Faculty Members

Auto-2011

I. Program Faculty
Addional Teaching Unit Requests

III. FT Faculty Needs (Please fill this out ONLY if you are stating a need for new full time faculty in your area.)
1. Please indicate if there are NO FT faculty in your discipline. Please provide data regarding the length of time this discipline has been without a full time instructor.

2. Non-availability of part-time instructors in a subject area. Please provide evidence demonstrating the difficulty in finding part-time instructors to teach in the subject area.

3. New FT Faculty: How many NEW FT faculty have been hired in past 10 years? Please list each faculty name and the year of employment. If this instructor is shared with another department, please list the equivalent FTE% for your department. Please list instructional equivalencies as necessary and if faculty member was the result of retreat rights.

4. Reduction in department TUs as a result of FT Faculty retirements or other significant causes? Please provide data that illustrates a change in teaching unit allocation as a direct result of FT faculty retirements within your department and how this may change in the coming year(s).

The Automotive Technology Program was at one time fully staffed with two fulltime highly trained instructors, and a dedicated fulltime automotive lab tech. In 1997 when one Automotive Technology instructor retired, and the fulltime only Auto Collision Repair instructor retired the COM Administration decided to save money by making the ACRT position a part-time program and split the full time Automotive Instructor job. At the same time the lab tech position was split between two programs. Automotive Technology and Auto Collision Repair are entirely different industries, require very different knowledge bases, and the skill sets are unrelated.

5. Other reasons: Have there been other causes for a reduction in units in your discipline? If so, please explain and provide evidence.

The COM Administration failed to comprehend the differences between these two different disciplines. The search for an instructor to teach both areas resulted in a very small and weak pool from which to select. The end result is that a part time instructor in the Auto Tech program was hired. The most important driving force for the decision to split the instructor position and the lab tech position was to save money for the District. This salary savings was never redirected back to the Automotive Program, and the Program has suffered the consequences as a result of this decision.
6. Changes in Student Demand: Recent or forthcoming growth as a result of added sections due to enrollment demands. Provide evidence that illustrates the need for additional faculty due to increased student demand such as numbers of sections added and/or courses with waitlist totals showing a need for additional sections. What is the % of FTEF for this increase in units? If there has been a decline in student growth, please explain why.

7. Current of forthcoming changes that illustrate the immediate need of additional FT faculty within this department. Please outline all relevant circumstances that justify the priority of a FT hire in addition to those already outlined above. Consider changes in the field, changes in the job market and population shifts.

8. Program Review Findings: Indicate what trends you identified in your last program review that support the need for full time faculty hires. Tie these to the department and college mission.

9. Other considerations: Include such information as matriculation needs, changes in student demand or community and job market needs, response to legislation, or rapid growth of the discipline.

10. Shared Resources: If you have requested FT faculty that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.
Faculty Members
Basic Skills-English-2011

I. Program Faculty

Additional Teaching Unit Requests

II. Additional Unit requests for NEW classes or extra sections
(requests for returned units has different process).

<table>
<thead>
<tr>
<th>Specialty:</th>
<th>Units/Class</th>
<th>Number of Sections/Year</th>
<th>Existing or New Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 98</td>
<td>4.2</td>
<td>6</td>
<td>Existing Course</td>
</tr>
</tbody>
</table>

To meet Program requirements for the following:

- Health/Safety
- Scheduling
- Title 5/Ed.Code
- Waitlists

Other:

ENGL 98 was previously in the English department. It is now part of English Skills. For each of these classes, there is a lab component. In Fall 2012, ENGL 98 students will be attending the English Skills lab. We are requesting that the 0.7 units of each section for the English Skills lab. With these units, we will have faculty available to serve ENGL 98 students in our lab.

If it is for a new course, has the outline been submitted and approved by curriculum, UDWC and the Board?

Justification for new units:
1. Why do you feel this is an important addition to your overall curriculum and/or number of offerings?
2. Is it or will it be required for a degree or certificate?
3. Is it a new state law requirement?
4. How will this improve access, student learning outcomes and success?
5. Do you have evidence to support the need for your request? If so, please explain and/or attach.

Each section of ENGL 98 has 0.7 teaching units to cover one hour a week of an instructor in the English Skills Lab. Thus far, these additional units, 4.2 units in total, have not appeared in the allocation of units. In Fall 2012, Engl 98 students will attend the English Skills lab; therefore, it is imperative that these units be allocated.

Shared Resources: If you have requested additional units that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.

III. FT Faculty Needs (Please fill this out ONLY if you are stating a need for new full
time faculty in your area.)

1. Please indicate if there are NO FT faculty in your discipline. Please provide data regarding the length of time this discipline has been without a full time instructor.

2. Non-availability of part-time instructors in a subject area. Please provide evidence demonstrating the difficulty in finding part-time instructors to teach in the subject area.

3. New FT Faculty: How many NEW FT faculty have been hired in past 10 years? Please list each faculty name and the year of employment. If this instructor is shared with another department, please list the equivalent FTE% for your department. Please list instructional equivalencies as necessary and if faculty member was the result of retreat rights.

4. Reduction in department TUs as a result of FT Faculty retirements or other significant causes? Please provide data that illustrates a change in teaching unit allocation as a direct result of FT faculty retirements within your department and how this may change in the coming year(s).

5. Other reasons: Have there been other causes for a reduction in units in your discipline? If so, please explain and provide evidence.

In Summer 2011, 60% English Skills summer units were cut. Our present allocation of units for Summer 2012 reflect that cut again. It would appear that, unbeknownst to the department, these cuts were permanent. The discipline requests that these 5 units be restored.

6. Changes in Student Demand: Recent or forthcoming growth as a result of added sections due to enrollment demands. Provide evidence that illustrates the need for additional faculty due to increased student demand such as numbers of sections added and/or courses with waitlist totals showing a need for additional sections. What is the % of FTEF for this increase in units? If there has been a decline in student growth, please explain why.

7. Current of forthcoming changes that illustrate the immediate need of additional FT faculty within this department. Please outline all relevant circumstances that justify the priority of a FT hire in addition to those already outlined above. Consider changes in the field, changes in the job market and population shifts.

8. Program Review Findings: Indicate what trends you identified in your last program review that support the need for full time faculty hires. Tie these to the department and college mission.

9. Other considerations: Include such information as matriculation needs, changes in student demand or community and job market needs, response to legislation, or rapid growth of the discipline.
10. **Shared Resources**: If you have requested FT faculty that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.
Faculty Members

COMP-2011

I. Program Faculty
Additional Teaching Unit Requests

III. FT Faculty Needs (Please fill this out ONLY if you are stating a need for new full time faculty in your area.)
1. Please indicate if there are NO FT faculty in your discipline. Please provide data regarding the length of time this discipline has been without a full time instructor.

The full time faculty who was teaching in this discipline can not or will not teach in the evenings. We have shown an evening program to be very successful and so the former FT faculty member now teaches in the Math department. Therefore as of now there is no full time faculty member.

When I was hired in 2004 the Computer Science discipline had been in steady decline for many years. By the time I became department chair 4 years later the program was almost non-existent. At that time enrollment for the whole year (fall and spring combined) varied between 35 and 50 with some terms having as little as 15 students for the entire program. There is probably no single factor for the cause of this decline in what should have been a robust program through the 90s and 2000s, but a few issues seem to emerge as most probable.

1) The courses were rarely updated. Some course outlines had not been updated since the early 80s. Of course many of these courses could not be submitted to update articulation agreements and so
began to be seen as
worthless to our transfer students.

2) Courses were scheduled M-TH typically between 11AM-2PM. There was no attempt to schedule courses in conjunction with other subjects that students might be taking such as math, physics, engineering etc. Also there was no attempt to see if a night CS sequence would appeal to a broader audience of students.

3) Because the one full time instructor refused to make an honest attempt at updating the courses, the reputation of the program declined, courses often were cancelled for low enrollment and the cycle continued.

The situation got so absurd that I had witnessed, on more than one occasion, the instructor of record walking into an empty classroom at the assigned class time, sitting down for the required 80 minutes, and then leaving.

When elected as Academic Senate VP I help develop a new revitalization policy, not only because as an institution we were required to have one, but also with an eye to saving the computer science discipline. Once in place we carried out the following:

1) Did an analysis of more than 20 UC and CSU computer science programs and decided what were the top 8 to 9 courses we could offer that would allow greatest flexibility to our transfer students while at the
same time attracting potential non-traditional students to the program.

2) Deleted more than 10 courses that were outdated or otherwise specialty courses that did not have a broad appeal to our students.

3) Rewrote all the remaining course outlines and added laboratory components to the core programming courses (yes programming used to be taught at CoM without the students ever sitting in front of a computer!).

4) Scheduled the entire program M-TH evenings. This served a number of purposes: transfer students could take their other science and math during the day, working community members could explore computer programming classes, and we were able to bring new part time instructors with ideas and energy into the department.

5) Rewrote the Computer Science AS degree which was subsequently approved by the Chancellor’s office and is in the new catalog as of this semester.

Since launching the newly revised program our enrollment has steadily increased. We have gone from less than 23 students a year just before revitalization to more than 74 students this term alone and we are on course to serve nearly 120 in the new computer science program.

However, the program needs a full time
instructor. Because of an increase in TU for our core programming courses (upon the addition of a lab section for each) our current part time instructors can only teach one course at CoM. There is no continuity in the discipline and no one to take the fledgling revitalized program and develop it into the strong and robust program it should be.

It should also be pointed out that during the revitalization process I did, as department chair, request a new full time instructor be brought on board. Unfortunately because we were involved with the revitalization and I had to do program reviews for chemistry and help with physics, I never submitted a detailed program review for CS. When the 22 new positions were announced I asked about the requested CS full time position and was told that since it was not in the program review document we did not get one.

2. Non-availability of part-time instructors in a subject area. Please provide evidence demonstrating the difficulty in finding part-time instructors to teach in the subject area.

We advertized for someone to teach the advanced C++ (COMP 235) for the spring semester for more than two months with only two unqualified applicants showing interest. Luckily the chair of the department at SRJC has decided to help us out by teaching the course. The newly revitalized program will not survive without a full time instructor taking over.

3. New FT Faculty: How many NEW FT faculty have been hired in past 10 years? Please list each faculty name and the year of employment. If this instructor is shared with another department, please list the equivalent FTE% for your department. Please list instructional equivalencies as necessary and if faculty member was the result of retreat rights.

