

**College-Wide Analysis of New Positions
Fall 2016 - Nov. 8**

Accounting Faculty	
ths	Weaknesses
<p>Funding available as replacement faculty Potential employment demand for students Seem to be expanding the program in a positive way This seems to be an enhanced replacement hire, not a new position, so a strong position I agree that we need that we need this position. It will provide needed training for the upcoming and currently needed positions in the account field. We already have funding for this position with the recently retired professor leaving. This should really be a replacement for Carolyn Jung's position-- faculty positions should not disappear just because we're trying to keep up with the times... isn't that what we're supposed to do? This will help to educate and equip our students for upcoming jobs here in our district and elsewhere. This will bring us up to the 21st century in regards to new accounting and tech.</p>	<ul style="list-style-type: none"> Although funding is there, fill rates are not that great especially ACTG 100, how will we ensure that there be enough students for faculty load? [Presenter's Response: ACTG 100 is not transferabl and is low enrolled; we are seeking solutions such a offering this as a short course - 8 weeks. Our highly enrolled classes are ACTG 121 and ACTG 131 (botl ADT requirements) and offering these online has increased our load and enrollments. Offering more sections of these two classes (online and face-to-fac will ensure our faculty loads are met.)]
ons	Answers
<p>Will the Strong Workforce Initiative tie into this somehow? Are you asking for a person with a Master's in Business and Bachelor's in Accounting? Reinvigorate CBOT? Where did this request come from? Has an external CTE advisory board commented on</p>	<ol style="list-style-type: none"> Supports the goals of the Strong Workforce Initiative Labor Market Data supports the need for this positio Yes. State of California, administration, district request. Y we will reinvigorate CBOT. The CBOT adjunct facult onboard with a more responsive technology disciplir

<p>this? Due to the specificity of the minimum qualifications, would any of our current CBOT faculty be eligible to apply for this position? Won't this position bump all of your CBOT part-time faculty members?</p>	<ol style="list-style-type: none"> 4. Yes, multiple CTE advisory boards - BUS, ACTG and CBOT advisory boards. 5. CBOT faculty are eligible to teach current CBOT courses but do not have FSA to teach in accounting. BUS professors do also not have an FSA to teach in accounting. 6. CBOT adjuncts are still eligible to teach CBOT courses. We will be strategically offering CBOT courses via distance education and hybrid modalities which will expand course offers as it already has in BUS and in ACTG.
---	---

Athletics PSC

Strengths	Weaknesses
<p>I think it would be a great help to the students having someone to direct and oversee these 7 groups of the 160 students. Also this would help the current athletic group of students be more successful and grow and later graduate and transfer. Our college serves the local community and have these sports programs for our students can only bring more students to our college. I think this would free up time for learning staff to provide services to other, non-athlete student. Could benefit highly impacted student populations. Typically, there would be a number of staff supporting the dean and the Athletic Director in their roles of running these 7 programs. These students deserve the most help they can get, and the division will function much more effectively with a PSC Coordinator in this role. The program development needs go way beyond the 160 students. This is a huge complex program that deserves a program services director.</p>	<ul style="list-style-type: none"> • I understand the need but there seems to be a small number of student that this person would assist. • PSC cannot provide academic support--they coordinate programs rather than provide direct services to students. • A retention specialist might be a better fit for providing student support. • A large salary request for the number of students served. • Colts Academy should hire a part-time retention specialist first to see if that position can meet the need described. • Do 160 student athletes warrant a full-time PSC, are there other current staff that can support athletes? • If students need academic support, then what you need is faculty-- teaching professors who have more time to meet with their students and academic counselors. • There are already other dedicated positions that serve student athletes. If they need more support, why not make use of services available to all students?

