 2)</td>
<td>-15</td>
</tr>
<tr>
<td>13 CG</td>
<td>Counseling &amp; Guidance Instructor (2 of 2)</td>
<td>-15</td>
</tr>
</tbody>
</table>

Identical point score represents equal ranking
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 realized a 50% reduction of full-time faculty, from 6 positions down to 3, due to 2 retirements and one death. The Art Studio program has increased in enrollment, course fill rates, student success and completion, and variety the course offerings and adjunct faculty positions out number full-time faculty by 10 to 1. It has been evident that the reduction in full-time positions has had 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
### 2013/14 Academic Position Priority Process Worksheet

**Division:** VAPA  
**Position Requested:** Art Studio (1 of 1)  
**Total Points:** 25.00

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

<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>9.67</td>
<td>0.00</td>
<td>0.72</td>
<td>0.00</td>
<td>0.00</td>
<td>8.95</td>
</tr>
</tbody>
</table>

- **Points:** 15.00
  - Total Points: 25.00
  - **NOTES:** X 2.5
    - If FTEF is at least 1, multiply by 2.5
    - Round to nearest whole number

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

- **a) Growth in WSCH or WCH (-15 to 15 points)**
  
  
  Growth
  
  - **Spring 2013:** 5,908.71
  - **Spring 2012:** 6,751.90
  - **Spring 2011:** 6,897.20
  - **Spring 2010:** 7,895.00
  - **Spring 2009:** 7,782.10
  - **4-Yr Average:** 7,331.55

  - **Points:** -15.00
    - Each 1% growth = +1 point
    - Each 1% decline = -1 point
    - Under 77% = 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

- **b) Calculate to nearest whole percent**

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

<table>
<thead>
<tr>
<th>Spring'13</th>
<th>Fall'12</th>
<th>Spring'12</th>
<th>Fall'11</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>853</td>
<td>877</td>
<td>982</td>
<td>873</td>
<td>3,485</td>
</tr>
<tr>
<td>Seats*</td>
<td>Seats*</td>
<td>Seats*</td>
<td>Seats*</td>
<td>Seats*</td>
</tr>
<tr>
<td>925</td>
<td>875</td>
<td>1,000</td>
<td>900</td>
<td>3,700</td>
</tr>
<tr>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
<td>Percent</td>
</tr>
<tr>
<td>92.2%</td>
<td>88.8%</td>
<td>98.2%</td>
<td>97.0%</td>
<td>94.2%</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

- **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)

<table>
<thead>
<tr>
<th>WSCH (WCH)</th>
<th>FTEF</th>
</tr>
</thead>
<tbody>
<tr>
<td>5,908.71</td>
<td>12.00</td>
</tr>
</tbody>
</table>

- **Points:** 3.00
  - 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

- **OR**
- Accreditation mandates (0 or 20 points maximum)
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.-T, 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 14th year in a row, the 2012 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.

Availability of Instructors: This request is a full-time replacement position. Kanda Whaley has retired and was not replaced for fall 2013. This led to a futile, summer-long search for qualified adjuncts to cover classes previously taught by Kanda. Ultimately, full-timers stepped in and assumed a massive overload to prevent cancellation of fully-enrolled classes with capacity waiting lists (Charlotte Morrison with 21 units; Skye Gentile with 19 units). An additional Comm 1 (public speaking) section for fall 2013 had to be terminated for lack of any instructor to teach the course. Also, the department is offering fewer sections of Comm 1 in spring 2014 than were offered in fall 2013 because there are no instructors to cover additional classes. Spring 2014 scheduling has become a nightmare from lack of available, qualified adjunct instructors.

Demand: Communication Studies is the largest program in the HASS division based on FTES--see enrollment tracker stats--and the 9th largest of 70 programs at Cabrillo College. Based on body count statistics (total student enrollments), Communication Studies is the 4th largest program (exceeded only by English, Math, and Music). Body count for fall 2013 at first census reached 1667 students--highest total ever for the program. At first census, FTES for fall 2013 was a record and 2.3% higher than fall 2012, 6.7% higher than fall 2010, and a whopping 30.8% increase compared to fall 2003. Communication Studies fills every standard course section (Comm 1, 2, 4, 7, 10, & 12) within first 2 weeks of registration, and a greater percentage of course sections close faster than any other program in the same time period. Demand is so enormous that 10 sections of Comm 1, 2 sections of Comm 2, 4 sections of Comm 6, 2 sections of Comm 7, and 2 sections of Comm 12 (total: 20 sections) could easily be added per year if instructors were available, and waiting lists would still be robust.

Waiting lists: 500+ students each term; 1,000+ students per year.

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

No special expenses.
### 2013/14 Academic Position Priority Process Worksheet

**Division:** HASS  
**Position Requested:** Communication Studies (1 of 1)  
**Total Points:** 45.00

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

<table>
<thead>
<tr>
<th></th>
<th>POINTS:</th>
<th>Details</th>
</tr>
</thead>
</table>
| (All ADJUNCT+OL-Reassigned Time-Leave Replacement+Resignation(Retirement) If FTEF is less than 1, 0 points) | 9.00 | Calculate FTEF to nearest 0.01  
If FTEF is less than 1, then 0 points  
NOTES: Then round to nearest whole number  
... but not to exceed 15 points |

<table>
<thead>
<tr>
<th>Spring 2013</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>2.27</td>
<td>0.38</td>
<td>0.09</td>
<td>0.00</td>
<td>1.00</td>
<td>3.56</td>
</tr>
</tbody>
</table>

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

**a) Growth in WSCH or WCH (-15 to 15 points) 2.00**

- Growth in Spring 2013:
  - WSCH: 4,136.44
  - Growth: \(-0.73\) / 4070.73 = \(-1.61\)%
- Growth in Spring 2012:
  - WSCH: 4,130.72
  - Growth: \(-0.57\) / 4070.73 = \(-1.40\)%
- Growth in Spring 2011:
  - WSCH: 4,038.26
  - Growth: \(-0.23\) / 4070.73 = \(-0.56\)%
- Growth in Spring 2010:
  - WSCH: 4,141.04
  - Growth: \(-0.15\) / 4070.73 = \(-0.37\)%
- Growth in Spring 2009:
  - WSCH: 4,070.73
  - Growth: \(-0.00\) / 4070.73 = \(0.00\)%

**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
- Points = 2

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

**POINTS: 15.00**

|                | Seats* | Percent = | 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 |
|----------------|---------|-----------|------------------|
| SPR’13 + FA’12 + SPR’12 + FA’11 Enrollment at census divided by number of seats available | 1520 | 109.5% | **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: 9.00**

|                | WSCH/FTEF = | 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 |
|----------------|-------------|------------------|
| SPR’13 WSCH/FTEF rounded to nearest whole number | 571 | **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 |

|                | TOT 6,594 | 6,236 | Percent = | **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 |
|----------------|-----------|--------|-----------|------------------|
| SPR’13 + FA’12 + SPR’12 + FA’11 Enrollment at census divided by number of seats available | 1520 | 109.5% | **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 |

#### 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: |  
K. Whaley |
|----------------|------------------|
|                | **Contract Lost:  
K. Whaley** |

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

**POINTS: 0.00**

<table>
<thead>
<tr>
<th></th>
<th>Accreditation mandates (0 or 20 points maximum)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Accreditation mandates (0 or 20 points maximum)</strong></td>
</tr>
</tbody>
</table>

10/23/2013 12:39 PM
1. Brief Program Description:

The Counseling Program and its comprehensive services are offered through the Counseling & Educational Support Services (C&ESS) Division, a newly created division in 2011. Counselors encourage and support the academic, personal, and career development of students and community members through the provision of direct counseling services, classroom instruction, and workshops. Additionally, the Counseling program serves as a liaison, referral source, and partner to instructional faculty, academic programs, and academic support services. Our services are provided to students from the beginning through the end of their college experience; from pre-enrollment services to program completion and graduation. Direct counseling services are delivered in multiple formats: 30 minute in-person sessions (by appointment), 10 minute meetings that can be scheduled the same day (Express Counseling), online advising with 48 hour response time, and 60 minute sessions for career inventory interpretation. We also provide additional programs for distinct populations such as the International Student Program and the Puente Project. Counseling additionally offers a variety of courses to help prepare students for the academic and personal challenges presented in attending college. We are an integral part of all aspects of the college, from curriculum development, institutional and program-specific planning and evaluation, establishment and monitoring of graduation requirements, and the development of education plans to meet those requirements. We are the major service that supports students throughout their academic journey—from beginning to end.

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

In joining the Senate Faculty Prioritization Process, we recognize that we have some similarities to the established instructional evaluation criteria, yet there are more aspects that are unique. Therefore, we have adapted this process to include both similar data and that which more accurately reflects our services and work. You will see that the numbers tell only part of the story. In the 2013-14 academic year, about 5% of our contract counseling resources have been dedicated to teaching Counseling and Guidance (CG) classes; 95% of those resources are allocated to providing direct services to students. Therefore, it is appropriate that we present data from multiple sources to support our request for additional counseling positions. To this end, in addition to the traditional calculations considered by Faculty Senate, we will include in our presentation data on the number of Education Plans written, students served through workshops, offices visits, degree petitions written, career counseling sessions conducted, and the number of students who graduate from Cabrillo transfer-ready, or earn certificates and degrees based upon guidance from counselors.

