



# Faculty Hire Proposal Form

**DIVISION:** Behavioral & Social Sciences

**POSITION:** Professor of Statistics for the Behavioral Sciences (Psychology)

## Type of Position:

Replacement

On-cycle (announced by Sept. 30)

Off-cycle

**Instructional Outlook Report** (All positions that are not replacements)

**Emergency** (If accepted these will become one-year temporary positions)

**Legally mandated or required.**  YES  NO If yes, please explain below.

1. Use data from your Program Review, the Institutional Effectiveness page, and the Data Dashboard to justify the need for this position (success rates, retention rates, equity data; curriculum compliance, student to faculty ratio, Full-Time to Part-time faculty ratio).

Psychology faculty have been teaching Sociology 105 (Statistics) since Spring 2016. In Spring of 2016 we had 2 sections, we have 5 sections this Fall and will offer 6 in the Spring, including hybrids. The course generates approximately 30 FTES in Sociology each year and since receiving the MATH 110 C-ID is moving to the Psychology department with potential growth for an additional 10+ sections. We do not have the staff to offer more than 5-6 sections per term, leaving many sections not offered.

PRODUCTIVITY AND EFFICIENCY DATA: ~600 FTES per year, FTES/FTEF = 22, WSCH = 658, 99% fill rate, 86% retention, 87% CLO/PLO success rates, current in all Curriculum, Program Review, and Assessment cycles.

73% of our sections are taught by PT/OL with only 27% full-time. This 27% is WITH the 3 full-time faculty who are leaving. Moreover, we are regularly having to increase adjunct faculty to over 60% load just to meet minimal course offerings.

2. Based on our community, projected demographic change, workforce and community need, justify this position.

The Psychology program trains counselors/therapists, who are in great demand in the community. Psychology courses are in high demand and all courses satisfy GE transfer requirements. Nursing students are required to take 2 Psychology courses (PSYCH 141 and SOC 105 (Statistics)). Psychology courses are also required for degrees in Education and Statistics is a required course for Administration of Justice (Police Officers). California is currently experiencing a shortage in all three professions. The Psychology department also hosts biweekly presentations that are open to the public and provide career information. Presenters cover a wide variety of topics such as Forensic Psychology, Psychiatry, and Marriage and Family Therapies.

3. Program-department outlook: Justify the significance and role of this position in terms of completion of Certificates, Associate Degrees, majors, student success, transfers, job attainment, and advancement.

SOC 105 (Stats) is a requirement for the Psychology AA-T. We awarded 112 AA-T degrees in Psychology 2018-19, with degrees awarded increasing 20-30% every year. Psychology courses also meet ADT requirements for Nursing, Administration of Justice, and Kinesiology. In the Fall of 2019 there are 834 declared Psychology majors at MJC. Now that SOC 105 has the MATH 110 C-ID, Psychology students are now able to take SOC 105 as the ONLY 3-unit Math/Statistics course to fulfill their prerequisite requirements and transfer with 60 units. Demand for SOC 105 cannot be met with current staffing.

4. Include other elements from Program Review, and/or the IOR Priorities, (e.g. equity, etc.) to justify this position.

Due to the implementation of AB705 in Fall of 2019, we have an increase in the number of underprepared students who will enroll in SOC 105. To maximize retention and success, we are working to create support services (e.g., a co-requisite). We desperately need full-time faculty in Psychology to facilitate these and to offer enough sections to meet increasing student demand. To ensure academic excellence in teaching, this course needs to be taught by faculty with discipline-specific training in the Social and Behavioral Sciences. Finally, our Summer 2019 search for a 1-year temp failed due to it being a temporary position, emphasizing the importance of a permanent position.