<p>With new BLD 1, could strengthen athletics program Supplements the support work with KINE 137 Would be nice if this PSC can liaison with financial aid office 160 full time students and active on campus students require more time than 160 part-time students</p>	<ul style="list-style-type: none"> • These students seem to need academic support services. This position doesn't address that need. • The phrase "communicate with student athletes" is a vague – communicate about what? How different from retention specialist?
<p>Questions</p>	<p>Answers</p>
<p>What would some of the job duties be for this position? How does this position compare to a retention specialist? Could there be any grant funding for this position? Who would this person report to? What are the student outcomes of Colts Academy--do the data indicate that program is successful in improving retention and success for student athletes? Would it be better to have a team of faculty and staff with release time to work on this, or a coordinator? Would this position replace your current full time Division Assistant? Can this position function in a part-time capacity? How does this position compare to the Athletic Director position? Would this position develop and/or manage additional programs or new programs? Or is Colts Academy (Learning Community) the only program they would be responsible for? How many classes are in the COLTS program? How many students would this affect?</p>	<ol style="list-style-type: none"> 1. Duties include coordinating, assisting, and planning within Learning Communities, serving as a liaison to academic programs, collaborating with outreach, coordinating student athlete recruitment and orientational new student athlete tours, coordination of tutoring, study groups, point of contact for special academic events related to student government and community event assist and connect student athletes to original program components and services such as Sparkpoint, Financial Aid Services, Food Bank, collaborate with athletic faculty and staff to create and manage a database for academic programs and services that serve the student athlete needs 2. Considering the higher than expected retention rates student athletes within the COLTS LC, a PSC would programmatically fit the Athletics Department needs services that include planning and implementation of orientations, student recruitment, and outreach. This individual will collaborate with retention specialists currently supporting basic skills students while leading the work of student assistants, proctors, and other staff as assigned. 3. Not currently 4. Administration within the division 5. COLTS Learning Community provides structured

academic support for athletes in English, Communic Studies, and Career. We would like to include other courses across disciplines for student athletes. The shows strong persistence and success rates for stuc athletes within the soft-linked COLTS LC when compared to the classes offered outside the LC.

6. This position provides more permanence and servic athletes year-long and is more sustainable than requesting faculty to participate. This position will pr a cross-department presence within the Athletics Building, Learning Resources, and the community a large (Outreach at high school events to community members and alumnus during the Hall of Fame ever
 7. NO
 8. Full-time is preferable because of the year-long commitment needed for student athletes. In addition student athletes need to be supported on a more permanent basis. Competing student athletes within sports are Full-Time, enrolling at minimum 12 units, which are academic
 9. The focus of this position is on the academic suppor student athletes. The Athletic Director is responsible ensuring overall athletic programming, competition, compliance, and eligibility as it pertains to the constitution and bylaws governed by the California Community College Athletic Association
 10. Yes. Depending on the athletic program needs, this position will support new programs. This position will have the opportunity to work on grass root projects s as the Programs and Services for Student-Athletes (PASS) Inquiry through the Academic Committee for Equity and Success
 11. The COLTS Learning Community is one of the many programs that will be supported through this positior There are currently two (2) classes offered in both fe and spring, that average an enrollment of 30+ stude
-

athletes within each course

Basic Skills Counselor

ths

Weaknesses

Currently and since 2008 has been temporary, so yes, let's make it permanent since funding is stable
Stability leads to student retention and completion rates increasing; Also, making this position FT could be a way to encourage retention of staff (counselors)
Should have been done years ago!
Demand for Basic Skills counseling seems to be stable, so we should invest in a TT counselor to serve this important student population
Crucial to have a stable person in the position to continue community connections and to strengthen them.
Position important for connecting students with all of the support services, developing early Ed. planning and hand off to campus
Position also important for helping students transition from basic skills to transfer-level courses
Many of our students start out off-campus and in basic skills, so good transition person for students
Funding not from fund 1, from SSSP and Basic Skills
Identified high need population
Good liaison/outreach with Sparkpoint, Learning Center, and other college and community support services to provide case manager
Stability would cause less turnover, which improves student services and success
Many departments and programs support Basic Skills and ESL; a dedicated Basic Skills counselor would make these services easier to coordinate for all.

- Having a FT tenure-track counselor may limit scheduling flexibility (evening, Saturday, different sites). (Response: the times and off-campus work will be built into the job description.)
- Based on categorical funding
- Will the tenure track faculty be willing to go off-site a work evening hours? Vast majority of basic skills/ESL students take evening classes. (Response: The last three counselors in this position have been willing to the hours and go off campus to serve the students.)

These students are the most at-risk, they need the stability to stay connected on move from Basic Skills onto transfer path.

I agree the position is critical. We need a counselor with specialized skills and focus for this position. We also need it as a tenure track position that allows the person to stay long term to build upon existing successes and retain students (the over one thousand that they work with and more). As a tenure track position, the Basic Skills Counselor work will impact the whole college enabling us to meet important equity and student retention and success goals.

I agree that this position is needed. Having a permanent counselor will bring stability to the students as well as enhance the programs and students that are being served. The current population that it serves is growing and it's great that it serves the young and the adults students. This will help our ESL community grow and be more successful.

Since we have many ESL students living in our community this would show them that we care and want to serve them.

Many basic skills students served

ons

Would this allow the opportunity for evening and Saturday services?

Does this position have a role in Proactive Registration?

