



FACULTY STAFFING REQUEST FORM

School: N/A

Department: Student Services/Academic Support Services

Position: Academic Success and Tutoring Center, Coordinator

New *Replacement*

1 *Number of Positions Requested*

Quantitative Criteria: (use data provided by the Office of Institutional Research and Planning)

	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017
FTEF					
FTEF: % FT					
FTEF: % PT + OL					
Number of Sections					
FTES					
Percent Fill					
Total WSCH					



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Qualitative Criteria

1. Job Description:
 - a. Coordinator, Academic Success and Tutoring Center
 - Assist the Dean of Academic Support Services in providing academic support services to students.
 - Coordinates college tutoring activities with Faculty and Staff College wide.
 - Coordinates ASTC day to day operations
 - Identifies services required for student's academic needs; coordinates services and related activities.
 - Assists in the preparation of the ASTC budget by preparing cost estimates and recommendations of purchases; monitors and controls expenditures; prepares budget adjustments, expenditure transfers, and requisitions. Develop action plans and proposals, budgets
 - Compiles data and prepares related reports on facility usage, budgetary expenditures, and similar information
 - Develop a template for assessment of academic an life skills workshops
 - Provides information to faculty, instructors, staff, and students about tutoring center operations
 - Trains tutors in tutoring techniques, learning styles, adult learning theory, and tutors students with special needs.
 - Report on activities and outcomes to the basic skills steering committee, faculty, and Board.
 - Performs other duties of a similar nature or level. As Required.
2. Potential Load (*FTE, Courses, number of sections; no need to submit days/times of teaching schedule at this time*):
 - a. TUTR 050/ Tutoring Practicum
 - i. Section-General Tutors
 - ii. Section- Embedded Tutors
 - iii. Section-Math Tutors
3. Availability of Qualified Hourly Faculty to Teach:
 - a. N/A
4. Representation of the staff with regard to gender and underrepresented group status:
 - a. N/A. There is only one full time position in the ASTC currently. This is a staff position and is filled by a male employee. This same male employee has 60% released faculty time in the ASTC for the next 2 years. The other positions are part time, which includes 1 male and 2 females.



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5. Subjects and areas of the greatest strengths of the current staff; areas where additional experience is needed:
- The ability to train tutors across the college in a comprehensive program

6. Needs related to single-person department or lack of Full Time Faculty for the discipline: N/A

7. Legal mandates for program (state and/or federal):

The Chancellor's Office provide guidance on the Ed Code on how Community Colleges should implement a tutoring program. Below is the abstracted sections of the guidelines that speak to the requirements of having faculty training and supervision in the peer learning program.

California Community Colleges Supplemental Learning Assistance and Tutoring Regulations and Guidellnes B, pg. 8-10

Tutoring and Supplemental Instruction

Guideline for Section 84757:

Apportionment for Tutoring Apportionment may be claimed for individual student tutoring only if all the following conditions are met:

- The individual student tutoring is conducted through a designated learning center.
- The designated learning center is supervised by a person who meets the minimum qualifications prescribed by section 53415.
- All tutors successfully complete instruction in tutoring methods and the use of appropriate written and mediated instructional materials, including supervised practice tutoring.
- Guideline for Section 58170 In order for a college to collect noncredit apportionment for students providing tutorial assistance to other students, the tutoring must be conducted through a designated learning center under the supervision of a qualified faculty member who has earned a Master's Degree in one subject matter being tutored or in education/ instructional psychology/ or other disciplines with an emphasis in adult learning theory, as detailed in Title 5, section 53415.

8. New program that requires discipline faculty/expertise:
Developing: N/A

9. If this is a replacement position, what will be the impact on the program and the College if this position is not replaced? N/A

10. Other factors considered relevant by the department/School: N/A



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Program Review—include pasted relevant materials from the last program review and/or annual unit update which demonstrates this need.



STAFFING REQUEST FORM

School: School of Math and Science

Department: Astronomy/Physics

Position:

 New

 X *Replacement*

 1 *Number of Positions Requested*

Quantitative Criteria: (use data provided by the Office of Institutional Research and Planning)

Note: In each category, data on top row are for Astronomy; data on bottom row are for Physics

	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017
FTEF	1.37	1.93	1.77	1.17	1.93
	2.53	2.26	1.89	2.33	2.46
FTEF: % FT	14.6%	29.3%	11.3%	0.0%	10.4%
	57.9%	72.1%	47.4%	42.9	32.4
FTEF: % PT + OL	85.4%	70.7%	88.7%	100.0%	89.6%
	42.1%	27.9%	52.6%	57.1	67.6
Number of Sections	7	10	9	6	10
	6	5	4	4	5
FTES	27.8	34.0	31.9	26.6	34.1
	34.0	28.4	27.1	35.9	35.2
Percent Fill	86.1%	77.9%	76.4%	98.4	74.5
	88.2%	66.1%	91.1%	102.9%	92.1%
Total WSCH	834	1,020	957	798	1,023
	1021	853	812	1,078	1,057



STAFFING REQUEST FORM

Qualitative Criteria

1. Job Description:

The Astronomy/Physics instructor will teach several courses in Astronomy and Physics, and will be instrumental in developing and maintaining the Astronomy program. In particular, the instructor will be expected to teach the introductory course in general astronomy, and to develop appropriate astronomy laboratories. It is desirable that the instructor possesses hands-on experience using telescopes and running digital planetariums. The physics courses range from conceptual physics through trigonometry-based and calculus-based physics. This person will drive forward plans for a digital domed planetarium at SCC, as part of a future STEM center.

2. Potential Load (*FTE, Courses, number of sections; no need to submit days/times of teaching schedule at this time*):

This instructor will carry at least a full-time load. Possible courses include: Fall: ASTR 010 (two sections), ASTR 020, PHYS 006; Spring: ASTR 010 (two sections), ASTR 020, ASTR 030, PHYS 008.

3. Availability of Qualified Hourly Faculty to Teach:

Our current adjunct instructors (Phil Petersen, Katie Berryhill, Randy Smith, Maura Rabbette, Robert Moore, and Trevor Gonzalinajec) are each at, or close to, carrying their maximum load of three courses per semester. Due to the recent hiring of Maura Rabbette, Robert Moore, and Trevor Gonzalinajec, no Astronomy or Physics courses will go unstaffed in Fall 2017 or Spring 2018.

4. Representation of the staff with regard to gender and underrepresented group status:

There is currently no full-time Astronomy faculty member.

5. Subjects and areas of the greatest strengths of the current staff; areas where additional experience is needed:

We currently have no full-time faculty members who have hands-on experience with telescopes.

6. Needs related to single-person department or lack of Full Time Faculty for the discipline:

We have been functioning without a permanent, full-time Astronomy/Physics position since Summer 2014, when Phil Petersen retired. Astronomy courses are the most popular General Education science courses at SCC, and Astronomy has the potential to be a major growth area for the College. The lack of a full-time faculty member is putting this situation, and the health of this department, at risk.

7. Legal mandates for program (state and/or federal):

N/A

8. New program that requires discipline faculty/expertise:

N/A

9. If this is a replacement position, what will be the impact on the program and the College if this position is not replaced?

The absence of someone in this post led to two Astronomy sections and one Physics section not being offered in the 2016-17 academic year.



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10. Other factors considered relevant by the department/School:

The demand for all STEM courses, including Astronomy and Physics, is expected to continue to increase in the coming decade.

Program Review—include pasted relevant materials from the last program review and/or annual unit update which demonstrate this need.

According to section 4.1 (“Human Resources”) of the Fall 2016 Astronomy Program Review (pp. 21-22):

“The Astronomy program is currently in a state of extreme instability and uncertainty. The only full-time faculty member in the Astronomy Department, Phil Petersen, retired after the Spring 2014 term. A full-time temporary replacement, Alessandro Baldi, was hired for the 2015-2016 academic year; this appointment ended in Spring 2016. Consequently, no full-time faculty member will be teaching any of the Astronomy classes during the 2016-17 academic year; all Astronomy classes will be taught by adjuncts.

During the past five years, adjunct faculty have carried 55% of the FTEF in Astronomy. However, the trend indicates that increasingly more teaching load is being carried by adjuncts, with the proportion of FTEF for the 2015-2016 academic year carried by adjuncts being 77%, which is far from the standard norm of 25%. Hiring one or more full-time faculty on a permanent basis would be vital to enhance the strength of the Astronomy program, by ensuring long-term stability, and a high quality educational experiences for our students.”