The following table shows the FTE in counseling positions over the last seven years compared to student head count. The counselor/student ratio has increased from being closer to the Statewide Academic Senate’s recommendation of 1:900 to 1:1170 over the past six years.
<table>
<thead>
<tr>
<th>Year</th>
<th>Appointments (Showed)</th>
<th>Express / Drop-in Counseling</th>
<th>Total contact (Aptos/Wats.)</th>
<th>Fall Counseling FTE</th>
<th>Counselor to Student Ratio</th>
<th>Fall Head Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 06 – Aug 07</td>
<td>12,641</td>
<td>9199</td>
<td>21,840</td>
<td>15.2</td>
<td>1:990</td>
<td>15,052</td>
</tr>
<tr>
<td>Sept 07 – Aug 08</td>
<td>13,618</td>
<td>11,345</td>
<td>24,063</td>
<td>13.5</td>
<td>1:1187</td>
<td>16,068</td>
</tr>
<tr>
<td>Sept 08 – Aug 09</td>
<td>14,323</td>
<td>13,381</td>
<td>27,704</td>
<td>13.2</td>
<td>1:1278</td>
<td>16,924</td>
</tr>
<tr>
<td>Sept 09 – Aug 10</td>
<td>12,579</td>
<td>13,984</td>
<td>26,563</td>
<td>13.4</td>
<td>1:1225</td>
<td>16,467</td>
</tr>
<tr>
<td>Sept 11 – Aug 12</td>
<td>10,652</td>
<td>11,579</td>
<td>22,231</td>
<td>11.8</td>
<td>1:1261</td>
<td>14,842</td>
</tr>
<tr>
<td>Sept 12 – Aug 13</td>
<td>11,159</td>
<td>10,172 *</td>
<td>21,331</td>
<td>11.8</td>
<td>1:1170</td>
<td>13,816</td>
</tr>
</tbody>
</table>

(*) Includes 375 students served through newly implemented Ed Plan and Probation/Dismissal Workshops

- Additionally, each year we assist hundreds of students and community members (potential students) through online advising, email and telephone contacts, and provide a detailed review of every Transfer Admission Guarantee (TAG) agreement written by students to UCSC, UC Davis, and UC Irvine. Those numbers have not been included in the table above, but will be included in our presentation.

The Unduplicated Students count at Aptos (through appointments or Express), is shown in the table below. (We have not shown an unduplicated headcount for Watsonville as we are not able to eliminate duplicative headcount in the separate locations at this time).

<table>
<thead>
<tr>
<th>Year</th>
<th>Annual Head Count</th>
<th>Unduplicated Students</th>
<th>Percentage of Head Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 08 – Aug 09</td>
<td>24,757</td>
<td>12,869</td>
<td>51%</td>
</tr>
<tr>
<td>Sept 09 – Aug 10</td>
<td>22,330</td>
<td>12,799</td>
<td>57%</td>
</tr>
<tr>
<td>Sept 10 – Aug 11</td>
<td>20,851</td>
<td>10,847</td>
<td>52%</td>
</tr>
<tr>
<td>Sept 11 – Aug 12</td>
<td>19,614</td>
<td>10,180</td>
<td>51%</td>
</tr>
</tbody>
</table>

These percentages indicate that counselors currently work with approximately 50% of those students enrolled at Cabrillo, regardless of the number of units those students are taking. With the new mandates of the Student Success Act (SSA) of 2012, the increase in the magnitude of the required services in the upcoming years cannot be understated. Under the new law, all first-time students are required to have electronically-available education plans, in addition to other requirements, in order to maintain their priority registration. Counselors are directly involved in the development of these education plans (two types), provide interventions with students at risk of losing their priority registration, and intervene with those students on probation and dismissal. In an effort to increase our efficiencies in response to the SSA, we have been proactive in developing and implementing a mandated CG 51 (Introduction to College) class which we have piloted in summer and fall 2013 (24 sections). Additionally, this past spring we developed and began offering a workshop to assist students in the development of Education
Plans, and developed and offered another new mandated workshop for students on probation and dismissal.

In our year-round range of services we include the development of educational plans, both abbreviated (at 1-2 semesters) and comprehensive (complete, multi-year); the evaluation of college transcripts for verification of prerequisites and degree/transfer requirements; career assessment interpretation for guiding a student toward an education goal and major; writing of degree, certificate, and academic renewal petitions; review and approval of UC Transfer Admission Guarantee (TAG) agreements; presentation of workshops on UC TAG agreements, essay writing for college applications, CSU and UC and private university applications, and for students on academic and progress probation and dismissal; teaching of CG curriculum; and assisting with the matriculation of Running Start/high school seniors, incoming Honors students, and other new students.

We provide these services currently with 14 full-time counselors, including the International Student Counselor/Coordinator, the Puente Counselor/Coordinator, and the Transfer/Career Center Coordinator whose counseling loads are at 50% each. The Academic Specialist faculty Director of Counseling has a 25% counseling assignment. Therefore, our FTE for general counseling is currently 11.75. The Counseling program has completed the hiring process for a new counseling position that was identified by Cabinet as one of the 12 new positions for 2013-14. This was in recognition of the enormous amount of work that has and will come with the new requirements of the Student Success Act.

One result of providing these increased services, with fewer counselors, is a longer wait-time for students needing appointments. Currently, every counseling appointment we offer is filled, with a wait time of approximately three weeks to see a counselor by appointment.

We welcome the changes that the SSA brings as we see in our daily work the benefits to students when they plan ahead, identify a goal, and follow an education plan at an earlier stage. This will increase the number receiving Associate Degrees, Certificates of Achievement and/or meeting the requirements for university transfer in their chosen major. We welcome our role in this newly mandated process as education plans are our area of expertise. We see great value in the services we provide to students and the college in contributing to student success. Yet, maintaining a level of excellent service, while adapting to and meeting the new challenges, will require additional resources.

As such, the counseling component of the C&ESS division is seeking two full-time counselors to begin in the 2014-15 academic year.

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

Additional counseling offices will need to be identified in addition to the necessary computer technology. Other than these standard faculty expenses, we anticipate no additional expenses.

We hope this summary has increased your awareness, understanding and support for the role of counselors at Cabrillo College.
### 1. FTEF taught by ADJUNCT (15 points maximum)

<table>
<thead>
<tr>
<th></th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>(All ADJUNCT+OL-Reassigned Time-Leave Replacement+Resignation+Retirement)</td>
<td>0.00</td>
</tr>
</tbody>
</table>

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

#### Spring 2013

<table>
<thead>
<tr>
<th></th>
<th>OL</th>
<th>RT</th>
<th>LR</th>
<th>RR</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADJUNCT</td>
<td>0.73</td>
<td>0.14</td>
<td>0.00</td>
<td>0.00</td>
<td>0.88</td>
</tr>
<tr>
<td>ADJUNCT OL RT LR RR TOTAL</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

#### NOTES:
- **X 2.5** If FTEF is at least 1, multiply by 2.5.
- Then round to nearest whole number.
- Points = \(0\) ... 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></th>
<th>POINTS</th>
</tr>
</thead>
</table>

- **Growth**
- **Spring 2013**: 424.00
- **Spring 2012**: 440.60
- **Spring 2011**: 656.70
- **Spring 2010**: 619.40
- **Spring 2009**: 790.90
- **4-Yr Average**: 626.90

- **Points = -15** ... but not to fall below -15 points.

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

<table>
<thead>
<tr>
<th></th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>(SP'13 + FA'12 + SP'12 + FA'11 Enrollment at census divided by number of seats available)</td>
<td>0.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Enrolled*</th>
<th>Seats*</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring'13</td>
<td>293</td>
<td>412</td>
<td>71.1%</td>
</tr>
<tr>
<td>Fall'12</td>
<td>190</td>
<td>302</td>
<td>62.9%</td>
</tr>
<tr>
<td>Spring'12</td>
<td>218</td>
<td>261</td>
<td>83.5%</td>
</tr>
<tr>
<td>Fall'11</td>
<td>309</td>
<td>422</td>
<td>73.2%</td>
</tr>
<tr>
<td>Totals</td>
<td>1,010</td>
<td>1,397</td>
<td>72.3%</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)

<table>
<thead>
<tr>
<th></th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>(WSCH divided by FTEF rounded to nearest whole number)</td>
<td>0.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>WSCH</th>
<th>FTEF</th>
<th>WSCH/FTEF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2013</td>
<td>385.50</td>
<td>1.10</td>
<td>350</td>
</tr>
</tbody>
</table>

- Under 464 = 0 points.
- Under 503 = 3 points.
- Under 553 = 6 points.
- Under 596 = 9 points.
- Under 635 = 12 points.
- Under 636 = 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>0.00</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.

<table>
<thead>
<tr>
<th></th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0.00</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0.00</td>
</tr>
</tbody>
</table>

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

1. Brief Program Description:

The Counseling Program and its comprehensive services are offered through the Counseling & Educational Support Services (C&ESS) Division, a newly created division in 2011. Counselors encourage and support the academic, personal, and career development of students and community members through the provision of direct counseling services, classroom instruction, and workshops. Additionally, the Counseling program serves as a liaison, referral source, and partner to instructional faculty, academic programs, and academic support services. Our services are provided to students from the beginning through the end of their college experience; from pre-enrollment services to program completion and graduation. Direct counseling services are delivered in multiple formats: 30 minute in-person sessions (by appointment), 10 minute meetings that can be scheduled the same day (Express Counseling), online advising with 48 hour response time, and 60 minute sessions for career inventory interpretation. We also provide additional programs for distinct populations such as the International Student Program and the Puente Project. Counseling additionally offers a variety of courses to help prepare students for the academic and personal challenges presented in attending college. We are an integral part of all aspects of the college, from curriculum development, institutional and program-specific planning and evaluation, establishment and monitoring of graduation requirements, and the development of education plans to meet those requirements. We are the major service that supports students throughout their academic journey—from beginning to end.

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

In joining the Senate Faculty Prioritization Process, we recognize that we have some similarities to the established instructional evaluation criteria, yet there are more aspects that are unique. Therefore, we have adapted this process to include both similar data and that which more accurately reflects our services and work. You will see that the numbers tell only part of the story. In the 2013-14 academic year, about 5% of our contract counseling resources have been dedicated to teaching Counseling and Guidance (CG) classes; 95% of those resources are allocated to providing direct services to students. Therefore, it is appropriate that we present data from multiple sources to support our request for additional counseling positions. To this end, in addition to the traditional calculations considered by Faculty Senate, we will include in our presentation data on the number of Education Plans written, students served through workshops, offices visits, degree petitions written, career counseling sessions conducted, and the number of students who graduate from Cabrillo transfer-ready, or earn certificates and degrees based upon guidance from counselors.