How do Basic Skills students know to go to the Basic Skills counselor--how do they get connected?

Will this position also do the coordination of Basic Skills? EOPS and TRIO are also coordinators?

Is the mileage going to be covered for the FT counselor that is required to travel to a lot of different off campus

Answers

1. We do already offer evening counseling and the Basic Skills Counselor provides class visits and off-site visits the evening along with counseling hours until 7pm on Tuesdays and Wednesdays. For now, there are no Saturday hours, but can change depending on need schedule of the counselor and student and ACES need.
2. Yes, a very LARGE role, which now includes coordinating, planning, and serving as lead counselor with the event. This is a huge endeavor that, if required,

sites??
 Is this where we ask the question about what happens with a reclassification as far as the tenure process is concerned? Does the position re-open and people apply and start at the beginning?
 What is the enrollment trend for basic skills courses over the past few years?

- to hire a new counselor, would result in a huge learning curve and potential disruption in services.
3. Class visits, including off-site to all ESL sites, plus visit to each basic skills course on campus (math 811 - 1 and ENGL 826-ESL 400). Also connected through faculty that use the Early Alert system.
 4. Yes, the counselor serves on the ACES committee as the voting member for the Counseling Department. It is not a split position, but fully counseling.
 5. Previous counselors that have visited off-site have not requested mileage reimbursement yet, and many utilize the staff carpool and ESL grant pays for mileage. (Note that the request is not for additional funding, but to reclassify the position as tenure-track).
 6. If someone has already completed a year or more of time service in the non-tenure track position, if selected as a finalist and hired into a tenure-track position, they may be put into the second year of review process as per Canada. Yes, the position will open and a full hiring committee will be formed to choose a candidate.
 7. Enrollment has remained steady in Basic Skills and ESL classes.

Biology Faculty

Strengths

Weaknesses

<original posting removed by co-chairs - humorous comment related to presenter attire is not relevant>
 Having a specialist in GE Bio really makes sense -- reaching non-science students can involve developing "out-reach" general curriculum content
 Serves the GE students, who are 50% of the students who take BIOL
 If FTEF is more than twice the FTE, then there is NO

<original posting removed by co-chairs - humorous comments related to presenter attire are not relevant >

reason not to hire additional faculty -- this is a college, so we need FT professors! (3 of us second this strength!)
 GE enrollment is stable
 There is FTEF to support this
 I agree that we need at least a part time permanent person in this area. This would help students complete the requirements helping our students to transfer and or graduate. Someone else's response: sadly, PT faculty are not permanent, this is why we need a FT tenure-track position here.
 Some BIO courses work for CTE and also GE, BIOL 130 for example, so can potentially connect to SWP.
 Above comment is factually accurate. Huge potential here.
 Allied Health is a high-demand field; we need more programs and faculty to teach in them!

Questions

Answers

Is there an opportunity to use Strong Workforce funding to invest in certificates and degrees that will end up putting students into degrees
 Will new Biology courses be added with the additional FT faculty?
 If enrollment in Allied Health is declining, couldn't existing FT faculty pick up GE courses?

1. SWP is specifically tied to CTE courses and program Our understanding is that biology GE courses would apply. However, PATHWAYS to transfer that THEN to employment in high-demand high-pay fields would apply.
2. This is possible but would not be necessary as there sufficient load for the new faculty.
3. FT faculty in allied health are fully loaded in these courses and we still have adjuncts teaching as well. Enrollment decrease has just led to fewer adjuncts in allied health. FYI - we are proposing a new program allied health that may increase enrollment in this area

CWA Counselor

Strengths

Weaknesses

Nice clean and clear Powerpoint
Excellent growth and outcomes
I hope the college will continue to grow/expand CWA - should invest now in infrastructure (Counselor)
I think this is a program that will continually be at capacity
Population has unique needs that requires dedicated counselor.
Growth of program is impressive.
Important
This program is needed for our current adult students who are re-entering work environment. This will help working adults in our community be successful with transfer and completion.
Based on this information you can see the need for adults who live in our community and I think that having a permanent counselor dedicated to this program will help.
Current position and currently funded, not from Fund 1
Continuity in this position would make it stronger and even more effective.
Time invested in these students is time well invested as shown by completion rates
Having a full-time, tenure track counselor will help ensure students in this program have high-quality services
My students have spontaneously approached me throughout this semester absolutely thrilled about this program. It is a pathway they would not otherwise have that is just what they need to succeed in their goals.
Students have a high graduation rate and completion rate for degrees - we need this position to be tenure-track to maintain success levels in the program
Already funded.
The college should only use non-tenure-track faculty when grant funded or experimental; CWA is