FACULTY STAFFING REQUEST FORM

School: Math/Science

Department: Chemistry

Position: Full-time faculty

New

Replacement

1 Number of Positions Requested

Quantitative Criteria: (use data provided by the Office of Institutional Research and Planning)

	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017
FTEF	14.73	13.0	13.27	13.63	13.97
FTEF: % FT	30.7%	40.5%	37.6%	38.6%	42.9%
FTEF: % PT + OL	69.3%	59.5%	62.4%	61.4%	53.3%
Number of Sections	33	29	29	30	31
FTEF	189.6	171.2	180.8	179.3	195.4
Percent Fill	85.5	89.1	92.2	88.3	92.6
Total WSCH	5,687	5,136	5,423	5,379	5,863



FACULTY STAFFING REQUEST FORM

Qualitative Criteria

1. Job Description: *Chemistry instructors are expected to teach a lower division chemistry curriculum, which may include general chemistry, organic chemistry, and biochemistry. Microcomputer based laboratory exercises are integrated into the curriculum and a chemistry laboratory technician maintains the laboratory.*
2. Potential Load (FTE, Courses, number of sections; no need to submit days/times of teaching schedule at this time): *The new Chemistry full-time faculty will have a full load of 45 activity unit which can be obtained by teaching two or three sections of Chemistry depending on the course units.*
3. Availability of Qualified Hourly Faculty to Teach: *Since the end of the recession, it has become increasingly difficult to find qualified adjunct chemistry professors to fill the available teaching positions at Solano Community College. As other college's budgets have improved, so has their hiring of full-time chemistry faculty which has had a significant negative impact on the pool of Adjunct Chemistry faculty available for SCC. In addition to the lack of qualified adjuncts to teach classes, each of our full-time faculty are already teaching overload, and two are at the maximum allowed overload. Thus, we are not able to put any more full-time faculty into vacant teaching assignments. In the recent past, the chemistry department has had some classes cancelled with almost full enrollment due to the lack of any qualified instructor to teach it. In addition, the past practice was to go ahead and offer classes in the published schedule with TBD instructors and then hire additional adjunct instructors to fill these positions. However, the current policy of not being allowed to offer any class with a TBD designation for the instructor, (even though past experience had shown that the course would likely fill,) and then trying to hire an adjunct to teach the class, has decreased the number of FTES for the chemistry department. In fact, we were told by HR that we could not interview for new adjuncts if we did not have an open, posted position ready for them. But then, how could we have a posted position open for them if we are not allowed to put TBD classes in the schedule? This, of course, has all had a negative impact on the number of FTES for the college.*

Even just the number of potentially qualified applicants for the Chemistry Adjunct pool has significantly declined. We tried to hire more adjunct faculty at the end of Spring 2016, but had very few applicants in the pool, several of which did not meet the State minimum qualifications or did not have complete applications. Of the four qualified applicants interviewed, only 1 was available to teach for the Fall semester! The small pool of chemistry adjunct faculty available, and the possibility of them being "hired-away" from SCC at the last minute, makes future planning and scheduling chemistry classes very difficult. It is imperative that we have a full complement of full-time Chemistry faculty to add stability to the planning and scheduling process.

4. Representation of the staff with regard to gender and underrepresented group status: *Chemistry faculty: 3 female and 3 male. Our faculty is quite diverse with White, Latino, Asian Indian, Asian Japanese, and Asian Vietnamese and Middle Eastern.*



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5. Subjects and areas of the greatest strengths of the current staff; areas where additional experience is needed: *The current staff are experienced in general chemistry, organic, and biochemistry. The Chemistry department is in need of faculty with online teaching expertise to create hybrid courses for Chemistry. In addition, we need another faculty member who is trained and more familiar with the use of some of the instruments now commonly used in the chemistry laboratory. In each case, new chemistry faculty members must still show expertise and knowledge in the areas of general chemistry, organic, and biochemistry as well.*

6. Needs related to single-person department or lack of Full Time Faculty for the discipline: *With the expansion of the Vacaville Campus and the construction of a new Science building in Fairfield, both equipped with state of the art instrumentation, we must have more Chemistry faculty who are qualified to teach all areas of chemistry and have an expertise in chemical lab instrumentation. As you can see from the statistics on the first page, we have 6 full-time faculty when the department is doing the work of the equivalent of 13.97 full-time faculty. Of these, 42.9% of the teaching is done by full-time faculty and 53.3% is adjunct/overload. Since the job of a full-time instructor includes many more duties than just instruction, it is easy to see why the full-time faculty are feeling over-whelmed. In addition, since the majority of the instruction is done by adjunct/overload it is apparent that if the availability/quality of the adjunct pool is diminished, the ability of the department to continue to offer courses is also greatly diminished. The negative effect on the stability of the department, and the ability to plan future schedules and classes becomes extremely difficult. In both our Program Review and Educational Master Plan, we clearly state that one of the goals of the chemistry department is to hire a full-time faculty member who is experienced in instrumentation and organic chemistry, and to expand our full-time faculty to accommodate the new laboratories currently under construction and the increased demand by the students for chemistry classes.*

7. Legal mandates for program (state and/or federal): *None*

8. New program that requires discipline faculty/expertise: *The offering of organic chemistry courses or inclusion of more instrumentation in chemistry courses is especially impacted by the biology and biotechnology programs offered at SCC. While the new bachelor's degree in Biotechnology does not require organic chemistry, the new UC Transfer Pathway for Biology, does require organic chemistry. Furthermore, according to Professor James DeKloe, the biology department is "about to initiate an Algae Biotechnology program in conjunction with the Algae Foundation and the technique that they really stress is gas chromatography, which we currently do not do." Thus, it is important for the future of both departments and other potential future programs that we keep current with the techniques and instrumental methods that our students are expected to know when they finish at SCC. The plans for both the Vacaville and Main Campus Science buildings include rooms for instrumentation for Chemistry. These proposed instruments include the Gas Chromatography mentioned by Prof. DeKloe, as well as other instruments such as FTIR and NMR. While the current chemistry faculty have used these instruments, and are familiar with them, none would be considered "experts" in their use. It would be imperative to hire a faculty member who is skillful to use, and maintain such instruments.*



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9. If this is a replacement position, what will be the impact on the program and the College if this position is not replaced? *This new position is an on-going need of the Chemistry department. Currently, the Chemistry faculty are creating a new Chemistry course that will meet the General Education requirement for non-STEM majors for a lab science course ("Elements of Chemistry") to be offered Fall 2018. However, with all our current full-time faculty teaching over-load, and such a small, qualified adjunct pool, it will be difficult to find faculty to teach this course when it is ready to be offered. Furthermore, if we do not hire another full-time faculty member it is likely that we will have to reduce/cancel the number of chemistry classes that we currently offer. This will in-turn reduce the number of FTES that the chemistry department contributes to the college.*

The need to expand our full-time chemistry faculty has been documented in several ways. It is mentioned in the Program Review (see the previous question), but is also part of our Educational Master Plan.

10. Other factors considered relevant by the department/School: *Although the chemistry department had a new hire for the Spring of 2016, the hiring process was not through the usual hiring process and the needs of the chemistry department to hire someone with areas of knowledge and expertise was not taken into consideration. Chemistry had a new Organic Chemist hired in the Spring of 2017 to address the Organic Chemistry need for the new Vacaville Campus. Furthermore, the amount of non-instructional time required by the full-time faculty to fulfill their duties to the college has greatly increased in the last several years with such projects as an expanded program review process, a new peer review process which include several meeting times, SLO and PLO assessments and meetings to discuss them, and the many reports needed for accreditation. Even this staffing request we are submitting was previously done by the Division Dean. It has been difficult for the full-time chemistry faculty to balance the time required for instruction and that needed to fulfill these duties. Faculty have complained that we do not have time to investigate newer teaching methods or lab experiments or attend workshops or conferences, nor do we have time to create new courses or even revise current courses. More full-time faculty would help "spread the work" amongst the full-time faculty so that faculty do not feel so over-whelmed and to allow for time to attend workshops and conferences to inspire and learn.*

The Chemistry faculty have regular meetings and repeatedly and inevitably the discussion turns to the need to hire more chemistry faculty.



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Program Review—include pasted relevant materials from the last program review and/or annual unit update which demonstrates this need.

The following excerpt is taken directly from the last update to our EMP in August of 2015:

Project Title	Chemistry Full Time Faculty
Project Description/Rationale	Replace retiring faculty member to maintain a minimum of six full-time faculty.
EMP Outcome Supported	Increase the number of full-time faculty to seven from five to provide better support for the increased number of sections and professional duties required. Align program offerings, policies and communications with transfer goals. EMP Outcomes Supported: 1.3, 2.1, 2.3, 2.4, and 4.2
How does this project support the outcome?	The number of Chemistry sections offered and the fill rate have continued to increase over the last several years. In order to continue to offer quality instruction we need to increase the number of full-time chemistry faculty to keep up with students' demands for these courses. Full time faculty can provide greater access to the courses and resources provided by the Chemistry department for all of our transfer and allied health students than adjunct faculty. All of the above enhance student success. In addition, the facilities master plan includes new Science buildings in Fairfield and in Vacaville, both of which will include more Chemistry labs that will require more Chemistry faculty teaching expanded course offerings.

And more from the Master Plan!

Area Outcomes for Ed Master Plan

Ed Master Plan Outcome	Relates to Strategic Outcome
Hiring of Full-Time Chemistry Faculty	B.2., C.1., C.5., D.4., E.3., E.4., E.5., F.15.