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With a FT instructor we can continue to build the program, add courses as student demand grows and make the discipline robust as it should be.

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Faculty Members
COMP-2011

I. Program Faculty
Additional Teaching Unit Requests

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See above.

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10. Shared Resources: If you have requested FT faculty that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.
Faculty Members
COUN-2011

I. Program Faculty

Additional Teaching Unit Requests

II. Additional Unit requests for NEW classes or extra sections
(requests for returned units has different process).

<table>
<thead>
<tr>
<th>Specialty:</th>
<th>Units/Class</th>
<th>Number of Sections/Year</th>
<th>Existing or New Course</th>
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<tbody>
<tr>
<td>counseling 115</td>
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<tr>
<td>(orientation)</td>
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<td>25</td>
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</tr>
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To meet Program requirements for the following:

- ☐ Health/Safety
- ☐ Scheduling
- ☑ Title 5/Ed.Code
- ☐ Waitlists

Other:

- matriculation

If it is for a new course, has the outline been submitted and approved by curriculum, UDWC and the Board?

N/A

Justification for new units:
1. Why do you feel this is an important addition to your overall curriculum and/or number of offerings?
2. Is it or will it be required for a degree or certificate?
3. Is it a new state law requirement?
4. How will this improve access, student learning outcomes and success?
5. Do you have evidence to support the need for your request? If so, please explain and/or attach.

The Counseling Department is rebuilding matriculation services utilizing the "student success initiative task force recommendations". We plan to be fully implemented by Fall 2013. Meanwhile, the Department plans to offer a one unit orientation class (counseling 115, 125, 133) to new entering college students (recent high school graduates, re-entry, athletes, basic skills, DSP). The SSTF has data showing success rates are higher if orientations and first year experiences were offered by the counselors.

Shared Resources: If you have requested additional units that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.
II. Additional Unit requests for NEW classes or extra sections (requests for returned units has different process).

<table>
<thead>
<tr>
<th>Specialty: Hiring of part time counselors to provide veterans, mental health, transfer, basic skills and study skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Units/Class</td>
</tr>
<tr>
<td>Number of Sections/Year</td>
</tr>
<tr>
<td>Existing or New Course</td>
</tr>
</tbody>
</table>

To meet Program requirements for the following:

- [ ] Health/Safety
- [ ] Scheduling
- [x] Title 5/Ed.Code
- [ ] Waitlists

Other:

If it is for a new course, has the outline been submitted and approved by curriculum, UDWC and the Board?

N/A

Justification for new units:

1. Why do you feel this is an important addition to your overall curriculum and/or number of offerings?
2. Is it or will it be required for a degree or certificate?
3. Is it a new state law requirement?
4. How will this improve access, student learning outcomes and success?
5. Do you have evidence to support the need for your request? If so, please explain and/or attach.

For the past 20 years, matriculation has continued to fund 26 units of part time counseling each semester. Total cost for part time salaries is $79,908. Title 5 requires we provide these services and cannot do this without annual funding for part time counselors. With the matriculation cuts, this request is made as a permanent annual budget category.

Shared Resources: If you have requested additional units that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.

N/A

III. FT Faculty Needs (Please fill this out ONLY if you are stating a need for new full time faculty in your area.)

1. Please indicate if there are NO FT faculty in your discipline. Please provide data regarding
the length of time this discipline has been without a full time instructor.

request for three new full time permanent counseling faculty. Since 1986 the matriculation mandate, the department has only had 10 full time counselors. The counselors could never fulfill the mandate to follow-up and provide intervention to at risk students because of lack of hours to do all the requirements under title 5. We are rebuilding the matriculation mandate using the recommendations of the SSTF. In order to be successful, 3 new full-time counselors will be needed to follow up at risk students as well as work with faculty on developing a common assessment tool. The cost for 3 new counselors will be approximately $300,000.

2. Non-availability of part-time instructors in a subject area. Please provide evidence demonstrating the difficulty in finding part-time instructors to teach in the subject area.

3. New FT Faculty: How many NEW FT faculty have been hired in past 10 years? Please list each faculty name and the year of employment. If this instructor is shared with another department, please list the equivalent FTE% for your department. Please list instructional equivalencies as necessary and if faculty member was the result of retreat rights.

2 new full time tenure track faculty positions were filled spring 2012. The new hires were replacements for two counselors who left mid year. We are still at 10 counselors.

4. Reduction in department TUs as a result of FT Faculty retirements or other significant causes? Please provide data that illustrates a change in teaching unit allocation as a direct result of FT faculty retirements within your department and how this may change in the coming year(s).

5. Other reasons: Have there been other causes for a reduction in units in your discipline? If so, please explain and provide evidence.

Since 1991, we have maintained a department of 10 full-time permanent general counselors to provide matriculation services to the college community. Matriculation dollars have been severely cut each year and the demand for more indepth and intense services are required to support student success.

6. Changes in Student Demand: Recent or forthcoming growth as a result of added sections due to enrollment demands. Provide evidence that illustrates the need for additional faculty due to increased student demand such as numbers of sections added and/or courses with waitlist totals showing a need for additional sections. What is the % of FTEF for this increase in units? If there has been a decline in student growth, please explain why.

The Student success Task Force recommendations require a greater emphasis on early intervention and long range educational planning our students. Ten general counselors cannot provide the required additional intensity of the Task Force recommendations. Without additional counselors, the mission of the task force would fail.
7. **Current of forthcoming changes** that illustrate the immediate need of additional FT faculty within this department. Please outline all relevant circumstances that justify the priority of a FT hire in addition to those already outlined above. Consider changes in the field, changes in the job market and population shifts.

The approval of the Student Success Task Force Recommendations has caused our college to re-evaluate our services and provide a more focused and more purposeful outcome based service. More counseling hours must be provided for student success in addition to what is already given presently in order to fulfill the CC’s new mission.

8. **Program Review Findings**: Indicate what trends you identified in your last program review that support the need for full time faculty hires. Tie these to the department and college mission.

9. **Other considerations**: Include such information as matriculation needs, changes in student demand or community and job market needs, response to legislation, or rapid growth of the discipline.

As part of the SSTF recommendations, the department is revitalizing matriculation standards that are specific to the purpose of student goals. We are needing to re-address the department’s services as community needs change. More emphasis will be given to outcome based services addressing graduation, transfer, employment and literacy improvement. That said, more counselors are needed to provide this mandate. Since 1986, the department has maintained 10 general counseling positions. 10 counselors could not fulfill the total mandates of the old matriculation policy. Since the President has set the SSI as his first goal, more counselors are needed to accomplish this goal.

10. **Shared Resources**: If you have requested FT faculty that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.
Faculty Members
COUR-2011

I. Program Faculty
Additional Teaching Unit Requests

III. FT Faculty Needs (Please fill this out ONLY if you are stating a need for new full time faculty in your area.)
1. Please indicate if there are NO FT faculty in your discipline. Please provide data regarding the length of time this discipline has been without a full time instructor.

Our program has been without a full time faculty member since Tom Holub retired after Spring 2010.

2. Non-availability of part-time instructors in a subject area. Please provide evidence demonstrating the difficulty in finding part-time instructors to teach in the subject area.

Due to the highly specialized nature of court reporting, it is difficult to find qualified instructors. The last hiring process, which occurred just prior to Fall 2010, resulted in identifying two candidates for two openings, one of whom declined the position, forcing our existing staff to scramble to cover classes.

3. New FT Faculty: How many NEW FT faculty have been hired in past 10 years? Please list each faculty name and the year of employment. If this instructor is shared with another department, please list the equivalent FTE% for your department. Please list instructional equivalencies as necessary and if faculty member was the result of retreat rights.

None.

4. Reduction in department TUs as a result of FT Faculty retirements or other significant causes? Please provide data that illustrates a change in teaching unit allocation as a direct result of FT faculty retirements within your department and how this may change in the coming year(s).

N/A

5. Other reasons: Have there been other causes for a reduction in units in your discipline? If so, please explain and provide evidence.

Our program did experience reduction in units due to college-wide cutbacks. We consolidated some classes to eliminate 4.25 units Fall/Spring, and reduced our summer program by 10 units. Despite these reductions, we have been able to find innovative ways to continue to meet Court Reporters Board of California requirements.

6. Changes in Student Demand: Recent or forthcoming growth as a result of added sections due
to enrollment demands. Provide evidence that illustrates the need for additional faculty due to increased student demand such as numbers of sections added and/or courses with waitlist totals showing a need for additional sections. What is the % of FTEF for this increase in units? If there has been a decline in student growth, please explain why.

There are fewer than half the court reporting program options in California than there were ten years ago. Private schools are prohibitively expensive for many students. As a result, we have seen an increase in prospective student inquiries and students transferring in from private schools.

7. Current of forthcoming changes that illustrate the immediate need of additional FT faculty within this department. Please outline all relevant circumstances that justify the priority of a FT hire in addition to those already outlined above. Consider changes in the field, changes in the job market and population shifts.

