## Faculty Requests – Fall 2015

<table>
<thead>
<tr>
<th>Request #</th>
<th>Division</th>
<th>Department</th>
<th>Retirement</th>
<th>Replacement</th>
<th>Will the department give up 30 adjunct units?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>BELA #1</td>
<td>English</td>
<td>Yes Winnie Baer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>BELA #2</td>
<td>English</td>
<td>Yes Winnie Baer</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>3</td>
<td>CESS</td>
<td>Counseling</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td>NAS #1</td>
<td>Math</td>
<td>Yes Marcella Laddon</td>
<td></td>
<td>Yes</td>
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<tr>
<td>5</td>
<td>NAS #2</td>
<td>Math</td>
<td>Yes Mark Eastman</td>
<td></td>
<td>Yes</td>
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<tr>
<td>6</td>
<td>HASS</td>
<td>Sociology</td>
<td></td>
<td>Yes Carolee Coffey</td>
<td>Yes</td>
</tr>
<tr>
<td>7</td>
<td>HASS</td>
<td>EMT</td>
<td>Yes Kris Hurst</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>8</td>
<td>Instruction</td>
<td>CWEE</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
NARRATIVE
FULL-TIME FACULTY HIRING PRIORITY PROCESS

NARRATIVE: Documentation for Requested Tenure-Track Faculty Position

1. BRIEF PROGRAM DESCRIPTION
   a) This program has sixeeen full-time faculty and thirty-eight adjunct faculty.
   b) If this is a replacement request, specify the person being replaced. Winnie Baer
   c) If this is not a replacement request, will the department give up 30 adjunct units for this position?

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

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

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

For Fall 2015, English offers approximately 130 sections that include basic skills, transfer, honors and multi-cultural sections. Our classes are required for the AA and AA-T degrees and also serve as pre-requisites for other disciplines. In order for students to complete their educational plans and goals, nearly all will take at least one course in the English department.

Currently we have 16 full-time tenure-track instructors and 35 adjunct instructors. At the end of the 2011-12 academic calendar, we had two full-time faculty retire: Dr. Virginia Coe, and Elissa Wagner. Our beloved colleague Jeff Tagami passed away in the summer of 2012. Winnie Baer
submitted her retirement letter September 18. Although we did hire Dr. Steve Schessler during the summer of 2013, we are still down three full-time instructors. It is my hope that we will be granted the opportunity to hire two faculty members.

On top of losing so many full-time faculty in such a short time frame, those full-time instructors who remain also facilitate many aspects of Cabrillo in a shared governance capacity and are on reduced loads in order to accomplish campus-wide responsibilities: Marcy Alanraig is the SLO coordinator; Adela Najarro is the Puente Project coordinator; Leticia Scott Curtis works with the Honors program and contributes on a statewide level to accreditation and the development of the AAT degree; Joseph Carter is chair of the English department, co-chair of the Student Equity Plan Committee, and 100L Coordinator at the English Learning Center, Conrad Scott-Curtis is CCFT president; Winnie Baer, Julio Leal, Ekua Omosupe, Tera Martin, Steve Schessler, Katie Woolsey, David Lau, serve on campus-wide committees including Faculty Senate, CCFT, and other committees. Basically, combining the loss of our faculty with the campus wide work done by the remaining faculty, we don’t have the faculty necessary to staff all of our sections nor to run the department effectively.

What does this means in term of numbers? As mentioned before, we are down 3 FT faculty since 2012, for a total of 16. Of the remaining 16 FT faculty, the reassigned time listed above comes out to 2 FTE, and one FT faculty on leave, leaving the department with 13 FT faculty available to teach.

The English department has conducted three adjunct searches within the past three years in order to staff our classes including an emergency hire for an online class. We have lost seven adjunct instructors in the past year including two solid basic skills instructors Ted Shank and Angelo Bummer, who were hired by other institutions as full-timers. Additionally, Paul Humann passed away over the summer and Peter McLean retired. In the last two adjunct pool hires, we hired six instructors.

In the three semesters that Joseph Carter has been English chair, staffing shortages have necessitated adjuncts receiving being assigned third classes and full-time instructors working overload assignments. During the fall semester, we had to cancel an English 255 section because we had no faculty who were able to take the class, this at a time when we need to generate FTES and when the college has stressed the need to serve our basic skills students.

The lack of full-time tenured instructors has grown to a critical level; in order to fulfill our mission as a department and a college, at least two full-time English instructor must be hired.
### Division: BELA
### Position Requested: English (1 of 2)

#### 1. 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 2015</td>
<td>16.60</td>
<td>1.92</td>
<td>1.88</td>
<td>0.00</td>
<td>17.64</td>
</tr>
</tbody>
</table>

**NOTES:**
- ADJUNCT: M. Alancraig • Adj & OL ENGL Gr Coord (040)
- Contract: M. Alancraig • English Instructor
- RT: W. Baer • CCFT Communications Dir
- RT: J. Carter • Adj & OL Program Chair Engl
- RT: J. Carter • Program Chair English
- RT: G. Jonker • English Instructor
- RT: A. Najarro • English Instructor
- RT: L. Scott-Curtis • Adj & OL ENGL Honors Prog Coord

#### Points: 15.00

- **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. Percent of TUs taught by ADJUNCTS compared to contract faculty (10 points maximum)

<table>
<thead>
<tr>
<th>Adjunct</th>
<th>249.0</th>
<th>50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contract</td>
<td>253.7</td>
<td>50%</td>
</tr>
</tbody>
</table>