The following table shows the FTE in counseling positions over the last seven years compared to student head count. The counselor/student ratio has increased from being closer to the Statewide Academic Senate’s recommendation of 1:900 to 1:1170 over the past six years.
<table>
<thead>
<tr>
<th>Year</th>
<th>Appointments (Showed)</th>
<th>Express / Drop-in Counseling</th>
<th>Total contact (Aptos/Wats.)</th>
<th>Fall Counseling FTE</th>
<th>Counselor to Student Ratio</th>
<th>Fall Head Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 06 – Aug 07</td>
<td>12,641</td>
<td>9199</td>
<td>21,840</td>
<td>15.2</td>
<td>1:990</td>
<td>15,052</td>
</tr>
<tr>
<td>Sept 07 – Aug 08</td>
<td>13,618</td>
<td>11,345</td>
<td>24,063</td>
<td>13.5</td>
<td>1:1187</td>
<td>16,068</td>
</tr>
<tr>
<td>Sept 08 – Aug 09</td>
<td>14,323</td>
<td>13,381</td>
<td>27,704</td>
<td>13.2</td>
<td>1:1278</td>
<td>16,924</td>
</tr>
<tr>
<td>Sept 09 – Aug 10</td>
<td>12,579</td>
<td>13,984</td>
<td>26,563</td>
<td>13.4</td>
<td>1:1225</td>
<td>16,467</td>
</tr>
<tr>
<td>Sept 11 – Aug 12</td>
<td>10,652</td>
<td>11,579</td>
<td>22,231</td>
<td>11.8</td>
<td>1:1261</td>
<td>14,842</td>
</tr>
<tr>
<td>Sept 12 – Aug 13</td>
<td>11,159</td>
<td>10,172 *</td>
<td>21,331</td>
<td>11.8</td>
<td>1:1170</td>
<td>13,816</td>
</tr>
</tbody>
</table>

(*) Includes 375 students served through newly implemented Ed Plan and Probation/Dismissal Workshops

- Additionally, each year we assist hundreds of students and community members (potential students) through online advising, email and telephone contacts, and provide a detailed review of every Transfer Admission Guarantee (TAG) agreement written by students to UCSC, UC Davis, and UC Irvine. Those numbers have not been included in the table above, but will be included in our presentation.

The Unduplicated Students count at Aptos (through appointments or Express), is shown in the table below. (We have not shown an unduplicated headcount for Watsonville as we are not able to eliminate duplicative headcount in the separate locations at this time).

<table>
<thead>
<tr>
<th>Year</th>
<th>Annual Head Count</th>
<th>Unduplicated Students</th>
<th>Percentage of Head Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 08 – Aug 09</td>
<td>24,757</td>
<td>12,869</td>
<td>51%</td>
</tr>
<tr>
<td>Sept 09 – Aug 10</td>
<td>22,330</td>
<td>12,799</td>
<td>57%</td>
</tr>
<tr>
<td>Sept 10 – Aug 11</td>
<td>20,851</td>
<td>10,847</td>
<td>52%</td>
</tr>
<tr>
<td>Sept 11 – Aug 12</td>
<td>19,614</td>
<td>10,180</td>
<td>51%</td>
</tr>
</tbody>
</table>

These percentages indicate that counselors currently work with approximately 50% of those students enrolled at Cabrillo, regardless of the number of units those students are taking. With the new mandates of the Student Success Act (SSA) of 2012, the increase in the magnitude of the required services in the upcoming years cannot be understated. Under the new law, all first-time students are required to have electronically-available education plans, in addition to other requirements, in order to maintain their priority registration. Counselors are directly involved in the development of these education plans (two types), provide interventions with students at risk of losing their priority registration, and intervene with those students on probation and dismissal. In an effort to increase our efficiencies in response to the SSA, we have been proactive in developing and implementing a mandated CG 51 (Introduction to College) class which we have piloted in summer and fall 2013 (24 sections). Additionally, this past spring we developed and began offering a workshop to assist students in the development of Education
Plans, and developed and offered another new mandated workshop for students on probation and dismissal.
In our year-round range of services we include the development of educational plans, both abbreviated (at 1-2 semesters) and comprehensive (complete, multi-year); the evaluation of college transcripts for verification of prerequisites and degree/transfer requirements; career assessment interpretation for guiding a student toward an education goal and major; writing of degree, certificate, and academic renewal petitions; review and approval of UC Transfer Admission Guarantee (TAG) agreements; presentation of workshops on UC TAG agreements, essay writing for college applications, CSU and UC and private university applications, and for students on academic and progress probation and dismissal; teaching of CG curriculum; and assisting with the matriculation of Running Start/high school seniors, incoming Honors students, and other new students.

We provide these services currently with 14 full-time counselors, including the International Student Counselor/Coordinator, the Puente Counselor/Coordinator, and the Transfer/Career Center Coordinator whose counseling loads are at 50% each. The Academic Specialist faculty Director of Counseling has a 25% counseling assignment. Therefore, our FTE for general counseling is currently 11.75. The Counseling program has completed the hiring process for a new counseling position that was identified by Cabinet as one of the 12 new positions for 2013-14. This was in recognition of the enormous amount of work that has and will come with the new requirements of the Student Success Act.

One result of providing these increased services, with fewer counselors, is a longer wait-time for students needing appointments. Currently, every counseling appointment we offer is filled, with a wait time of approximately three weeks to see a counselor by appointment.

We welcome the changes that the SSA brings as we see in our daily work the benefits to students when they plan ahead, identify a goal, and follow an education plan at an earlier stage. This will increase the number receiving Associate Degrees, Certificates of Achievement and/or meeting the requirements for university transfer in their chosen major. We welcome our role in this newly mandated process as education plans are our area of expertise. We see great value in the services we provide to students and the college in contributing to student success. Yet, maintaining a level of excellent service, while adapting to and meeting the new challenges, will require additional resources.

As such, the counseling component of the C&ESS division is seeking two full-time counselors to begin in the 2014-15 academic year.

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

Additional counseling offices will need to be identified in addition to the necessary computer technology. Other than these standard faculty expenses, we anticipate no additional expenses.

We hope this summary has increased your awareness, understanding and support for the role of counselors at Cabrillo College.
### 2013/14 Academic Position Priority Process Worksheet

**Division:** CG  
**Position Requested:** Counseling & Guidance (2 of 2)  
**Total Points:** -15.00

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

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

**Spring 2013**

<table>
<thead>
<tr>
<th><strong>ADJUNCT</strong></th>
<th><strong>OL</strong></th>
<th><strong>RT</strong></th>
<th><strong>LR</strong></th>
<th><strong>RR</strong></th>
<th><strong>TOTAL</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>-0.27</td>
<td>0.14</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>-0.12</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 = 0

**Adjunct .73 less 1.00 for being position #2**

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

<table>
<thead>
<tr>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>-15.00</td>
</tr>
</tbody>
</table>

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


<table>
<thead>
<tr>
<th>Growth</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2013</td>
<td>-32.37%</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>424.00</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>656.70</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>619.40</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>790.90</td>
</tr>
<tr>
<td>4-Yr Average</td>
<td>626.90</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring'13</td>
<td>293</td>
</tr>
<tr>
<td>Fall'12</td>
<td>190</td>
</tr>
<tr>
<td>Spring'12</td>
<td>218</td>
</tr>
<tr>
<td>Fall'11</td>
<td>309</td>
</tr>
<tr>
<td>Totals</td>
<td>1,010</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.

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

<table>
<thead>
<tr>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00</td>
</tr>
</tbody>
</table>

(SP'13 + FA'12 + SP'12 + FA'11 Enrollment at census divided by number of seats available)

<table>
<thead>
<tr>
<th>Enrolled*</th>
<th>Seats*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring'13</td>
<td>293</td>
</tr>
<tr>
<td>Fall'12</td>
<td>190</td>
</tr>
<tr>
<td>Spring'12</td>
<td>218</td>
</tr>
<tr>
<td>Fall'11</td>
<td>309</td>
</tr>
<tr>
<td>Totals</td>
<td>1,010</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 (WCH)</th>
<th>WSCH/FTE</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2013</td>
<td>385.50</td>
<td>150</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)

<table>
<thead>
<tr>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00</td>
</tr>
</tbody>
</table>

*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

<table>
<thead>
<tr>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Contract Lost</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>#N/A</td>
<td>0.00</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00</td>
</tr>
</tbody>
</table>

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

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10/23/2013 12:39 PM
Narrative: Documentation for Requested Tenure-Track Position
Culinary Arts and Hospitality Management

1. Brief Program Description:

The Culinary Arts and Hospitality Management (CAHM) program at Cabrillo College provides students with the skills, knowledge and abilities for employment and lifelong career advancement in a variety of fields in the hospitality industry. Students gain information on career opportunities and requirements, learn theory in the classroom, practice skills in the laboratory kitchens, and perform a wide variety of job related skills in the student-run Pino Alto Restaurant and catering facilities located on campus in the historic Sesnon House. The goal of the program is to provide exemplary career technical education in Culinary Arts and Hospitality Management to any member of the community.

The Restaurant and Catering operations at the Sesnon house are one of the special and unique attributes of the Cabrillo CAHM program. The Pino Alto Restaurant is housed in the historic Sesnon house, a mansion on the campus. The restaurant is open to the public serving lunch and dinner in an elegant atmosphere. The catering class coordinates and provides food and service for members of the community and organizations within the college that utilize the program for weddings and other events for up to 250 people.

The CAHM program is growing. During the 2010/11 academic year there were 261 students with a declared Culinary Arts and Hospitality major at Cabrillo. Six years prior, 2004/05, the number of Culinary Arts majors was 135. That is nearly double the number of CAHM majors in a six year period.