Although the program receives 3 coordinator units per semester, the responsibilities associated with coordinating the program far exceed the hours represented by the 3 units. It is difficult, if not impossible, for a part-time faculty member to adequately meet the needs of the students and the requirements of the Court Reporters Board within the allotted contractual hours of a part-time instructor. Therefore, in order to keep the program viable, the coordinator must put in many hours in excess of what would normally be expected of a part-time employee. The following is a list of Court Reporting Coordinator responsibilities prepared by Tom Holub before he retired:

**For College of Marin:**

Consult with Court Reporting Program instructors regarding curriculum development

Assist Human Resources with new part-time hires

Ensure substitutes are available for Court Reporting classes when needed

Orient new Court Reporting instructors/staff to Program policies

Liaison for the Court Reporting Instructional Specialist position

Update part-time instructors with changes in State Board requirements

Consult with Court Reporting Program instructors on the best times to schedules Spring, Fall, and Summer semesters (classes, staff, and rooms) and provide the information to the department chair

Project class scheduling needs (2-year blueprint) and provide recommendations to department chair

Communicate physical classroom needs

Submit COM budget requests to department chair through Program Review

Submit COM purchase order and requisition requests to department chair

Prepare and submit VTEA budget requests
Prepare and submit VTEA requisition requests
Prepare and submit VTEA quarterly reports
Prepare and submit VTEA end-of-year reports
Respond to inquiries about the Court Reporting Program
Meet with prospective students
Prepare informational flyers and brochures
Market Court Reporting Program (High Schools in 8 North Bay Counties)
Attend Career Fairs
Conduct orientation sessions for new and transfer students
Attend the Certified Shorthand Reporter licensing examination 3 times each year
Communicate equipment needs to Media Services
Maintain inventory of equipment:
    audiotape recorders/players
    digital audio recorders/players
    videotape players
    computer-compatible stenotype machines
    computers
    printers
Maintain software:
    digital audio files
    digital video files
    practice DVDs
    computer programs
Communicate computer lab needs to Lab Tech and other disciplines sharing computer lab
Maintain Court Reporting Program Web site
Prepare and submit periodic WASC accreditation materials
Prepare Program Review forms
Prepare Curriculum Review forms
Participate in various court reporting association conventions, conferences, and seminars
Maintain awareness of court reporting challenges, changes, and trends
Prepare and conduct Court Reporting Program meetings
Schedule court reporting vendor demonstrations
Participate in the Reporting Association of Public Schools (RAPS)
Track career trends in court reporting
Liaison with Department Chair and Dean
Liaison with English and Medical Assisting programs
Oversee Court Reporting Program standards and policies
Hold Court Reporting Advisory Committee meetings twice per year
Communicate reference needs to COM Library
Advise students regarding suggestions, concerns, and complaints about the Court Reporting Program standards, policies, and instructional methods
Ensure that all court reporting students are registered for the appropriate 8 units of skill-building classes each semester as required by the Court Reporters Board of California
Maintain a thorough understanding of the Business and Professions Code and California Code of Regulations governing court reporting programs in California
Maintain a thorough understanding of the recommendations of the National Court Reporters Association regarding best practices for court reporting programs

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For Court Reporters Board of California (CRBC):

Attend the Certified Shorthand Reporter licensing examination 3 times each year
Ensure that the Court Reporting Program meets all State Board regulations and requirements
Update part-time instructors and students with changes in State Board regulations
Distribute information from the State Board to students and staff
Maintain folders with students' transcripts, records, and evidence of State Board regulation compliance (required by State Board)
Schedule court reporters to address students quarterly (required by State Board)
Maintain record of high school completion or equivalent (required by State Board)
Maintain students' actual attendance hours for all required classes (required by State Board)
Communicate attendance record requirements to other disciplines
Maintain students' stenotype-skills-progress record (tests passed, required by State
Board)

Advise students re Court Reporting Program and State Board minimum requirements

Maintain record of annual advising sessions with students

Submit curriculum revisions to Court Reporters Board

Submit staff changes to Court Reporters Board

Submit College catalog to Court Reporters Board

Prepare and submit periodic reports to Court Reporters Board

Certify students as "qualified" to take the Certified Shorthand Reporters Examination

Prepare and submit an annual letter of compliance with regulations to the State Board

Prepare paperwork and host the periodic Court Reporters Board Review Committee in order to maintain our recognition and document compliance with the Court Reporters Board of California

8. Program Review Findings: Indicate what trends you identified in your last program review that support the need for full time faculty hires. Tie these to the department and college mission.

As noted in prior program reviews, court reporting continues to be identified as a growth industry. The Bureau of Labor Statistics predicts that demand will increase in the coming decade. Some of this growth is due to ADA requirements for equal communication access for the Deaf and hard-of-hearing communities. It is important to both the legal community and the Deaf community that well-trained reporters continue to enter the field. While we have been able to maintain our service to the students and to the public for the last year without a full-time faculty member, it is uncertain whether we can continue to be effective without at least some increase in compensated hours for the coordinator position.

9. Other considerations: Include such information as matriculation needs, changes in student demand or community and job market needs, response to legislation, or rapid growth of the discipline.

The earning potential of our graduates is significantly higher than that of the graduates of most other career education programs. We traditionally serve many single parents, minorities and re-entry students, giving these statistically economically disadvantaged students the opportunity to compete in this high cost-of-living area.

One of the reasons court reporters are well-compensated is that it is a complex and difficult skill that takes a great deal of energy, focus and time to acquire -- energy, focus and time on the part of the staff as well as the students. On average, fewer than 150 new court reporters are licensed each year in the entire state of California. Our ability to serve our students and provide them with every opportunity to succeed is compromised by the lack of a full-time faculty member.

10. Shared Resources: If you have requested FT faculty that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the
number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.

N/A
Faculty Members
Credit-ESL-2011

I. Program Faculty

Additional Teaching Unit Requests

II. Additional Unit requests for **NEW** classes or extra sections
(requests for returned units has different process).

<table>
<thead>
<tr>
<th>Specialty:</th>
<th>Units/Class</th>
<th>Number of Sections/Year</th>
<th>Existing or New Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL Lab Coordinator</td>
<td>2</td>
<td>0</td>
<td>Existing Course</td>
</tr>
</tbody>
</table>

To meet Program requirements for the following:

- [ ] Health/Safety
- [ ] Scheduling
- [ ] Title 5/Ed.Code
- [ ] Waitlists

Other:

If it is for a new course, has the outline been submitted and approved by curriculum, UDWC and the Board?

N/A

**Justification for new units:**

1. Why do you feel this is an important addition to your overall curriculum and/or number of offerings?
2. Is it or will it be required for a degree or certificate?
3. Is it a new state law requirement?
4. How will this improve access, student learning outcomes and success?
5. Do you have evidence to support the need for your request? If so, please explain and/or attach.

Most, if not all, other labs have coordinating units. The ESL Lab does not. There is no faculty in charge of this facility. Over the years, we have had faculty volunteer to help out, but we desperately need someone to oversee the equipment and the facility.

This request has been made in previous program reviews.

**Shared Resources:** If you have requested additional units that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.

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III. FT Faculty Needs (Please fill this out ONLY if you are stating a need for new full time faculty in your area.)

1. Please indicate if there are NO FT faculty in your discipline. *Please provide data regarding*
the length of time this discipline has been without a full time instructor.

2. Non-availability of part-time instructors in a subject area. Please provide evidence demonstrating the difficulty in finding part-time instructors to teach in the subject area.

3. New FT Faculty: How many NEW FT faculty have been hired in past 10 years? Please list each faculty name and the year of employment. If this instructor is shared with another department, please list the equivalent FTE% for your department. Please list instructional equivalencies as necessary and if faculty member was the result of retreat rights.

4. Reduction in department TUs as a result of FT Faculty retirements or other significant causes? Please provide data that illustrates a change in teaching unit allocation as a direct result of FT faculty retirements within your department and how this may change in the coming year(s).

5. Other reasons: Have there been other causes for a reduction in units in your discipline? If so, please explain and provide evidence.

6. Changes in Student Demand: Recent or forthcoming growth as a result of added sections due to enrollment demands. Provide evidence that illustrates the need for additional faculty due to increased student demand such as numbers of sections added and/or courses with waitlist totals showing a need for additional sections. What is the % of FTEF for this increase in units? If there has been a decline in student growth, please explain why.

7. Current of forthcoming changes that illustrate the immediate need of additional FT faculty within this department. Please outline all relevant circumstances that justify the priority of a FT hire in addition to those already outlined above. Consider changes in the field, changes in the job market and population shifts.

8. Program Review Findings: Indicate what trends you identified in your last program review that support the need for full time faculty hires. Tie these to the department and college mission.

9. Other considerations: Include such information as matriculation needs, changes in student demand or community and job market needs, response to legislation, or rapid growth of the discipline.

10. Shared Resources: If you have requested FT faculty that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.
Faculty Members
Distance-Education-2011

I. Program Faculty
Additional Teaching Unit Requests

III. FT Faculty Needs (Please fill this out ONLY if you are stating a need for new full time faculty in your area.)
1. Please indicate if there are NO FT faculty in your discipline. Please provide data regarding the length of time this discipline has been without a full time instructor.

There are NO full-time faculty in this position/discipline/program.

This position has NEVER had a full time faculty position.

Currently, our "staffing" for DE will be reduced from an 8-unit position to a 6-unit position. While the focus has been on infrastructure, reporting, web presence, communication, and training. Focusing on the quality of our web-enhanced and online courses is crucial, but so is all the other work just to keep the program operational and in compliance.

Once the migration is "over," the need for training and support will grow. We have some very tech savvy instructors at COM, but they are few in number relative to the number of instructors who need (and many of whom want) additional tech training and pedagogical support to teach with increasingly technologically sophisticated devices and LMSs.

As it stands now, staffing is the number one issue on both the tech and the instructional sides. COM is not at all in line with other college’s support of their DE programs--as commented by Nancy Meddings in the recent WASC visit.

Even if our program is quite small, there are still baseline needs for training and support. The demand for training and support, of course, will increase considerably as the Moodle Migration and technological changes unfold.

We need the equivalent of full-time Instructional Design at COM, if not more than one, just to bring our courses up to the level of quality WASC requires. We are by and large teaching text-based online courses. This is not only a dated approach, but it is also one that discourages student success. We need Web 2.0 tools, and we need to teach people how to use them, if we are going to improve our student success rates.
2. **Non-availability of part-time instructors in a subject area.** *Please provide evidence demonstrating the difficulty in finding part-time instructors to teach in the subject area.*

The need for a full-time faculty Distance Education Coordinator position has been requested in past Program Reviews, and notably, the College has moved forward in implementing a part-time position in this role, but with the Moodle Migration underway, where all faculty and all students will have access to a Moodle site, and with the continued growth of the DE Program, more leadership—a full-time position—is needed to keep up with the growth.

Part-time instructors in the past have had this position and have recommended that a full-time position be implemented due to the workload in running, marketing, training, growing, and maintaining this program. Hiring part-time faculty to fill this position does not allow for continuity of the program.

The following general duties are required to fulfill this position; these duties require a full-time commitment:

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**Administrative Duties**

- **Planning** and organization of DE programs
- **Implementation** of DE programs (organize a structured timeline for yearly organizational tasks, program descriptions, schedule notations, faculty/course database, registration tasks, etc.)
- **Staff classes**
- Secure site licenses
- Establish technical support services for staff and student needs
- Communicate needs with IT staff
- Create retention strategies for students and staff
- Market programs to students and faculty

Faculty Liaison

- Establish training opportunities
- Offer technical support services
- Collect faculty input and feedback
- Work in shared governance structure (create a DE committee responsible for decision-making for online program) Committee should include representation from faculty, staff, students and admin.