**Points:** 10.00

- (25%+ = 10 points; <25% = 0 points)

#### 3. 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 2015</td>
<td>10,831.00</td>
<td>-12379.99</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>11,762.93</td>
<td>-15,489.99</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>12,591.46</td>
<td>-12,379.99</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>12,673.22</td>
<td>0.00</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>12,492.33</td>
<td>1,548.99</td>
</tr>
<tr>
<td>4-Yr Average</td>
<td>12,379.99</td>
<td>-13</td>
</tr>
</tbody>
</table>

**Points:** -13.00

- (Each 1% growth = +1 point)
- (Each 1% decline = -1 point)
- Maximum = 15 points

#### 4. 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'15</td>
<td>2,951</td>
<td>3,362</td>
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<td>3,200</td>
<td>3,528</td>
<td>90.0%</td>
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<td>3,219</td>
<td>3,625</td>
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<td>3,294</td>
<td>3,527</td>
<td>93.4%</td>
</tr>
<tr>
<td>Totals</td>
<td>12,664</td>
<td>14,042</td>
<td>90.2%</td>
</tr>
</tbody>
</table>

**Points:** 9.00

- 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

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

| Spring 2015 | 10,831.00 | 30.07 |
| WSCH (WCH) | WCH/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 |

**Points:** 0.00

#### 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)

**OR**

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

**Points:** 0.00
NARRATIVE
FULL-TIME FACULTY HIRING PRIORITY PROCESS

NARRATIVE: Documentation for Requested Tenure-Track Faculty Position

1. BRIEF PROGRAM DESCRIPTION
   a) This program has sixteen full-time faculty and thirty-eight adjunct faculty.
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# 2015/16 Academic Position Priority Process Worksheet

**Division:** BELA  
**Position Requested:** English (2 of 2)  
**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>RT</th>
<th>LR</th>
<th>RR</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2015</td>
<td>1.92</td>
<td>1.88</td>
<td>1.00</td>
<td>17.64</td>
</tr>
</tbody>
</table>

NOTES: X 2.5  
RT 0.20  
M. Alancraig • Adj & OL ENGL Gr Coord (040)  
44.10

### Points = 15.00

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

**Calculate FTEF to nearest 0.01**

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

### Spring 2015

**ADJUNCT**  
W. Baer  
**OL**  
W. Baer  
**RT**  
4.19  
M. Alancraig  
**LR**  
2.12  
J. Carter  
**RR**  
1.00  
W. Baer  
**TOTAL**  
17.64

**NOTES:**

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

-- M. Alancraig • Adj & OL ENGL Gr Coord (040)
-- J. Carter • Adj & OL Program Chair English
-- G. Jonker • English Instructor
-- A. Najarro • English Instructor
-- L. Scott-Curtis • Adj & OL ENGL Honors Prog Coord

## 2. Percent of TUs taught by ADJUNCTS compared to contract faculty (10 points maximum)

(25%+ = 10 points; <25% = 0 points)

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
</tr>
</thead>
<tbody>
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<td>249.0</td>
</tr>
<tr>
<td>Contract</td>
<td>253.7</td>
</tr>
</tbody>
</table>

**502.7 Points = 10**

## 3. Demand (15 points maximum)

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


**Spring 2015**  
-12379.99 = -1,548.99 / 12379.99 = -12.51%

**Spring 2014**  
11,762.93

**Spring 2013**  
12,591.46

**Spring 2012**  
12,673.22

**Spring 2011**  
12,492.33

### b) Calculate to nearest whole percent

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

**4-Yr Average**  
12,379.99

### Points = -13

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

(SP'15 + FA'14 + SP'14 + FA'13 Enrollment at census divided by number of seats available)

<table>
<thead>
<tr>
<th></th>
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<th>Seats*</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
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<td>2,951</td>
<td>3,362</td>
<td>87.8%</td>
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<tr>
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<td>3,200</td>
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<td>3,219</td>
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<td>Totals</td>
<td>12,664</td>
<td>14,042</td>
<td>90.2%</td>
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</tbody>
</table>

*Exclusive of all 500 (non-credit), 99, 199, 80S and 180 level; open entry courses and all consecutively offered classes combined for max enrollments

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

(WSCH divided by FTEF rounded to nearest whole number)

<table>
<thead>
<tr>
<th></th>
<th>WSCH</th>
<th>FTEF</th>
<th>WSCH/FTEF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2015</td>
<td>10,831.00</td>
<td>30.07</td>
<td>360</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

## 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:** #N/A

**Points:** 0.00

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

**OR**

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

**Points:** 0.00

10/14/2015 5:43 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 pre-enrollment 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 impacted the workload and substance of a counseling visit. In addition to counseling visits one-on-one, counselors have also added workshops for students on probation and in disqualification status as a new follow-up intervention; more faculty are being asked to add teaching (more than one section) to their load to meet the need for introductory enrollment services that help students maintain priority registration; and follow-up services include the use of new tools to track and reconnect with students when needed. 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.
Beginning spring 2015, an additional workshop was developed for students without an education goal and major so they could meet the requirement to have a major by the end of their third semester. In addition, there is 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. These additional requirements are taking their toll on the staff as new efforts are designed every semester. We have redesigned our services to have classified staff (Student Services Assistants) do the initial abbreviated education plan in order to take some of the load off the counselors. We have also reached capacity with the current three SSA positions.