FACULTY STAFFING REQUEST FORM

School: Social and Behavioral Sciences

Department: Child Development & Family Studies (CDFS) and Elementary Teacher Education – Joint Hire

Position: Full-Time Faculty

X **New**

X **Replacement**

1 *Number of Positions Requested*

The School of Social and Behavioral Sciences is advocating for a **joint hire in CDFS and Elementary Teacher Education**. The CDFS hire is a replacement and the Elementary Teacher Education hire is a new hire. Campus faculty are currently developing an ADT (AA-T) degree in Elementary Teacher Education. This is a multidisciplinary program designed to replace the non-specific University Studies degree in Elementary Education. The new degree would support students seeking to teach kindergarten through grade 6 with a more comprehensive, transfer-friendly degree. A joint hire would demonstrate Solano College’s commitment to teacher education, from early childhood through elementary school, providing the human resources to make both programs strong. Below is our justification:

Quantitative Criteria: (use data provided by the Office of Institutional Research and Planning)

Child Development and Family Studies

	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017
FTEF	5.73	6.46	5.13	5.20	5.17
FTEF: % FT	65.7%	55.7%	31.1%	38.4%	38.7%
FTEF: % PT + OL	34.3%	44.3%	68.9%	61.6%	61.3%
Number of Sections	25	28	22	22	24



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FTES	64.5	63.6	59.9	58.5	71.9
Percent Fill	71.9%	64.5%	76.9%	76.0%	88.0%
Total WSCH	1,936	1,908	1,798	1,754	2,157

Elementary Teacher Education:

Currently the number **ONE** degree awarded to Solano College students is University Studies; Liberal Studies with an emphasis in Education. Since the current US degree requires taking a random assortment of 6 courses out of a total of 89 courses across 24 disciplines, it is not practical to collect data as detailed for CDFS. It is useful to not that every year 200+ students obtain a degree with the word "Education" in its title and many of these students are striving to become elementary school teachers.

2012-2013, number of graduates: 270
 2013-2014, number of graduates: 291
 2014-2015, number of graduates: 298
 2015-2016, number of graduates: 287
 2016-2017, number of graduates: 200

Qualitative Criteria

1. Job Description: Teach a full-time equivalent load (5 courses) in the department of Child Development and Family Studies and Education. The faculty would teach the EDUC 050: Introduction to Education courses, as well as CDFS courses such as CDFS 038 Child, Growth and Development (required for both degrees), CDFS 053: Teaching in a Diverse Society, CDFS 050: Child, Family, and Community, and/or CDFS 064: Observation and Assessment, to name a few. Courses taught range from general education to major courses that are both transfer-level and career technical education, preparing students to work as teachers of young children.



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2. Potential Load (*FTE, Courses, number of sections; no need to submit days/times of teaching schedule at this time*): This semester we have 63% of our CDFS courses, or 13 sections being taught by adjunct instructors, and all three sections of EDUC 050 are taught by adjunct instructors. The full-time load could be made up a combination of courses from both disciplines, both day, night and on-line sections. We like to match our instructors with their areas of expertise in the field of early education. It should be noted that our number of sections is lower than typical. Sections of our general education and nursing prerequisite courses (particularly on-line), could be added and would fill.

3. Availability of Qualified Hourly Faculty to Teach: Keeping enough qualified adjunct instructors has historically been a challenge for our program for a number of reasons: 1) many have “day-jobs” in the field of early education and aren’t available during the daytime, 2) most of our adjunct faculty live outside the county and have to travel a great distance to teach (Modesto, Sacramento, Petaluma, Cupertino, Oakland for example) which limits their availability, 3) a couple of our adjunct faculty have retired or are near retirement and want limited sections, and 4) part-time faculty sometimes leave the college to pursue higher paying or full-time opportunities.



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4. Representation of the staff with regard to gender and underrepresented group status: **In our past hiring, we have worked hard to create representative staffing. Our full-time faculty members currently consist of one African-American female, one Caucasian female, and one Hispanic male. The faculty member we are trying to replace is an Asian female. We will continue to work to see our students reflected in our staff.**

5. Subjects and areas of the greatest strengths of the current staff; areas where additional experience is needed: **The ideal faculty member would have experience as a credentialed teacher in Elementary Education settings as well as experience with children birth-five years (we currently do not have a full-time faculty in CDFS with Elementary teacher experience – our focus is on preschool education). Recent, hands-on experience is important in our field to provide current career technical skills. None of our current full-time faculty members could teach EDUC 050.**

Many of our core CDFS courses are taught by adjuncts such as CDFS 054: Child Health, Safety, and Nutrition, CDFS 064: Observation and Assessment, CDFS 072: Art for ECE and CDFS 074: Science for ECE. We would also like to grow our online offering to increase access for our students. Courses such as our administration of childcare sequence could do quite well on-line, to meet the needs of working professionals.

6. Needs related to single-person department or lack of Full Time Faculty for the discipline: **Currently the EDUC department has NO full-time faculty members. The CDFS department currently has three full-time faculty members, but historically have had four. The three CDFS faculty spend a significant amount of time with other reassigned positions. One faculty member is the Assessment Coordinator with a .4 release and School Coordinator with .2 release and the other faculty member is the UMOJA coordinator with a .6 release.**

It is especially important to highlight the shortcoming of having an ADT degree in Elementary Teacher Education with NO full time faculty assigned to the area.

- a. **It is a multidisciplinary program that will require coordination across disciplines for scheduling (we do not want the math class for educators, intro to teaching, history, child development, geography, etc. courses scheduled in overlapping time slots)**
- b. **The faculty member will need to work to coordinate student teaching assignments with area elementary schools**
- c. **The faculty member will need to work across disciplines to analyze student learning through SLOs, PLOs, and Program Review. Having someone in charge**



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- of this data collection will support the program through the integrated planning process.
- d. Market the program
 - e. If the program becomes a CTE program, the faculty could meet Perkins requirements such as holding advisory meetings, report writing, etc.
7. Legal mandates for program (state and/or federal): While there are no legal mandates on how many faculty must teach in the program, there are state requirements mandating the number of units students must take to work in a licensed childcare facility. There are also requirements for units taken to administer a childcare program, and to work in an infant/toddler center. Right now there is a high demand for preschool teachers and not enough qualified applicants. Having enough faculty to instruct our courses allows us to train teachers and meet the childcare needs of our county.
8. New program that requires discipline faculty/expertise: The ADT degree in Elementary Teacher Education is a new program on this campus and necessitates a full-time faculty member to oversee it. Faculty must have expertise in Elementary Teacher Education. See question 6 above for the various activities the full-time faculty member would participate in to ensure the viability of the new program (support with scheduling, coordination of student teaching, program review, SLOs/PLOs, etc.).
9. If this is a replacement position, what will be the impact on the program and the College if this position is not replaced? The CDFS portion of the joint hire is a replacement of Marion Cowee's full-time position. Without another faculty member, we will not be in as strong of a position to meet the childcare training needs of our county. We will not have enough "guaranteed" faculty (i.e. not dependent on adjunct faculty's availability and schedule) to offer all the required courses for childcare teachers and administrators. We are currently struggling to find enough instructors to teach our courses when our students most want them (morning and nights). We need a new faculty member with expertise in early childhood education that can train/ inspire our students to be effective early childhood education professionals.
10. Other factors considered relevant by the department/School:
- a. *Labor Market Need.* In Solano County, labor market data projects 420 openings for childcare workers and 750 for elementary school teachers for the years 2014-2024. Both are on the list of occupations with the most openings in the county, elementary teaching comes in at number 7. Our department regularly receives announcements about job openings in the community for preschool teachers and



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have heard at our advisory meetings that there are not enough qualified applicants to fill the positions. While our enrollment had been down in the past year, this semester we have seen an uptick and are more efficient. For example in Fall 2015 our two Introduction to ECE courses (CDFS 062) had a total of 35 students and in Fall 2016 there was a total of 50 students in those two courses. We are also utilizing Perkins funding to increase our marketing efforts. We believe if we have another flexible full-time employee, we can schedule courses that meet students' needs, train more teachers, and serve the children in our community better. We will also be able to create and offer more online courses to promote access.

- b. *Program Review.* The CDFS department has consistently met their reporting requirements, including a program review in 2013 and an abridged program review in 2015. In both of those reports, our number one goal is to replace retiring full-time faculty members.
- c. *Campus and Community Involvement.* The CDFS faculty are involved in the campus community and the early childhood community. All of our full time faculty members serve on campus committees (UMOJA, Assessment, Program Review, Curriculum Committee, etc.), and many are engaged/hold leadership positions in early childhood organizations (CCCECE, FIP, Mentor program). We hold twice yearly advisory meetings, and host an annual ECE conference at Solano College. We also have a yearly faculty retreat for professional development, and a special graduation ceremony for CDFS students. These activities are all worthwhile endeavors, but take a good deal of our time. Having an additional faculty member to help share the load would be beneficial.