- When compared to other positions presented (asked today) the student population seems smaller (250 students)
- This population is too small to require/dedicate a FT counselor that exclusively works with CWA students [Presenter's Response: the case management work for CWA program is much higher than for general counseling; for example, new CWA students have 60 minute appointments and get comprehensive SEPs, compared to 30-min general counseling appointments with abbreviated SEPs]

<p>them.</p>	<p>student. In the CWA, students meet with the same counselor from their first semester all the way to transfer--this allows us to track the student's progress throughout their entire Canada College academic career. This is a model that is proven to lead to student success: cohort learning communities + dedicated counseling + consistent, long-term case management. Similar in program design to the Puente Program.</p> <p>7. We serve 250+ students and continue growing. The CWA currently offers 4 degrees and is planning to add additional transfer degrees in the future. This "niche" program is demonstrating a successful model that can be expanded and duplicated by other programs to serve all Cañada students. At least that is our vision! We believe the college should invest in strategies that are proven successful. I think the questioner is bringing a broader issue--that the college needs more FT general counselors and not more counselors for special programs (am I getting this?). In some ways, that is beside the point because we ALREADY have a FT counselor dedicated to the CWA and we know that that workload more than warrants full-time.</p>
--------------	---

Dual Enrollment Director

Strengths	Weaknesses
<p>If our college is going to grow its enrollment, then we're going to need to create smooth pathways from HS to college. Our college's enrollment will continue to drop unless we strengthen our approach to bringing more students into Higher Education early. This and Middle College are up and coming programs that has been very positively received in the community and district. They fit the current college enrollment trends</p>	<ul style="list-style-type: none"> • Very expensive price tag for this position \$155K (including benefits) • One more administrator? • A director position is not the type of position that directly supports students. A director is expensive to begin with and then staff will be needed, and then a task force or advisory committee will be created... we've gone down this path before, and this is not the path to invest in our students and their success.

and needs and are an important equity builder for low income and first generation college students as well as a very motivating opportunity for young learners. However, we need a specialized position to support this unique group.

“No training for faculty and staff for managing young students” – this ‘young student’ problem definitely can compromise the integrity of the learning standards. Good opportunity to increase access to students. Research shows that HS students who ALREADY HAVE PRIVILEGE will do fine and will likely go to 4-year colleges. Students without cultural capital and without social capital will be served by this position will guarantee that our college is a...

Observation: the college does need to think through how it can support expanded dual-enrollment as we anticipate the opening of the Early College High School. A comprehensive approach is needed. If this is aligned with the District Strategic Plan, then perhaps we could use future Innovation Funds to support.

Serves a LARGE population

- Perhaps training on managing young students can be provided in other ways
- If high school students are not doing as well in a college environment, could it be that they do not need support “fixing”? How about: they are high school students. College comes AFTER high school. (see grand jury decision on San Mateo County in 2008 that indicated district needs to “enhance high school and college partnerships”)
- We think a position is needed to work with these students, but a Director position does not seem to be the right one. It should be a position with more direct student contact. (Faculty have direct student contact; the director position is not meant to impede on the academic freedom of the professors)
- This position should be a Retention Specialist, who would provide the direct student support at a much lower cost (please see response below of the justification for this position to be a director)
- The duties and responsibilities of this position are not clear. Need clarification on the Director level work.

Questions	Answers
------------------	----------------

How many students are you talking about?
 When concurrent enrollment students graduate high school what percentage of these students continue to attend Canada ?
 What services from the high school are these students receiving/are available?
 Why wouldn't this fall under the individual Division Dean's job description?
 What will the requirement for this position be and who is doing this position now?

1. Per semester we're looking at about 600+
2. Because they are already taking Cañada classes, they are already our students. Many continue in summer graduation, but they get lost beyond that point because they are “our students.”
3. They should be receiving the same counseling and tutorial support as “regular” students, however, they are not accessing them since they aren't informed and services are not meeting their specific needs or have no incentives for them to get involved in.

How will this benefit your program?
Is there a difference between dual enrollment and concurrent enrollment? (Note that the DE acronym can be confused with Distance Education.)
Is any of this funded by the high school district's?
Can this position be someone possibly, Retention Specialist, who will provide the direct student support (at a much lower cost)?
Couldn't this work be done by a coordinator and a PSC/Retention specialist?
Could this position be a retention specialist?
How will this position impact the quality of the instruction to this population on all these 'satellite' locations which is currently questionable. Is College level instruction being delivered?
Is this Middle College? What is the difference?
If no one is doing the position right now who is doing the functions of this position now?
Why not go back to counselor orientation to high school students?
Re: answer to #12 - "help evaluate the quality of instruction.." Is this an addition to the faculty evaluation process?