With the hiring of four full-time counselors in general counseling beginning fall ’15, we now have 15 counselors. However, given assigned time for the role of director, and coordination of the International Program, Transfer Center, and Puente, we have 12.75 FTE in counseling. Factoring in the workload reduction of this fall of two counselors with new health issues we have closer to 11.75 FTE providing counseling services through teaching, workshops, individual appointments, and express counseling. With the new student equity targets, reaching out, serving and following-up for populations on the radar has stretched the department even further.

Additionally, our ability to backfill with adjunct counselors is desperate. Those who 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, additional adjuncts are hopefully being identified this fall with a plan for training for possible spring ’16 counseling/teaching assignments. Given the very small pool of applicants, there is concern about how available these new adjuncts will be during the times we need services.

We need an additional FT counselor this round, funded through a combination of SSSP and Equity funds in order to meet the SSSP mandates, focus on the underserved populations in the equity plan and attempt to even maintain the current pace of education plans. When we add the new required follow-up services, we will need to make some serious decisions on our balance of services. Results of the student focus groups (through the equity plan) identified a need that will be met by extending some types of visits from 30 minutes to 60 minutes. This will stretch the time until appointments from 2-3 weeks to more. Not being able to meet the current workload will impact our future funding.

Finding faculty to teach all the sections of CG 51 has been a daily challenge to the counseling director’s workload. This is the result of not having the people we need to provide the required services.

3. Will this position require additional expenses? Yes and no.
Yes—additional office space. Yet, not from the general fund for salaries, as this counselor can be paid out of Student Success and Student Equity funds.
**2015/16 Academic Position Priority Process Worksheet**

<table>
<thead>
<tr>
<th>Division:</th>
<th>CESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position Requested:</td>
<td>Counseling &amp; Guidance (1 of 1)</td>
</tr>
<tr>
<td>Total Points:</td>
<td>16.00</td>
</tr>
</tbody>
</table>

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

**Spring 2015**

<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>2.84</td>
<td>0.87</td>
<td>0.17</td>
<td>3.00</td>
<td>6.54</td>
</tr>
</tbody>
</table>

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

**Notes:**  
RT: B. Schultz • CCFT Vice President  
RR: F. Ponce  
RR: E. Acosta  
RR: B. McGee  
Points = 15  
... but not to exceed 15 points

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

<table>
<thead>
<tr>
<th>Adjunct</th>
<th>42.6</th>
<th>41%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contract</td>
<td>60.7</td>
<td>59%</td>
</tr>
</tbody>
</table>

103.3  
Points = 10

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

- **Growth:**
  - Spring 2015: 576.66 -1214.12 / 1214.12 = -52.50%
  - Spring 2014: 795.54
  - Spring 2013: 1,154.83
  - Spring 2012: 1,385.34
  - Spring 2011: 1,520.75
  - 4-Yr Average: 1,214.12

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

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

### 4. Percentage of fill (0 to 15 points)  
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<th>Percent</th>
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<tr>
<td>Spring’15</td>
<td>290</td>
<td>387</td>
<td>74.9%</td>
</tr>
<tr>
<td>Fall’14</td>
<td>773</td>
<td>869</td>
<td>89.0%</td>
</tr>
<tr>
<td>Spring’14</td>
<td>271</td>
<td>316</td>
<td>85.8%</td>
</tr>
<tr>
<td>Fall’13</td>
<td>408</td>
<td>487</td>
<td>83.8%</td>
</tr>
<tr>
<td>Totals</td>
<td>1,742</td>
<td>2,059</td>
<td>84.6%</td>
</tr>
</tbody>
</table>

*Exclusive of all 500 (non-credit), 99, 199, 80S, 180 level, and CG-205L; open entry courses and all consecutively offered classes combined for max enrollments

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

<table>
<thead>
<tr>
<th></th>
<th>WSCH (WCH)</th>
<th>FTEF</th>
<th>WSCH/FTEF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring’15</td>
<td>576.66</td>
<td>1.37</td>
<td>422</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

### 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: #N/A  

### 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
FULL-TIME FACULTY HIRING PRIORITY PROCESS

Math Request #1 of 2

NARRATIVE: Documentation for Requested Tenure-Track Faculty Position

1. BRIEF PROGRAM DESCRIPTION

   a) This program has _19_ full-time faculty and _28 - 30_ adjunct faculty.

   b) This request is to replace Marcella Laddon who retired in Spring 2013.

   c) If this is not a replacement request, will the department give up 30 adjunct units for this position? Yes.

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

   The Mathematics Department offers instruction in courses ranging from basic skills to transfer level, including courses necessary for Associate Degrees and certificates. We also have students who need math skills for employment or job advancement. Fall 2014 assessment results show that approximately 80% of new students assessed below transfer level. 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 28 adjuncts (4 newly hired) are teaching the 110 sections of basic skills, high school equivalence, and transfer level mathematics courses. There are about 675 FTES enrolled in math classes this semester. Due to full-time faculty taking overloads we were able to offer several added math sections this fall and will be offering four Cybersession sections increasing the school’s overall FTES.

   Even with the added sections, a count of students remaining on waitlists for math courses at census equated to over 50 lost FTES for the college, despite math classes this semester having a fill rate of 101%. 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.