Program Review—include pasted relevant materials from the last program review and/or annual unit update which demonstrates this need.

Child Development and Family Studies

Abridged Two-Year Program Review Fall 2015

An overview of the program during the 2013-2014 and 2014-2015 academic years

Our program has a number of goals that we will work toward in the coming years, including:

1. Hiring replacement faculty for any retiring full or part-time faculty members



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2. Marketing the program to potential students (high school graduate and currently employed early childhood educators)
3. Creating new certificates of achievement
4. Considering the feasibility of expanding our online offering including, but not limited to, CDFS 050 and CDFS 080.
5. Faculty professional development and collaboration
6. Updating classroom technology
7. Updating our Educational Master Plan projects
8. Supporting student success and inclusion through innovative programs and collaboration (for example UMOJA learning communities)

Undergoing curriculum review

Early Childhood Education Program Review Self-Study Fall 2013

Table 8. Short-Term and Long-Term Goals

	<i>Planned Action</i>	<i>Target Date</i>	<i>Person Responsible</i>	<i>Source</i>
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Short-Term Goals

1. Hire full-time replacement faculty member	Submit request Fall 2013	Replacement hired for fall 2014	Dean & Tasha Smith	DB
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FACULTY STAFFING REQUEST FORM

Long-Term Goals	Planned Action	Target Date	Person Responsible	Source
1. Creation of a CDFS student resource room and classrooms within the Children's Program. Purchase materials for the resource room, including materials for a curriculum lending library.	Begin meetings Fall 2013; work within the facilities planning structure. Write a strategic proposal to purchase materials for the room.	2016-2017	Dean, Christie Speck & Marion Cowee	Measure Q, SP & P
2. Maintain quality teaching by hiring replacement faculty expeditiously, and by increasing dialogue and professional development trainings among faculty (adjunct and full-time), so that faculty are using the most current industry standards and are collaboratively working toward program goals.	Submit hiring requests when a faculty member retires or leaves his/her position. Conduct faculty retreats to discuss pedagogy and integration of current materials. Support professional development trainings such as the Faculty Initiative Project (FIP) or other trainings that lead to industry certifications.	On-going	Marion Cowee and Tasha Smith	P

November 2017

School: Counseling

Department: General Counseling

Position: Counselor/Professor

Funding Source: General Funds or SSSSP

This request is to replace one of two Counselor positions vacated over a year ago. Funding from the vacated positions came from general funds and the other from SSSP.

Need:

Counseling Services serves all students, with counselor providing services to all locations (Vacaville, Vallejo, and Travis Air Force Base) as well as being assigned to have appointments only with specific populations (Umoja, Puente, MESA, Athletes, Nursing, Veterans, DQ/Probation). Counseling Faculty also teach approximately 13-16 course sections each semester, taking time away from counseling appointments. With no designated DSP counselor and an EOPS counselor on medical leave, Counselors have had to back fill these programs to meet the requirements of student contact as determined by the funding for these programs.

The main mode of service right now is through one-on-one appointments. With the need to serve more students and more frequently throughout their time at SCC, new methods and practices must be put into place. The changes could be group orientations, major/career targeted workshops/programming, drop-ins at academic departments, and online chat counseling. This requires time away from individual counseling to develop and implement, creating a gap in service, with the idea that contact with students would eventually increase due to the variety and frequency of contact with the office.

Guided Pathways

Quality of student interaction is key. As we move to a guided pathways model, Counselors will be clustered in academic teams to develop connections and community with students and faculty in those majors, expanding on models that exist with learning communities and targeted groups such as athletes and veterans. Again, this takes time to develop and implement based on the needs of the academic departments and the students within those majors. An additional full-time counselor will provide more stability and consistency to these services which are being delivered by adjuncts who are may work at other colleges and so are only on our campus limited hours.

Equity/Integrated Plan

Increasing Transfer rates for targeted groups such as DSP, Foster Youth, Native American/Pacific Islander, African/African American students is mention as a goal for the Equity and Integrated Plans. This gap of service can be attended to and reduced through another full-time Counseling Faculty as it would allow more time for connections and targeted programming to these groups of students.

Transfer

Currently our Transfer Center is only open 6 hours per week. Given the mandates by the State to increase transfer rates, increasing the open time and providing more time to develop and implement programming, university connections, and transfer agreements will be helped greatly by the addition of another full-time Counseling Faculty.



STAFFING REQUEST FORM

School: Math/Science

Department: Geology

Position: Full-time Geology Instructor

New Replacement

 1 Number of Positions Requested

Quantitative Criteria: (use data provided by the Office of Institutional Research and Planning)

	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017
FTEF	1.53	0.97	1.57	1.33	1.53
FTEF: % FT	65.3%	82.8%	76.6%	87.5%	65.3%
FTEF: % PT + OL	21.7%	17.2%	23.4%	12.5%	34.7%
Number of Sections	8	6	9	8	9
FTES	20.1	14.4	19.5	19.9	18.9
Percent Fill	83.8	80.0	72.2	89.2	71.5
Total WSCH	603	432	585	597	567

Qualitative Criteria

1. Job Description:

Geology instructors are expected to teach a lower division geology curriculum, which may include GEOL 001 (Physical Geology), GEOL 002 (Physical Geology Lab), GEOL 005 (California Geology), and GEOL 049 (Honors Geology). Instructors with experience in Geographic Information System (GIS) may also teach GEOL 010 (Intro to GIS). Also, Geology instructors have taught PHSC 012 (Intro to Physical Science).

2. Potential Load (FTE, Courses, number of sections; no need to submit days/times of teaching schedule at this time):

One Full time Instructor (45 activity points)

3. Availability of Qualified Hourly Faculty to Teach:

We currently have two adjuncts who teach Geology in the evenings. They have been unavailable to teach morning classes and are currently not trained to teach online classes. The current full-time Geology instructor teaches two morning classes and three online at a minimum. If this position is not replaced, it is



STAFFING REQUEST FORM

The GEOL 049 Honors Geology class at Solano has been one of the great success stories in the Geology Department. This class has given students the opportunity to research a specialized project of study in the field of geology. Over the past nineteen years, nearly two dozen students, mainly Geology Majors who have gone on to 4-year colleges, have taken this class. Past projects for Honors have included: Mineral Analysis and Historical Relevance of the Sierra Nevada Batholith, Thermal Springs of the Clear Lake Volcanic Field, and GIS mapping of Rockville Park. Two former students are currently in Ph.D. programs at UC Berkeley and Michigan State University. Without a committed full-time replacement, this class would likely disappear.

10. Other factors considered relevant by the department/School:

If Solano Community College is to be recognized as having a comprehensive Math/Science Division, the Geology Department requires the leadership of a full-time Geology Faculty. Before 1999, Robert Hamilton was the full-time Geology Instructor and with Mark Feighner who replaced him, they represent over 40 years of offering a continuously strong Geology Program at Solano. The construction and opening of the New Science Building in Spring 2019 is an exciting time to take the Geology Program to a new level. Only a full-time replacement can make this possible.

Program Review—include pasted relevant materials from the last program review and/or annual unit update which demonstrates this need.

PROGRAM REVIEW: GEOLOGY

2015-2016

PROGRAM RESOURCES

4.1 Human Resources.

Current staffing levels for full-time faculty are adequate [Feighner, Widemann]; however we have had a difficult time finding geology adjuncts. Feighner is planning to retire within the next five years, so a full-time Geology replacement will be needed to keep the current level of classes.

November 2017

School: Counseling

Department: DSP

Position: LD Specialist/DSP Counselor

Funding Source: DSP funds

This request is to replace the DSP Counselor position vacated over a year ago with an LD Specialist/DSP Counselor role.

Need:

Serving Unique Needs of DSP Students

Currently, we are back-filling general counseling adjuncts (24 hrs/wk) but this isn't enough to serve the needs of the DSP students who often need more and longer appointments to discuss their education plan, progress, and goals. Additionally, there is a lack of consistency with services and the adjuncts need to have mentoring/training to understand the specific needs of DSP students.

Replacing the vacated position would allow consistency in serving students as well as expanding services by offering student testing as well as collaboration across campus with faculty to understand the needs of DSP students in the classroom.

Equity/Integrated Plan

The replacement of this position with the modification to include LD Specialist is in line with the recommendations put forth in the Equity and now integrated plans as DSP student are a targeted group for gap reduction in Access, Completion, and Transfer.

"Enhance Services to Students with Disabilities: Initiate a Learning Disabilities program for testing students for LD. Provide appropriate services and equipment in response to the needs identified, and provide support courses/workshops/outreach to students. Market the services to prospective students, including high school and veterans."