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

In the fall of 2013, full-time CAHM instructor Mike Wille began a year long leave of absence. On September 23, we received his letter of resignation. In 2013-2014, we replaced Mike with a one-year temporary contract position. We cannot hire a temporary contract instructor again next year to replace Mike. He was the main instructor for the Advanced Culinary Arts class, which prepares the dinner at the Pino Alto Restaurant. The Advanced Culinary Arts class is a 9 unit, “capstone” class, which is required for students who wish to obtain an AS degree or certificate. The instructor for this class is basically operating a restaurant that requires many work hours out of class to keep it running smoothly. The Advanced class needs a full time contract faculty to operate effectively. It takes an enormous amount of time outside of class: ordering, organizing, soliciting donations, purchasing, programming the POS system, public relations, and editing recipes, in addition to the normal grading of papers, quizzes and the writing of lab evaluations.

Unavailability of adjunct faculty: It would take two adjunct instructors, at more than 10 units each per semester, to fill this position. This is not possible given the 20 unit cap on adjunct instructors. The coordination of all the outside work would be too much to ask of part time faculty. The retirement of Kathrine Niven in June 2011, left only two full time faculty members to cover the program chair duties, the very profitable catering operations, and the lunch and dinner operations in the restaurant. These duties are normally covered by 4 full-time faculty members.

Impact:

The following are potential issues the college will face if unable to hire a new full time tenure track faculty in Culinary Arts:

- Cancellation of the Advanced Culinary Arts class - required for the AS degree and Certificate of Proficiency
- Closure of the restaurant to the community at dinner and curtailting exposure of the program
- Loss of quality in the program without additional full time faculty to assist in the operation of restaurant functions
- The CAHM program contributes to the general fund 50% of salaries and benefits for both a full time instructor and the LIA, approximately $66,000 a year. Without this position we could not generate the revenue needed to support the program, thus endangering its future.

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

No additional funds or resources are needed
## 2013/14 Academic Position Priority Process Worksheet

**Division:** HASS  
**Position Requested:** Culinary Arts & Hospitality Management (1 of 1)  
**Total Points:** 30.00

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

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

**Points:** 9.00

<table>
<thead>
<tr>
<th>Spring 2013</th>
<th>ADJUNCT</th>
<th>OL</th>
<th>RT</th>
<th>LR</th>
<th>RR</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.65</td>
<td>0.30</td>
<td>0.47</td>
<td>0.00</td>
<td>1.00</td>
<td>3.48</td>
<td></td>
</tr>
</tbody>
</table>

**NOTES:**
- RT 0.47 E. Carter • Program Chair-Culinary Arts
- RR 1.00 M. Wille

Calculate FTEF to nearest 0.01
If FTEF is less than 1, then 0 points
Then round to nearest whole number
Points = 9
... but not to exceed 15 points

### 2. Demand (15 points maximum)

**Points:** -4.00

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


<table>
<thead>
<tr>
<th>Growth</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2013</td>
<td>-4.00</td>
</tr>
<tr>
<td>Spring 2012</td>
<td></td>
</tr>
<tr>
<td>Spring 2011</td>
<td></td>
</tr>
<tr>
<td>Spring 2010</td>
<td></td>
</tr>
<tr>
<td>Spring 2009</td>
<td></td>
</tr>
<tr>
<td>4-Yr Average</td>
<td></td>
</tr>
</tbody>
</table>

#### b) Calculate to nearest whole percent

Spring 2011 2,390.08 Each 1% growth = +1 point
Spring 2009 2,204.66 Each 1% decline = -1 point

Points = -4
... but not to fall below -15 points

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

(Enrolled + FA12 + SP12 + FA11 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>Spring13</td>
<td>637</td>
<td>110.8%</td>
</tr>
<tr>
<td>Fall12</td>
<td>667</td>
<td>97.5%</td>
</tr>
<tr>
<td>Spring12</td>
<td>682</td>
<td>108.9%</td>
</tr>
<tr>
<td>Fall11</td>
<td>733</td>
<td>110.4%</td>
</tr>
<tr>
<td>Totals</td>
<td>2,719</td>
<td>106.6%</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>2,262.55</td>
<td>5.50</td>
<td>411</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)

**Points:** 10.00

**Contract Lost:** M. Wille

### 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 TENDURE-TRACK ACADEMIC POSITION

1. Brief Program Description: The Early Childhood Education (ECE) Department is a large, complex, CTE program with a transfer track that provides Santa Cruz 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 (the third AS-T or AA-T degrees 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.

- In June 2013 the ECE Department conferred AS degrees to 41 students: 6 with High Honors; 5 with Honors; 14 Honorable Mention; 21 were students from our Watsonville Spanish-to-English program; 44 students received Certificates of Achievement. This demonstrates many ways in which the ECE Department is meeting the vision of the Cabrillo College Master Plan.

- Success rates for ECE students during the period 2006 to 2011 were 82% compared to the College’s average of 68.9% and ECE overall completion rate for the period 2006 to 2011 was 88.8% compared to the College’s 83.3% demonstrating our commitment to student success.

- ECE Courses meet requirements for licensure of children’s centers and family childcare homes by the CA State Department of Social Services.

- ECE 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.

- The ECE Department serves a diverse student population and in particular a significant number of Latino women who are enter the professional workforce upon completion of ECE course work. Unduplicated enrollments of Hispanic/Latino students, taking ECE courses, from Fall 2005 to Spring 11, ranged between 52.6-55.4% 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 Completer/Leaver data (200602010) show that ECE “completers” have a 65 percent increase in their median wages.

- The Children’s Center is an integral part of the ECE Department requiring close collaboration and coherence between ECE and Children’s Center Faculty. The Center is accredited by the National Association for the Education of Young Children, and 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 over the last five years has had 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 requests that are coordinated through the Cabrillo College Foundation including a grant from the Gianinni Foundation. These funds support our program including the funding of a Children’s Center Intern position, our Peace Library, and more.

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 early childhood teachers and childcare providers.

Ofelia Garcia, who retired in June 2013, served the ECE Department and Cabrillo College for 20 years. She has been a major player in the success of the ECE Watsonville program. For over 9 years she coordinated a grant with Migrant Head Start that 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, Cabrillo Foundation 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 childhood professionals in our community.

Moreover, as of Fall 2013, another ECE contract faculty, Liza Cardona submitted her resignation. 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 entire workforce depends upon highly qualified early childhood teachers and childcare 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 for underserved 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 a CTE program with a transfer track we must offer a large variety of courses to meet industry needs. The thoughtful design and coordination of content and student learner outcomes, leading to student success requires 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.
2013/14 Academic Position Priority Process Worksheet

**Division:**    HASS  
**Position Requested:**  Early Childhood Education (1 of 1)  
**Total Points:**  21.00

### 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></th>
<th>8.00</th>
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<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Spring 2013</th>
<th>3.15</th>
<th>0.40</th>
<th>0.82</th>
<th>0.00</th>
<th>0.55</th>
<th>3.29</th>
</tr>
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<tbody>
<tr>
<td>ADJUNCT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RT</td>
<td>0.33</td>
<td>J. Gallagher Heil • Program Chair-ECE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LR</td>
<td>0.15</td>
<td>J. Gallagher Heil • Foster Kinship Care Director</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RR</td>
<td>0.15</td>
<td>J. Gallagher Heil • Options for Recovery Director</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.13</td>
<td>O. Garcia • Program Chair-ECE</td>
<td>Points = 8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.05</td>
<td>E. Hoffman • CDT Consortium Director</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0.55</td>
<td>O. Garcia</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2. Demand (15 points maximum)

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


Growth

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2013</td>
<td>2,594.76</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>2,875.19</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>2,806.74</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>2,591.68</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>3,176.48</td>
</tr>
<tr>
<td>4-Yr Average</td>
<td>2,862.52</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

(SP'13 + FA'12 + SP'12 + FA'11 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>Fall'13</td>
<td>856</td>
<td>942</td>
<td>90.9%</td>
</tr>
<tr>
<td>Spring'12</td>
<td>925</td>
<td>954</td>
<td>97.0%</td>
</tr>
<tr>
<td>Fall'11</td>
<td>877</td>
<td>917</td>
<td>95.6%</td>
</tr>
<tr>
<td>Totals</td>
<td>3,462</td>
<td>3,672</td>
<td>94.3%</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)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2013</td>
<td>2,594.76</td>
</tr>
<tr>
<td>FTEF</td>
<td>5.73</td>
</tr>
</tbody>
</table>

### 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>0.00</th>
</tr>
</thead>
</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

<table>
<thead>
<tr>
<th></th>
<th>10.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contract Lost:</td>
<td>O. Garcia</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>0.00</th>
</tr>
</thead>
</table>

Accreditation mandates (0 or 20 points maximum)
1. Brief Program Description:

The English department at Cabrillo serves nearly all of the college’s students in some capacity. English writing courses are prerequisites and recommended preparation for the overwhelming majority of Cabrillo classes, and in order for students to complete their educational plans, nearly all will take at least one course in English. Our offerings align with the discipline nationwide in 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, including ACE, Puente, STARS, REAL, and SMP. Our literature offerings provide core courses required to transfer in the major as well as the opportunity for students of all ages and in all disciplines to enjoy lifelong learning. The Creative Writing component offers classes in three genres, fiction, poetry, screenwriting, along with an introductory course that surveys all genres. These courses fulfill transfer and AA/AA-T major requirements. The depth and range of our course offerings are designed to meet the diverse educational needs of the Cabrillo student body. The expertise in our full-time faculty must be equally diverse.

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

Currently we have 16 full-time, tenure-track instructors and 35 part-time instructors. Within the past six years, four full-time faculty retired who had contributed a considerable amount of their time and expertise to their students and to our department’s and college’s smooth running: Dr. Kathy Cowan, Stan Rushworth, Dr. Virginia Coe, and Elissa Wagner. In summer 2012, we lost our beloved colleague, Jeff Tagami, an esteemed poet and much-loved instructor. While we hired Dr. Steve Schessler last year, we are still missing four full-time instructors and the contributions those instructors make both in and out of the classroom.