District Responsibilities

- Maintain knowledge of state and district policy
The specific tasks listed below in black are those that the part-time position has started; those duties listed in red are those that need attention and implementation. A full-time Distance Education Coordinator is required to fulfill these new tasks and to maintain and implement the current duties that are necessary to insure a strong DE program.

Management Duties

- Planning and of DE programs (create DE plan that mirrors Educational Master Plan at the college and that furthers the college mission statement)
- Create retention strategies for students and staff
- Market programs to students and faculty

- Collect faculty/student input and feedback
Review & evaluate courses for instructional effectiveness & student satisfaction in coordination with faculty & division deans.

Ensure compliance with college, state & federal codes, guideline & policies, including accreditation standards, copyright & intellectual property rights, Section 508 compliance

Develop and monitor DE budget

Prepare DE Reports regarding enrollment, retention, completion, WSCH & FTES

Identify, write, & administer grant & revenue-generating proposals

Develop and revise standards to assure quality learning experiences
Supervise DE staff, set priorities, direct workflow, conduct employee evaluations

Develop & prepare newsletters, student guides & other print materials regarding DE services

Prepare & Review agreements, contracts, copyright applications for DE programs

Assess satisfaction, services & needs of DE faculty & students

Leadership Tasks:
• Work in shared governance structure (create a DE committee responsible for decision-making for online program) -- Committee should include representation from faculty, staff, students and admin.

• Lead faculty, staff, and Academic Senate & divisions to adopt instructional & student support innovations in distance education.

• Serve on college/district committees & provide leadership in DE planning, development, implementation & evaluation

• Generate interest in distance learning at the college by being a distance learning advocate. Educate faculty, department chairs, deans, and others in what distance learning is and how the college implements it.

Interface with college, president, VP, instructional deans, Student Services, DSPS, campus bookstore & facilities regarding distance education related needs

Represent DE in the implementation of district and campus Tech Plans
Experience distance learning as a student via trainings and online learning, and encourage faculty and staff to do the same.

Technical Duties:

- Knowledge of server capabilities and capacity
- Knowledge of Instructional design principle
- Software and hardware requirements to support DE
- Keep DE website current and well-designed
Develop online registration and tracking methods

Apply 508 compliance standards

Internal Coordination Duties:

- **Implementation**
  of DE programs (organize a structured timeline for yearly organizational tasks—program descriptions, schedule notations, faculty/course database, registration tasks, etc.)
- **Communicate**
  needs with IT staff
- **Establish**
  training opportunities
- **Orient new Faculty** to available DE opportunities on campus
Establish technical support services for faculty, staff and student needs

Serve as liaison to College Curriculum Committee

External Coordination Duties
• Maintain
  knowledge of state and district policy

• Implement
  district policy

• Implement
  state/federal disability laws

• Secure
  site licenses

Coordinate development of new markets, pursue partnerships

Respond to CCCO annual distance ed institutional survey &
administer student satisfaction survey

Work with vendors to identify new telecourses or online course
content for evaluation
Networking represent college to other organizations such as CVC, @ONE, CCCConfer, Consortium for Open Learning, INTELECOM, AND CCCSat

Liaison with national telecourse distribution & user associations, & agencies such as PBS, cable networks, consortia colleges, & distance education professional organizations
3. **New FT Faculty:** How many NEW FT faculty have been hired in past 10 years? Please list each faculty name and the year of employment. If this instructor is shared with another department, please list the equivalent FTE% for your department. Please list instructional equivalencies as necessary and if faculty member was the result of retreat rights.

Zero!

4. **Reduction in department TUs as a result of FT Faculty retirements or other significant causes?** Please provide data that illustrates a change in teaching unit allocation as a direct result of FT faculty retirements within your department and how this may change in the coming year(s).

5. **Other reasons:** Have there been other causes for a reduction in units in your discipline? If so, please explain and provide evidence.
This program has never had a budget and now serves every discipline on campus, so due to the growth of technology, online classes and the Moodle implementation, a full time position is now needed.

6. Changes in Student Demand: Recent or forthcoming growth as a result of added sections due to enrollment demands. Provide evidence that illustrates the need for additional faculty due to increased student demand such as numbers of sections added and/or courses with waitlist totals showing a need for additional sections. What is the % of FTEF for this increase in units? If there has been a decline in student growth, please explain why.

COM has recently adopted Moodle and has completed the Moodle migration providing access to online tools for ALL students and faculty. More and more students are enrolling and requesting online courses and supplementary Moodle sites to complete their degrees and other goals at COM. The growth of DE, of online and of hybrid courses is immanent and a full-time faculty position is necessary to foster this growth.

*A survey based on the responses of 154 community colleges and released at the annual meeting of the American Association of Community Colleges reported an 18 percent increase in distance education enrollments in 2007.

* Sixty-four percent of institutions reported offering at least one online degree defined as one where at least 70 percent of the courses may be completed online. Colleges also reported that they aren’t yet meeting demand. Seventy percent indicated that student demand exceeds their online offerings.

* A report published in 2007 by the Sloan Consortium found that online enrollment across the country is growing at a rate that vastly exceeds general student-growth rates. The survey found that almost 3.5 million students were taking at least one online course during the fall of 2006. Nearly 20 percent of all college students in the country were taking an online course during the fall of 2006, the study found.

* And, in California, according to Ken Nathar, a Specialist in the Academic Planning & Development System Office for California Community Colleges, the Distance Education Report for the period of FY 1995/96 though 2005/06 that was presented to the Board of Governors at their July 9th, 2007 meeting shows that:
During the downturn in the state economy beginning in FY 2002/03, system-wide the student enrollments in traditionally delivered courses (i.e., classroom-based, face-to-face) declined. Beginning in 2003/04, traditional student headcount declined 10.19%; in FY 2004/05, another 9.71%; and, most recently, in FY 2005/06, .62%. Since FY 2002/03, the colleges have lost over 463,000 student headcount, a drop of 17% in the traditional student headcount.

In contrast, since FY 2002/03, DE student headcount grew by nearly 55%, adding 106,823 students to the DE student headcount. The current DE student headcount of 301,073 in FY 2005/06 represents an opportunity for those students to continue their education at a distance. A look at the types of courses students are taking at a distance reveals that these students enroll in transferable courses used to help accelerate their completion of a degree or program. The top five courses taken by DE students based on FTES generation includes Mathematics, History, Psychology, English, Sociology ? all degree applicable and transferable subjects.

The FTES generated by DE courses during the last five fiscal years (FY 2001/02 through 2005/06) has grown by over 38,000 FTES, starting at 20,008.15 in FY 2001/02 to last year?s 58,135.26 FTES. This represents a significant source of revenue to the colleges.

* *Projections show that 50 percent of high school courses will be taught online by 2019, according to the Executive Director of Education at Innosight Institute, a nonprofit research group.

7. Current of forthcoming changes that illustrate the immediate need of additional FT faculty within this department. Please outline all relevant circumstances that justify the priority of a FT hire in addition to those already outlined above. Consider changes in the field, changes in the job market and population shifts.
Several requirements for DE programs have been required by the Chancellor's Office and by the Crediting Commission for Community and Junior Colleges and a full time faculty position is needed in the DE Program to help meet these requirements. Additionally, The Higher Education Act has been recently signed into law. It contains several changes to accreditation requirements, and many of these changes are required to be implemented immediately.

All of the changes to the accreditation portion of the law can be found on the President's Desk of the Commission's web page at http://www.accjc.org/directors_desk.htm.

Although we have a Taskforce that is involved in the researching and drafting of these new policies, we do not have the leadership to implement them. The DE program is in need of a FT faculty position to help with the implementation of these latest requirements of all DE programs. These policies insure academic integrity of programs, so a faculty position, rather than administrative is necessary.

In contrast to the organizational structure of DE programs at other institutions, where the DE Program is centralized, at CoM, one Administrator is in charge of several student services programs in addition to the DE program. As a result, the focus on the DE program is minimal and growth of the program has been slowed. Additionally, planning efforts in this area have also been slowed due to a lack of implementation of the planning recommendations. This lack of action is largely due to a lack of staff hours and leadership needed to complete these tasks, so hiring a FT faculty member would help to alleviate these challenges.

Moreover, a FT faculty hire can help with the recommendations of the DE plan which help strengthen student retention, and student success. No support staff currently exists to implement these plans. As a result, we have many plans, but no support to implement these plans.
For example, students would benefit from the development of orientations to DE courses, and from other retention building activities, like sending letters to DE students, e-mailing students who do not check into class, holding meetings and informing DE instructors about current policies, issues and requirements of DE courses. Most other colleges have a centralized Office of DE, at CoM the organizational structure is more fissured. Implementing procedures such as calling or e-mailing DE students about their DE classes, informing them of student services, important deadlines, contacting DE students when/if they have not checked into their classes for longer than a week, will fight weak retention rates. This method has proven successful at other colleges in improving success and retention.

This support FT faculty position would also be able to organize training workshops for faculty, students and staff and work on marketing tasks to help grow the program.

Implementing orientations for DE students and increasing online student services for all students would help retention and success. For example, a help desk for technical support of DE students, online counseling services (for all students), online financial aid (for all students). The FT faculty position would help to further these goals by working with the college’s existing student support services to branch out to online support services.

Notes from a recent department meeting from the current (part-time) DE faculty trainer further demonstrate the need for a full time position:
We are in our 3\textsuperscript{rd} year of Strategic Plan

There is a three-year plan to develop Distance Education (DE) at the College of Marin. The plan has two intended outcomes: to increase our online course offerings and to improve our rate of student success in DE courses. \textit{College of Marin Strategic Plan 2009-2012; Strategic Objective 1.2.}

For student success:

1. More user-friendly Moodle LMS that the whole college will use for greater consistency and transferable skills as students move from one online course to the next or as students access web-enhancements from one face-to-face class to the next.

2. Access to the redesigned Moodle Online Writing Center (OWC) for all COM students in any discipline online or off by Spring 12.

