Cañada College

CRITERIA FOR USE IN DEVELOPING PROPOSALS FOR FACULTY HIRES

IPC/SSPC criteria for hiring faculty include a well written/presented proposal based on the current annual planning document with data and rationale that include the following:

A. Department/Discipline/Program Criteria

1. Identify current Comprehensive Program Review (in cycle) and current Annual Program Plan documents with position need and justification in the annual plan.
   There are Comprehensive Program Reviews for the following disceiplines and programs involved: Social Sciences (2012/13), Anthropology (2012/13),Communication Studies (2012/13), Economics (2012/13), Geography (2012/13), History (2012/13), Philosophy (2012/13), Political Science (2012/13), Psychology (2012/13), Sociology (2012/13) and College for Working Adults – CWA (2014/15).

2. Identify specialized knowledge (area expertise) or training needed for the discipline/program.
   Minimum qualifications for the above listed Social Science disciplines (desirables will be listed for the current single-person departments with consistent enrollments and data to support a 60% FT hire) and program coordination experience.

3. Identify extraordinary program development and/or needs (for example: are there laboratory oversight, industry connections, student mentoring, etc.).
   The enrollments for Communication Studies, Sociology, Psychology and Political Science support the need for an additional faculty person for at least 60%. It becomes increasingly difficult for growing single-person departments to accomplish all needs of their students as well as their department. Additionally, the tremendous growth in the CWA Program justifies the need for a 40% (6 units/semester) full-time faculty member to support the expanding demands of the program. Therefore, it would be beneficial to all students that intersect within these departments and program to have additional faculty contact hours from a more consistent pool of faculty members.

4. Describe PT/FT faculty needs for the discipline/program.
- *Communication Studies, Sociology, Pyschology and Political Science support the need for an additional at least 60% and at most a 100% FT faculty hire. Currently, Communication Studies offers roughly 13 fully enrolled sections per semester with one full-time faculty member and 4 adjuncts (one section per semester is designated for CWA students); Sociology offers approximately 8 fully enrolled sections per semester with one full-time faculty member and 1 adjunct, Psychology offers approximately 13 fully enrolled sections per semester with one full-time faculty member and 3 of adjuncts; Political Science offers approximately 9 fully enrolled sections per semester with one full-time faculty member and 4 adjuncts (one section per semester is*

designated for CWA students). Moreover, each department has student waiting lists to justify additional sections.

- *The College for Working Adults Program Coordinator is responsible for course schedule development (34 hours/semester) equivalent to approximately 2 hours/week; planning and implementing orientations and faculty meetings (34 hours/semester) equivalent to approximately 2 hours/week; staff meeting with counselor, retention specialist, and project director is equivalent to 1 hour/week; follow-up with instructors and students is approximately 2+ hours/week; communication/managing online communities is equivalent to approximately 2 hours/week; reporting and data collection/analysis is approximately 1.5 hours/week; curriculum review and revision (34 hours/year) equivalent to approximately 1 hour/week; recruitment/marketing (17 hours/year) equivalent to approximately .5 hour/week; special projects (peer mentoring, book lending library, etc.) is approximately 1.5 hours/week. The following challenges would be addressed with a permanent faculty coordinator:*
  - o *Part-time counselor does not have adequate time to follow up with students who drop, withdraw, take leaves of absence, or struggle with coursework, therefore justifying the need for a permanent program coordinator.*
  - o *Frequent personnel turnover due to reliance on part-time counselors and faculty coordinators leads to program instability and undermines trust between students and counselor. Having a full-time faculty CWA coordinator can offer consistency within the program and therefore assist in growing and sustaining a successful program.*
  - o *Under the current structure of the program, there is inadequate staff time to reach out to students to promote/analyze program retention and persistence. For example, there are many students taking leaves of absence, and there is a need better data tracking which could come from a permanent coordinator position.*
  - o *There are many challenges within the CWA program. Although not an exhaustive list, some support services are not available evenings and weekends (health and psychological services, career center, transfer workshops, etc.), students have difficulty accessing tutoring services on campus, and there's a lack of advertising/marketing budget for the program. A permanent coordinator is needed in order to tackle these issues.*
  - o *Enrollment unpredictability led to two canceled course in Spring 2015 and need to open additional section of English 100 in Fall 2014. Issues with enrollment would be better served with a full-time faculty member addressing the needs of the program.*
  - o *One pressing issue within the program is a lack of attendance from CWA faculty in program meetings. Most instructors teaching in the CWA are adjuncts and many are not available to attend meetings, despite the stipends available for those who attend. Creating processes to help participating faculty is needed.*

5. Describe any future economic, community or governmental initiatives/mandates this proposal is addressing.

The Communication Studies Department is currently involved in a 3-year pilot program with the CSUs which is overseen by the California State Univeristy Office of the Chancelor. The purpose of this pilot program is to determine which courses at California Community Colleges may be applied to to Area AI (Oral Communication) of the GE Breadth transfer curriculum soley online (not in hybrid form). Three colleges in the state are participating in this pilot program and Cañada College is the only college to offer Public Speaking fully online. And, the Political Science Department creates informed voters who are eager to participate and support their government. Furthermore, the CWA Program has many students enrolled who are eager to use their educational advancement to improve their economic and career position.

