### 2014/15 Academic Position Priority Process Worksheet

**Division:** NAS  
**Position Requested:** Mathematics (1 of 1)  
**Total Points:** 71.00

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

<table>
<thead>
<tr>
<th>Spring 2014</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>14.83</td>
<td>4.11</td>
<td>1.62</td>
<td>0.50</td>
<td>0.00</td>
<td>17.33</td>
</tr>
</tbody>
</table>

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

#### 1b. Percent of TUs taught by ADJUNCTS compared to contract faculty (10 points maximum)
(25% = 10 points; <25% = 0 points)

<table>
<thead>
<tr>
<th>Contract</th>
<th>276.0</th>
<th>55%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points</td>
<td>498.5</td>
<td>10</td>
</tr>
</tbody>
</table>

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

- **a) Growth in WSCF or WCH (>5 to 15 points)**  

<table>
<thead>
<tr>
<th>Growth</th>
<th>Spring 2014</th>
<th>Spring 2013</th>
<th>Spring 2012</th>
<th>Spring 2011</th>
<th>Spring 2010</th>
<th>4-YR Average</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20,953.37</td>
<td>19,557.49</td>
<td>19,316.29</td>
<td>19,151.07</td>
<td>18,691.06</td>
<td>19,156.48*</td>
<td>9</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)
(SPT+FAP+SPF+PA12 Enrollment at census divided by number of seats available)

<table>
<thead>
<tr>
<th>Enrolled*</th>
<th>Seats*</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring'14</td>
<td>4,087</td>
<td>4,198</td>
</tr>
<tr>
<td>Fall'13</td>
<td>4,050</td>
<td>3,987</td>
</tr>
<tr>
<td>Spring'13</td>
<td>3,768</td>
<td>3,826</td>
</tr>
<tr>
<td>Fall'12</td>
<td>3,761</td>
<td>3,761</td>
</tr>
<tr>
<td>Totals</td>
<td>15,736</td>
<td>15,772</td>
</tr>
</tbody>
</table>

*Exclusive of all 500 (non-credit), 99, 199, 408 and 180 level open entry courses and all co-consecutively offered classes combined for max enrollment

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. WSCF/FTEF or WCH/FTEF (15 points maximum)
(WSCF divided by FTEF rounded to nearest whole number)

<table>
<thead>
<tr>
<th>Spring 2014</th>
<th>WSCF (WCH)</th>
<th>WSCF/FTEF</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20953.37</td>
<td>599</td>
</tr>
<tr>
<td>FTEF</td>
<td>35.01</td>
<td>599</td>
</tr>
</tbody>
</table>

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

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

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

**Points:** 0.00

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

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

**Contract Lost:** Fetterman, Nancy

**Points:** 0.00

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

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

**Points:** 0.00
NARRATIVE:

DOCUMENTATION FOR REQUESTED TENURE-TRACK ACADEMIC POSITION

1. Brief Program Description:

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 2013 assessment results show that approximately 80% of new students assessed below transfer level, which means these students will need from one to six math classes to reach the transfer level.

This fall semester 20 full-time faculty (including the Math Learning Center Director) and 30 adjuncts are teaching the 115 sections of basic skills math, high school equivalence, and transfer level mathematics courses. There are about 680 FTES enrolled in math classes each semester.

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

The math department requests one full-time position to begin in Fall 2015. This is our second request to fill the position left by Nancy Fetterman.

As of Fall 2015, we will be down four full-time positions, assuming there are no additional losses of full-time faculty in 2014-2015. This is due to the retirements of Nancy Fetterman (Spring 2011), Marcella Laddon (Spring 2013), Mark Eastman (Spring 2014), and Dave Viglienzoni (Spring 2015). These four instructors taught the entire spectrum of math courses in the department, especially the transfer-level courses. Due to 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 and shared governance expectations. Out of 20 full-time faculty, 12 are currently carrying overloads of up to 7 units this semester.

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. In Fall 2014, the number of adjuncts in our department increased to 30, a new high. We will likely need to hire additional adjuncts for Spring 2015 as we currently have 18 unstaffed units for that semester.