FACULTY STAFFING REQUEST

School: Health Sciences

Department: Nursing (emphasis on Clinical Simulation)

Position:

 New

 X Replacement

 1 Number of Position

Nursing

	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016
FTEF	12.86	14.72	12.31	13.85	12.33
FTEF % FT	58.1%	55.5%	54.2%	54.8%	53.0%
FTEF % PT OLOAD	41.9%	41.7%	45.8%	45.2%	33.5%
Scheduled Sections	17	21	13	18	19
FTES	94.5	100.2	77.3	93.5	48.1
Average % Fill Rate	78.4	67.5	81.8	74.3	60.5
WSCH	2,834	3,006	2,320	2,805	1,442

Nursing

	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017
FTEF	12.86	14.72	12.31	13.85	12.33	14.55	12.34
FTEF % FT	58.1%	55.5%	54.2%	54.8%	53.3%	51.7%	53.3%
FTEF % PT OLOAD	41.9%	41.7%	45.8%	45.2%	46.7%	48.3%	44.6%
Scheduled Sections	17	21	13	18	19	20	17
FTES	94.5	100.2	77.3	93.5	79.5	84.4	23.9
Average % Fill Rate	78.4	67.5	81.8	74.3	60.2	55.7	83.6
WSCH	2,834	3,006	2,320	2,805	2,386	2,533	716

Quantitative Criteria:

Accreditation and Retention/Attrition Rates

The table below is categorized by survey year from the BRN Annual School Survey (August 1st - July 31st) and reflects the results of data provided by the program and includes graduates of all program tracks within the degree type (i.e., accelerated, traditional, etc.). For specific information about available programs/tracks, expected completion timeframes or possible changes in data, the BRN asks that you contact the individual programs directly for the most accurate and up-to-date information. Please refer to RN programs for a contact list of all BRN approved programs.

[Click for Table Definitions and Legend](#)

School	School Accreditation	Program Accreditation	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
			Attrition Rate	Retention Rate	Attrition Rate	Retention Rate	Attrition Rate	Retention Rate	Attrition Rate	Retention Rate	Attrition Rate	Retention Rate
Solano Community College	WASCJC	None	36%	57%	45%	55%	22%	69%	21%	79%	18.6%	80.4%

Home > Education > Pass Rates

NCLEX Pass Rates

The table below is categorized by academic year (e.g., July 1st - June 30th) and reflects the results of all graduates who have taken the NCLEX examination for the first time within the last five years (including those students who graduated more than five years ago). Due to possible changes in this data, the BRN asks that you contact the individual programs directly for the most accurate and up-to-date information. Please refer to RN Programs for a contact list of all BRN accredited programs.

School	2012/2013		2013/2014		2014/2015		2015/2016		2016/2017	
	# Taken	% Pass	# Taken	% Pass	# Taken	% Pass	# Taken	% Pass	# Taken	% Pass
Solano Community College	25	84%	29	96.55%	42	64.29%	57	94.74%	31	90.32%

California Board of Registered Nursing (21) CA - SOLANO COMMUNITY COLLEGE - ADN (U04403500) NCLEX-RN Pass Rate Summary

First Timers Total

Total Delivered	35
Total Passed	33
Total Failed	2
Total On Hold	0
Total Pass Rate	94.29%

October 20, 2017

Employment Development Department
 Labor Market Information Division
 (916) 262-2162

Vallejo Fairfield MSA
 (Solano County)
 Industry Employment & Labor Force
 March 2016 Benchmark

Data Not Seasonally Adjusted

	Sep 16	Jul 17	Aug 17 Revised	Sep 17 Prelim	Percent Change Month	Percent Change Year
Civilian Labor Force (1)	208,500	208,300	207,800	208,900	1.0%	0.7%
Civilian Employment	197,600	197,100	196,500	200,200	1.9%	1.3%
Civilian Unemployment	10,900	11,200	11,300	8,700	-13.3%	-10.1%
Civilian Unemployment Rate	5.2%	5.4%	5.5%	4.6%		
(CA Unemployment Rate)	5.2%	5.4%	5.4%	4.7%		
(U.S. Unemployment Rate)	4.8%	4.6%	4.5%	4.1%		
Total, All Industries (2)	138,600	138,900	139,100	140,300	0.9%	1.2%
Total Farm	2,000	1,900	2,000	1,900	-5.0%	-5.0%
Total Nonfarm	136,600	137,000	137,100	138,400	0.9%	1.3%
Total Private	111,600	112,600	112,800	113,300	0.4%	1.5%
Goods Producing	22,700	22,300	22,400	22,800	1.8%	0.4%
Mining, Logging, and Construction	10,700	10,300	10,400	10,900	4.8%	1.9%
Mining and Logging	200	200	300	300	0.0%	50.0%
Construction	10,500	10,100	10,100	10,600	5.0%	1.0%
Manufacturing	12,000	12,000	12,000	11,900	-0.8%	-0.8%
Non-Durable Goods	8,000	7,800	8,000	8,000	0.0%	0.0%
Service Providing	113,900	114,700	114,700	115,600	0.8%	1.5%
Private Service Providing	88,900	89,300	90,400	90,500	0.1%	1.8%
Trade, Transportation & Utilities	27,200	27,000	27,100	27,000	-0.4%	-0.7%
Wholesale Trade	4,200	4,300	4,300	4,300	0.0%	2.4%
Retail Trade	18,400	18,100	18,200	18,100	-0.5%	-1.6%
Food & Beverage Stores	3,500	3,400	3,400	3,500	2.9%	0.0%
Clothing & Clothing Accessories Stores	2,100	2,000	2,100	2,000	-4.8%	-4.8%
General Merchandise Stores	3,800	4,000	4,100	4,100	0.0%	5.1%
Transportation, Warehousing & Utilities	4,600	4,600	4,600	4,600	0.0%	0.0%
Information	1,100	1,100	1,100	1,100	0.0%	0.0%
Financial Activities	5,200	5,200	5,200	5,200	0.0%	0.0%
Finance & Insurance	3,700	3,700	3,700	3,700	0.0%	0.0%
Professional & Business Services	10,100	10,200	9,900	10,000	1.0%	-1.0%
Administrative & Support & Waste Services	5,900	5,800	5,900	5,900	0.0%	0.0%
Administrative & Support Services	5,100	5,100	5,100	5,100	0.0%	0.0%
Educational & Health Services	25,900	26,500	26,600	26,900	1.1%	3.9%
Health Care & Social Assistance	24,200	24,900	24,900	25,000	0.4%	3.3%
Leisure & Hospitality	15,200	15,900	16,100	15,900	-1.2%	4.6%
Accommodation & Food Services	12,400	12,800	12,900	12,800	-0.8%	3.2%
Food Services & Drinking Places	11,600	11,900	12,000	12,000	0.0%	3.4%
Restaurants	11,200	11,500	11,600	11,500	-0.9%	2.7%
Other Services	4,200	4,400	4,400	4,400	0.0%	4.8%
Government	25,000	24,400	24,300	25,100	3.3%	0.4%
Federal Government	3,700	3,800	3,800	3,700	-2.6%	0.0%
State & Local Government	21,300	20,600	20,500	21,400	4.4%	0.5%
State Government	5,100	5,100	5,200	5,200	0.0%	2.0%
State Government Educational Services	400	400	400	400	0.0%	0.0%
State Government Excluding Education	4,700	4,700	4,800	4,800	0.0%	2.1%
Local Government	16,200	15,500	15,300	16,200	5.9%	0.0%
Local Government Education	9,500	9,000	8,800	9,700	10.2%	2.1%
Local Government Excluding Education	6,700	6,500	6,500	6,500	0.0%	-3.0%
County	3,400	3,300	3,300	3,300	0.0%	-2.9%
City	2,600	2,500	2,600	2,600	0.0%	0.0%
Special Districts plus Indian Tribes	700	700	600	600	0.0%	-14.3%

Summary

Quick Facts: Registered Nurses	
2016 Median Pay	\$68,450 per year \$32.91 per hour
Typical Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2016	2,955,200
Job Outlook, 2016-26	15% (Much faster than average)
Employment Change, 2016-26	437,000



What Registered Nurses Do

Registered nurses (RNs) provide and coordinate patient care, educate patients and the public about various health conditions, and provide advice and emotional support to patients and their family members.

Qualitative Criteria

1. Job Description:

Under the direction of the Dean of Health Sciences, the Director of Nursing, and the Assistant Director of Nursing, the Nursing Instructor associated with the Clinical Simulation Center (CSC) has the expectation to perform the following duties:

- Coordinates day-to-day activities and services of the CSC including scheduling, lab set up, and management of lab equipment and supplies.
- Review, select, and maintain instructional material used by students and faculty in the CSC.
- Provide instruction in accordance with established course outlines and expectations, inform students about course requirements; prepare and grade assignments and examinations
- Develop learning activities incorporating clinical (actual and simulated) practice, procedures, and testing of the Registered Nursing (RN) and Certified Nursing Assistant (CNA) students.
- Provides assistance to instructors and / or students in the clinical lab setting.
- Serve as a student/faculty resource in the area of clinical skills testing and state-of-the-art clinical nursing practice. Requires 35 hours per week of on-campus instruction

- Ensures that the clinical lab is clean, safe and organized; promotes safe lab practices.
- Repairs or coordinates the repair of lab equipment as required.
- Coordinates the ordering, maintenance, organization and re-supply of consumable lab equipment; conducts quarterly equipment inventories.
- May research, evaluate and recommend new lab materials, equipment and experiments; including reference texts, videos, CD-ROM programs, and multimedia materials.
- Implements simulation activities as required.
- Acts as a liaison between lab personnel and the Director of Nursing.
- Establishes and up-dates lab policies and procedures.
- Prepares and maintains a variety of records and reports.
- Conduct orientation and training of new students and faculty to the lab.
- Research and develop skill lab programs and modules that maximize student learning.
- Participate in staff/division meetings and maintain regular office hours in accordance with the collective bargaining agreement.