The English department has conducted four adjunct searches and hired ten new adjunct instructors within the past three years to staff our classes. Besides having to cover unfilled full-time positions with part-time instructors in recent years, we have also lost some of our finest and most seasoned adjuncts to full-time positions at other colleges and to retirement. Two years ago, our Writing Center Director was reassigned to the English classroom full-time. This move was intended to provide flexibility to both the instructor and to the program in hard budget times; the full-time Writing Center position was replaced with a ten-unit, part-time instructor. Unfortunately, the position has already turned over once, and the nature and scope of the job has proven to merit the additional weekly hours, longevity, and scheduling flexibility that are expected of full-time faculty. Since no other full-time English instructor feels prepared to run the Writing Center, the department wishes to solicit a new instructor who is trained in and dedicated to lab coordination and who might help fill in some of the other gaps created by recent faculty losses.
The lack of full-time tenured instructors in English has grown to a critical level if we are to fulfill our department’s role in the college mission. Therefore, we request two positions: Writing Center Director/English Instructor and English Instructor.

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

Signed: Dr. Adela Najaro  Date: 9/27/2013
### 2013/14 Academic Position Priority Process Worksheet

**Division:** BELA  
**Position Requested:** English (1 of 2)  
**Total Points:** 31.00

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

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

<table>
<thead>
<tr>
<th>FTEF in Spring 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADJUNCT</td>
</tr>
<tr>
<td>15.85</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

**Spring 2013**

- M. Alan Craig • Program Development (SLO Coordinator)
- W. Baer • Learning Community Coord.
- V. Banales • Program Coordination (English)
- H. Card • Sick Leave
- A. Najarro • Program Chair-English
- A. Najarro • Puente Project
- J. McGuire • Sick Leave
- B. Raney • Sick Leave

#### 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>2013</td>
<td>11,946.84</td>
<td>-2.85%</td>
</tr>
<tr>
<td>2012</td>
<td>12,258.25</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>12,492.05</td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>12,245.98</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>12,194.22</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

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

*(SP'13 + FA'12 + SP'12 + FA'11 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>Spring'13</td>
<td>3,214</td>
<td>3,513</td>
<td>91.5%</td>
</tr>
<tr>
<td>Fall'12</td>
<td>3,305</td>
<td>3,630</td>
<td>91.0%</td>
</tr>
<tr>
<td>Spring'12</td>
<td>3,332</td>
<td>3,629</td>
<td>91.8%</td>
</tr>
<tr>
<td>Fall'11</td>
<td>3,375</td>
<td>3,560</td>
<td>94.8%</td>
</tr>
<tr>
<td>Totals</td>
<td>13,226</td>
<td>14,332</td>
<td>92.3%</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>Year</th>
<th>WSCH (WCH)</th>
<th>FTEF</th>
<th>WSCH/FTEF</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>11,946.84</td>
<td>31.53</td>
<td>379</td>
</tr>
</tbody>
</table>

**Under 464 = 0 points**

- Under 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:** 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

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10/23/2013 12:39 PM
NARRATIVE:
DOCUMENTATION FOR REQUESTED TENURE-TRACK ACADEMIC POSITION

1. Brief Program Description:

The English department at Cabrillo serves nearly all of the college’s students in some capacity. English writing courses are prerequisites and recommended preparation for the overwhelming majority of Cabrillo classes, and in order for students to complete their educational plans, nearly all will take at least one course in English. Our offerings align with the discipline nationwide in 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, including ACE, Puente, STARS, REAL, and SMP. Our literature offerings provide core courses required to transfer in the major as well as the opportunity for students of all ages and in all disciplines to enjoy lifelong learning. The Creative Writing component offers classes in three genres, fiction, poetry, screenwriting, along with an introductory course that surveys all genres. These courses fulfill transfer and AA/AA-T major requirements. The depth and range of our course offerings are designed to meet the diverse educational needs of the Cabrillo student body. The expertise in our full-time faculty must be equally diverse.

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

Currently we have 16 full-time, tenure-track instructors and 35 part-time instructors. Within the past six years, four full-time faculty retired who had contributed a considerable amount of their time and expertise to their students and to our department’s and college’s smooth running: Dr. Kathy Cowan, Stan Rushworth, Dr. Virginia Coe, and Elissa Wagner. In summer 2012, we lost our beloved colleague, Jeff Tagami, an esteemed poet and much-loved instructor. While we hired Dr. Steve Schessler last year, we are still missing four full-time instructors and the contributions those instructors make both in and out of the classroom.

The English department has conducted four adjunct searches and hired ten new adjunct instructors within the past three years to staff our classes. Besides having to cover unfilled full-time positions with part-time instructors in recent years, we have also lost some of our finest and most seasoned adjuncts to full-time positions at other colleges and to retirement. Two years ago, our Writing Center Director was reassigned to the English classroom fulltime. This move was intended to provide flexibility to both the instructor and to the program in hard budget times; the full-time Writing Center position was replaced with a ten-unit, part-time instructor. Unfortunately, the position has already turned over once, and the nature and scope of the job has proven to merit the additional weekly hours, longevity, and scheduling flexibility that are expected of full-time faculty. Since no other full-time English instructor feels prepared to run the Writing Center, the department wishes to solicit a new instructor who is trained in and dedicated to lab coordination and who might help fill in some of the other gaps created by recent faculty losses.
The lack of full-time tenured instructors in English has grown to a critical level if we are to fulfill our department's role in the college mission. Therefore, we request two positions: Writing Center Director/English Instructor and English Instructor.

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

Signed: Dr. Adile Najaro       Date: 9/07/2013
**2013/14 Academic Position Priority Process Worksheet**

| Division: BELA | Total Points: 31.00 |

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

<p>| | | | | | | | |</p>
<table>
<thead>
<tr>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Adjunct</td>
<td>OL</td>
<td>RT</td>
<td>LR</td>
<td>RR</td>
<td>TOTAL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>14.85</td>
<td>1.86</td>
<td>1.72</td>
<td>0.50</td>
<td>0.00</td>
<td>14.49</td>
<td></td>
</tr>
</tbody>
</table>

Points: 15.00

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

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

Growth

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2013</td>
<td>11,946.84</td>
<td>-12297.63</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>12,258.25</td>
<td></td>
</tr>
<tr>
<td>Spring 2011</td>
<td>12,492.05</td>
<td></td>
</tr>
<tr>
<td>Spring 2010</td>
<td>12,245.98</td>
<td></td>
</tr>
<tr>
<td>Spring 2009</td>
<td>12,194.22</td>
<td></td>
</tr>
<tr>
<td>4-Yr Average</td>
<td>12,297.63</td>
<td></td>
</tr>
</tbody>
</table>

Points: -3.00

**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)**

<table>
<thead>
<tr>
<th></th>
<th>Enrolled*</th>
<th>Seats*</th>
<th>Percent =</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring'13</td>
<td>3,214</td>
<td>3,513</td>
<td>91.5%</td>
</tr>
<tr>
<td>Fall'12</td>
<td>3,305</td>
<td>3,630</td>
<td>91.0%</td>
</tr>
<tr>
<td>Spring'12</td>
<td>3,332</td>
<td>3,629</td>
<td>91.8%</td>
</tr>
<tr>
<td>Fall'11</td>
<td>3,375</td>
<td>3,560</td>
<td>94.8%</td>
</tr>
<tr>
<td>Totals</td>
<td>13,226</td>
<td>14,332</td>
<td>92.3%</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.

Points: 9.00

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

<table>
<thead>
<tr>
<th></th>
<th>WSCH</th>
<th>FTEF</th>
<th>WSCH/FTEF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2013</td>
<td>11,946.84</td>
<td>31.53</td>
<td>379</td>
</tr>
</tbody>
</table>

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: K. Cowan

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
FIRE TECHNOLOGY - DOCUMENTATION FOR REQUESTED TENURE – TRACK ACADEMIC POSITION

The public safety program plays an integral part in addressing Cabrillo's mission statement, that of providing career preparation, job advancement and the ability to transfer to its students. Our fire technology, (FT) program is a highly respected program that provides entry-level training for students seeking a career in the fire service or emergency medical service (The EMT program was recently rated one of the top 25 programs in the country by fireservice.org). Students can also utilize the degree to transfer to a four-year emergency management program currently being offered by California State University Long Beach. The Cabrillo FT program works closely with local agencies and their certifying agencies to ensure all students adhere to their professional standards and certification. The state certifying agencies include the national emergency medical technician registry, state fire marshal’s office, the California state office of emergency medical services and the County office of emergency medical services. By developing a public safety careers partnership with all the public safety agencies in Santa Cruz County we are continually striving to provide students with the skills and knowledge required by these agencies. Careers in fire technology include firefighter, apparatus engineer, arson investigator, emergency medical technician, paramedic, lifeguard and fire protection engineer. Positions are available in city, County, state, federal agencies, and private industry.