3. Redesigned DE & Moodle websites with online student services and faculty support, as well as FAQs; contact people for help with DE, including AskDESC@com, with a 24 hours from response time M-R.
To increase online course offerings and online faculty selection/evaluation:

Two big issues for COM that come out of our Strategic Goal, WASC Recommendation 3, and the WASC ARC Conference Chialin Hsieh and I attended are that COM needs a rationale and comprehensive plan for growth and for certification/evaluation of DE faculty:

1. comprehensive DE plan for growth
2. comprehensive plan for certification and recertification of DE faculty

In other words, what is the rationale for which courses will be taught online (or hybrid) and what is the rationale for who will teach them? As well as how will we ensure quality?

- These questions are ones that have many stakeholders, but principally faculty, management, and UPM.
- Given the interests of each group, what are COM’s 1, 3, and 5-year plans for online instruction at a time of diminishing dollars and no-unit growth?
- There are opportunities presented by new hiring, particularly since COM has the opportunity to hire new faculty with recent training in online instruction and possibly even graduate emphasis on web-enhanced instruction.

Academic Senate Distance Education Committee (DEC) is working on a plan for growth, and it will make a recommendation to the AS later this semester about which courses
should be offered as DE in the future, particularly GE classes and courses that are at the bottlenecks:

As we grow DE, the following priorities should be considered:

1. What do students need in general education? (Kathleen Smyth)
2. What are impacted areas that restrict students from fulfilling goals? (Maula Allen)

Next, AS DEC will consider the complex issue from WASC about instructors. WASC is very clear about colleges needing a selection process for determining competence to teach online:

WASC
Rec. #3 charges COM to develop a comprehensive DE plan for growth that is not simply based on an instructor’s desire to teach a DE course (p. 20).

Distance Education is continually evolving. Many faculty were a part of the first wave of online instructors. Some are now retiring from full time-teaching or retaining one or two online classes after retirement. WASC wants to know what techniques are we using to validate that the format of these classes meets current expectations. The faculty evaluation process is not considered a sharp enough tool to specifically consider online courses, since not all online courses are evaluated nor are they necessarily evaluated by people with a knowledge of online pedagogy. How can we sharpen that tool at COM? We will need to work with UPM to figure out how we can evaluate quality.
To give you an idea of how another college is satisfying the WASC requirement for evidence of quality,

At Cuyamaca College, most of our department chairs and coordinators require that online instructors fulfill a preparation/certification process. However, we are depending on a vigorous routine course evaluation process (accompanied by multiple training opportunities) to keep online instructors up to date (Connie Elder).

Conclusion

It is my hope that as Deans and Chairs, you can help come up with a plan for DE growth at COM this semester, deciding where instructional units will come from, how many, and when. With the Academic Senate’s recommendation for where there is the greatest need for online and hybrid courses, we can then move more purposefully into the future and address the second issue of instructor suitability next semester.

Other changes that illustrate the immediate need of a FT faculty position to coordinate the DE program are as follows:

- Changes in the nature of learning—more demand in online and DE options to meet learning styles and tight schedules

- Changes in the job market to be familiar with online and technological learning modes

- Changes in student demands for greater access to classes
Changes

in the economy to meet the growing enrollment and economic needs of students in an economic downturn, and taking classes that do not require
gas money, or other commuting costs (and in some cases book costs are reduced due to the availability of free online reading materials)

8. Program Review Findings: Indicate what trends you identified in your last program review that support the need for full time faculty hires. Tie these to the department and college mission.

The DE program is unique in the college in that it specifically
meets the growing demands of a changing student population with high quality
programs. The program reaches new populations of students and encourages
continuing students to stay at COM to finish their education. The use of technology in reaching to support higher
education problem-solving efforts is clearly described by an Annenberg/CPB
Project (1992):

Tidal waves of economic, demographic, educational, and
technological changes demand that colleges reconsider what they will teach, how they will teach, whom they will they teach, and the degree to which the classroom of today will look and feel anything like the classroom of yesterday.

Some of the compelling reasons that various forms of distance education have been implemented at CoM include
(a) the increase in the adult population seeking higher education, many while continuing employment; (b) workforce demands for updating skills and for lifelong learning; (c) the need to serve various types of part-time students who are juggling family and work responsibilities, from welfare recipients and industry workers to "reverse transfer" students with bachelor's degrees; (d) a paradigm shift within CoM regarding the educational mission; and (e) the increasing high costs of constructing brick and mortar buildings needed to absorb the influx of college students.

Distance education in California community colleges has undergone rapid changes over the last decade primarily influenced by technological innovations that broaden how content and learning are delivered, accessed, and managed. The Distance Education Report for Fiscal Years 1995-1996 through 2001-2002, published by the California Community Colleges Chancellor's Office (CCCCO), documents this growth:
There was a 180% increase in the number of distance education students from 54,524 (1995-1996) to 152,690 (2001-2002). The percentage of distance education students among all students rose from 2.52% to 5.48% in the seven-year period of the study, representing a 117% increase. The study also reports that the number of distance education course sessions grew from 2,710 to 10,511 during this same period.

The total number of distance learning courses delivered entirely or predominately (i.e., more than 50%) through the Internet rose from nine on-line courses in 1995-1996 academic year to 2,902 courses in 2001-2002, according to the study. This growth in online and Web-based instruction parallels a nationwide growth in the number of people with access to the Internet via dial-up modem and broadband at work, school and home. (America's Online Pursuits, Pew Institute, 2003).

Today distance education and especially e-learning are pervasive in higher education. More than 87% of educational institutions surveyed responded that they currently have or are developing a strategic plan for distance education (Zastrocky & Harris, 2003).

9. Other considerations: Include such information as matriculation needs, changes in student demand or community and job market needs, response to legislation, or rapid growth of the discipline.

In light of the data identifying the challenges facing community colleges, and in light of the increased demands of the state it is imperative that CoM work to meet these demands with the highest standards in mind, with faculty, staff and students working together to build a strong Distance Education Program and to create a strategic plan for Distance Education.

Strengthening DE programs and services at CoM furthers the college’s goals and addresses CoM's mission to provide educational excellence and innovative learning environments.
A strong DE Program promotes the adoption of instructional, learning, and technical innovations at the discipline, department and instructional levels in addition to encouraging updating of curricula and instructional effectiveness by integrating programs and services among faculty, staff, management and students.

10. **Shared Resources:** If you have requested FT faculty that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.

The DE program at CoM serves students in all disciplines with varied educational goals; therefore, the DE program has, as its primary purpose, to increase access to students in achieving their goals whether they are housed in Transfer/Degree, Career/Work Training, Basic Skills or ESL, CES or Non-Credit, or Lifelong Learning.

EVERY department on campus will share in this important resource person to connect students to classes in ALL disciplines—in online, hybrid and other DE formats.
Faculty Members

EMT-2011

I. Program Faculty

II. Additional Teaching Unit Requests

II. Additional Unit requests for NEW classes or extra sections (requests for returned units has different process).

<table>
<thead>
<tr>
<th>Specialty:</th>
<th>Units/Class</th>
<th>Number of Sections/Year</th>
<th>Existing or New Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIRE 112</td>
<td>6</td>
<td>2-4</td>
<td>Existing Course</td>
</tr>
</tbody>
</table>

To meet Program requirements for the following:

- [ ] Health/Safety
- [ ] Scheduling
- [ ] Title 5/Ed.Code
- [ ] Waitlists

Other:

If it is for a new course, has the outline been submitted and approved by curriculum, UDWC and the Board?

Justification for new units:

1. Why do you feel this is an important addition to your overall curriculum and/or number of offerings?
2. Is it or will it be required for a degree or certificate?
3. Is it a new state law requirement?
4. How will this improve access, student learning outcomes and success?
5. Do you have evidence to support the need for your request? If so, please explain and/or attach.

The program is awaiting specific information related to increasing the number of hours in this course. The proposed increase of 40 hours, has been mandated by state regulations but specific information regarding content to be addressed in these additional hours is still under discussion. The implementation of the new curriculum is 1/1/12 and national testing requirements have been changed to address the new regulations. The proposed increased in hours will increase the course units from 0.7-2.5 units and teaching units from 2.0-2.5 units.

Shared Resources: If you have requested additional units that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.

III. FT Faculty Needs (Please fill this out ONLY if you are stating a need for new full
time faculty in your area.)

1. Please indicate if there are NO FT faculty in your discipline. Please provide data regarding the length of time this discipline has been without a full time instructor.

2. Non-availability of part-time instructors in a subject area. Please provide evidence demonstrating the difficulty in finding part-time instructors to teach in the subject area.

3. New FT Faculty: How many NEW FT faculty have been hired in past 10 years? Please list each faculty name and the year of employment. If this instructor is shared with another department, please list the equivalent FTE% for your department. Please list instructional equivalencies as necessary and if faculty member was the result of retreat rights.

4. Reduction in department TUs as a result of FT Faculty retirements or other significant causes? Please provide data that illustrates a change in teaching unit allocation as a direct result of FT faculty retirements within your department and how this may change in the coming year(s).

5. Other reasons: Have there been other causes for a reduction in units in your discipline? If so, please explain and provide evidence.

6. Changes in Student Demand: Recent or forthcoming growth as a result of added sections due to enrollment demands. Provide evidence that illustrates the need for additional faculty due to increased student demand such as numbers of sections added and/or courses with waitlist totals showing a need for additional sections. What is the % of FTEF for this increase in units? If there has been a decline in student growth, please explain why.

7. Current of forthcoming changes that illustrate the immediate need of additional FT faculty within this department. Please outline all relevant circumstances that justify the priority of a FT hire in addition to those already outlined above. Consider changes in the field, changes in the job market and population shifts.

8. Program Review Findings: Indicate what trends you identified in your last program review that support the need for full time faculty hires. Tie these to the department and college mission.

9. Other considerations: Include such information as matriculation needs, changes in student demand or community and job market needs, response to legislation, or rapid growth of the discipline.

10. Shared Resources: If you have requested FT faculty that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will
improve access or outcomes and if it is needed for health and safety concerns or required by law.
Faculty Members
English-and-Humanities-2011

I. Program Faculty
Additional Teaching Unit Requests

III. FT Faculty Needs (Please fill this out ONLY if you are stating a need for new full time faculty in your area.)

1. Please indicate if there are NO FT faculty in your discipline. Please provide data regarding the length of time this discipline has been without a full time instructor.