# Faculty Hire Proposal Form

**DIVISION:** Arts, Humanities, & Communications

**POSITION:** Design and Technical Theatre Instructor

## Type of Position:

Replacement

On-cycle (announced by Sept. 30)

Off-cycle

**Instructional Outlook Report** (All positions that are not replacements)

**Emergency** (If accepted these will become one-year temporary positions)

**Legally mandated or required.**  YES  NO If yes, please explain below.

1. Use data from your Program Review, the Institutional Effectiveness page, and the Data Dashboard to justify the need for this position (success rates, retention rates, equity data; curriculum compliance, student to faculty ratio, Full-Time to Part-time faculty ratio).

Faculty leadership is required to provide direction for production support and technical theatre curriculum development in the Theatre Program. Design and Technical Theatre courses have reached their enrollment capacities during the last several years. The most recent data points to overall retention at 86% and success at 75% for all Theatre Courses-- both rates are significantly higher than college averages. The department is current with providing assessment data and curriculum revision work. Currently there are (153) Theatre majors identified in the Student Services Cohort Database. In addition, there are (10) students pursuing a Skills Recognition Award in Design and Technical Theatre. There were (31) A.A. and A.A.T. awards earned during 16-17, 17-18, and 18-19. FTES/FTEF is 15.37. WSCH/FTEF is 461.13.

2. Based on our community, projected demographic change, workforce and community need, justify this position.

Interest in the Design and Technical Theatre area has grown significantly over the last ten years. The renovation of the Performing and Media Arts Center and the opening of the Gallo Center for the Arts have inspired greater participation in the Theatre Program at MJC. Many of the technical stage employees at the Gallo Center receive their training at MJC. Opportunities for employment at regional production companies have also increased. MJC provides training so that students can begin entry level employment at a variety of nearby performing arts centers and production houses. Students also transfer to B.A. and B.F.A. programs in technical theatre. Yearly, thousands of K-12 students attend theatre and dance productions during their college visit.

3. Program-department outlook: Justify the significance and role of this position in terms of completion of Certificates, Associate Degrees, majors, student success, transfers, job attainment, and advancement.

Currently MJC offers a Skills Recognition Award in Design and Technical Theatre. A community advisory group recently met to authorize a State recognized certificate program. The proposal is currently in review by the MJC Curriculum Committee. The proposal to offer an A.A. in Design and Technical Theatre will follow. Local employers are highly interested in hiring MJC graduates. Many technicians working at the Gallo Center for the Arts received their training at MJC. Strong faculty leadership is necessary to develop and revise curriculum in order to reflect the needs of area employers. This position will provide for that leadership. Job opportunities also exist in the related fields of video production and audio recording arts.

4. Include other elements from Program Review, and/or the IOR Priorities, (e.g. equity, etc.) to justify this position.

In 2005, the previous technical theatre professor moved into a leadership role at the college. Due to the budget situation at the time, the faculty position was not backfilled. Currently the program relies on adjunct instructors to teach the design and technical courses. These adjunct instructors also serve as full-time classified staff members as qualified instructors are difficult to find in the immediate area. There are currently (2) full-time Theatre Instructors who focus on the General Ed, Acting and Directing elements of the program. Design and Technical Theatre is a niche area in the Theatre art form and requires specialized training. Support in this area helps maintain access to performance courses which are necessary for degree completion.



# Faculty Hire Proposal Form

**DIVISION:** Family & Consumer Sciences

**POSITION:** Child Development Instructor

## Type of Position:

Replacement

On-cycle (announced by Sept. 30)

Off-cycle

**Instructional Outlook Report** (All positions that are not replacements)

**Emergency** (If accepted these will become one-year temporary positions)

**Legally mandated or required.**  YES  NO If yes, please explain below.

1. Use data from your Program Review, the Institutional Effectiveness page, and the Data Dashboard to justify the need for this position (success rates, retention rates, equity data; curriculum compliance, student to faculty ratio, Full-Time to Part-time faculty ratio).

