

2023-2024 SRJC Faculty Staffing Process

Data Form

DUE WITH NARRATIVE FORM & CLUSTER RANKING – OCTOBER 13, 2023 by 5 PM

Email all documents to Victor Tam (vtam@santarosa.edu) and

Nancy Persons (npersons@santarosa.edu)

Submitter Information

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|---|
| Name of Cluster Dean: Brad Davis |
| Name of Department Chair: Kim Kinahan |
| Name of Program Coordinator (if different): |
| Cluster: Workforce Development |

CRITERION #1: DISCIPLINE/DEPARTMENT/PROGRAM NEEDS

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|--|
| Department: Work Experience |
| Discipline: Work Experience - Occupational |
| Instructional type (Check all that apply): <input checked="" type="checkbox"/> Credit <input type="checkbox"/> Non-Credit <input checked="" type="checkbox"/> Allied <input checked="" type="checkbox"/> CE |
| Site(s) of requested position: <input checked="" type="checkbox"/> SR <input checked="" type="checkbox"/> PET <input type="checkbox"/> PSTC <input type="checkbox"/> Roseland <input type="checkbox"/> Shone |
| Is this request included in PRPP? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No • If no, please provide an explanation: |
| Is this a growth position (increase in current FT FTE)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Does target program currently have contract faculty? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Has the department identified external budgetary resources (grants, categorical state funding, etc.) to fund or partially fund this position? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No • If yes, please explain. |
| The new faculty position would teach courses in the following (check all that apply): <ul style="list-style-type: none"><input type="checkbox"/> in department's degree program<input type="checkbox"/> in department's certificate program<input type="checkbox"/> GE program<input type="checkbox"/> in prerequisites for core courses in programs in or outside of discipline<ul style="list-style-type: none"><input type="checkbox"/> Identify: Work Experience Generalist |
| Would this position provide expertise that current discipline faculty do not possess? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No • If yes, identify expertise and service or course need: |

CE Position Requests Only

Current labor market demand in Sonoma County (or larger regional area, if appropriate). n/a

Please cite source of data and include link. n/a

Projected labor market demand in Sonoma County (or larger regional area, if appropriate) over the next 3-5 years. n/a

Please cite source of data and include link. n/a

CRITERION #2: STUDENT & STAFFING NEEDS

NOTE: Please use site specific data, where appropriate.

CONTRACT FACULTY (use current data for Fall 2023)

Number of contract faculty members in department (headcount): 2

Number of contract faculty in discipline (headcount): n/a

Total FTE of contract faculty (data provided): 2

Total FTE of reassign time for contract faculty: 31%

Total FTE of overload assignments (data provided): n/a

Net loss/gain in number of discipline contract faculty from F19 to F23 (data provided): n/a

Net loss/gain in number of discipline contract faculty at target site from F19 to F23 (if different from department; data provided): n/a

ASSOCIATE FACULTY (use current data for Fall 2023)

Number of associate faculty members in department (headcount): 19

Number of associate faculty members in discipline (headcount): 5

Total FTE of associate faculty members (data provided): 84% - information from SIS, EMS does not accurately reflect data for the Work Experience Department, the FT calculations are not included in EMS.

RATIOS (historic data provided)

% of associate FTE in department:

- Fall 2023: 84%
- Spring 2023: 83%
- Fall 2022: 79%
- Spring 2022: 84%
- Fall 2021: 80%
- Spring 2021: 95%
- Fall 2020: 89%
- Spring 2020: 93%
- Fall 2019: 75%

% of associate FTE in discipline, if different:

- Fall 2023: n/a
- Spring 2023: n/a
- Fall 2022: n/a
- Spring 2022: n/a
- Fall 2021: n/a
- Spring 2021: n/a
- Fall 2020: n/a
- Spring 2020: n/a
- Fall 2019: n/a

ALLIED ASSIGNMENTS (Counseling, DRD, Athletics, Library, etc.)

FTES/FTEF recommendations from national or state groups/associations, if any: SRJC Work Experience Metric is 125 students to 1 FTEF

Cite source for and provide link to above data: n/a

ALLIED ASSIGNMENTS - CONTINUED

If any, provide other data metrics or recommendations that inform appropriate staffing levels in the discipline/department: SRJC Work Experience Metric is 125 students to 1 FTEF

**STUDENT DEMAND FOR DEPARTMENT -- OR DISCIPLINE, IF APPLICABLE.
(historic data provided)**

Enrollment at Census (duplicated headcount) over the past 4 years:

- Fall 2023: 587
- Spring 2023: 562
- Fall 2022: 503
- Spring 2022: 523

- Fall 2021: 507
- Spring 2021: 509
- Fall 2020: 414
- Spring 2020: 748
- Fall 2019: 807