2. Potential Load:

The Nursing Instructor associated with the Clinical Simulation Center (CSC) serves as the Instructor of Record for the following courses over the course of a complete academic year:

Fall Semester:

NURS 058A – Skills Lab I (3 Sections)

NURS 058C – Skills Lab III (3 Sections)

Spring Semester:

NURS 058B – Skills Lab II (4 Sections)

NURS 058D – Skills Lab IV (3 Sections)

In addition, the full-time faculty member charged with coordinating all CSC operations, also provides simulation support to student in the Certified Nursing Assistant (CNA) Program.

3. Availability of Qualified Hourly Faculty to Teach:

Currently, 1 other full-time faculty member is holds the technical expertise and experience to teach these courses, however that individual has now received a modification of instructional duties to now serve as the Director of the Nursing Assistant Training Program (NATP) or what is often referred to as the CNA Program. In addition, a summer 2017 hiring of an adjunct faculty member with monies from the California Community College Chancellor's Office Retention and Assessment Grant provide 24 hours of additional support per week in the CSC.

4. **Representation of the staff with regard to gender and underrepresented group status:**
Current full-time staffing of the Solano Community College Nursing Program consists of a diverse group of professionals breaks down as follows:

Gender: 6 Females, 2 Males, and 1 position in need of filling

Race/Ethnicity: 4 White/Caucasian, 2 African-American, 1 Pacific Islander, 1 Other, and 1 position in need of filling.
5. **Subjects and areas of the greatest strengths of the current staff; areas where additional experience is needed:**
Nursing faculty expertise reflects the professional knowledge base as defined by the Bureau of Registered Nursing (BRN). However, the reassignment of instructional load to specifically qualified individuals has reached a point where student progression in the program has reached an impasse unless complete staffing of the CSC take place for the spring 2018 semester.
6. **Needs related to single-person department or lack of Full Time Faculty for the discipline:**
Current instructional expertise and staffing gaps exist in the area of clinical simulation. These deficits can be filled by the hiring of a full-time faculty member in this area.
7. **Legal mandates for program (state and/or federal):**
Applicants to this position require a Master's degree in Nursing along with a current California Registered Nursing License.
8. **New program that requires discipline faculty/expertise:**
Although the program is not new, the lack of a full-time faculty to staff the CSC presents a major impediment to the progression of students in the Nursing Program. Looking into the future, the United States Department of Labor, Bureau of Labor Statistics projects a 15% increase (much faster than average) in the demand for Registered Nurses during the 2016-2026 timeframe.
9. **If this is a replacement position, what will be the impact on the program and the College if this position is not replaced?:**
The lack of a full-time faculty to staff the CSC presents a major impediment to the progression of students in the Nursing Program.
10. **Other factors considered relevant by the department/School:**
Student outcomes associated with the Nursing Program show marked improvements in both student retention rates and passing scores on the National Council Licensing Examination – Registered Nursing (NCLEX-RN). In addition, the BRN as also approved the first substantial updates in the Nursing Program curriculum for the first time in many years. The new proposed curriculum is now currently going through the curricular approval process at Solano Community College.



FACULTY STAFFING REQUEST FORM

School: Social and Behavioral Sciences

Department: Political Science

Position: Full Time Political Science Instructor

New

Replacement

Number of Positions Requested

Quantitative Criteria: (use data provided by the Office of Institutional Research and Planning)

	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017
FTEF	3.40	4.53	4.33	4.17	4.17
FTEF: % FT	58.8%	51.5%	49.2%	47.2%	47.2%
FTEF: % PT + OL	41.2%	48.5%	50.8%	52.8%	52.8%
Number of Sections	19	21	21	22	21
FTES	61.1	65.9	66.1	77.0	71.2
Percent Fill	66.6%	71.7%	71.2%	82.7%	72.9%
Total WSCH	1,833	1,977	1,983	2,310	2,136

Qualitative Criteria



FACULTY STAFFING REQUEST FORM

1. Job Description: Full Time Political Science Instructor
2. Potential Load (*FTE, Courses, number of sections; no need to submit days/times of teaching schedule at this time*): 1.0 FTE, 5 sections
3. Availability of Qualified Hourly Faculty to Teach: 5 Adjunct Faculty
4. Representation of the staff with regard to gender and underrepresented group status: Currently have one full-time male professor, one female adjunct professor and 4 male adjunct professors
5. Subjects and areas of the greatest strengths of the current staff; areas where additional experience is needed: Our adjunct faculty mainly teach PLSC 001, we need an instructor with a background in constitutional law, civil rights, contract law, and criminal law. Also, we need leadership for the CCPLS program.
6. Needs related to single-person department or lack of Full-Time Faculty for the discipline: The single full-time instructor will handle all programmatic tasks, including updating and creating curriculum, writing Program Review, assessments of Program Learning Outcomes, and, in consultation with Dean Lamba, scheduling classes for future semesters.
7. Legal mandates for program (state and/or federal): Not applicable
8. New program that requires discipline faculty/expertise: Not applicable
9. If this is a replacement position, what will be the impact on the program and the College if this position is not replaced? Yes, this is a replacement position and if it is not replaced, we will not be able to offer the variety of PLSC classes that we have in recent semesters and PLSC classes have average fill rates between 70% and 80% overall.
10. Other factors considered relevant by the department/School: The CCPLS program will need leadership.

Program Review—include pasted relevant materials from the last program review and/or annual unit update which demonstrates this need.



FACULTY STAFFING REQUEST FORM

POLITICAL SCIENCE PROGRAM REVIEW SELF-STUDY

Fall 2015

Table 3. Program Review Recommendations

Status

Program Review Recommendations (Previous cycle)

<i>1.</i>	<i>Hire FT Faculty to replace Retirees</i>	<i>Successfully hired FT Political Science faculty. Impact has been immediate and positive as has enabled goal of complementary academic concentrations. New hire has been key to Pathways to law School program, and has contributed to the school by serving with SCFA and as faculty adviser to ASSC and as Grievance Committee Chair</i>
<i>2.</i>	<i>Expansion of program offerings in order to promote flexibility and ease of completion for students.</i>	<i>FT Hire has aided tremendously with this. Program has also developed AD-T program and has established a desired offerings sequence in coordination with the Dean</i>

FACULTY STAFFING REQUEST

School: Health Sciences

Department: Kinesiology (emphasis on Sports Medicine)

Position:

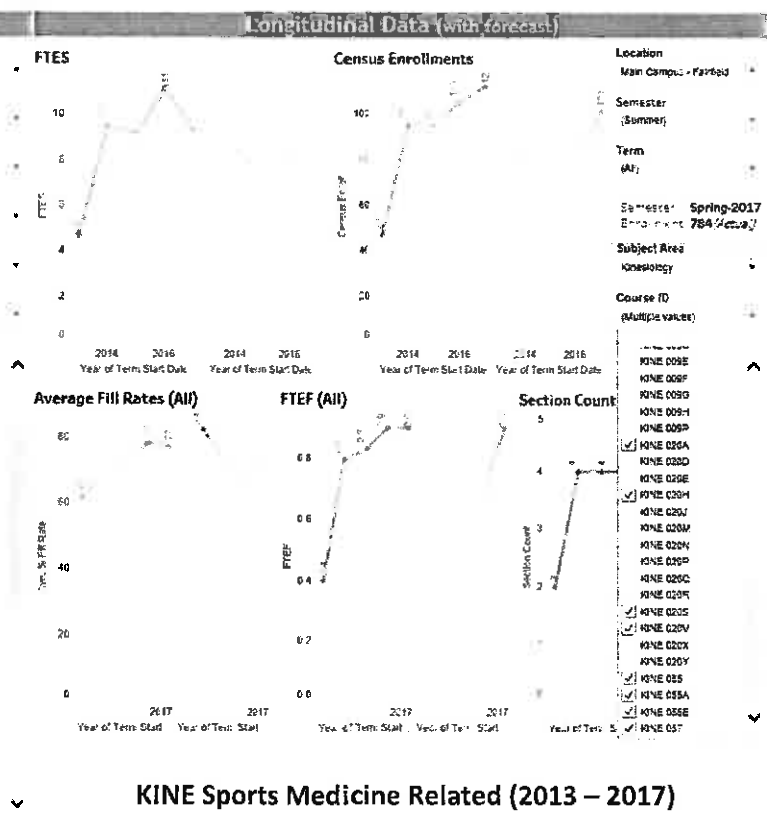
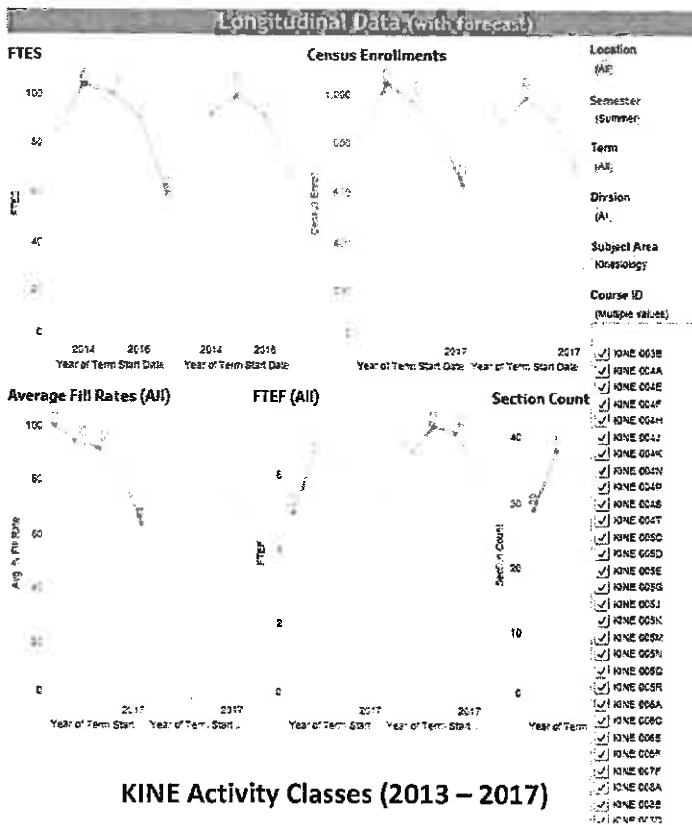
 X New

 Replacement

 1 Number of Position

Quantitative Criteria:

	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017
FTEF	8.56	8.55	8.81	8.47	8.79	7.45	7.82
FTEF % FT	76.4%	75.4%	73.1%	73.0%	75.1%	62.4%	69.7%
FTEF % PT OLOAD	23.6%	24.6%	26.9%	27.0%	24.9%	37.6%	30.3%
Scheduled Sections	48	47	48	46	47	39	45
FTES	128.6	115.2	131.8	108.1	127.2	83.9	86.8
Average % Fill Rate	90.9	79.5	87.7	74.7	82.9	72.1	65.8
WSCH	3,857	3,457	3,954	3,243	3,816	2,518	2,603



Qualitative Criteria

1. Job Description:

Under the direction of the Dean of Health Sciences and the Director of Athletics, the Sports Medicine/Athletic Training instructor will provide instruction related to the prevention, care, and rehabilitation of athletic injuries, as well as other Kinesiology courses with particular science-based emphasis. Expectations for instruction exist in the classroom, laboratory, and fieldwork settings to include assistance in the care of athletes and supervision of Sports Medicine students. The instructor has the opportunity to receive instructional assignments that may include evenings, weekends, and off-campus locations.

2. Potential Load:

Assignment include instruction in all Sports Medicine-related major courses, contributions to supervising the Sports Medicine lab, and other Kinesiology courses as determined.

3. Availability of Qualified Hourly Faculty to Teach:

Currently, 1 part-time instructor, and 1 full-time classified employee hold required qualifications to teach these courses. The development of this position provides for curricular expansion and establish a foundation from which to build other in demand Continuing Technical Education (CTE) health care programs such as physical therapy assistant.

4. Representation of the staff with regard to gender and underrepresented group status:

Current staffing consists of two adjunct faculty members with one individual maintaining full-time employment as a classified staff members. In addition, currently staffing reflects a 50%-50% split between genders, as well as that between Hispanic and Caucasian.

5. Subjects and areas of the greatest strengths of the current staff; areas where additional experience is needed:

The Sports Medicine Program can benefit from full-time faculty representation with dedicated responsibilities to advance the curriculum, build enrollment, and parlay resources into the roll-out of additional cohort-based CTE health care programs. Current adjunct faculty interact with local high school via outreach programs, partnerships with County office of Education, CTE workshops, and on Vacaville Unified Advisory Committee for development of Sports Medicine curriculum.

6. Needs related to single-person department or lack of Full Time Faculty for the discipline:

Solano Community College has offered the Sports Medicine curricular since 1995, first as a sub-division under the Physical Education which the converted to Kinesiology in 2013. Since that change the curriculum has developed and expanded. Recently, a new Sports Medicine lab has been created to allow students to complete the student learning outcomes created in Program Review. The addition of a full-time faculty member provides the opportunity to advance the curriculum, work on competencies assigned in Practicum courses, and continue to assist with articulation of our AS Degree.

7. Legal mandates for program (state and/or federal)

Applicants to this position require National Athletic Training Association (NATA) recognition as a Certified Athletic Trainer (ATC) to ensure transferability of coursework to approved Athletic Training Education Preparation (ATEP) 4-year programs. Faculty members must hold appropriate credentials to provide instruction in these science-based professional courses.

8. New program that requires discipline faculty / expertise:

Although the program is not new, the lack of a full-time faculty with Sports Medicine expertise certainly limits potential program growth. Looking into the future, the United States Department of Labor, Bureau of Labor Statistics projects a 22% increase (much faster than average) in the demand for Athletic Trainers during the 2016-2026 timeframe. When combined with the projected 30% increase (much faster than average) in demand for Physical Therapy Assistants and 13% increase (faster than average) for Exercise Physiologists over that same time window, the potential for program growth remains strong.

9. If this is a replacement position, what will be the impact on the program and the College if this position is not replaced?

While the actual request is for a new faculty position, the Kinesiology Program has not replaced the last two open faculty lines resulting from retirement. Institutional data shows that enrollments associated with Kinesiology activity-based courses have dropped off substantially since the implementation of the repeatability clause, however the enrollment declines have slowed to a point where program contraction is now less than that of the college as a whole. More importantly, enrollments in the non-activity science-based courses within Kinesiology have not only tapered off, but rebounded to show increased enrollments during each of the last three years. The required skill set for an individual to provide additional instruction in these non-activity, science-based courses currently does not exist within existing full-time faculty of the Kinesiology Program.

10. Other factors considered relevant by the department/School:

Our facility was expanded under Measure G with the plan of program expansion. Our Sports Medicine facility and Lab is one of the most respected and well-equipped in the State. Lack of a full-time faculty member associated with the Sports Medicine limits program expansion and prevents development of other viable other health care curricula capable of sharing resources and optimizing efficiencies. In addition, alignment of institutional resources to reflect national and regional employment projections for academic programming that results in both gainful employment and future career mobility options of graduates melds together the best interests of the students and the institution. In conclusion, the proposed course of action supports the July 2014 Education Master Plan as noted in the figures below.

Table 2. Educational Master Plan

Educational Master Plan		Status
1	Assess feasibility of <u>physical therapy assistant program</u>. Develop appropriate curriculum and program certificate and/or degrees based on assesment.	Ongoing

October 20, 2017

Employment Development Department
 Labor Market Information Division
 (916) 262-2162

Vallejo Fairfield MSA
 (Solano County)
 Industry Employment & Labor Force
 March 2016 Benchmark