Student demand for math classes continues to increase. In Fall 2014 we added four sections of math as the semester began, three at the pre-transfer level and one at transfer level - all filled easily. Even with these additional sections, a count of students remaining on waitlists for math courses equated to over 100 lost FTES for the college. Note that math classes this semester had a fill rate of 104%. In addition, the math department is an efficient department, returning, on average, 1.28 FTES for each TU spent, well above the college average. The math department has the potential to bring in more FTES for the college, but we need more qualified faculty to staff additional sections.

Partially filling the holes created by the four retired full-time faculty is critical to maintaining 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 overburdening of full-time faculty, students being denied access to math classes, and lost FTES for the college.

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

Examples are instructional equipment, staff support and operating expenses.

No, but new faculty will need office computers and furniture.
### 2014/15 Academic Position Priority Process Worksheet

**Division:** HAWK  
**Position Requested:** Nursing (1 of 1)  
**Total Points:** 29.60

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

<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>Spring 2014</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5.70</td>
</tr>
</tbody>
</table>

**NOTES:**
- X 2.4
- D. Nunn • Nursing Director  
- A. Lucero • Nursing Assistant Director  
- M. Miller • Nursing Simulation Coordinator  
- B. Johnson • Nursing Simulation Coordinator  

**POINTS:** 24.40

#### 1b. Percent of TLIs taught by ADJUNCTS compared to contract faculty (10 points maximum)

- 25% or 10 points; <25% or 0 points
- Adjunct 91.5%  
- Contract 104.0%  

**POINTS:** 10.00

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

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

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2014</td>
<td>2,823.26</td>
<td>-3064.69</td>
</tr>
<tr>
<td>Growth</td>
<td>-241.42</td>
<td>-7.88%</td>
</tr>
</tbody>
</table>

**b) Calculate to nearest whole percent**

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

**POINTS:** -8.00

#### 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 14</td>
<td>452</td>
<td>600</td>
</tr>
<tr>
<td>Fall 13</td>
<td>453</td>
<td>600</td>
</tr>
<tr>
<td>Summer 13</td>
<td>452</td>
<td>540</td>
</tr>
<tr>
<td>Fall 12</td>
<td>470</td>
<td>540</td>
</tr>
<tr>
<td>Totals</td>
<td>1,827</td>
<td>2,280</td>
</tr>
</tbody>
</table>

**Percent = 80.1%**

**POINTS:** 3.00

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

<table>
<thead>
<tr>
<th></th>
<th>WSCH (WCH)</th>
<th>WCH/FTEF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2014</td>
<td>2,823.26</td>
<td>269</td>
</tr>
</tbody>
</table>

**POINTS:** 0.00

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

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

- Contract Lost: Chinn, Aurelie

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

**POINTS:** 0.00

- Accreditation mandates (0 or 20 points maximum)

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*Exclusive of all 500 (non-credit), 95, 159, 605 and 101 level; open entry courses and all consecutively offered classes combined for max enrollment.*
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. The ADN Program is accredited by the California Board of Registered Nursing (BRN).

2. Explanation of the need for the position and why it is critical to the program and the college.
According to the Public Policy Institute of California September 2014 report population growth, aging, and expanding health care coverage under the Affordable Care Act will serve to increase demand for registered nurses. An expected turnover rate of 40% for health care workers will impact California over the next ten years, and of health care workers graduating with associate degrees a majority of those are in nursing. The California Institute for Nursing and Health Care cautioned not to decrease the size of our current nursing program because the current graduate numbers in nursing does not meet projected demands. The nursing program has maintained an expanded capacity and is highly impacted with over 600 waitlisted students.

The nursing program requests 1 full time contract faculty. Last year nursing requested 2 full time contract faculty and received 1. In spring of 2014 the BRN noted that the nursing faculty was 50% below Board recommendation for full time contract faculty; since that time two additional contract faculty have retired or are retiring by spring 2015. During this time nursing functioned in a faculty deficit. Nursing cannot cut sections when faculty are unavailable due to a commitment to students already in the program and the standards of the Board of Registered Nursing.