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

Until recently, the fire technology program enjoyed the availability of a single full-time contract instructor which was left vacant by the retirement of Kris Hurst. Kris's primary responsibility was teaching the two EMT courses totaling 15 units a semester and 4.5 units of release time. FT program administration includes the oversight of 20 teaching assistants and scheduling 1680 hours of student clinical and field experience each semester. With her retirement, the position has been filled by hiring an additional adjunct faculty member with specialized certifications to teach the EMT courses. Current adjunct faculty in the EMT program have voluntarily taken on additional units although this is a temporary measure as all EMT instructors are currently employed full time in the fire service. The program currently has 10 adjunct faculty teaching 51.5 units a semester. Adjunct instructors within the program are a combination of retired and active fire service personnel. Over 50% of the adjunct faculty works full-time in the fire service limiting their availability during the day. Additionally, one adjunct faculty has retired, one will be retiring at the end of the spring semester and a third has requested his classes be reduced to one. The loss of the full-time faculty and the additional loss of adjunct faculty have resulted in the programs inability to offer the FT 190 HM and FT 190 NBC courses (due to lack of faculty possessing the required state certifications) and FT 188 course due to lack of staff. The initial search for additional adjunct faculty resulted in the hiring of one EMT instructor. The request has been extended in order to attract additional adjunct faculty with the requisite certifications for the FT 190 and EMT courses. The EMT courses currently fill at a 100% rate with a full wait list for each session. FT 183 produces 16.73 FTES with FT 183L producing 7.91 FTES resulting in a high FTE to TU ratio. The program may not continue to maintain our current course offerings beyond Spring 2014 with current staffing levels.

ADDITIONAL RESOURCES REQUIRED BEYOND STANDARD FACULTY OFFICE EQUIPMENT: None
### 2013/14 Academic Position Priority Process Worksheet

**Division:** HASS  
**Position Requested:** Fire Technology (1 of 1)  
**Total Points:** 43.00

#### 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 2013</td>
<td>2.00</td>
<td>0.00</td>
<td>0.15</td>
<td>0.00</td>
<td>1.00</td>
<td>2.85</td>
</tr>
</tbody>
</table>

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

If FTEF is less than 1, then 0 points
Then round to nearest whole number
Points = 7
...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></th>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2013</td>
<td>1,692.58 -1858.55 = -165.97 / 1858.55 = -8.93%</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>1,800.20</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>1,889.70</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>1,878.00</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>1,866.28</td>
</tr>
<tr>
<td>4-Yr Average</td>
<td>1,858.55</td>
</tr>
</tbody>
</table>

**Points:** -9

- **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>Enrolled*</th>
<th>Seats*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring'13</td>
<td>473</td>
<td>535</td>
</tr>
<tr>
<td>Fall'12</td>
<td>469</td>
<td>578</td>
</tr>
<tr>
<td>Spring'12</td>
<td>519</td>
<td>570</td>
</tr>
<tr>
<td>Fall'11</td>
<td>571</td>
<td>678</td>
</tr>
<tr>
<td>Totals</td>
<td>2,032</td>
<td>2,361</td>
</tr>
</tbody>
</table>

**Percent = 86.1%**

- 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)

<table>
<thead>
<tr>
<th></th>
<th>WSCH</th>
<th>FTEF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2013</td>
<td>1,692.58</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**WSCH/FTEF = 564**

- 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

**Points:** 10.00

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

**Contract Lost:** K. Hurst

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

**Points:** 20.00

**OR**

**Accreditation mandates (0 or 20 points maximum)**
Health Science contributes to the over-all Cabrillo College Mission by enhancing students’ understanding and competence in managing their own personal health.

The Health Science department (HS) is a component of the Health, Athletics, Wellness and Kinesiology Division. The department was designed to instill students with the ability to think independently and critically about individual and community health issues by offering a balanced Health Education curriculum. The main purpose and thrust of the department is to give students a sense of competence with fundamental health skills, prepare students for career/transfer opportunities in health-related fields and develop personal health goals. The Health Science curriculum supports AA and AS degree requirements at Cabrillo, including the Health Science AA. All Health Science courses satisfy UC/CSU transferable Area E requirements (Life Long Understanding and Self Development).

Health Science classes are popular among students and fill quickly and consistently. Student retention in the Health Science department is above the college average, ranging from 84-92%. The majority of students recommend HS department offerings to other students (90%). Sustained interest can be found in the percentage of students planning to enroll in future Health Science classes, which rose from 38% to 51%, since 2004-05.

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

Our department, Cabrillo College and our Santa Cruz County community would benefit greatly from hiring another full-time contract Health Science faculty member. The Health Science Department consists of one contract instructor and six adjunct instructors. A second contract position was vacated in 2007 with the retirement of a faculty member and has not been refilled. According to the Cabrillo Fact Book in 2005 the number of students Health Science served per year was over 1000, with over 100 students in the HS major and 2 full time faculty. Since 2005 Health Science has grown to serve over 1500 students per year but with only one full time faculty. Not surprisingly, the HS major has shrunk to 43 according to the 2012 Cabrillo Fact Book. To accommodate the growth in the number of students served and the lack of attention to students in the major the restoration of two full time contract faculty is imperative to sustainable growth in the program and major. Furthermore, the current full time faculty plans on retiring within 5 years. In order to support a successful transition the senior faculty could mentor the new hire to make it a seamless transition for the program.

During the budget crisis of recent years, the Health Science adjuncts volunteered their time and expertise to improve the department. Working with their Chair, Patrick Meyer, the adjuncts contributions have included program evaluation and planning, new curriculum and course development (HS 24, Environmental Health), new certificate development (Community Health Worker), collaboration across the college, facilitation of FLEX professional development for multi-department instructors, participation in adjunct hiring process, and representation on the Faculty Senate. While these contributions combined with high quality instruction have catapulted Health Science into a high-ranking Cabrillo department\(^1\), this reliance on adjunct voluntary participation is neither sustainable nor desirable for the perceived potential of the department.

\(^1\)In the last college-wide Program Ranking in December 2011, Health Science was ranked #8 out of the 50 Cabrillo transfer programs.
In our 2010 Instruction Planning Report, we listed a number of goals for the next program planning cycle, including:

- Develop and introduce new courses reflecting student interest, current needs and emerging trends in the field
- Introduce a new Certificate Program in Community Health Worker (CHW) — (already approved, but not yet offered)
- Further develop the HS department’s collaborative efforts within the college to promote interdisciplinary projects and college wide health education
- Establish a new full-time faculty member position within the department.

Our program is relevant, dynamic and consistently growing. With so many advances both in medical science and social access to health care our program is in position to respond to emerging needs in the community, but we have not had the faculty capacity to meet these demands. Of particular note, we could be better meeting the needs of our greater Santa Cruz County community right now in its adoption of the Affordable Care Act if we had already graduated students from the Community Health Worker (CHW) certificate program. Students with the CHW certificate could have been hired immediately as Health Navigators to assist with this historic health care transition. This year we had to turn down additional class offerings for spring 14 due to lack of available faculty.

Each semester all of our sections fill; each section has a waitlist. When students cannot get into our classes, we frequently refer them to classes in other departments that are not enrolled to capacity. Our department could be continuing to attract more students to Cabrillo as we consistently fill our classes and maintain high student retention. In order for us to successfully achieve our numerous program goals, maintain the accomplishments we have made in recent years, and expand the department into its envisioned potential, we need to hire another contract full-time faculty member for 2014-2015.

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

No extra expense will be required beyond standard faculty office equipment.

[Signature]
### 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 2013</td>
<td>1.60</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>1.60</td>
</tr>
</tbody>
</table>

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

### 2. Demand (15 points maximum)

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

\[
Growth = \frac{Spring\ 2013\ WSCH - \text{Average WSCH}}{\text{Average WSCH}}
\]

- Spring 2013: 1,899.80
- Spring 2012: 1,659.00
- Spring 2011: 1,774.80
- Spring 2010: 1,833.00
- Spring 2009: 1,891.40

\[
\text{Growth} = \frac{1,899.80 - 1,789.55}{1,789.55} = 6.16\%
\]

#### 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)

\[
\text{Percent} = \frac{\text{Enrolled} \times \text{Seats}}{\text{Total}} \times 100
\]

- Spring'13: 593 / 645 = 91.9%
- Fall'12: 556 / 595 = 93.4%
- Spring'12: 527 / 556 = 94.8%
- Fall'11: 582 / 602 = 96.7%

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

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

\[
\text{WSCH/FTEF} = \frac{\text{WSCH}}{\text{FTEF}}
\]

- Spring 2013: 1,899.80 / 3.00 = 633

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.

#### 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.

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

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

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. Fall 2012 assessment results show that 80% 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 19 full-time faculty (including the Math Learning Center Director) and 25 adjuncts are teaching the 103 sections of basic skills math, high school equivalence, and transfer level mathematics courses. This semester about 680 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.

   The math department requests two full-time positions for Fall 2014. This is our second request to fill the position left by Mike Davidson, and the first to fill the position left by Nancy Fetterman.

   As of Fall 2014, we will be down four full-time positions, assuming there are no additional losses of full-time faculty in 2013-2014. This is due to the retirements of Mike Davidson (Spring 2009), Nancy Fetterman (Spring 2011), Marcella Ladd (Spring 2013), and Mark Eastman (Spring 2014). These four 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 and STEM grants that exist today at Cabrillo, many of our faculty members are involved in activities over and above the typical teaching expectations. Out of 19 full-time faculty, 10 are currently carrying overloads of between 3 and 6 units.

   The math adjunct recruitment process is a continuous year-round undertaking. Many of our new adjunct hires are recent UCSC or SJSU graduates with no teaching experience at the community college level. In Fall 2013, the number of adjuncts in our department increased from 24 to 25. This was despite losing several longtime, talented adjuncts to full-time positions elsewhere. Two weeks before the start of the Fall 2013 semester we still had 21 unstaffed units. We hired four new adjuncts for Fall 2013: two were hired in the last two weeks before classes started, including one who had just finished his degree in Spring 2013. We will likely need to hire additional adjuncts for Spring 2014 as we currently have 22 unstaffed units for that semester.

   Partially filling the holes created by the four retired full-time 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.

   Student demand for math classes continues to increase. In Fall 2013 we added two sections of math as the semester began, one at the 200-level and one at transfer level—both filled easily. As of Fall 2014 the Student Success Act requires students placing at a basic skills level in math and/or English
to enroll in a math and/or English class. We will need to add more sections of pre-transfer level math to meet this increased demand. The math department has the potential to bring in more FTEs for the college, but we need more qualified faculty to staff additional sections.