   Filling the holes created by two of the three recently retired full-time faculty is critical to maintaining the continuity of the math department, allowing us to better serve our student population. While we frequently hire new adjuncts to staff our classes, many of our new hires lack substantial teaching experience. Also, our adjunct ranks experience a significant amount of turnover, as our experienced adjuncts tend to get full time jobs elsewhere. 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.
### 2015/16 Academic Position Priority Process Worksheet

#### Division: NAS

#### Position Requested: Mathematics (1 of 2)

**Total Points:** 63.00

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

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

<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 2015</td>
<td></td>
<td>3.65</td>
<td>2.28</td>
<td>0.00</td>
<td>1.00</td>
</tr>
</tbody>
</table>

**Points:** 15.00

*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

### 2. Percent of TUs taught by ADJUNCTS compared to contract faculty (10 points maximum)

<table>
<thead>
<tr>
<th></th>
<th>Adjunct</th>
<th>Contract</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2015</td>
<td>214.4</td>
<td>338.8</td>
</tr>
<tr>
<td>Points =</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

### 3. Demand (15 points maximum)

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


- Spring 2015: 21,530.63
- Spring 2014: 21,934.57
- Spring 2013: 21,543.36
- Spring 2012: 20,959.39
- Spring 2011: 20,707.01

**4-Yr Average:** 21,286.08

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

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

(Spring'15 + FA'14 + SP'14 + FA'13 Enrollment at census divided by number of seats available)

<table>
<thead>
<tr>
<th></th>
<th>Enrolled</th>
<th>Seats</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring'15</td>
<td>3,875</td>
<td>4,064</td>
</tr>
<tr>
<td>Fall'14</td>
<td>4,218</td>
<td>4,123</td>
</tr>
<tr>
<td>Spring'14</td>
<td>4,037</td>
<td>4,096</td>
</tr>
<tr>
<td>Fall'13</td>
<td>4,018</td>
<td>3,907</td>
</tr>
<tr>
<td>Totals</td>
<td>16,148</td>
<td>16,190</td>
</tr>
<tr>
<td>Percent =</td>
<td>99.7%</td>
<td></td>
</tr>
</tbody>
</table>

*Exclusive of all 500 (non-credit), 99, 199, 80S and 180 level; open entry courses and all consecutively offered classes combined for max enrollments)

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

(WSCH divided by FTEF rounded to nearest whole number)

<table>
<thead>
<tr>
<th></th>
<th>WSCH (WCH)</th>
<th>FTEF</th>
<th>WSCH/FTEF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2015</td>
<td>21,530.63</td>
<td>34.73</td>
<td>620</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

### 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>Contract Lost: M. Laddon</th>
</tr>
</thead>
</table>

### 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
FULL-TIME FACULTY HIRING PRIORITY PROCESS

Math Request #2 of 2

NARRATIVE: Documentation for Requested Tenure-Track Faculty Position

1. BRIEF PROGRAM DESCRIPTION
   a) This program has 19 full-time faculty and 28-30 adjunct faculty.
   b) This request is to replace Mark Eastman who retired in Spring 2014.
   c) If this is not a replacement request, will the department give up 30 adjunct units for this position? Yes.

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

   The Mathematics Department offers instruction in courses ranging from basic skills to transfer level, including courses necessary for Associate Degrees and certificates. We also have students who need math skills for employment or job advancement. Fall 2014 assessment results show that approximately 80% of new students assessed below transfer level. 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 28 adjuncts (4 newly hired) are teaching the 110 sections of basic skills, high school equivalence, and transfer level mathematics courses. There are about 675 FTES enrolled in math classes this semester. Due to full-time faculty taking overloads we were able to offer several added math sections this fall and will be offering four Cybersession sections increasing the school’s overall FTES.

   Even with the added sections, a count of students remaining on waitlists for math courses at census equated to over 50 lost FTES for the college, despite math classes this semester having a fill rate of 101%. 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.

   Filling the holes created by two of the three recently retired full-time faculty is critical to maintaining the continuity of the math department, allowing us to better serve our student population. While we frequently hire new adjuncts to staff our classes, many of our new hires lack substantial teaching experience. Also, our adjunct ranks experience a significant amount of turnover, as our experienced adjuncts tend to get full time jobs elsewhere. 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.
### 1. FTEF taught by ADJUNCT (15 points maximum)

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

<table>
<thead>
<tr>
<th>Division</th>
<th>Position Requested</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAS</td>
<td>Mathematics (2 of 2)</td>
<td>63.00</td>
</tr>
</tbody>
</table>

#### Points: 15.00

**NOTES:**

- If FTEF is less than 1, 0 points

If FTEF is at least 1, multiply by 2.5

Calculate FTEF to nearest 0.01

#### Spring 2015

<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>E. Braunhut • Adj &amp; Ol Math St Equity Ac Sp</td>
<td>0.07</td>
<td>3.65</td>
<td>2.28</td>
<td>0.00</td>
<td>16.66</td>
</tr>
<tr>
<td>E. Braunhut • Math Lab Academic Specialist</td>
<td>1.00</td>
<td>41.65</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>J. Cass • Adj &amp; Ol Math Gr Coord</td>
<td>0.20</td>
<td>4.40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>J. Cass • Adj &amp; Ol Math Plus Inst &amp; Spp</td>
<td>0.11</td>
<td>Points = 15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>J. Cass • Adj &amp; Ol Math St Equity Curr Dev</td>
<td>0.03</td>
<td>0.60</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>J. Cass • Adj &amp; Ol Math Title V Curr Dev</td>
<td>0.05</td>
<td>0.50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>J. Cass • Program Chair Mathematics</td>
<td>0.40</td>
<td>1.60</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Krein • Adj &amp; OL Academic Council Chair</td>
<td>0.07</td>
<td>0.49</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Lobato • Adj &amp; Ol Math Plus Inst &amp; Sppt</td>
<td>0.03</td>
<td>0.21</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Lobato • Adj &amp; Ol Math St Equity Curr Dev</td>
<td>0.07</td>
<td>0.49</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>L. Meyer • Adj &amp; Ol Math Mediated Learning Coordinator</td>
<td>0.11</td>
<td>0.99</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>J. Cass • Adj &amp; Ol Math Instructor</td>
<td>0.14</td>
<td>1.12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Viglienzoni</td>
<td>1.00</td>
<td>1.00</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 2. Percent of TUs taught by ADJUNCTS compared to contract faculty (10 points maximum)