The department/college need is for a full time faculty position to oversee the Online Writing Center, the Writing Center and the Computer Writing Classroom (BC 101) full time, a similar position to models at other institutions that support a campus-wide writing center for students in all disciplines. At other colleges, this rotating position is allocated to the English Department, where a new faculty member takes on the role of Writing Center Director on every two years, but there are many other possible configurations of this position.

The English Department has an important role in coordinating the Writing Center on campus. Currently 3 units is allocated for a coordinator to manage the Online Writing Center, the Writing Center and BC 10--the Computer Writing Classroom., but these units are simply not enough to provide the kind of full-time attention such a program needs in order to support students.

Currently the Campus Writing Center and the Online Writing Center caters to ALL COM students, but more organization is needed support the effort and allow the program to grow. Staff hours for marketing, expanding the program, offering workshops to students and tutors, extending hours, maintaining records & reports, writing grants, and other important duties are needed in order for this important student service to meet the needs of the COM student.

The Computer Writing Classroom enables us to modernize our delivery of Composition teaching by employing computers, word processing, web research and supplementary materials from the Internet, where Composition lessons are supplemented. The Computer Writing Classroom provides a classroom where student writers can write, edit, revise, research, collaborate, in real time in the presence of the instructor, so learning occurs as a student is in the midst of composing, which research suggests aids tremendously in student success.

Hiring a full-time faculty position to not only maintain these important assets, but also to help them grow would benefit the college and students greatly.

2. Non-availability of part-time instructors in a subject area. Please provide evidence demonstrating the difficulty in finding part-time instructors to teach in the subject area.

3. New FT Faculty: How many NEW FT faculty have been hired in past 10 years? Please list each faculty name and the year of employment. If this instructor is shared with another department, please
list the equivalent FTE% for your department. Please list instructional equivalencies as necessary and if faculty member was the result of retreat rights.

No full time faculty have ever been hired for this position.

4. Reduction in department TUs as a result of FT Faculty retirements or other significant causes? Please provide data that illustrates a change in teaching unit allocation as a direct result of FT faculty retirements within your department and how this may change in the coming year(s).

5. Other reasons: Have there been other causes for a reduction in units in your discipline? If so, please explain and provide evidence.

6. Changes in Student Demand: Recent or forthcoming growth as a result of added sections due to enrollment demands. Provide evidence that illustrates the need for additional faculty due to increased student demand such as numbers of sections added and/or courses with waitlist totals showing a need for additional sections. What is the % of FTEF for this increase in units? If there has been a decline in student growth, please explain why.

7. Current of forthcoming changes that illustrate the immediate need of additional FT faculty within this department. Please outline all relevant circumstances that justify the priority of a FT hire in addition to those already outlined above. Consider changes in the field, changes in the job market and population shifts.

8. Program Review Findings: Indicate what trends you identified in your last program review that support the need for full time faculty hires. Tie these to the department and college mission.

9. Other considerations: Include such information as matriculation needs, changes in student demand or community and job market needs, response to legislation, or rapid growth of the discipline.

10. Shared Resources: If you have requested FT faculty that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.
A full time faculty position as a Writing Center Director would support all other disciplines on campus in that all COM students are encouraged to use the Writing Center for help with writing in any class.
Faculty Members
Library-2011

I. Program Faculty

Additional Teaching Unit Requests

II. Additional Unit requests for NEW classes or extra sections
(requests for returned units has different process).

<table>
<thead>
<tr>
<th>Specialty</th>
<th>Units/Class</th>
<th>Number of Sections/Year</th>
<th>Existing or New Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Reference Desk and Information Literacy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Courses at College of Marin and IVC</td>
<td>10</td>
<td></td>
<td>New Course</td>
</tr>
</tbody>
</table>

To meet Program requirements for the following:

☐ Health/Safety  ☐ Scheduling  ☐ Title 5/Ed.Code  ☐ Waitlists

Other:

If it is for a new course, has the outline been submitted and approved by curriculum, UDWC and the Board?

Since we have hired a new librarian, we will be submitting our outlines to the curriculum committee and/or UDWC for information literacy courses.

Justification for new units:

1. Why do you feel this is an important addition to your overall curriculum and/or number of offerings?
2. Is it or will it be required for a degree or certificate?
3. Is it a new state law requirement?
4. How will this improve access, student learning outcomes and success?
5. Do you have evidence to support the need for your request? If so, please explain and/or attach.

We want to develop information literacy courses to meet both state and College of Marin requirements for information literacy/competency for students that want to get an AA or AS degree. Our academic senate and the Chancellors office support an information literacy requirement for community college students. Research skills are essential for every class and for lifelong learning.

Shared Resources: If you have requested additional units that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.

In the past, this course, library 110 averaged 50-60 students per semester. This course need to be update and converted to an online course using the moodle platform.
III. FT Faculty Needs (Please fill this out ONLY if you are stating a need for new full time faculty in your area.)

1. Please indicate if there are NO FT faculty in your discipline. Please provide data regarding the length of time this discipline has been without a full time instructor.

2. Non-availability of part-time instructors in a subject area. Please provide evidence demonstrating the difficulty in finding part-time instructors to teach in the subject area.

3. New FT Faculty: How many NEW FT faculty have been hired in past 10 years? Please list each faculty name and the year of employment. If this instructor is shared with another department, please list the equivalent FTE% for your department. Please list instructional equivalencies as necessary and if faculty member was the result of retreat rights.

4. Reduction in department TUs as a result of FT Faculty retirements or other significant causes? Please provide data that illustrates a change in teaching unit allocation as a direct result of FT faculty retirements within your department and how this may change in the coming year(s).

5. Other reasons: Have there been other causes for a reduction in units in your discipline? If so, please explain and provide evidence.

6. Changes in Student Demand: Recent or forthcoming growth as a result of added sections due to enrollment demands. Provide evidence that illustrates the need for additional faculty due to increased student demand such as numbers of sections added and/or courses with waitlist totals showing a need for additional sections. What is the % of FTEF for this increase in units? If there has been a decline in student growth, please explain why.

7. Current of forthcoming changes that illustrate the immediate need of additional FT faculty within this department. Please outline all relevant circumstances that justify the priority of a FT hire in addition to those already outlined above. Consider changes in the field, changes in the job market and population shifts.

8. Program Review Findings: Indicate what trends you identified in your last program review that support the need for full time faculty hires. Tie these to the department and college mission.

9. Other considerations: Include such information as matriculation needs, changes in student demand or community and job market needs, response to legislation, or rapid growth of the discipline.

10. Shared Resources: If you have requested FT faculty that will be used by more than one
department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.
Faculty Members
Modern Languages-2011

I. Program Faculty

Additional Teaching Unit Requests

II. Additional Unit requests for NEW classes or extra sections
(requests for returned units has different process).

<table>
<thead>
<tr>
<th>Specialty:</th>
<th>Units/Class</th>
<th>Number of Sections/Year</th>
<th>Existing or New Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 108A: French Culture and Literature Go to the Cinema</td>
<td>3</td>
<td>1/2012</td>
<td>Existing Course</td>
</tr>
</tbody>
</table>

To meet Program requirements for the following:

- [ ] Health/Safety
- [x] Scheduling
- [ ] Title 5/Ed.Code
- [ ] Waitlists

Other:

If it is for a new course, has the outline been submitted and approved by curriculum, UDWC and the Board?

Justification for new units:

1. Why do you feel this is an important addition to your overall curriculum and/or number of offerings?
2. Is it or will it be required for a degree or certificate?
3. Is it a new state law requirement?
4. How will this improve access, student learning outcomes and success?
5. Do you have evidence to support the need for your request? If so, please explain and/or attach.

In the French discipline there is a need of additional units in order to offer French 108A. This is a cinema course that has been requested by our students and faculty for some time. In the fall of 2011 the department received a petition signed by 15 students requesting the ML department to add a cinema course. The ML currently has a 16 Unit total allocation for the French Discipline. We are, therefore requesting an additional 3 Units to be allocated for the purpose of offering a cinema course in this Discipline. The French Discipline, like the Italian Discipline has been historically strong with a healthy student following. We believe that this course will enhance the variety of courses offering here at CoM.

Shared Resources: If you have requested additional units that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.

II. Additional Unit requests for NEW classes or extra sections
(requests for returned units has different process).
Specialty: Italian  
Units/Class: 4  
Number of Sections/Year: 1/2012  
Existing or New Course: Existing Course

To meet Program requirements for the following:
- [ ] Health/Safety  
- [x] Scheduling  
- [ ] Title 5/Ed.Code  
- [ ] Waitlists

Other:

If it is for a new course, has the outline been submitted and approved by curriculum, UDWC and the Board?

Justification for new units:
1. Why do you feel this is an important addition to your overall curriculum and/or number of offerings?
2. Is it or will it be required for a degree or certificate?
3. Is it a new state law requirement?
4. How will this improve access, student learning outcomes and success?
5. Do you have evidence to support the need for your request? If so, please explain and/or attach.

This request for additional Units for the Italian Discipline comes for the need to help students have a sequence of courses at the IVC Campus. This passed Fall semester we have offered a successful Italian 101, however we could not offer Italian 102 for lack of units. Italian has historically been a strong discipline within the Modern Languages and we currently have receive a petition signed by 18 students requesting a 102 course offering at the IVC Campus. 40% of the students come from high school. My understanding is that CoM strives to attract high school students when looking at long term "student body" investment. We have an opportunity to accomplish two important tasks. One, to help the ML program grow at the IVC Campus. Two, to serve high school students as well as regular students to complete a language cycle.

Shared Resources: If you have requested additional units that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.

II. Additional Unit requests for NEW classes or extra sections (requests for returned units has different process).

Specialty: Italian 102  
Units/Class: 4  
Number of Sections/Year: 1/2012  
Existing or New Course: Existing Course

To meet Program requirements for the following:
- [ ] Health/Safety  
- [x] Scheduling  
- [ ] Title 5/Ed.Code  
- [ ] Waitlists

Other:

If it is for a new course, has the outline been submitted and approved by curriculum, UDWC and the Board?
Justification for new units:
1. Why do you feel this is an important addition to your overall curriculum and/or number of offerings?
2. Is it or will it be required for a degree or certificate?
3. Is it a new state law requirement?
4. How will this improve access, student learning outcomes and success?
5. Do you have evidence to support the need for your request? If so, please explain and/or attach.