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

No, but new faculty will need office computers and furniture.
### 2013/14 Academic Position Priority Process Worksheet

**Division:** NAS  
**Position Requested:** Mathematics (1 of 2)  
**Total Points:** 53.00

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

<table>
<thead>
<tr>
<th>Points</th>
<th>Details</th>
</tr>
</thead>
</table>
| 15.00  | All ADJUNCT+OL-Reassigned Time-Leave Replacement+Resignation(Retirement)

**FTEF taught by ADJUNCT**

<table>
<thead>
<tr>
<th>Spring 2013</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>9.04</td>
<td>3.54</td>
<td>1.60</td>
<td>0.45</td>
<td>0.00</td>
<td>10.53</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

<table>
<thead>
<tr>
<th>RT</th>
<th>Points</th>
<th>Details</th>
</tr>
</thead>
</table>
| 1.00  | E. Braunhut  
  • Academic Specialist (Math) | 26.33 |
| 0.40  | J. Cass  
  • Program Chair-Mathematics |  
| 0.07  | M. Eastman  
  • Prerequisite Subcommittee |  
| 0.07  | B. Krein  
  • Academic Council Chair-F.S. | 15 |
| 0.07  | L. Meyer  
  • Math Mediated Learning Coord |  
| 0.45  | D. Reynolds  
  • Sick Leave |  

**Score Calculation:**
- Each 1% growth = +1 point
- Each 1% decline = -1 point
- ... but not to exceed 15 points
- ... but not to fall below -15 points

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

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

<table>
<thead>
<tr>
<th>Points</th>
<th>Details</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Growth</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.09%</td>
<td>1</td>
</tr>
</tbody>
</table>

*b*) Calculate to nearest whole percent

<table>
<thead>
<tr>
<th>Points</th>
<th>Details</th>
</tr>
</thead>
</table>
| 1      | Each 1% growth = +1 point
|        | ... but not to exceed 15 points
| 1      | Each 1% decline = -1 point
|        | ... but not to fall below -15 points

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

<table>
<thead>
<tr>
<th>Points</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.00</td>
<td>(SP'13 + FA'12 + SP'12 + FA'11 Enrollment at census divided by number of seats available)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enrolled*</th>
<th>Seats*</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring'13</td>
<td>3,712</td>
<td>3,657</td>
</tr>
<tr>
<td>Fall'12</td>
<td>3,791</td>
<td>3,596</td>
</tr>
<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>
</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)

<table>
<thead>
<tr>
<th>Points</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.00</td>
<td>(WSCH divided by FTEF rounded to nearest whole number)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WSCH (WCH)</th>
<th>FTEF</th>
</tr>
</thead>
<tbody>
<tr>
<td>19,547.55</td>
<td>32.00</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
- Under 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

**Contract Lost:** N. Fetterman

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

**Accreditation mandates (0 or 20 points maximum)**
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. Fall 2012 assessment results show that 80% 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 19 full-time faculty (including the Math Learning Center Director) and 25 adjuncts are teaching the 103 sections of basic skills math, high school equivalence, and transfer level mathematics courses. This semester about 680 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.

   The math department requests two full-time positions for Fall 2014. This is our second request to fill the position left by Mike Davidson, and the first to fill the position left by Nancy Fetterman.

   As of Fall 2014, we will be down four full-time positions, assuming there are no additional losses of full-time faculty in 2013-2014. This is due to the retirements of Mike Davidson (Spring 2009), Nancy Fetterman (Spring 2011), Marcella Ladd (Spring 2013), and Mark Eastman (Spring 2014). These four 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 and STEM grants that exist today at Cabrillo, many of our faculty members are involved in activities over and above the typical teaching expectations. Out of 19 full-time faculty, 10 are currently carrying overloads of between 3 and 6 units.

   The math adjunct recruitment process is a continuous year-round undertaking. Many of our new adjunct hires are recent UCSC or SJSU graduates with no teaching experience at the community college level. In Fall 2013, the number of adjuncts in our department increased from 24 to 25. This was despite losing several longtime, talented adjuncts to full-time positions elsewhere. Two weeks before the start of the Fall 2013 semester we still had 21 unstaffed units. We hired four new adjuncts for Fall 2013: two were hired in the last two weeks before classes started, including one who had just finished his degree in Spring 2013. We will likely need to hire additional adjuncts for Spring 2014 as we currently have 22 unstaffed units for that semester.

   Partially filling the holes created by the four retired full-time 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.

   Student demand for math classes continues to increase. In Fall 2013 we added two sections of math as the semester began, one at the 200-level and one at transfer level – both filled easily. As of Fall 2014 the Student Success Act requires students placing at a basic skills level in math and/or English
to enroll in a math and/or English class. We will need to add more sections of pre-transfer level math to meet this increased demand. The math department has the potential to bring in more FTEs for the college, but we need more qualified faculty to staff additional sections.

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

No, but new faculty will need office computers and furniture.
# 2013/14 Academic Position Priority Process Worksheet

**Division:** NAS  
**Position Requested:** Mathematics (2 of 2)  
**Total Points:** 53.00

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

| **Spring 2013** |
|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| **ADJUNCT**    | **OL**          | **RT**          | **LR**          | **RR**          | **TOTAL**       |
| 8.04           | 3.54           | 1.60           | 0.45           | 0.00           | 9.53           |

- Points: 15.00
- Notes: X 2.5

### 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 2013</td>
<td>19,547.55</td>
<td>+210.44%</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>19,310.95</td>
<td></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>
</tbody>
</table>

- Growth: 1.09%
- Points: 1.00

**b) Calculate to nearest whole percent**

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

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

<table>
<thead>
<tr>
<th>Semester</th>
<th>Enrolled</th>
<th>Seats*</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring'13</td>
<td>3,712</td>
<td>3,657</td>
<td>101.5%</td>
</tr>
<tr>
<td>Fall'12</td>
<td>3,791</td>
<td>3,596</td>
<td>105.4%</td>
</tr>
<tr>
<td>Spring'12</td>
<td>3,767</td>
<td>3,670</td>
<td>102.8%</td>
</tr>
<tr>
<td>Fall'11</td>
<td>4,006</td>
<td>3,836</td>
<td>104.4%</td>
</tr>
</tbody>
</table>

- Percent: 103.3%
- 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)

<table>
<thead>
<tr>
<th>Year</th>
<th>WSCH (WCH)</th>
<th>FTEF</th>
<th>WSCH/FTEF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2013</td>
<td>19,547.55</td>
<td>32.0</td>
<td>611</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
- Points: 12.00

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

- Points: 0.00

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

- Points: 10.00

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

- Points: 0.00

---

**Notes:**
- X 2.5: If FTEF is at least 1, multiply by 2.5
- If FTEF is less than 1, then 0 points
- 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
- 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
NARRATIVE:
DOCUMENTATION FOR REQUESTED TENURE-TRACK ACADEMIC POSITION

1. Brief Program Description: Nursing

The Associate Degree Nursing (ADN) Program is a full-time, two-year course of study with an integrated curriculum that focuses on the knowledge, skills, and attitudes needed to function in the role of a registered nurse. Using a team-teaching approach and the Neuman Systems Model as a theoretical framework, a carefully planned sequence of theory, process lab (skills laboratory), simulation, clinical practicum, and pharmacology courses are taught. Cabrillo’s nursing program is highly respected in the region and the state. The ADN Program is accredited by the California Board of Registered Nursing.

Nursing education aligns with the mission and vision of Cabrillo College. The Nursing Program supports the goals for career preparation and transfer education. Students graduate prepared for national examination and licensure as registered nurses. Associate degree nurses are prepared, through articulation programs, to both co-enroll in a Bachelor of Science in Nursing (BSN) Program, or transfer to a four-year BSN university program.

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

The nursing program is requesting 2 full-time contract faculty. Last year nursing requested 2 full-time contract faculty and received 1. Since that time, two additional contract faculty have retired.

During this time nursing functioned in a faculty deficit, not all units were able to be filled by adjuncts. To resolve this dilemma several faculty, including the Program Director took extra work to fill vacant lab classes. Nursing cannot cut sections when faculty are unavailable due to a commitment to students already in the program. Inability to hire adjunct faculty into remaining lab openings resulted in undue stress on faculty.

Problems and Challenges:

- Nursing is changing, national pass cut scores are higher and there are higher expectations of graduates’ level of knowledge as they enter practice, thus we must change within current units.
- Less full-time faculty who know the complex curriculum and student progress within it.
- Adjunct turnover has been high and this is not their primary job due to higher salaries in service.
- Nursing curriculum has increased in complexity and adjunct faculty do not master the curriculum.
- Repeatability laws for us means students need to be successful the first time, concern- attrition.
- Most all of our adjunct faculty do not attend more than one faculty meeting (of 12) per semester.
- Unable to hire adjunct faculty for all openings.
- We are facing another nursing shortage and are being asked to hold the program expansion by statewide stakeholders.
- NECLEX pass rates are declining 90-93% to 78% over 5 years.
To meet the Nursing Program Plan of two contract faculty per level the program would need to hire 3 contract faculty. To prevent program decline, replacement of the two contract positions is essential and critical to meet program challenges and student needs.

The first position of Geriatric and Community instructor content expert is required by the Board of Registered Nursing. The Geri/community instructor needs to develop and plan community rotations on 9-10 agencies throughout the year. The faculty member’s role is to develop the community relationships and settings for 30 students each semester with 1-2 students at each location at any one time. The intensive work to qualify students to be in each agency starts at least one month prior to the semester. One community site stated the Cabrillo nursing program received the site for training (out of several school requests) because of the ongoing relationship the faculty member, Alice Rink had developed with the agency. This type of attention is what is required to seek and maintain clinical sites in the Geri/community specialty.

The second position is currently held by a one-year temporary-contract hire. This is a pivotal position to student success. This position currently supports both semester one and semester two medical-surgical nursing. This position must understand and develop the medical-surgical curriculum throughout both levels and work to spiral the curriculum in coordination with first and second semester Coordinators, whose primary specialties are in obstetrics, labor and delivery, the other pediatrics.