<table>
<thead>
<tr>
<th>Adjunct</th>
<th>Points = 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>214.4</td>
<td>39%</td>
</tr>
</tbody>
</table>

**NOTES:**

- (25%+ = 10 points; <25% = 0 points)

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

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


<table>
<thead>
<tr>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2015</td>
</tr>
<tr>
<td>Spring 2014</td>
</tr>
<tr>
<td>Spring 2013</td>
</tr>
<tr>
<td>Spring 2012</td>
</tr>
<tr>
<td>Spring 2011</td>
</tr>
<tr>
<td>4-Yr Average</td>
</tr>
</tbody>
</table>

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

  ... but not to exceed 15 points

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

<table>
<thead>
<tr>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Enrolled*</th>
<th>Seats*</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring'15</td>
<td>3,875</td>
<td>4,064</td>
</tr>
<tr>
<td>Fall'14</td>
<td>4,218</td>
<td>4,123</td>
</tr>
<tr>
<td>Spring'14</td>
<td>4,037</td>
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<tr>
<td>Fall'13</td>
<td>4,018</td>
<td>3,907</td>
</tr>
<tr>
<td>Totals</td>
<td>16,148</td>
<td>16,190</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, 80S and 180 level; open entry courses and all consecutively offered classes combined for max enrollments)

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

(WSCH divided by FTEF rounded to nearest whole number)

<table>
<thead>
<tr>
<th>Spring 2015</th>
<th>WSCH (WCH)</th>
<th>WSCH/FTEF</th>
</tr>
</thead>
<tbody>
<tr>
<td>21,530.63</td>
<td>34.73</td>
<td>620</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

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

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

  **Contract Lost:** M. Eastman

  **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
NARRATIVE
FULL-TIME FACULTY HIRING PRIORITY PROCESS

NARRATIVE: Documentation for Requested Tenure-Track Faculty Position

1. BRIEF PROGRAM DESCRIPTION

   a) This program had 1 full-time faculty and 6 adjunct faculty.

   b) If this is a replacement request, specify the person being replaced. Carolee Coffey

   c) If this is not a replacement request, will the department give up 30 adjunct units for this position? Yes.

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

   Please see attached.
BRIEF PROGRAM DESCRIPTION

The Sociology Program is a vital part of the general education, transfer, and career technical education mission of the College. We offer 10 different courses. All are approved for College A.A./A.S. degrees, transfer to the CSU and UC systems, and fulfill CSU GE Breadth and IGETC requirements. SOC 1/1H and SOC 2/2H are fully articulated at all the UC campuses and the most popular and competitive CSU’s (San Diego State, Cal Poly San Luis Obispo, San Jose State) as lower-division major preparation in sociology. Half of our courses help students fulfill Cabrillo’s Multicultural graduation requirement. The bulk of our sections are Introduction to Sociology (SOC1) and Contemporary Social Problems (SOC2), but we also teach Sociology of Gender, Introduction to Race and Ethnicity, Introduction to Latina/o Studies, Crime and Society, and Global Society which are also widely articulated in the major at the UC and CSU.

We have been averaging around 16 3-unit classes a semester that enroll at or very close to our 49 student cap. For many years, we have offered online sections to complement our face-to-face instruction. We were among the first College programs (and in the state as a whole) to create an A.A.-T. (Associate Degree for Transfer) and have the accompanying C-ID numbers approved for our sociology courses.

The Program has substantive ties with programs in the HAWK Division. Our courses fulfill graduation requirements for Human Services, Nursing, and Dental Hygiene. In the coming years, our Program will have an increased role serving students as they prepare to enter into health-related professions. In fact, the majority of medical schools nationally now require an Introduction Sociology course for applicants and as of January 2015 the Medical College Admission Test (MCAT) contains a subject section devoted to sociology.

EXPLANATION OF THE NEED FOR THE POSITION AND WHY IT IS A CRITICAL NEED FOR THE COLLEGE

In 2005 the sociology program consisted of two full-time instructors. In Spring 2007 one retired. In Fall 2005 contract faculty covered 70% of sections. By Fall 2015 adjunct faculty taught 80% of sections. In the past academic year, Sociology had one contract and six adjunct faculty members covering 30 sections. There is no other social science program at the College that offers that many sections with only one FT faculty member.

During the same time period, the Program grew markedly. Fully half of our current course offerings were developed since the retirement in 2007. We acted to better prepare our majors to excel at the university level by exposing them to the breadth of and emerging trends within our discipline. We were also responsive to the State’s mandate to develop an AA-T and its accompanying C-ID approval process and offer courses deemed by the Chancellor’s Office important enough to be included therein. The Sociology A.A. and A.A.-T degrees are among the most popular degrees earned by Cabrillo graduates.