6. Describe any budgetary implications of the proposal.

   Salary + Benefits + Office Space. Additionally, there needs to be agreement to support the CWA coordinator position in the future. However, we argue that the aforementioned departments could absorb a 100% load of a full-time faculty member should this not be the case.

B. College Mission and Goals Criteria

1. Explain how the request supports the goals of the college strategic plan. Make sure to specifically address the strategic directions in the Educational Master Plan for the college (note: when document is finished, this will be hyperlinked).

Strategic Direction	*Social Sciences*	*College for Working Adults*
1. Teaching and Learning	*Equip students with the knowledge and transferable skills so they can become productive citizens in our global community; provide clear pathways for students to achieve educational goals; invest in opportunities to promote engagement; conduct provocative professional development; honors emphasis, which allows students to examine course topics/concepts further; and create innovative and flexible learning systems.*	*The CWA offers flexible course scheduling options (including distance education) as part of a clearly defined pathway. CWA students earn up to three Associate degrees in three years, while attending evening and weekend courses as part of a cohort learning community. CWA has also worked with the Honors Transfer Prgram to create Honors opportunites for its students. These activities support the college's*

		Educational Master Plan (Teaching and Learning Objective 1.2 and Completion Objectives 2.1, 2.3, 2.4, 2.6, and 2.8) and Student Equity Plan (Goals D and E).
2. Completion	*Commit to student completion of certificates, degrees, and transfer; and create pathways which support the success, retention and persistence of students in their educational goals.*	*Designed to improve access, retention, degree completion, and transfer for non-traditional students.*
3. Community Connections	*Build and strengthen collaborative relationships and partnerships to support the needs for our community.*	*Wraparound services provided include a designated counselor, new student orientation, and guaranteed registration.*
4. Global and Sustainable	*Promote shared responsibility for our environment and social justice; and create a diverse and culturally enriched community of global citizens.*	*The courses in this program expose the students to various topics that relate to global citizenship.*

Social Sciences' Statement

Mission:
The mission of Cañada College's Social Sciences is to educate students in human behavior, in its many past and present cultural forms, in individual, group, national and international contexts, and to empower students as democratic participants in a rapidly changing world. Students develop a solid foundation in the social sciences, and understand how knowledge in the social sciences is acquired and evaluated. Students think analytically about themselves and the world in which they live. They prepare for a wide variety of careers in education, the professions, business, government, and social services.

The Social Sciences provide an essential component to a liberal arts education: understanding human beings in their diversity as expressed in their literatures, histories, ideas, values, oral and written expressions, and behavior. By promoting analytic, interpretive, interpersonal, and communication skills students will become professional and responsible citizens.
Students exposed to Social Science courses will benefit by developing a better understanding and appreciation of the diversity and richness of cultural and historical contexts. There is an emphasis in engaged learning as we educate students to embody holistic knowledge, inspire

critical thinking, possess dynamic oral and written communication skills, and become global citizens. Together, this education and training will equip students to make positive changes in their communities.

Vision:
Our purpose is to offer a wide variety of courses and programs from the Social Sciences that will enhance the student's ability to be successful in his or her career, future learning, and personal life. The various programs and courses share similar objectives such as inculcating attitudes and skills that are pertinent to being lifelong learners, improving critical thinking skills, and enhancing communication skills. Faculty demonstrate respect for the diversity of the students we serve and the disciplines within our division by promoting an inclusive global perspective.

Thus, the Social Sciences emphasize the importance of understanding world issues and developing the attitudes and skills necessary to being socially responsible members of our society with public service programs providing students with the skills and attitudes necessary to compete successfully in various occupations.