Data Not Seasonally Adjusted

	Sep 16	Jul 17	Aug 17 Revised	Sep 17 Prelim	Percent Change	
					Month	Year
Civilian Labor Force (1)	208,500	208,300	207,800	208,900	1.0%	0.7%
Civilian Employment	197,600	197,100	196,500	200,200	1.6%	1.3%
Civilian Unemployment	10,900	11,200	11,300	8,800	-13.3%	-10.1%
Civilian Unemployment Rate	5.2%	5.4%	5.5%	4.6%		
(CA Unemployment Rate)	5.2%	5.4%	5.4%	4.7%		
(U.S. Unemployment Rate)	4.8%	4.6%	4.5%	4.1%		
Total, All Industries (2)	138,600	138,900	138,100	140,300	0.9%	1.2%
Total Farm	2,000	1,900	2,000	1,900	-5.0%	-5.0%
Total Nonfarm	136,600	137,000	137,100	138,400	0.9%	1.3%
Total Private	111,600	112,600	112,800	113,300	0.4%	1.5%
Goods Producing	22,700	22,300	22,400	22,800	1.6%	0.4%
Mining, Logging, and Construction	10,700	10,300	10,400	10,900	4.6%	1.9%
Mining and Logging	200	200	300	300	0.0%	50.0%
Construction	10,500	10,100	10,100	10,600	5.0%	1.0%
Manufacturing	12,000	12,000	12,000	11,900	-0.8%	-0.8%
Non-Durable Goods	8,000	7,800	8,000	8,000	0.0%	0.0%
Service Providing	113,900	114,700	114,700	115,600	0.8%	1.5%
Private Service Providing	88,900	90,300	90,400	90,500	0.1%	1.8%
Trade, Transportation & Utilities	27,200	27,000	27,100	27,000	-0.4%	-0.7%
Wholesale Trade	4,200	4,300	4,300	4,300	0.0%	2.4%
Retail Trade	18,400	18,100	18,200	18,100	-0.5%	-1.6%
Food & Beverage Stores	3,500	3,400	3,400	3,500	2.9%	0.0%
Clothing & Clothing Accessories Stores	2,100	2,000	2,100	2,000	-4.8%	-4.8%
General Merchandise Stores	3,900	4,000	4,100	4,100	0.0%	5.1%
Transportation, Warehousing & Utilities	4,600	4,600	4,600	4,600	0.0%	0.0%
Information	1,100	1,100	1,100	1,100	0.0%	0.0%
Financial Activities	5,200	5,200	5,200	5,200	0.0%	0.0%
Finance & Insurance	3,700	3,700	3,700	3,700	0.0%	0.0%
Professional & Business Services	10,100	10,200	9,900	10,000	1.0%	-1.0%
Administrative & Support & Waste Services	5,900	5,800	5,900	5,900	0.0%	0.0%
Administrative & Support Services	5,100	5,100	5,100	5,100	0.0%	0.0%
Educational & Health Services	25,900	26,500	26,600	26,900	1.1%	3.9%
Health Care & Social Assistance	24,200	24,900	24,900	25,000	0.4%	3.3%
Leisure & Hospitality	15,200	15,900	16,100	15,900	-1.2%	4.6%
Accommodation & Food Services	12,400	12,800	12,900	12,800	-0.8%	3.2%
Food Services & Drinking Places	11,600	11,900	12,000	12,000	0.0%	3.4%
Restaurants	11,200	11,500	11,600	11,500	-0.9%	2.7%
Other Services	4,200	4,400	4,400	4,400	0.0%	4.8%
Government	25,000	24,400	24,300	25,100	3.3%	0.4%
Federal Government	3,700	3,800	3,800	3,700	-2.6%	0.0%
State & Local Government	21,300	20,600	20,500	21,400	4.4%	0.5%
State Government	5,100	5,100	5,200	5,200	0.0%	2.0%
State Government Educational Services	400	400	400	400	0.0%	0.0%
State Government Excluding Education	4,700	4,700	4,800	4,800	0.0%	2.1%
Local Government	16,200	15,500	15,300	16,200	5.9%	0.0%
Local Government Education	9,500	9,000	8,800	9,700	10.2%	2.1%
Local Government Excluding Education	6,700	6,500	6,500	6,500	0.0%	-3.0%
County	3,400	3,300	3,300	3,300	0.0%	-2.9%
City	2,600	2,500	2,600	2,600	0.0%	0.0%
Special Districts plus Indian Tribes	700	700	600	600	0.0%	-14.3%

OCCUPATIONAL OUTLOOK HANDBOOK

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Athletic Trainers

EN ESPAÑOL [PRINTER-FRIENDLY](#)

Summary | What They Do | Work Environment | How to Become One | Pay | Job Outlook | State & Area Data | Similar Occupations | More Info

Summary

Quick Facts: Athletic Trainers

2015 Median Pay	\$44,670 per year
Typical Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2014	25,400
Job Outlook, 2014-24	21% (Much faster than average)
Employment Change, 2014-24	5,400



Athletic trainers specialize in preventing, diagnosing, and treating muscle and bone injuries and illnesses.

What Athletic Trainers Do

Athletic trainers specialize in preventing, diagnosing, and treating muscle and bone injuries and illnesses.

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Summary

Quick Facts: Athletic Trainers

2016 Median Pay	\$45,630 per year
Typical Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2016	27,800
Job Outlook, 2016-26	22% (Much faster than average)
Employment Change, 2016-26	6,200



What Athletic Trainers Do

Athletic trainers specialize in preventing, diagnosing, and treating muscle and bone injuries and illnesses.

Healthcare >

Physical Therapist Assistants and Aides

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Summary | What They Do | Work Environment | How to Become One | Pay | Job Outlook | State & Area Data | Similar Occupations | More Info

Summary

Quick Facts: Physical Therapist Assistants and Aides

2015 Median Pay	\$42,980 per year \$20.66 per hour
Typical Entry-Level Education	See How to Become One
Work Experience in a Related Occupation	None
On-the-job Training	See How to Become One
Number of Jobs, 2014	128,700
Job Outlook, 2014-24	40% (Much faster than average)
Employment Change, 2014-24	51,400



Physical therapist aides do a variety of clerical tasks, such as scheduling patients and recording insurance information.

What Physical Therapist Assistants and Aides Do

Physical therapist assistants, sometimes called *PTAs*, and physical therapist aides work under the direction and supervision of physical therapists. They help patients who are recovering from injuries and illnesses regain movement and manage pain.

Occupational Outlook Handbook > Healthcare >

Physical Therapist Assistants and Aides

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Summary | What They Do | Work Environment | How to Become One | Pay | Job Outlook | State & Area Data | Similar Occupations | More Info

Summary

Quick Facts: Physical Therapist Assistants and Aides

2016 Median Pay	\$45,290 per year \$21.77 per hour
Typical Entry-Level Education	See How to Become One
Work Experience in a Related Occupation	None
On-the-job Training	See How to Become One
Number of Jobs, 2016	140,300
Job Outlook, 2016-26	30% (Much faster than average)
Employment Change, 2016-26	42,300



What Physical Therapist Assistants and Aides Do

Physical therapist assistants, sometimes called *PTAs*, and physical therapist aides work under the direction and supervision of physical therapists. They help patients who are recovering from injuries and illnesses regain movement and manage pain.

Summary

Quick Facts: Exercise Physiologists	
2015 Median Pay	\$47,010 per year \$22.60 per hour
Typical Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2014	14,500
Job Outlook, 2014-24	11% (Faster than average)
Employment Change, 2014-24	1,500



What Exercise Physiologists Do

Exercise physiologists develop fitness and exercise programs that help patients recover from chronic diseases and improve cardiovascular function, body composition, and flexibility.

Exercise physiologists develop fitness and exercise programs that help patients recover from chronic diseases.

Summary

Quick Facts: Exercise Physiologists	
2016 Median Pay	\$47,340 per year \$22.76 per hour
Typical Entry-Level Education	Bachelor's degree
Work Experience in a Related Occupation	None
On-the-job Training	None
Number of Jobs, 2016	15,100
Job Outlook, 2016-26	13% (Faster than average)
Employment Change, 2016-26	2,000



What Exercise Physiologists Do

Exercise physiologists develop fitness and exercise programs that help patients recover from chronic diseases and improve cardiovascular function, body composition, and flexibility.

**National Data – Physical Therapy Assistant Programs:
Applicants, Qualified Applicants, Offers, & Enrollments**

STUDENT DATA

ADMISSIONS

Table 15 Trends in Admissions

		2010	2011	2012	2014	2015	2016
Planned class size	Mean	29	28.3	28.91	24.91	24.8	24.3
	Range	0-258	12-83	12-220	8-64	8-64	5-64
Number of applicants	Mean	108	117	93.60	91.73	79.3	72.4
	Range	0-823	20-1006	24-202	6-1000	8-550	12-350
Number of qualified applicants	Mean	69	74.7	67.57	56.48	52.8	51.3
	Range	0-378	16-343	23-132	3-403	8-268	8-263
Number of applicants offered place in class	Mean	33	34	30.33	27.9	26.9	27.1
	Range	0-308	12-140	16-63	6-126	5-121	9-119
Number enrolled	Mean	29	28	24.50	23.66	23.1	23.1
	Range	0-298	12-83	13-37	0-58	6-55	5-55
Number minority enrolled	Mean	9	5.7	3.23	5.87	6.8	7
	Range	0-118	0-51	1-11	0-48	1-45	1-46

**Northern California – Bay Area Physical Therapy Assistant Programs
Costs, Graduates, and NPTAE Pass Rates**

Name of Institution	Location of Institution	Cost of Entire Program	Grads Who Took Exam 2013-2014	Ultimate Pass Rate 2013-2014 (National = 86.0%)	Grads Who Took Exam 2014-2015	Ultimate Pass Rate 2014-2015 (National = 84.0%)
Carrington College	Pleasant Hill, CA	\$43,550	49	83.67%	43	86.05%
Gurnick Academy of Medical Arts	San Mateo, CA	\$32,600	18	*	35	97.14%
Ohlone College	Newark, CA	\$4,000	30	100.00%	35	100.00%
Sacramento City College	Sacramento, CA	\$6,391	48	91.67%	48	91.67%

STUDENT DATA

ADMISSIONS

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Number minority enrolled	Mean	9	5.7	3.23	5.87	6.8	7
	Range	0-118	0-51	1-11	0-48	1-45	1-46