Enrollment: In 2017-2018, we served 1754 students who took 1 or more courses (increase from 1338 in 16/17); 1773 students were declared as child development majors (increase from 1200 in 16/17); Success rate: 76% in 17/18 (5% increase since 16/17); Success rate increase for Fall (74%), Spring (75%), and Summer (80%) 17/18; Retention Rate 84.15; Equity: Success rates increased from 16/17 for our Black/AA, Filipino, Hispanic, Pacific Islander, and male students. Success rates increased by modality: Face to Face 71% - 81%, on-line 59% - 66%. Fill Rates: Increased Summer 18 fill rates to 81%. Curriculum Compliance: With up-to-date curriculum, CLDDV courses are aligned with the Early Education Curriculum Alignment Project (CAP). All core CLDDV courses are C-ID approved. The Early Childhood AD-T was approved in 2014. Full-time to Part-time Faculty ratio: 5 FT faculty to 13 PT faculty.

2. Based on our community, projected demographic change, workforce and community need, justify this position.

Based on feedback from our community partnership with the Stanislaus County Office of Education, specific to our county Head Start and Early Head Start positions, there are currently over 50 unfilled positions and 5 sites that were not able to open due to shortage of teachers. Additionally, community partners have requested assistance creating pathways for students to easily obtain the required degrees and certificates to fill these positions and others in the community. According to the Stanislaus County Office of Education's 2018 Public report, only 11% of children eligible for programs are being served.

3. Program-department outlook: Justify the significance and role of this position in terms of completion of Certificates, Associate Degrees, majors, student success, transfers, job attainment, and advancement.

Over 30% increase in students majoring in Child Development :1200 (16/17), 1773 (17/18); Our certificate completers have risen from 169 to 253 from 16/17 to 17/18 and our students obtaining associates degrees have risen from 58 to 72. Full-time faculty make projects possible such as the infant and toddler co-op with Early Head Start. The partnership on campus allows students to learn how to serve on a board, conduct collaborative meetings, facilitate administrative tasks, & work alongside diverse families. Student Transfers: 139  
Employed after a year: 69%

4. Include other elements from Program Review, and/or the IOR Priorities, (e.g. equity, etc.) to justify this position.

Due to our pathways being well understood, our students form their own cohort-like relationships which allow them to move through their education together, creating relationships and providing support. Given the growth in students majoring in child development, more courses are needing to be offered in order to meet the demand. The current changes to education requirements for transitional kindergarten teachers, has led to an increase in demand for multiple sections of each course, which has resulted in long waiting lists and possible delays in student completion. The addition of a new Infant Inclusion Lab Practicum will require a full time faculty member to adjust their load, leaving other required courses without an instructor.



# Faculty Hire Proposal Form

DIVISION: Physical, Recreation, & Health Education



POSITION: Athletic Trainer/Instructor

## Type of Position:

Replacement

On-cycle (announced by Sept. 30)

Off-cycle

Instructional Outlook Report (All positions that are not replacements)

Emergency (If accepted these will become one-year temporary positions)

Legally mandated or required.  YES  NO If yes, please explain below.

1. Use data from your Program Review, the Institutional Effectiveness page, and the Data Dashboard to justify the need for this position (success rates, retention rates, equity data; curriculum compliance, student to faculty ratio, Full-Time to Part-time faculty ratio).

The Athletic Training program at MJC is designed to prepare students for appropriate procedures in prevention, care and rehabilitation of athletic injuries. This degree is also designed to transfer students to four-year institutions where they can continue their education to fulfill requirements for NATA. In the past three years, 90% of students in the Athletic Training Program have either transferred to a 4 year college, were admitted into the nursing program or gained employment as a physical therapy aide, personal trainer, coach and/or referee. 58% of the student population in this program is Hispanic. The course success rates for Hispanic students is 83%. The MJC Athletic Training Program provides a superior student-centered learning environment that effectively links didactic and clinical education. We enhance best professional and clinical practice in diverse allied healthcare settings. Specifically, the Athletic Training program focuses on enhancing professional competence, evidence-based practice, leadership, inter-cultural and inter-professional perspectives, ethical reasoning, and sustainability.