It has proved more and more challenging to staff this diversity of course offerings with a single FT faculty member. Our adjunct faculty members are maxed out with unit caps here and/or because of heavy teaching loads elsewhere. The last hiring cycle yielded two qualified applicants. We are very successful in filling Cybersession classes. However, this further complicates staffing issues by reducing the number of on the ground classes our most qualified online instructors can take on.

Another change in recent years has been the central role Sociology has taken in the Honors Program. Among the first programs to put through an Honors course, we now rotate SOC1 and SOC2 in the Honors format every other year. It has been challenging to staff these courses given the heavier grading load at the same fill rate as a non-Honors course.

The Sociology Program is closely and increasingly aligned with two other social science programs. Beginning in Fall 2010 the sole FT sociology instructor took on teaching and PC duties in the Women’s Studies (WS) Program. The College is the recipient of a multi-year grant to build up the WS Program that necessitates the Sociology PC allocate 20% of contractual responsibilities to support grant-related activities, including coordinating efforts to create a Monterey Bay WS Consortium that currently includes Cabrillo and Monterey Peninsula College with a timeline to bring in CSUMB and UCSC in the next year.

Further, as of this year the College affords students a new opportunity to earn a Skills Certificate in Latin American and Latina/o Studies (LALS). Our proposal for the A.A. degree was submitted to the Chancellor’s Office last year with every expectation it will be approved. The Sociology PC is now the LALS PC because LALS is anchored in SOC8: Introduction to Latin American and Latina/o Studies. We anticipate in the coming years this will be a thriving interdisciplinary major, as it is at UCSC. However, because it is an interdisciplinary program it will need substantive “upkeep” in the sense that in order for the program to take root the PC will have to act as a liaison with 10 programs from which the required courses are drawn.

The Sociology program is in the top quartile of transfer programs enrolling underserved minority student populations. Although many programs on campus address equity issues, Sociology is uniquely positioned to do so in that social inequality and social change are absolutely foundational to our discipline. Making Sociology a two person program would ultimately serve these students by deepening their understanding of how their individual, family, and community experiences of inequity are part of larger structural inequalities and by cultivating their capacity to be change agents in social transformation.
**2015/16 Academic Position Priority Process Worksheet**

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

1. **FTEF taught by ADJUNCT (15 points maximum)**  
   (All ADJUNCT+OL-Reassigned Time-Leave Replacement+Resignation|Retirement.  
   If FTEF is less than 1, 0 points)
   **Spring 2015**
<table>
<thead>
<tr>
<th>ADJUNCT</th>
<th>OL</th>
<th>RT</th>
<th>LR</th>
<th>RR</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.23</td>
<td>0.15</td>
<td>1.13</td>
<td>0.00</td>
<td>1.00</td>
<td>2.25</td>
</tr>
</tbody>
</table>
   **NOTES:**
   - Calculate FTEF to nearest 0.01
   - If FTEF is less than 1, then 0 points
   - If FTEF is at least 1, multiply by 2.5
   - Then round to nearest whole number
   - Points = 6 … but not to exceed 15 points

2. **Percent of TUs taught by ADJUNCTS compared to contract faculty (10 points maximum)**  
   (25%+ = 10 points; <25% = 0 points)
   **Adjunct**
<table>
<thead>
<tr>
<th>Enrolled</th>
<th>Seats</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>33.5</td>
<td>70%</td>
<td>10.00</td>
</tr>
</tbody>
</table>
   **Contract**
   | 14.3     | 30%   |        |
   **47.8**  
   Points = 10

3. **Demand (15 points maximum)**
   a) **Growth in WSCH or WCH (-15 to 15 points)**
   **Growth**
   | Spring 2015 | 2,101.10 | -2304.85 | -203.75 | 2304.85 | -8.84% |
   | Spring 2014  | 2,226.70  |           |          |         |        |
   | Spring 2013  | 2,411.64  |           |          |         |        |
   | Spring 2012  | 2,320.83  |           |          |         |        |
   | Spring 2011  | 2,260.22  |           |          |         |        |
   | 4-Yr Average | 2,304.85  |           |          |         |        |
   **b) Calculate to nearest whole percent**
   - Each 1% growth = +1 point
   - Each 1% decline = -1 point
   - … but not to exceed 15 points
   Points = -9 … but not to fall below -15 points

4. **Percentage of fill at census (0 to 15 points)**
   (SP'15 + FA'14 + SP'14 + FA'13 Enrollment at census divided by number of seats available)
   **Enrolled**
   | Spring'15 | 662 | 689 | 96.1% |
   | Fall'14   | 713 | 758 | 94.1% |
   | Spring'13 | 699 | 769 | 90.9% |
   | Fall'13   | 752 | 779 | 96.5% |
   **Totals**
   | 2,826 | 2,995 | Percent = 94.4% |
   **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, 80S and 180 level; open entry courses and all consecutively offered classes combined for max enrollments)

5. **WSCH/FTEF or WCH/FTEF (15 points maximum)**
   (WSCH divided by FTEF rounded to nearest whole number)
   **Spring 2015**
   | WSCH (WCH) | 2,101.10 | WSCH/FTEF = 737 |
   | FTEF       | 2.85     | 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 |

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. Coffey
   **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
DOCUMENTATION FOR REQUESTED TENURE – TRACK ACADEMIC POSITION

BRIEF PROGRAM DESCRIPTION:

The Emergency Medical Technician (EMT) certificate is part of the Fire Technology program, which in turn is part of Public Safety which also includes the Criminal Justice program. Upon successful completion of the EMT program, students are eligible to take the national exam required for California State EMT certification. After passing the national registry exam, they are eligible for employment. According to the Bureau of Labor Statistics, the job outlook for 2012-2022 for EMTs and paramedics is projected to grow by 23%, which is much faster than other occupations. Our Emergency Medical Technician (EMT) program was recently rated in the top 25 programs in the country by fireservice.org. The Cabrillo College EMT program works closely with all local fire departments and their certifying agencies to ensure all students adhere to professional standards and certification requirements. The certifying agencies include the National Emergency Medical Technician Registry, State Fire Marshal’s Office, the California State Office of Emergency Medical Services and the Santa Cruz County Office of Emergency Medical Services. Our students do ride-alongs and field work as required training with the local fire departments. By maintaining a public safety careers partnership with all the public safety agencies in Santa Cruz County, we are able to place our students in their agencies to provide them the training they need. We are continually striving to provide students with the skills and knowledge required by these agencies. In addition to employment as an EMT, there are other careers that require the applicant to have EMT training, such as a firefighter, paramedic, lifeguard or working in a variety of pre-hospital care or other health care settings. Positions are available in various governmental agencies and private industry.

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

Until Spring 2013, the Fire Technology (FT) program had one full-time contract instructor, but she retired and the position has remained vacant. Her primary responsibility was teaching two EMT courses per semester, totaling 14 units. Her position included the oversight of 20 Instructional Assistants and the scheduling of 10 hours of student clinical and field experience, per student each semester. The program hired four adjunct faculty and because of student demand, we added a new lecture section and a lab section and moved to the Watsonville campus. The state has recently increased required clinical time from 10 hours to 24 hours per student. This new change is going to require the instructors to have to spend more time arranging the fire/ambulance ride alongs and documenting that students complete the required hours. This will involve scheduling approximately 2,160 hours of clinical experience that is required each semester. All current adjunct faculty members in the EMT program are employed full time in the fire service. This could be very problematic as they are occasionally unavailable to teach their class if they are called in to work because of an emergency. As we all know, fires are currently raging throughout the state which has the potential to leave us with no EMT instructors available to teach with no warning time. The EMT courses are very popular and fill each semester with a wait list. We added one additional section for the Fall 2015 semester which has also filled. This program, as well as the rest of FT, is run by adjuncts exclusively. This is one of the few programs that Cabrillo College offers that can lead to employment after only one semester of classes and passing the certification testing. Additionally, the EMT program provides vital skills and training for the numerous volunteer fire departments in the area as well as the basic certification for advancement to a paramedic which is a minimum qualification to becoming a fire fighter.

WILL THIS POSITION REQUIRE ADDITIONAL EXPENSES BEYOND STANDARD FACULTY OFFICE EQUIPMENT: No
<table>
<thead>
<tr>
<th>Division:</th>
<th>HASS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position Requested:</td>
<td>Fire Technology/EMT only (1 of 1)</td>
</tr>
<tr>
<td>Total Points:</td>
<td>54.00</td>
</tr>
</tbody>
</table>

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)
   **POINTS:**
   
   Spring 2015
<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>1.23</td>
<td>0.00</td>
<td>1.03</td>
<td>0.00</td>
<td>1.00</td>
<td>1.21</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
   - Points = 3

2. **Percent of TUs taught by ADJUNCTS compared to contract faculty (10 points maximum)**
   (25%+ = 10 points; <25% = 0 points)
   **POINTS:**
   
<table>
<thead>
<tr>
<th>Adjunct</th>
<th>18.5</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contract</td>
<td>0.00</td>
<td>0%</td>
</tr>
</tbody>
</table>

   Points = 10

3. **Demand (15 points maximum)**
   a) Growth in WSCH or WCH (-15 to 15 points)
   **POINTS:**
   
<table>
<thead>
<tr>
<th>Spring 2015</th>
<th>726.90</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2014</td>
<td>889.50</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>879.60</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>734.60</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>832.50</td>
</tr>
<tr>
<td>4-Yr Average</td>
<td>834.05</td>
</tr>
</tbody>
</table>
   
   b) Calculate to nearest whole percent
   - Each 1% growth = +1 point
   - Each 1% decline = -1 point
   - Points = -13

4. **Percentage of fill at census (0 to 15 points)**
   (SP'15 + FA'14 + SP'14 + FA'13 Enrollment at census divided by number of seats available)
   **POINTS:**
   
<table>
<thead>
<tr>
<th>Enrolled*</th>
<th>Seats*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring'15</td>
<td>135 140</td>
</tr>
<tr>
<td>Fall'14</td>
<td>134 140</td>
</tr>
<tr>
<td>Spring'14</td>
<td>164 140</td>
</tr>
<tr>
<td>Fall'13</td>
<td>148 140</td>
</tr>
<tr>
<td>Totals</td>
<td>581 560</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, 80S and 180 level; open entry courses and all consecutively offered classes combined for max enrollments)

5. **WSCH/FTEF or WCH/FTEF (15 points maximum)**
   (WSCH divided by FTEF rounded to nearest whole number)
   **POINTS:**
   
   | WSCH (WCH) | 726.90 |
   | FTEF       | 1.23   |
   | WSCH/FTEF  | 589    |
   
   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

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. Hurst
   **POINTS:**
   
   10.00

7. **One-person department (0 or 20 points)-- qualified for 2 consecutive years**
   **POINTS:**
   
   OR
   
   Accreditation mandates (0 or 20 points maximum)
NARRATIVE
FULL-TIME FACULTY HIRING PRIORITY PROCESS