This request for additional Units for the Italian Discipline comes as a need to assist students with a sequence of courses at the IVC Campus. In the fall 2011 semester we offered Italian 101 successfully, however we could not offer Italian 102 for lack of units. Italian has historically been a strong discipline within the Modern Languages and we have received a petition signed by 18 students requesting an Italian 102 course at the IVC Campus. For this course 40% of the students come from high school. CoM strives to attract high school students when looking at long term "student body" investment. We have an opportunity to accomplish two important tasks: to help the ML program grow at the IVC Campus and to serve high school students and regular college students to complete a language cycle.

Shared Resources: If you have requested additional units that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.

III. FT Faculty Needs (Please fill this out ONLY if you are stating a need for new full time faculty in your area.)
1. Please indicate if there are NO FT faculty in your discipline. Please provide data regarding the length of time this discipline has been without a full time instructor.

2. Non-availability of part-time instructors in a subject area. Please provide evidence demonstrating the difficulty in finding part-time instructors to teach in the subject area.

3. New FT Faculty: How many NEW FT faculty have been hired in past 10 years? Please list each faculty name and the year of employment. If this instructor is shared with another department, please list the equivalent FTE% for your department. Please list instructional equivalencies as necessary and if faculty member was the result of retreat rights.

The Modern Languages Department has only one FT Faculty that was hired 10 years ago. However the Department is finally in the process of hiring a new FT Faculty in Spanish/Italian

4. Reduction in department TUs as a result of FT Faculty retirements or other significant causes? Please provide data that illustrates a change in teaching unit allocation as a
direct result of FT faculty retirements within your department and how this may change in the coming year(s).

In recent years the Department has lost units that were used for conversational courses. However we maintain a strong Unit allocation in Spanish (65 units average) per semester in order to justify a FT Faculty hiring in Spanish. This FT hire can be achieved by Unit conversion.

5. Other reasons: Have there been other causes for a reduction in units in your discipline? If so, please explain and provide evidence.

In the past 10 year about 6 FT Faculty retired in the ML without having been replaced. There has been only one FT Faculty replacement since.

6. Changes in Student Demand: Recent or forthcoming growth as a result of added sections due to enrollment demands. Provide evidence that illustrates the need for additional faculty due to increased student demand such as numbers of sections added and/or courses with waitlist totals showing a need for additional sections. What is the % of FTEF for this increase in units? If there has been a decline in student growth, please explain why.

The Spanish Discipline has always been the strongest ML Discipline. The number of students that take Spanish is consistent and in the past three years we have had longer wait list sections. This can be attributed to the fact that in today’s workforce the demand for bilingual expertises has grown exponentially.

7. Current of forthcoming changes that illustrate the immediate need of additional FT faculty within this department. Please outline all relevant circumstances that justify the priority of a FT hire in addition to those already outlined above. Consider changes in the field, changes in the job market and population shifts.

Having a new FT Faculty in the Spanish discipline would help consolidate the responsibility within the discipline. Currently we have about 7/8 part-time instructors that by contract are not mandated to do any additional task apart from teaching. This new FT Faculty in Spanish would help the other FT Faculty with tasks and the responsibilities such as course outline updates, program review and new course development.

8. Program Review Findings: Indicate what trends you identified in your last program review that support the need for full time faculty hires. Tie these to the department and college mission.

9. Other considerations: Include such information as matriculation needs, changes in student demand or community and job market needs, response to legislation, or rapid growth of the discipline.

10. Shared Resources: If you have requested FT faculty that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.
Faculty Members
Nursing-2011

I. Program Faculty

Additional Teaching Unit Requests

II. Additional Unit requests for NEW classes or extra sections (requests for returned units has different process).

<table>
<thead>
<tr>
<th>Specialty:</th>
<th>Units/Class</th>
<th>Number of Sections/Year Existing or New Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing Courses</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To meet Program requirements for the following:
- ✔ Health/Safety
- ✔ Scheduling
- ☐ Title 5/Ed.Code
- ☐ Waitlists

Other:

If it is for a new course, has the outline been submitted and approved by curriculum, UDWC and the Board?

Justification for new units:

1. Why do you feel this is an important addition to your overall curriculum and/or number of offerings?
2. Is it or will it be required for a degree or certificate?
3. Is it a new state law requirement?
4. How will this improve access, student learning outcomes and success?
5. Do you have evidence to support the need for your request? If so, please explain and/or attach.

At present, an individual is serving as Faculty Coordinator of Simulation Education on an hourly basis and funded by the nursing grant. With the ending of the grant and the closing of the Regional Simulation Center at IVC, all simulation activities must be managed at the Kentfield campus, specifically in the nursing skills and simulation labs. There is a high degree of competition for clinical placement sites and a definite preference for BSN programs which has resulted in decreased placement opportunities for students. Providing high quality simulation experiences is one method of ensuring realistic and relevant clinical learning experiences for nursing students. A faculty member trained in simulation instruction and available to students on a consistent basis is important in maintaining the quality historically found in this program. These types of experiences and the needed training to manage a simulation experience requires time that cannot be met by the existing full time faculty, thus an individual who can focus on this type of learning experience is needed.

Shared Resources: If you have requested additional units that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health
III. FT Faculty Needs (Please fill this out ONLY if you are stating a need for new full
time faculty in your area.)

1. Please indicate if there are NO FT faculty in your discipline. Please provide data regarding
the length of time this discipline has been without a full time instructor.

2. Non-availability of part-time instructors in a subject area. Please provide evidence
demonstrating the difficulty in finding part-time instructors to teach in the subject area.

3. New FT Faculty: How many NEW FT faculty have been hired in past 10 years? Please list each
faculty name and the year of employment. If this instructor is shared with another department, please
list the equivalent FTE% for your department. Please list instructional equivalencies as necessary and
if faculty member was the result of retreat rights.

4. Reduction in department TUs as a result of FT Faculty retirements or other
significant causes? Please provide data that illustrates a change in teaching unit allocation as a
direct result of FT faculty retirements within your department and how this may change in the coming
year(s).

5. Other reasons: Have there been other causes for a reduction in units in your discipline? If so,
please explain and provide evidence.

6. Changes in Student Demand: Recent or forthcoming growth as a result of added sections due
to enrollment demands. Provide evidence that illustrates the need for additional faculty due to
increased student demand such as numbers of sections added and/or courses with waitlist totals
showing a need for additional sections. What is the % of FTEF for this increase in units? If there has
been a decline in student growth, please explain why.

7. Current of forthcoming changes that illustrate the immediate need of additional FT faculty
within this department. Please outline all relevant circumstances that justify the priority of a FT hire in
addition to those already outlined above. Consider changes in the field, changes in the job market and
population shifts.

8. Program Review Findings: Indicate what trends you identified in your last program review that
support the need for full time faculty hires. Tie these to the department and college mission.

9. Other considerations: Include such information as matriculation needs, changes in student
demand or community and job market needs, response to legislation, or rapid growth of the discipline.

10. Shared Resources: If you have requested FT faculty that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.
Faculty Members
Physical-Education,-Health-&-Athletics-2011

I. Program Faculty

Additional Teaching Unit Requests

II. Additional Unit requests for NEW classes or extra sections
(requests for returned units has different process).

<table>
<thead>
<tr>
<th>Specialty</th>
<th>Units/Class</th>
<th>Number of Sections/Year</th>
<th>Existing or New Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 191A-10 Mens Soccer Theory</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory PE 191A-20 Womens Soccer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory PE 194 Volleyball</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory PE 192A-10 Mens Basketball</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theory PE 192A-20 Women's Basketball</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basketball Theory</td>
<td>6.665</td>
<td>5/Su12</td>
<td>Existing Course</td>
</tr>
</tbody>
</table>

To meet Program requirements for the following:

- Health/Safety
- Scheduling
- Title 5/Ed.Code
- Waitlists

Other:

These courses are vital to the health of our athletic program. 95% of all community colleges in the state have athletic classes during the summer. With the recent cuts over the last year we have no athletic classes during the summer.

If it is for a new course, has the outline been submitted and approved by curriculum, UDWC and the Board?

Justification for new units:

1. Why do you feel this is an important addition to your overall curriculum and/or number of offerings?
2. Is it or will it be required for a degree or certificate?
3. Is it a new state law requirement?
4. How will this improve access, student learning outcomes and success?
5. Do you have evidence to support the need for your request? If so, please explain and/or attach.

Our Athletic classes during the summer session are important to our student-athletes and coaches on many different levels.

-These classes help with the retention of our current student-athletes.
-These classes help increase access to the college by helping with the recruitment of future student-athletes.

-These classes help our student-athletes improve their skill on a year round basis which will help our student-athletes achieve their student learning objective.

-These classes help our student-athletes stay in school during the summer and some of them will take other classes towards their degree or transfer status.

**Shared Resources:** *If you have requested additional units that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.*

---

**III. FT Faculty Needs (Please fill this out ONLY if you are stating a need for new full time faculty in your area.)**

1. **Please indicate if there are NO FT faculty in your discipline.** *Please provide data regarding the length of time this discipline has been without a full time instructor.*

   Physical Education and Athletics has 4 full-time faculty.

2. **Non-availability of part-time instructors in a subject area.** *Please provide evidence demonstrating the difficulty in finding part-time instructors to teach in the subject area.*

   We have no issues finding part-time instructors.

3. **New FT Faculty:** *How many NEW FT faculty have been hired in past 10 years? Please list each faculty name and the year of employment. If this instructor is shared with another department, please list the equivalent FTE% for your department. Please list instructional equivalencies as necessary and if faculty member was the result of retreat rights.*

   There have been No Full-Time Faculty Hired in the last 10 years.

4. **Reduction in department TUs as a result of FT Faculty retirements or other significant causes?** *Please provide data that illustrates a change in teaching unit allocation as a direct result of FT faculty retirements within your department and how this may change in the coming year(s).*
There has not been a reduction of units in our department due to FT Faculty retirements.

5. **Other reasons:** Have there been other causes for a reduction in units in your discipline? If so, please explain and provide evidence.

There has been a reduction of units in our department due to cuts that have come down through the school.

6. **Changes in Student Demand:** Recent or forthcoming growth as a result of added sections due to enrollment demands. Provide evidence that illustrates the need for additional faculty due to increased student demand such as numbers of sections added and/or courses with waitlist totals showing a need for additional sections. What is the % of FTEF for this increase in units? If there has been a decline in student growth, please explain why.