2. Based on our community, projected demographic change, workforce and community need, justify this position.

The AT Program educates tomorrow's Athletic Training leaders and practitioners in a culture that values diversity, collaboration, community, innovation, critical thinking, and lifelong learning. We are committed to edifying and cultivating our students as they transition to confident and competent practitioners who will continue to promote the Athletic Training profession throughout their career. Athletic Trainers earn a median salary of \$48,000. The Program provides a student-centered learning environment that effectively links didactic and clinical education. Enhanced professional and clinical practices in diverse allied healthcare settings focusing on professional competence, evidence-based practice, leadership, inter-cultural, ethical reasoning,

3. Program-department outlook: Justify the significance and role of this position in terms of completion of Certificates, Associate Degrees, majors, student success, transfers, job attainment, and advancement.

The AT Program educates tomorrow's healthcare leaders and practitioners in a culture that values diversity, collaboration, community, innovation, critical thinking, and lifelong learning. We are committed to identifying and cultivating our students as they transition to confident and competent practitioners who will continue to promote healthcare profession throughout their career. The athletic training degree will change to a Master's degree by the year 2022 for all colleges and universities. Meaning in order to become a Certified Athletic Trainer one must complete an accredited Master's Program to sit for the BOC. Over 22 degrees are awarded each year.

4. Include other elements from Program Review, and/or the IOR Priorities, (e.g. equity, etc.) to justify this position.

A Health Education Instructor/AT is critical to the Athletic Program. This position will teach sports medicine/kinesiology/Health education classes which are key to the program and will be a Preceptor to students in the AT program. Currently and including this position the AT program has 1.4 FTEF and according to the formula by the NATA we should have at least 3.68. Along with teaching the academic courses, this positions serve the 21 athletic teams. Summer 2019 meetings with Stanislaus State to articulate more of the Sports Medicine/Athletic Training courses. 2019-2022 affiliation agreement with University of the Pacific, Masters in AT Program (approved by Dean, MJC and Board). Currently a clinical site for Master level student.



# Faculty Hire Proposal Form

**DIVISION:** Science, Math, & Engineering

**POSITION:** Tenure Track Engineering/Engineering Technology

## Type of Position:

**Replacement**

On-cycle (announced by Sept. 30)

Off-cycle

**Instructional Outlook Report** (All positions that are not replacements)

**Emergency** (If accepted these will become one-year temporary positions)

**Legally mandated or required.**  **YES**  **NO** If yes, please explain below.

1. Use data from your Program Review, the Institutional Effectiveness page, and the Data Dashboard to justify the need for this position (success rates, retention rates, equity data; curriculum compliance, student to faculty ratio, Full-Time to Part-time faculty ratio).

The Science, Mathematics & Engineering Division collaborated with Career Technical Education Division and received a Strong Workforce grant to strengthen the "Engineering and Industrial" footprint at Modesto Junior College. This position has been funded for 1.5 years by a Strong Workforce grant. The proposal includes re-activating the Engineering transfer degree as well as development of a multi-disciplinary Applied Engineering Technology program that provides MJC with a comprehensive school of Engineering and Industrial Automation and Technology. The absence of the transfer-level Engineering program has negatively impacted students as they transfer to 4 year colleges and universities. MJC students who wish to pursue engineering are severely disadvantaged in their transfer opportunities or are required to take first and second year engineering courses at near by community colleges. Student who are unable to travel or afford 4 year Colleges/Universities are at a disadvantage and unlikely to be successful in a career path that includes Engineering or Engineering Technology.