Values:
The Social Sciences are guided by the belief that justice, prosperity, and democracy all require better understanding of complex social, cultural, economic, and political processes. We are interdisciplinary and create an understanding of international networks to link research to practice and policy, strengthen individual and institutional capacities for learning by:
- *Nurturing new generations of social scientists;*
- *Fostering innovative research;*
- *Mobilizing necessary knowledge on important public issues.*

2. What unmet needs will this position address (student, district, community)?
   Additional full-time faculty support an atmosphere of academic excellence and when based on enrollment and other program review data justifications further supports the college's data driven strategies.
3. How will this position enhance retention and student success?
   Enrollment in the Social Sciences has increased by nearly 1,600 since 2008-2009. Retention (66%) and success (83%) rates in 2012-2013 meet or is slightly below the college Spring 2013 averages (83% and 69.8%, respectively). Success and retention rates by day/evening classes are similar. We are hoping that this is a reflection of academic rigor in both day and night courses. These increases over the past 6-7 years can be linked to the new full-time faculty hires (4) that have occurred. Thus, this new full-time faculty hire will contribute to further success and retention.

4. Describe how the position supports a pathway to student educational goal completion (certificate and/or degree) or GE transfer certification.
   All of the Social Sciences Departments offer an AA-T for transfer and degrees. Furthermore, we have created a space (Social Sciences Hub) where students enrolled, majoring, or interested in the social sciences, and GE students who need assistance with their GE or AA-T requirements, can gather to get support specific

to the social sciences. The center serves as a lab/resource space for all Social Sciences departments, a place for their respective clubs to meet, to work in study groups, to get tutoring, and a general academic milieu for our students. Thus, an additional full-time Social Sciences/CWA hire will work to make the Social Sciences Hub a continued success and solidify a connection with our College for Working Adults students.

The College for Working Adults would be able to further connect and grow pathways with a permanent faculty coordinator through:
- *Continued growth*
- *Refining curriculum and degree options to better meet student needs*
- *Deepening faculty involvement by offering professional development and more opportunities for collaboration*
- *Creating a pathway from Basic Skills to CWA*
- *Increasing CWA student participation in the HTP*
- *Launching a peer mentoring program for CWA students*

C. Historical data criteria supporting request.

1. Discuss Department/Discipline/Program enrollment and student service trends the proposal addresses.
   This position directly supports the college's aim to increase enrollment because Communication Studies, Sociology, Psychology and Political Science can more consistently address and accommodate department growth.

ENROLLMENT, RETENTION & DEMOGRAPHICS FOR THE SOCIAL SCIENCES
- *Student Head Count: In eight departments, the Social Sciences served 20,519 students at Cañada during that period; the college's unduplicated headcount was 55,056*
- *Number of Course Offering: In eight departments, the Social Sciences offered 437 courses, 17% of all courses offered at Cañada during that period*
- *Number of Section Offerings: In eight departments, the Social Sciences offered 734 sections, 19% of all sections offered at Cañada during that period*
- *Retention Rates: In eight departments, the Social Sciences retained students 74.18% of the time, on average, during that period*
- *Demographics: In eight departments, the Social Sciences' demographic breakdown includes: American Indian/Native Alaskan = <1%, Asian = 5%, Black Non-Hispanic = 4%, Filipino = 3%, Hispanic = 32%, Multi-races = 6%, Pacific Islander = 3%, Unknown = 8%, White Non-Hispanic = 39%.*

*Note: Data reflects eight departments; geography has been excluded due to limited access to data.

Department	*Load (September 2014)*	*Load (February 2015)*
Communication Studies	*511*	*523*

Sociology	519	493 (includes cross-listed methodology course with Psychology)
Psychology	543	607
Political Science	553	535

The CWA student population is majority female (81% in 2013-2014) and attracts a greater proportion of female students than the college overall (59%). This trend is unchanged over time. Our program also enrolls a greater percentage of minority students than the college as a whole (see comparison table). Unsurprisingly, the majority of our students fall into two non-traditional age categories: 29-39 (33% in 2013-2014) and 40-49 (34%). The college enrolls only 14% and 7% in these age categories, respectively. CWA students are also more likely to report an educational goal of transferring (82%) than the overall student body (57%)—this has increased over time. Our program has more hybrid, web assisted, and online enrollment than the college overall. Evening enrollment is much higher (as this is an evening program).

At this time, it is difficult to comment on course enrollment trends because the CWA data packets only include information about CWA students. However, many courses within the CWA program are opened to enrollment from the general college population to meet minimum enrollment requirements. In Fall 2014, the CWA experienced record high enrollment and need to open one additional section of English 100. While enrollment in the CWA program has grown steadily, enrollment for individual courses remains difficult to predict and fluctuates over time as some CWA students enter the program with units already completed and thus do not need to take some of the courses offered. At times, CWA courses have been canceled due to low enrollment.

[All data is for 2013-2014 academic year, unless otherwise stated]