Productivity (FTES/FTEF) over the past 4 years:

- Fall 2023: 25.68
- Spring 2023: 29.38
- Fall 2022: 30.28
- Spring 2022: 35.04
- Fall 2021: 34.38
- Spring 2021: 32.23
- Fall 2020: 20.32
- Spring 2020: 23.23
- Fall 2019: 26.57

Enrollment efficiency (fill rate) over the past 4 years:

- Fall 2023: n/a
- Spring 2023: n/a
- Fall 2022: n/a
- Spring 2022: n/a
- Fall 2021: n/a
- Spring 2021: n/a
- Fall 2020: n/a
- Spring 2020: n/a
- Fall 2019: n/a

Is the department/discipline able to meet staffing demands with current associate faculty?

YES NO

- If no, when was the last associate hiring process and how many were hired?
Emergency Hire of 3 new associates 10/2023

If this position is not approved, will core classes be cancelled? Yes No

- If yes, please explain:

CRITERION #3: STUDENT EQUITY NEEDS

- Please discuss the department/discipline’s student equity efforts, plans, and challenges in the narrative form.

| CRITERION #4: DISTRICT, STATE, AND SOCIETAL PRIORITIES |
|--|
| Degrees and Certificate Data (historic data provided) |
| Number of local AA/AS degrees awarded in discipline for each of the last 4 years (if applicable): <ul style="list-style-type: none"> • 2019-2020: n/a • 2020-2021: n/a • 2021-2022: n/a • 2022-2023: n/a |
| Number of ADT degrees awarded for each of the last 4 years (if applicable): <ul style="list-style-type: none"> • 2019-2020: n/a • 2020-2021: n/a • 2021-2022: n/a • 2022-2023: n/a |
| Number of certificates awarded in discipline for each of the last 4 years (if applicable): <ul style="list-style-type: none"> • 2019-2020: n/a • 2020-2021: n/a • 2021-2022: n/a • 2022-2023: n/a |

| Program Review |
|---|
| When last was the program reviewed under Policy 3.6? What was the Policy 3.6 determination? <input type="checkbox"/> Vital <input type="checkbox"/> Further Information Require <input type="checkbox"/> Discontinue <input type="checkbox"/> Voluntary Discontinuance <input type="checkbox"/> Revitalize <input type="checkbox"/> Evaluation Report Req <input checked="" type="checkbox"/> Other |
| % of SLOs assessed in discipline (data provided): 100% |

| CRITERION #5: MANDATES |
|---|
| This position request is required to fulfill a licensing and/or accreditation mandate? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO |

- If yes:
 - Identify agency:
 - Provide language of requirement:
 - Provide link to relevant language:

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Please use this section of the request process to provide additional information that the Data Form did not ask for, nuance, or explanations of responses on the Data Form that you believe should inform the Committee’s consideration of your data.

In scoring each criterion, the Faculty Staffing Committee will consider the data that you provide for that section and the information that you provide in the text boxes below (250-word limit for each). Effective responses will be specific and, where information on the form does not already provide evidence for claims, will provide evidence.

CRITERION #1: DISCIPLINE/DEPARTMENT/PROGRAM NEEDS (0 – 10) points

Please address the overall well-being of the Department’s programs, the existing faculty’s disciplinary expertise in relation to program needs (services, courses), and any plans for strategic growth.

Please note: Work Experience Education (WEE) does not provide traditional classroom-based instruction - individual student/faculty assignments only. District efficiency, productivity ratios, certificate data points are not available.

WEE has a critical need for a new full-time faculty member who will work on the Strategic Enrollment Management (SEM) goals which include significant expansion in credit, non-credit, apprenticeships, and additional services to the Petaluma campus. The Title 5 requirements for WEE are effective fall 2023, allowing WEE to capture enrollment for the first time beyond traditional *credit* classes. The WEE department is expanding credit recruitment to more dual-enrolled students, community involvement/volunteer opportunities, and fulfilling unmet needs at the Petaluma Campus. This expansion will take place throughout the District with all CE certificate and degree programs, with an emphasis on South County, thus 60/40 position for Petaluma.

The WEE Department experienced a 7% increase in enrollment from fall 2022 – fall 2023, thus an emergency hire was required for 4 additional associate faculty, totaling 23 associate faculty with 8 disciplinary experts.

The WEE Department is in the Strategic Enrollment Management (SEM) plan and is responsible for approximately 60% enrollment increase representing 31% of the total enrollment growth in the SEM plan. This includes an increase in Dual Enrollment, expansion in non-credit and apprenticeships to capture new, very large FTES opportunities.