2. Based on our community, projected demographic change, workforce and community need, justify this position.

Currently MJC lacks a formal Engineering Transfer Program for students (0901.00) and an Engineering Technology Applied and Multi-Disciplinary option for students (0924.00). Addressing these needs would improve programmatic attraction, enrollment, completion and readiness of students for the Advanced Manufacturing Industry by building on existing program curriculum capacity, faculty talent, business partnerships and existing labs. The result, students in this "Engineering, Industry and Technology Pathway Space" will have options to pursue specializations and unique collaborations between Engineering Planning Design, Systems Automation Control and Monitoring and Automation Concepts in the Production of Design.

3. Program-department outlook: Justify the significance and role of this position in terms of completion of Certificates, Associate Degrees, majors, student success, transfers, job attainment, and advancement.

Many Engineering majors that are attending MJC complete Math and Physics requirements but do not complete degrees and take Engineering requirements at other Community Colleges. We have seen engineering students attending MJC denied access to public institutions upon transfer because of the lack of engineering courses. These students are forced to attend other community colleges to finish requirements or to enter transfer programs under alternate majors. An equity gap is created because it is difficult to recruit Engineering students when there are limited transfer options or transportation is required.

4. Include other elements from Program Review, and/or the IOR Priorities, (e.g. equity, etc.) to justify this position.

Some engineering transfer students find it difficult to meet the science and math requirements of the transfer pursuit, and similarly, CTE (Machining and Electronic) students need to seek education paths beyond Machining and Electronics. This hybrid program builds on the strength of SME and CTE to bring an "innovative 09: Engineering and Technology option" that infuses design and production principles for students in a new applied certificate and degree program from ICT, ELTEC, ENGR, MACH, MATH and PHYS.



# Faculty Hire Proposal Form

**DIVISION:** Science, Math, & Engineering

**POSITION:** Tenure Track Chemistry Professor

## Type of Position:

Replacement

On-cycle (announced by Sept. 30)

Off-cycle

**Instructional Outlook Report** (All positions that are not replacements)

**Emergency** (If accepted these will become one-year temporary positions)

**Legally mandated or required.**  YES  NO If yes, please explain below.

1. Use data from your Program Review, the Institutional Effectiveness page, and the Data Dashboard to justify the need for this position (success rates, retention rates, equity data; curriculum compliance, student to faculty ratio, Full-Time to Part-time faculty ratio).

The MJC Chemistry Department offers more than 30 sections per semester. Even with several sections, our courses are filled at 105.4 %; students are still being turned away due to space. Just to maintain the current coverage, tenured faculty are working excessive overloads; one faculty member is close to a 200 percent load! Our productivity remains high compared to the overall productivity for the college. For Fall 2017, Spring and Summer 2018, our FTES/FTEF ratios were 20.5, 17.9 and 20.1, respectively, compared to 16.7, 15.7 and 14.7 for the college for the same periods. The success rates for the higher level Chem 112 Fall 2017 and Chem 113 Spring 2018 were 66 % and 91 %, respectively; these rates are high compared to the college wide success rates at 68 and 69 % for the same period. Our lower level classes, however, Chem 142 and Chem 101 fall far below the college averages. The success rate of Chem 142 is 30-34 % for the 2017/18 school year. Chem 101 is better but still low, 49-67 % for the same period. These beginning students need a strong student-teacher interaction yet these class are particularly overfilled.

2. Based on our community, projected demographic change, workforce and community need, justify this position.

We are experiencing a significant increase in STEM majors. In part, this is due to the increased interest nationwide in STEM. More importantly, though, due to huge efforts on the part of the faculty to develop an impressive and effective curriculum as well as acquire and maintain state of the art instrumentation, we are attracting increasing numbers of students to our programs. This is compounded by our move to the new, cutting edge, Science Community Center. This growth in science educated graduates is crucial to attracting technical employers and their high paying jobs to the Central Valley; we need to grasp this opportunity to build a workforce for these potential employers. To meet the demand, however, we need an additional full-time faculty member.