NARRATIVE: Documentation for Requested Tenure-Track Faculty Position

1. BRIEF PROGRAM DESCRIPTION
   a) This program has ___ full-time faculty and ___ adjunct faculty.
   b) If this is a replacement request, specify the person being replaced. N/A
   c) If this is not a replacement request, will the department give up 30 adjunct units for this position? N/A

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

The Cooperative Work Experience Education (CWEE) program offers instruction and facilitation of variable unit work experience courses, both General CWEE and Occupational CWEE. General CWEE serves a variety of learners pursuing both CTE and academic transfer degrees. Occupational CWEE serves as a requirement or elective to students pursuing degrees and/or certs in eighteen different departments around the college. Each semester between 100 and 150 students enroll for CWEE from various departments, each with unique work experience sites and individual learning outcomes. Summer enrollment for CWEE ranges from 25 – 50 students.

Under the current system, the coordination and implementation of the Cooperative Work Experience Education (CWEE) program has reduced flexibility and operates at a higher cost than is necessary to do so. The CWEE program is built into Title V regulations and designed to be nimble to meet the objectives of providing students with quality on and off campus work experiences with instructional supervision from the college. A study of how various colleges around the state administer CWEE has informed need for a full-time CWEE faculty coordinator at Cabrillo is critical to expanding the quality and quantity of CWEE enrollments, increasing FTES, simplify program operations, expand the volume and depth of industry partners, and reduce the overall costs associated with operating the program.

Inline with the CCCCCO Task Force on Workforce report and recommendations, August 2015 – 1.) Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students, and 2.) Improve CTE student progress and outcomes - Cabrillo is taking very active steps in enhancing engagement with industry partners and providing and improving work-based learning activities. Part of this process involved increased presence of the CWEE program and its benefits to students and employers. Increased department participation has also increased the visibility, participation, and quality of the program – for example: CAHM, Horticulture, GIS, Human
Services in recent years. Allowing flexibility and ease of staffing for departments to offer these courses and defer instruction and coordination to a centralized faculty member will facilitate increased participation college wide, ultimately providing more opportunities for students in enrolled in General and Occupational CWEE.

In addition to the benefits to the students and departments at the college, centralizing this role will aid in creating and maintaining continuity with industry partners. The CWEE faculty is in key position to represent the college and programs with industry partners through site visits and outreach. Building and maintaining relationships with employers is a major aspect to this role.

Finally, overall costs associated with operating the CWEE program will also be reduced up to 15.9% as a result of this position being developed. Even further, there is room for growing enrollment up to 40% without increasing costs. The classified program coordinator role would be eliminated and the faculty position would absorb a substantial amount of TU’s paid out for CWEE instruction as well as pertinent coordination responsibilities. See attached Financial Summary for more detail.

Hiring a full time 185-day faculty coordinator for the CWEE program is critical to the expansion and improvement of the work-based learning efforts taking place at Cabrillo. This position would administer and instruct in fall, spring and summer sessions.

(Financial summary attached)
CWEE Report for Prioritization Process
Financials

**Actuals**
1. Actual costs as currently being administered. Below is a simple breakdown of base costs for providing CWEE courses college wide for the academic year 2014/2015. The base salary for the Program Coordinator is based on the Classified Salary Schedule, Level 40, step 3. Under this structure, the coordinator does not provide any instruction to students and therefore all TU’s must be paid on top of the base salary for the coordinator.

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
<th>TU's</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classified Coordinator - base salary, step 3</td>
<td>$86,303.00</td>
<td>n/a</td>
</tr>
<tr>
<td>including Benefits + Café</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty TU payout Fall</td>
<td>$21,887.00</td>
<td>12.875</td>
</tr>
<tr>
<td>Faculty TU payout spring</td>
<td>$20,187.00</td>
<td>11.875</td>
</tr>
<tr>
<td>Faculty TU payout summer</td>
<td>$7,437.00</td>
<td>4.375</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>$135,814.00</strong></td>
<td><strong>29.125</strong></td>
</tr>
</tbody>
</table>

**Hypothetical – (CWEE Faculty/Director position)**
2. Hypothetical costs for administering CWEE as a Faculty/Director position. Below is a breakdown of costs should the CWEE Faculty/Director absorb TU’s paid out to department faculty college wide. The TU’s outlined for payout in the table below reflect the costs associated with the Medical Assisting programs as CWEE faculty for these students need to be approved by the program accreditation requirements. All other TU’s paid out to faculty could theoretically absorbed by the CWEE Faculty/Director position

<table>
<thead>
<tr>
<th>2014/15 Hypothetical breakdown if faculty position</th>
<th>Cost</th>
<th>TU's</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Coordinator - base salary, step 3 (185-days)</td>
<td>$95,997.00</td>
<td></td>
</tr>
<tr>
<td>Including Benefits and Café</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty TU payout (MA only) Fall</td>
<td>$6,800.00</td>
<td>4</td>
</tr>
<tr>
<td>Faculty TU payout (MA only) Spring</td>
<td>$7,437.50</td>
<td>4.375</td>
</tr>
<tr>
<td>Faculty TU payout (MA only) Summer</td>
<td>$4,037.50</td>
<td>2.375</td>
</tr>
<tr>
<td><strong>Totals:</strong></td>
<td><strong>$114,272.00</strong></td>
<td><strong>10.75</strong></td>
</tr>
</tbody>
</table>

**Summary:**
Program expenditures could be reduced up to $21,542 (15.9%) annually with potential for increased savings with increased CWEE enrollments going forward.