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

   The positions are funded currently and replace retired contract faculty, no additional expenses are anticipated.

As the nursing programs moves forward QUALITY is our greatest concern. We are requesting two Contract Faculty positions critical to our program. Thank you for your time and attention.
## 2013/14 Academic Position Priority Process Worksheet

### Division: HAWK

**Position Requested:** Nursing (1 of 2)

**Total Points:** 28.00

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

Points:

<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>5.38</td>
<td>0.20</td>
<td>0.33</td>
<td>1.30</td>
<td>1.03</td>
<td>4.98</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

### 2. Demand (15 points maximum)

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

Growth:

Spring 2013: 2,909.79

Spring 2012: 3,173.16

Spring 2011: 3,006.38

Spring 2010: 3,366.77

Spring 2009: 3,222.73

4-Yr Average: 3,192.24

#### 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)

Enrolled* Seats*

| Spring'13 | 380 | 390 | 97.4% |
| Fall'12  | 385 | 390 | 98.7% |
| Spring'12| 389 | 390 | 99.7% |
| Fall'11  | 383 | 390 | 98.2% |
| Totals   | 1,537 | 1,560 | 98.5% |

*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

#### a) Under 464 = 0 points

Spring 2013

**WSCH (WCH):** 2,909.79

**FTEF:** 10.58

**WSCH/FTEF = 275**

Under 464 = 0 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: A. Rink

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

Accreditation mandates (0 or 20 points maximum)
Purpose and need

The Cabrillo College Associate Degree Nursing faculty regularly monitors the nursing licensing exam (NCLEX) pass rates. The faculty was concerned about an apparent trend of decreasing pass rates (see appendix). A study was undertaken to identify possible contributors to this trend. Significant predictors of student success for licensure were estimated by the study, and include the student’s GPA during the program (p=0.012, n=192), their grade in level 2 nursing theory (p=0.029, n=192) and self-identified race (p=0.007, n=192). This project proposes to support student academic achievement in an effort to improve their performance on the NCLEX exam.

The nursing faculty has incorporated a web-based electronic health information technology system (SimChart) into the curriculum. SimChart allows students to apply theoretical and clinical knowledge in a simulated patient environment and supports the Quality and Safety Education in Nursing (QSEN) and Institute of Medicine (IOM) competencies in electronic health information management. The Cabrillo core values of critical thinking and professional responsibility are also validated. A survey of new Cabrillo nursing graduates reflected student desire to have “more computer learning in healthcare.” Simulation experience was noted by one student as a reason for job placement.

The nursing program plan goals and recommendations include increasing student learning by replacing outdated equipment and upgrading the simulation learning environment. Nursing students are required to purchase the SimChart program, but it has been noted that there is inconsistency among the students regarding their access to devices that will enable them to utilize SimChart in the classroom, clinical and laboratory environments. A priority of the nursing program, as detailed in the program plan, is to build and sustain quality and consistency across a complex curriculum to support student success. This process is hampered if there are inconsistencies among students regarding their ability to take full advantage of health information technology because they do not possess the devices that will enable consistent access.

Student development of computer skills and the utilization of electronic resources for health science information were identified in the program plan as an important focus. Achievement of this goal is stymied if uniformity is lacking in access to devices that foster computer skill development and access to electronic resources in the classroom, clinical site, or laboratory. This in turn can effect student academic achievement in the nursing program, as measured by their GPA and theory grades, which has been shown to predict their success on the NCLEX licensure exam.

The Cabrillo nursing program plan also identifies that the maintenance of the quality of the nursing program can be fostered, in part, by embedding the QSEN competencies into the curriculum. The process began with incorporation of the QSEN competencies into the student learning outcomes (SLO). The next step is to ensure that these changes flow seamlessly and consistently throughout the program. However, not all students can fully realize the potential these competencies represent if they cannot easily participate in the use of electronic resources.

The program plan proposes to improve learner outcomes with diverse students by continued analysis of the curriculum and support structures, which includes increasing student competency in electronic health information technology and the use of computer systems to access information and manage care with the new SimChart program. Cabrillo nursing students are required to purchase the SimChart program, though not all students have portable devices from which to access the program while in the classroom, laboratory or clinical environment.
The role of the registered nurse is complex and expanding, and requires innovative teaching strategies to meet learning outcomes. The Cabrillo nursing program has responded to these changes by integrating simulation based training into all clinical courses in 2007, with grant funding. Integration of electronic health information technology furthers these aims, which can be fully realized if students have uniform access to devices that enable the use of electronic program designed to support student success and meet the challenge of educating nurses to assume a dynamic role in health care delivery.

**Need and fund allocation**

The purpose of this proposal is to ensure equal access to the tools for success in nursing education for all students in the nursing program. This can be achieved by the procurement of iPads for nursing students to be used in the classroom, laboratory and clinical environments. The funds will be used to purchase 32 iPads. These devices will allow students seamless access to SimChart during theory and skills education. Additional apps can be downloaded to these devices that will support NCLEX testing preparation.

**Student success**

This project aims to address potential impediments to student success on the NCLEX licensure exam. By ensuring that students have equal access to tools designed for success, these barriers can be removed. The critical priorities in nursing education for entry level into practice were captured and codified in QSEN. Passing the NCLEX licensure exam is a crucial step, and use of technology to further embed the QSEN informed curriculum is essential.

**Numbers served and longevity**

The Cabrillo IT department has determined that they can support iPads in the classroom for three years. With current enrollment in the nursing program, 360 students can potentially be served over a 3 year time course.

**Budget and timeline**

Thirty-two iPad 2 with 16 Gb of memory @ $399 ea. = $12,768.00  If a three year extended warranty is included, the price will increase by an additional $200.00, and = $19,168.

The timeline for the project is from January 2014-June 2014. The computers will be ready for the fall term in 2014.

**Outcome measures**

The success of the project will be gauged by student achievement on the NCLEX examination and their performance in nursing theory grades, which have been shown to predict success on the NCLEX exam.

**Contingency plan**

A plan to implement this program if it is only partially funded will be to procure less iPads, and forgo the extended warranty. This may limit access to some students, who would have to share the iPads during didactic activities and skills instruction. In addition, as detailed in the program plan, the nursing simulation program has great potential for outside funding through development and implementation of a business plan.

**Impact on college**

As stated in the program plan, nursing education aligns with the mission and vision of Cabrillo College. The Nursing Program supports the goals for career preparation and transfer education. The curriculum emphasizes the development of critical thinking, oral and written communication, and technological literacy in the health care field. Realization of the potential of the nursing program to impact the lives of students is enhanced when all nursing students have equal access to tools that support their success.
### Appendix

<table>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cabrillo College</td>
<td>61</td>
<td>93.44%</td>
<td>64</td>
<td>85.94%</td>
<td>57</td>
<td>85.96%</td>
<td>65</td>
<td>80.00%</td>
<td>53</td>
<td>77.36</td>
<td></td>
<td></td>
</tr>
<tr>
<td>California Average</td>
<td>87.87%</td>
<td>88.93%</td>
<td>89.00%</td>
<td>87.00%</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**2013/14 Academic Position Priority Process Worksheet**

**Division:** HAWK  
**Position Requested:** Nursing (2 of 2)  
**Total Points:** 26.00

### 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><strong>Spring 2013</strong></th>
<th><strong>Adjunct</strong></th>
<th><strong>OL</strong></th>
<th><strong>RT</strong></th>
<th><strong>LR</strong></th>
<th><strong>RR</strong></th>
<th><strong>TOTAL</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>ADJUNCT</td>
<td>N</td>
<td>2.5</td>
<td></td>
<td></td>
<td></td>
<td>3.98</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

- **RT 0.07 A. Lucero** • Nursing Assistant Director
- **LR 0.97 C. Madsen** • Sick Leave
- **RT 0.27 M. Miller** • Nursing Coordinator
- **LR 0.33 S. Vaughn** • Sick Leave
- **RR 1.00 A. Rink**
- **RR 0.03 C. Madsen**

**Adjunct 5.38 less 1.00 for being position #2**

### 2. Demand (15 points maximum)

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


- Growth

<table>
<thead>
<tr>
<th><strong>Spring 2013</strong></th>
<th><strong>2,909.79</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spring 2012</strong></td>
<td><strong>3,173.16</strong></td>
</tr>
<tr>
<td><strong>Spring 2011</strong></td>
<td><strong>3,066.38</strong></td>
</tr>
<tr>
<td><strong>Spring 2010</strong></td>
<td><strong>3,466.77</strong></td>
</tr>
<tr>
<td><strong>Spring 2009</strong></td>
<td><strong>3,222.73</strong></td>
</tr>
<tr>
<td><strong>4-Yr Average</strong></td>
<td><strong>3,192.24</strong></td>
</tr>
</tbody>
</table>

b) Calculate to nearest whole percent

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

| **Total Points** | **-9** |

- Not to exceed 15 points

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

(Enrollment at census divided by number of seats available)

<table>
<thead>
<tr>
<th><strong>Spring’13</strong></th>
<th><strong>380</strong></th>
<th>97.4%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall’12</strong></td>
<td>385</td>
<td>98.7%</td>
</tr>
<tr>
<td><strong>Spring’12</strong></td>
<td>389</td>
<td>98.7%</td>
</tr>
<tr>
<td><strong>Fall’11</strong></td>
<td>383</td>
<td>98.2%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>1,557</td>
<td>98.5%</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 Engnl-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><strong>Spring 2013</strong></th>
<th><strong>2,909.79</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FTEF</strong></td>
<td>10.58</td>
</tr>
<tr>
<td><strong>WSCH/FTEF</strong></td>
<td>275</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

### 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. Madsen

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

Accreditation mandates (0 or 20 points maximum)

**Total Points:** 26.00

**10/23/2013 12:39 PM**