Problems and Challenges:
- The Academic Skills Specialist, currently a full time faculty position specifically functions on a 5 day per week basis. The roles of the nursing Academic Skills Specialist are integrated so that the roles cannot be adequately parcelled out into multiple adjunct positions.
- The faculty of record for the N109 A-D teaches 5 days per week with open lab hours. The faculty of record is the Academic Skills Specialist. This role assists the nursing program with its FTES without incurring additional cost to the program in teaching units.
  - 2013fa/2014sp FTES for one student 0.309/0.309, Workload FTES 12.62/10.22
- Due to anticipated decrease in our grant funding next year, we foresee the role of Simulation Coordinator combining with the role of the Academic Skills Specialist. This is 2 units of identified workload.
- Adjunct faculty are unable to master the increased complexity of integrated required for accreditation.
- Less full time faculty who know the complex curriculum and student progress within it.
- Unable to hire adjunct faculty for all openings.
- NCLEX 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 in addition to the Academic Skills Specialist. To prevent program decline, replacement of the one contract position is essential and critical to meet program challenges and student needs.

The position we are requesting at this time is a pivotal position to student success. This position currently supports semester one through four in the laboratory courses, N109A-D and Simulation including lab policies, procedures and equipment management. This position must understand and develop the skills curriculum throughout levels one and two, coordinate and work on several identified projects for the simulation program, manage the lab and resources and meet clinical preparation for all levels of students in mask fit testing prior to each semester start during the break.

4. 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 and ACCREDITATION are among our greatest concerns to maintain program integrity. We are requesting one contract faculty replacement critical to our program. Thank you for your time and attention.
### 2014-15 Academic Position Priority Process Worksheet

<table>
<thead>
<tr>
<th>Division:</th>
<th>CESS</th>
<th>Position Requested:</th>
<th>CG</th>
<th>Total Points: -2.00</th>
</tr>
</thead>
</table>

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

- **Spring 2014**
  - ADJUNCT: 0.50
  - OL: 0.22
  - RT: 0.00
  - LR: 0.00
  - RR: 0.00
  - **TOTAL: 0.82**

**NOTES:**
- X2.5
- 0.00

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

**Points = 0**
- Then round to nearest whole number
- ... but not to exceed 15 points

**POINTS:** 10.00

**1b. Percent of TUs taught by ADJUNCTS compared to contract faculty (10 points maximum)**
- (25% - 10 points; <25% - 0 points)

- **Adjunct:** 12.0 55%
- **Contract:** 9.8 45%

**21.8**
- Points = 10

**POINTS:** -15.00

**2. Demand (15 points maximum)**
- **a) Growth in WSCH or WCH (10 to 15 points)**


- **Divided by average WSCH of Spring 2013, 2012, 2011, 2010**

**Spring 2014:** 793.37
**-1457.57:** -664.20
**/ 1457.57:** -45.57%
**Growth:**
**Spring 2013:** 982.29
**Spring 2012:** 1,391.87
**Spring 2011:** 1,744.24
**Spring 2010:** 1,710.88
**4-Yr Average:** 1,457.57

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

**POINTS:** 15.00

**3. Percentage of fill (0 to 15 points)**
- (SP'14 + FA'13 + SP'13 + FA'12 Enrollment divided by number of seats available)

**Enrolled*:**
- Spring'14: 370
- Fall'13: 1,012
- Spring'13: 366
- Fall'12: 360

**Seats:**
- 466
- 1,172
- 472
- 484

**Totals:** 2,108
- **2,594**
- **Percent = 81.3%**

**Under 77.5% = 6 Points**
- 77% to 84% = 3 Points
- 84% to 90% = 6 Points
- 90.1% to 93% = 9 Points
- 93.1% to 97% = 12 Points
- 97.1% and above = 15 Points

**4. WSCH/FTE or WCH/FTE (15 points maximum)**
- (WSCH divided by FTE rounded to nearest whole number)

- **Spring 2014**
  - **WSCH (WCH):** 607.15
  - **FTE:** 1.45

**WSCH/FTE = 419**

**Under 464 = 0 points**
- 464 to 505 = 3 points
- 504 to 553 = 6 points
- 554 to 595 = 9 points
- 596 to 635 = 12 points
- 636 and above = 15 points

**POINTS:** 0.09

**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:** #/N/A

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

**Contract Lost:** #/N/A

**POINTS:** 0.00

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

- Accreditation mandates (0 or 20 points maximum)

**POINTS:** #/N/A

10/28/2014 3:57 PM
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. Our services are provided to students from before they actually enroll at Cabrillo through the completion of their degrees/programs. The Counseling Department is the front line of the roll out of the Student Success Act with new services designed, implemented and reviewed each semester since the legislation was passed. This has included electronic educational planning which changed the workload and substance of a counseling visit; workshops for students on probation and in disqualification status as a new follow-up intervention; services related to students maintaining their priority registration; a mandatory CG 51 (Introduction to College) class which has been provided since summer 2013 to 850+ incoming first time college students as a way to increase efficiencies and meet the spirit of the law; and ed plan workshops to redirect students at the front end to receive information in more efficient ways. 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.