The PE and Athletic Department has not increased sections in the last 4 years.

With the state demand for kinesiology we have added a new class that we are offering that fulfills the CSU kinesiology major requirement has 40 students enrolled with a waitlist.

7. **Current of forthcoming changes** that illustrate the immediate need of additional FT faculty within this department. Please outline all relevant circumstances that justify the priority of a FT hire in addition to those already outlined above. Consider changes in the field, changes in the job market and population shifts.

The PE and Athletics department is asking for a conversion that will strengthen our department.

We would like this conversion to be a coach/teacher to help strengthen our athletic department.

Having another full-time faculty member on campus will help with our impact as a department on campus and in our participatory governance system. Additionally morale would be greatly improved by hiring more faculty that would be involved campus wide.

8. **Program Review Findings:** Indicate what trends you identified in your last program review that support the need for full time faculty hires. Tie these to the department and college mission.

We are looking into the Kinesiology field and we will need a more diversified full-time faculty to help with the implementation of more kinesiology based courses. For example a new class that we are offering that fulfills the CSU kinesiology major requirement has 40 students enrolled with a waitlist.

As described in the mission statement our department is looking in to transferring more of our student-athletes and a full-time coach/instructor will help improve our student success, access, and transfer rates.
9. Other considerations: Include such information as matriculation needs, changes in student demand or community and job market needs, response to legislation, or rapid growth of the discipline.

We are interested in creating courses in meeting the needs of the coaching and officiating community. In order to do this we would have to have a full-time faculty that could help create this program. Due to student demand and matriculation needs the student-athletes requires more support and having a full-time coach/instructor on campus will help with the success rate of our student-athlete. When we look at our current coaches on campus their student-athletes tend to be more successful in course work, retention, and matriculation.

10. Shared Resources: If you have requested FT faculty that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.

It's imperative that we hire a full-time faculty member that can teach in all 3 of areas: Athletics, Physical Education, and Health Education. An additional full time coach/instructor on staff will improve the student-athlete success rates both intellectually and physically. Furthermore, a full-time faculty member in the PE/Athletics dept. will increase our presence on campus and the participatory governance system resulting in increased department morale.
Faculty Members
Social-Sciences-2011

I. Program Faculty
Additional Teaching Unit Requests

III. FT Faculty Needs (Please fill this out ONLY if you are stating a need for new full time faculty in your area.)

1. Please indicate if there are NO FT faculty in your discipline. Please provide data regarding the length of time this discipline has been without a full time instructor.

We currently have three full-time faculty teaching exclusively in Social Science and one full-time faculty teaching two courses in our department and the remainder of his load is in another department.

2. Non-availability of part-time instructors in a subject area. Please provide evidence demonstrating the difficulty in finding part-time instructors to teach in the subject area.

We have a pool for Political Science and Economics, and we are working on a pool for History and Ethnic Studies.

3. New FT Faculty: How many NEW FT faculty have been hired in past 10 years? Please list each faculty name and the year of employment. If this instructor is shared with another department, please list the equivalent FTE% for your department. Please list instructional equivalencies as necessary and if faculty member was the result of retreat rights.

The last faculty member hired full-time in the Social Sciences was Yolanda Bellisimo in August, 2001, ten and a half years ago.

4. Reduction in department TUs as a result of FT Faculty retirements or other significant causes? Please provide data that illustrates a change in teaching unit allocation as a direct result of FT faculty retirements within your department and how this may change in the coming year(s).

We have been able to maintain our complement of teaching units, not counting the 50% loss of units from summer 2011, using part-time faculty to teach classes after full-time faculty retirements in the 1980s and 1990s.

5. Other reasons: Have there been other causes for a reduction in units in your discipline? If so, please explain and provide evidence.

No.

6. Changes in Student Demand: Recent or forthcoming growth as a result of added sections due to enrollment demands. Provide evidence that illustrates the need for additional faculty due to
increased student demand such as numbers of sections added and/or courses with waitlist totals showing a need for additional sections. What is the % of FTEF for this increase in units? If there has been a decline in student growth, please explain why.

Our enrollment has remained fairly constant. However, our transfer courses are often over-enrolled and we have added section of transfer courses by reducing the number of electives offered by our department. We would offer more transfer courses, especially at IVC, if we had the full-time faculty to offer them. We have also expanded our transfer course offerings to include contemporary issues around women in politics, the Middle East, and foreign policy challenges in response to community/student demand.

7. Current of forthcoming changes that illustrate the immediate need of additional FT faculty within this department. Please outline all relevant circumstances that justify the priority of a FT hire in addition to those already outlined above. Consider changes in the field, changes in the job market and population shifts.

We have had one full-time faculty member who taught exclusively in our department retire (Victor Minasian) in 2010 and one full-time faculty member who taught two to three courses a semester in our department retire (Robert Kennedy) in 2009. This left three full-time faculty members in a department that offers 103 units (in spring 2011), 12 units in the summer of 2011, and 109 units (in fall 2011). In Fall 2011, we had a total head count of 951 students. In order to meet our scheduling needs, based upon our department blueprint, we offered 52 units of courses taught by part-time faculty Fall 2011. This does not include the three units a semester taught as an overload by one full-time faculty.

Fifty two part-time units is over triple the units taught by a full-time faculty member each semester. We could add three full-time faculty to our department and still have seven part-time units remaining.

We are requesting one full-time faculty member to take a full-time load from these 52 units for the following reasons:

1) We have created several new political science courses on pertinent topics, including Women in Politics; The Middle East; the Presidency; the Model UN; Globalization; and a course on Asia. This reworking of the Political Science program requires a permanent full-time faculty member who will advocate for the program, help grow the program, and keep the program vibrant within the college and within the greater community.

2) We lost a full-time faculty member in 2010 to retirement leaving our department with three full-time faculty. In order to maintain stability and continuity in the program, we need a full-time faculty member to be available to students and other social science faculty on a full-time basis.

3) Because of increased requirements for SLOs, tracking of student success, maintenance and testing of our Political Science degree, and the obligations of participatory governance, and all other out-of-class work, three full-time faculty is not sufficient for our department to fully participate.

4) We have gaps in the breadth of expertise within our full-time faculty now that our World History and Western Civilization faculty member has retired. We are scheduled to update these courses through the Curriculum Committee process in 2012 and 2013 and this process should include a full-time instructor associated with the teaching of these classes.
8. Program Review Findings: Indicate what trends you identified in your last program review that support the need for full time faculty hires. Tie these to the department and college mission.

Meeting the degree and transfer needs of students is a college-wide and department mission. The COM emphasis on access and success has led our department to develop a blueprint that provides classes students need in order to transfer and/or receive an AA degree. These classes are offered at days and times that students need them both at Kentfield and IVC. A full-time faculty member would provide us with more flexibility in scheduling courses at times and locations where students need classes.

9. Other considerations: Include such information as matriculation needs, changes in student demand or community and job market needs, response to legislation, or rapid growth of the discipline.

Because of the increased demand for transfer courses, large numbers of students returning to school, university students returning to the community college, and students who work returning to college, we have diversified the hours we offer classes. We want faculty available to students at all of these times at both campuses. We can't depend upon part-time faculty to be available in the same manner and scope.

10. Shared Resources: If you have requested FT faculty that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.

We are requesting one full-time faculty member who will be able to teach in History and Political Science and who can teach in areas previously taught by the retiring full-time faculty member. A full-time faculty member would teach a minimum of five classes (15 units) a semester and serve approximately 450 students a semester. This full-time faculty member would:

1) Improve our ability to serve students at times and places students need classes

2) Provide needed breadth in specific political and history areas

3) Provide support and expertise in designing curriculum, updating the Course Outline of Record for specific classes, working on participatory governance committees and Academic Senate committees, tracking and assessing student learning outcomes, and assisting in the reassessment of our General Education courses.
Faculty Members
Speech-2011

I. Program Faculty

Additional Teaching Unit Requests

II. Additional Unit requests for NEW classes or extra sections (requests for returned units has different process).

<table>
<thead>
<tr>
<th>Specialty:</th>
<th>Units/Class</th>
<th>Number of Sections/Year</th>
<th>Existing or New Course</th>
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</thead>
<tbody>
<tr>
<td>Speech 130 - Small Group</td>
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<tr>
<td>Communication Speech 155</td>
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<td>Announcing and Performance</td>
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<td>6/2</td>
<td>1</td>
<td>Existing Course</td>
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</tbody>
</table>

To meet Program requirements for the following:

☐ Health/Safety
☐ Scheduling
☐ Title 5/Ed.Code
☐ Waitlists

Other:

If it is for a new course, has the outline been submitted and approved by curriculum, UDWC and the Board?

Justification for new units:

1. Why do you feel this is an important addition to your overall curriculum and/or number of offerings?
2. Is it or will it be required for a degree or certificate?
3. Is it a new state law requirement?
4. How will this improve access, student learning outcomes and success?
5. Do you have evidence to support the need for your request? If so, please explain and/or attach.

The new CSU Transfer degree (SB 1440) in Communication allows 15+ units of Community College transfer courses to count in the Communication major. We do not currently offer sufficient courses for students to be able to fulfill the transfer degree requirement. This also allows us to teach the full breadth of our field. Students have inquired about the degree potential and we cannot currently fulfill their needs.

We realize these courses may need time to develop and are requesting administrative support to add these units, while maintaining the current unit allocation/offerings. Our program is "healthy," but we wish to "grow" it!

Shared Resources: If you have requested additional units that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.

N/A
III. FT Faculty Needs (Please fill this out ONLY if you are stating a need for new full time faculty in your area.)

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5. Other reasons:  Have there been other causes for a reduction in units in your discipline? If so, please explain and provide evidence.

6. Changes in Student Demand:  Recent or forthcoming growth as a result of added sections due to enrollment demands.  Provide evidence that illustrates the need for additional faculty due to increased student demand such as numbers of sections added and/or courses with waitlist totals showing a need for additional sections.  What is the % of FTEF for this increase in units?  If there has been a decline in student growth, please explain why.

7. Current of forthcoming changes that illustrate the immediate need of additional FT faculty within this department. Please outline all relevant circumstances that justify the priority of a FT hire in addition to those already outlined above. Consider changes in the field, changes in the job market and population shifts.

8. Program Review Findings:  Indicate what trends you identified in your last program review that support the need for full time faculty hires. Tie these to the department and college mission.

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