Historically, up until 2007 the department had 3 full-time faculty. Since 2007, the department has been functioning with only 2 full-time faculty members who can't meet the future expansion plans.

CRITERION #2: STUDENT & STAFFING NEEDS (0 - 10 points)

Please describe how this position will provide necessary FTEF and contract faculty positions to meet the program's FTES demand and contribute to the work of the department. Include information about the program's current enrollment trend in the context of the recent budget climate.

The position will help meet the department's FTES demand and the expansion of work-based learning opportunities in South County, non-credit and apprenticeship. We believe this is a completely untapped FTES potential, with growth never experienced by the WEE department nor the District. All apprenticeships and most non-credit CE certificates have a work component that has not been captured by FTES.

Current enrollment in WEE credit courses for Fall 2022-2023 increased 7%.
Work Experience courses are in 67 certificate and degree requirements.

The only two (2) FT faculty are within retirement age and may retire within the next 2-5 years; approximately 17 of the associate faculty are of retirement age within 1-5 years;

The new faculty position will be integral in addressing the needs of the Petaluma Campus Construction Training Center and the other Petaluma based certificates: Computer Studies; Cisco Certification Training; Computer Studies IT Support; Construction (3); Digital Media Audio; ESL Academic Preparedness & Career Development; ESL Basic Interpersonal Communication; Fashion Design; Fashion Fundamentals; Fitness, Nutrition and Health; Hospitality, Event, and Tourism Management; Veterinary Technician; Water Distribution; Wastewater Operator; Water Treatment; Wastewater Treatment Operations; Water Utility Operations; Yoga Teacher Training.

CRITERION #3: STUDENT EQUITY NEEDS (0 – 10 points)

Please describe how this position will allow the Department or Program to effectively serve disproportionately impacted populations, help students to overcome barriers, and close equity gaps. Include an assessment of the current department or program's ability to serve disproportionately impacted student groups.

The WEE courses provide first generation, economically disadvantaged students with opportunities to earn a wage and college credit while completing a degree or certificate. This is part of the mission, vision and goals of SRJC.

Many economically disadvantaged students have experienced inequities in their K-12 education that can limit work opportunities. For those who attend college, they often find the same inequities, biases, and barriers to opportunity. Those who go directly to work are likely to be in lower-paid jobs with a limited future (U.S. Bureau of Labor Statistics, 2021; Social Security Administration, 2015). Some first generation, economically disadvantaged students may not know how to access jobs outside of their familial connections.

Work-based learning can advance equity goals for students by providing them the exposure to jobs, build skills, and develop their social networks. The National Association of Colleges and Employers (2020) observed that many firms use internships as “trial runs” for future employees. The WEE department helps ensure economically disadvantaged students participate in these work-based learning opportunities thus helping to close equity gaps. In addition to credit programs, non-credit WEE courses will further reach our underrepresented populations who enroll in non-credit occupational training certificates, and serve as a bridge to SRJC credit certificates by providing high-touch support through our one-on-one student-to-faculty contact.

Community Engagement course/volunteer service is key to engaging underserved and underrepresented populations, including DACA students. It addresses issues related to access and inclusivity, while also building skills, confidence and connections.

CRITERION #4: DISTRICT, STATE, & SOCIETAL PRIORITIES (0 - 10 points)

Please address how this position will support District priorities, statewide initiatives, and societal well-being.

- Strategic Enrollment Management (SEM) Plan: The Workforce Development Division makes up 31% of the projected SEM enrollment growth. The plan is projecting the WEE department will have a 60% enrollment growth.
- Guided Pathways: Guided Pathways initiative is designed to “help students to make informed choices and pursue clear, coherent academic and career pathways... designed to promote student access, success, improve completion rates, **and prepare students for the workforce and beyond.**”
- Dual Enrollment: For fall 2023, the WEE department has seen a significant increase in dual enrollment. The goal is to scale this to other alternative sites, but it is a very

faculty labor-intensive effort due to the unique needs of this population and our complex systems.

- DEIAA+ Initiatives: WEE creates work-based learning opportunities that bridge the gap between classroom learning and work. WEE helps all students, with emphasis on first generation, economically disadvantaged, develop work skills that build their resumes and their confidence.
- Executive Order 8/2023: \$200 million for dual enrollment programs, which expose students, regardless of whether their preferred pathway at the time requires a college degree, to actual on-campus college experiences and enable high-school seniors to graduate with 12 credits.
- \$200 million for California Youth Apprenticeships and Apprenticeship Innovation Fund
- \$2.9 billion for education workforce pipelines

With IDEAA+ as a primary initiative within the department, first generation, economically disadvantaged students will gain skills and confidence that make Sonoma County a more diverse and economically prosperous society.