2. Explanation of the need for the position and why it is critical to the program and the college.
The plans for spring 2015 include workshops for students without an education goal and major so they can meet the requirement to have a those by the end of their third semester. These additional requirements are taking their toll on the staff as new efforts are designed every semester. There is in addition to a plan to implement a new retention model which was postponed last year at the request of the counselors due to no capacity to add one more new thing. We have redesigned our services to have classified staff (Student Success Assistants) do the initial abbreviated education plan to take some of the load off the counselors. We have also reached capacity with the current two positions.

We have had three retirements to date—one that we are backfilling from this past spring with a one year temporary assignment and two additional ones that will take place at the end of fall 2014. Our ability to backfill with adjuncts is desperate. Those that would like to counsel at Cabrillo are in other jobs and cannot/will not leave for a part-time temporary assignment with us. As a result of this reality, three new adjuncts we hired this fall and are training now in the evenings can do evening and weekends only (which do not meet our needs). When our two FT faculty leave at the end of this fall we will not be able to fill their units with adjuncts. The seriousness of this situation cannot be overstated—we will not be able to meet the SSSP mandates and maintain the current pace of education plans. Add the new required follow-up and we need to make some serious decisions on services. This will impact our future funding.

Finding faculty to teach all the sections of CG 51 has been a daily challenge and has added admin work to the counseling director that should not be there. This is the result of not having the people we need to provide the services we are required to provide.

One of our retirees served the veterans—a high priority student group.

3. Will this position require additional expenses? Yes and no. Yes—additional office space. No from the general fund for salaries, as these 4 counselors can be paid for out of Student Success and Student Equity funds.
NARRATIVE: EOPS COUNSELOR
DOCUMENTATION FOR REQUESTED TENURE-TRACK ACADEMIC POSITION

1. Brief Program Description:
“EOPS is a categorically-funded program that encourages the enrollment, retention, and transfer of students handicapped by language, social, economic and educational disadvantages, and facilitates the successful completion of the student’s goals and objectives in college. The program offers academic and support counseling, financial aid and other support services.” (Chancellor’s website)

2. Explanation of the need for the position and why it is critical to the program and the college.
The EOP staffing has historically included a director/counselor, a FT counselor, a CARE coordinator, a program assistant and an outreach position. After two decades, the director/counselor retired which allowed the college to review and redesign the reporting and staffing in EOPS. The previous counselor for EOPS/CARE (a service within EOPS for single parents) moved into the director/counselor position (academic specialist director). This has opened up a counseling position that is the primary provider of counseling services for the program. The goal is to return the previous staffing levels with a CARE coordinator when the funds are restored by the state.

In 2013-14, EOPS served 192 students (fall) + 54 (spring) = 246. In fall 2014, the initial enrollment is already at an increase of 11% over last fall. The final enrollment will depend upon how many pending applications/students (46) the program can accept. With the current adjunct backfill for ‘14-15 not meeting the student/program needs, the program may have to turn away those new students still seeking admissions this fall and perhaps in the spring. The staff is committed to accepting as many as possible.

The restructuring of the program has already allowed some efficiencies to be identified. By collaborating with FTTW under the CESS Division, programs that can and often do serve the same students can and will reduce duplication of services and benefits and increase how and to whom they provide resources. The FTTW Director has worked very closely with EOPS at another college and knows the efficiencies that can be realized. Some of those changes have already been made. The new EOPS director feels very positive about these changes.

The counselor provides very specific and required service to all of its students: three required contacts per student, education planning, assessment interpretations, student contacts for expected accomplishments, mid-semester academic follow-up and an exit contact for review of success outcomes, possible needed improvements and planning for priority registration the following semester.

3. Will this position require additional expenses beyond standard faculty office equipment? No.