4. We are looking for a liaison between high schools and colleges; this person would have to work with instructional faculty, directors and administrators to ensure that communications are consistent and accurate (as we training resources for staff).
5. No one is doing this position right now. The requirement is the same as most other Directors: a bachelor's degree and the equivalent of 5 years of experience in education.
6. It would not necessarily, this would be a person who speaks for the college, high school, student, and the families. This proposed position is derived from evidence-based decision making suggestions for our college and district.
7. No, there is no difference. Our district uses both synonymously. Also this is a term used nationally.
8. No, though there is apportionment that comes to the college for high school students taking college courses.
9. No. A PSC/retention specialist cannot oversee other programs that this position could potentially oversee which include high school and college administrators, community partners. The level of experience needed to develop partnerships between secondary and postsecondary education and in essence, create a seamless transition (pipeline) is greater than that of a PSC/ Retention Specialist.
10. No. (See above)
11. No. (See above)
12. The position would help evaluate the quality of instruction and supports needed for the faculty as well as the student. College professors often provide these courses at the high school it does not mean that they change their curriculum to "cater" to a high school level.
13. No, this is not middle college. Middle college is only part of dual enrollment/concurrent enrollment. Middle college is a nontraditional high school where their students simultaneously take high school and college courses.

	<p>level courses on a college campus.</p> <p>14. It is a combination of Deans, VPs and support staff from various departments of our campus. We are proposing more centralized direction.</p> <p>15. Unclear of what the question is asking.</p> <p>16. No, it would be a support to the evaluation process currently in place.</p>
--	---

English Faculty	
------------------------	--

Strengths	Weaknesses
------------------	-------------------

English sections are always needed. I think that it would benefit the students as well as the college. English is needed to graduate and transfer and there are never enough sections.

High need and growth demonstrated and our students do need more writing support, good job on trying to get a Writing Center up and running but more is needed

I already heard enough (after Doniella's first two sentences): half of the sections taught by FT. Why???

Students need to take English, have been taking English consistently, will continue to need to take English courses, so why are we waiting to hire more FT English faculty?

Has load to fill 12 FT positions, now currently have 7 FT faculty (can we have an annual creative writing publication?)

Too many courses are being taught by adjunct faculty, not healthy balance.

High need, all our students need English classes. Whether they are basic skills/concurrent/international or transfer.

We need to accommodate the load for 12 full time faculty **at least** with this 8th full time faculty member as soon as

possible because college student work in English impacts their success and retention in **every** other discipline (all disciplines require reading, critical thinking, and writing - even artists have to conduct research and read and business students with strong writing skills and social cultural competence skills learned in English are in demand). Reliable long term research indicates that students who are well supported in English do better all-around in college and beyond. English faculty play an essential role in our campus initiatives and bring important expertise. Furthermore, work as an English faculty member requires regularly reading hundreds of pages of student work and commenting effectively on it. Struggling writers and English as a second language students of which we have many need expert instructional feedback to learn and progress in their writing. Conferences are one of the most impactful ways to do this. The tutor training is critical and English faculty are doing an outstanding job employing research based best practices that will impact all of our students' success. However, all of this is time intensive. Therefore, we need full time English faculty that are not spread thin. We need ample full time faculty to cover all of these vital roles.

This will only bring students to our college because we would be able to offer more sections.

English courses are the heart and lungs of the campus educational mission -- don't think that, "oh, they already are a big department, they don't need more people." It is a BIG MISSION so they need a BIG department, and adding more talent will add depth and quality to many of the college's instructional programs

This position will offer the greatest benefit to the college and the students. We never have enough English sections/faculty.

We really need a strong Writing Center led by English

Faculty	
Questions	Answers
<p>Not clear on the benefit of the 5-unit English class, we don't want to increase cost, especially if it's not required</p> <p>While waiting to get a new FT could existing FT begin taking courses to get Reading certificate?</p> <p>What's the turnover in English adjuncts? How stable is your PT team?</p>	<ol style="list-style-type: none"> 1. It is an accelerated class, so it is better for students the long run (according to data) and will also enroll 8 level students as well as transfer level 2. 4 of our 7 full time faculty have reading certificates. 3. We have over 27 adjuncts. We add to our adjunct pool every year. In the last two years we have turned over part timers.