3. Program-department outlook: Justify the significance and role of this position in terms of completion of Certificates, Associate Degrees, majors, student success, transfers, job attainment, and advancement.

Our program is growing at an unexpectedly rapid rate. The final courses of our sequence, Chem 112 and 113, organic chemistry, have a 50 % higher enrollment than 5 years ago. This is due to a higher enrollment in all earlier courses. We need to increase our current number of faculty to meet this demand.

4. Include other elements from Program Review, and/or the IOR Priorities, (e.g. equity, etc.) to justify this position.

We are in the process of developing an Environmental Chemistry degree. This requires faculty over and above the current number of positions, therefore, an additional full-time faculty member is necessary. Also, in addition to teaching, all of the chemists are involved in science related community outreach including the MJC Chemistry Club, monthly Science Nights, Maker Hoopla, chemistry demonstrations at grades schools, etc. It is difficult to maintain these activities with such high teaching loads. Another full-time faculty position would enable us to devote more time to these activities.



# Faculty Hire Proposal Form

**DIVISION:** Science, Math, & Engineering

**POSITION:** Tenure Track Mathematics - 2 Positions

## Type of Position:

Replacement

On-cycle (announced by Sept. 30)

Off-cycle

**Instructional Outlook Report** (All positions that are not replacements)

**Emergency** (If accepted these will become one-year temporary positions)

**Legally mandated or required.**  YES  NO If yes, please explain below.

1. Use data from your Program Review, the Institutional Effectiveness page, and the Data Dashboard to justify the need for this position (success rates, retention rates, equity data; curriculum compliance, student to faculty ratio, Full-Time to Part-time faculty ratio).

The MJC Mathematics department offers over a hundred sections with fill rates greater than 90%, but even that is not enough to meet MJC's great needs. Our low FTEF/FTES ratio (especially when compared to other colleges in our cohort) has been well documented, as have our huge waitlists, and the speed at which our most desirable classes fill when registration begins. Without staff, we simply can't offer students the classes they need. The lack of qualified adjunct has also been noted; if our retiring full-time instructors aren't replaced, there will be no one to take up the slack, and even more students will go unserved. These long-standing issues have only been exacerbated by the pressures of AB705, Guided Pathways, and the new state funding formula. It is in the students' (and the school's) best interests to take their math classes as soon as possible, but that process has become more complicated (requiring professors who have had additional training on growth mindset and affective domain). Without maintaining the current number of full-time math faculty, the infamous math bottleneck will just get worse.

2. Based on our community, projected demographic change, workforce and community need, justify this position.

The need for mathematics courses has remained large and there is no sign of a decrease. Almost every MJC student must take at least one math course. A lack of mathematical skill makes many highly valuable careers unattainable for our local population. Our community has many factors that put students at an educational disadvantage, causing them to struggle more than average to succeed in math courses, yet future jobs are expected to depend more than ever on math and science skills.

3. Program-department outlook: Justify the significance and role of this position in terms of completion of Certificates, Associate Degrees, majors, student success, transfers, job attainment, and advancement.

Almost every degree or certificate offered by MJC requires at least one math course or a demonstration of some level of mathematical attainment. Meeting the student demand in mathematics is amplified by AB705 and the new funding formula. Crowding in Math courses causes many students to delay enrolling in a Math course. That delay decreases their chance of success by allowing memory of what they have already learned to fade. In many cases, the reason a student does not earn their degree or certificate is because they did not pass a Math course, and that is directly linked to the delay in taking that course. High-stakes last-minute course enrollment can be fixed by increasing the number math faculty to a level similar to other colleges.

4. Include other elements from Program Review, and/or the IOR Priorities, (e.g. equity, etc.) to justify this position.

The shortage of full time math Faculty presents a bottleneck for student achievement of most program rewards. Math faculty are at the forefront of MJC's response to AB 705, and the success of those efforts is dependent on a proper level of staffing. The proportionally low number of Math faculty at MJC puts student success at risk.