



Faculty Hire Proposal Form

DIVISION: Agriculture and Environmental Sciences

POSITION: Animal Science/Dairy Science 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).

This position replaces that of Bill Hobby who is retiring after 17 years. His teaching assignment primarily included teaching all classes in the Animal Science/Dairy Science Programs, with additional courses in Agricultural Sales & Service, Agriculture Environment & Society, and the Dairy Judging Team. In the past 5 years, fill rates have been at 73% (lower when the economy is good), a success rate at 85%, retention rate 91%, 48% non-white ethnicities, and 77% female. Curriculum is approved by the Ag & Dairy Advisory committees and is in compliance. The demand for highly qualified students in the Dairy Industry work force remains high. The student to faculty ratio is lower because all Dairy Science classes have intensive laboratories with hands-on, guided instruction. This lower number is necessary to assist each individual during a lab as well as to meet safety guidelines necessary when working around Dairy cattle, and when taking students to local dairies on required laboratory field trips. There are no part-time instructors in this area, just one full-time faculty member.

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

The California Department of Food and Agriculture (cdfa.gov) reports that our service area of Stanislaus, Merced and San Joaquin counties represent three of the top ten dairy areas in California, as well as the United States. The Dairy industry is the #1 income generating area in agriculture (\$6.37 billion). The MJC Dairy Science program is the only one of its kind in the region described above. The monthly employment of 4,800 workers not counting managers for dairies in our area represent wages of \$23 million a month. The dairy has a huge "multiplier" effect on employment throughout the community. The MJC Dairy Science Program trains students for real jobs that are vital to our local community.

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 Dairy Science program is one-of-a-kind program, and the replacement of position is critical for the continued service to the community. The success rate for this program is 85%. Associate Degrees presented to Dairy Majors are high, ranking 3rd in all Animal Science disciplines. It is a fact that a significant number of Dairy Science students transfer directly to 4-year institutions without receiving a degree. In addition, the industry continually recruits and hires students before they finish their education at MJC. Graduates from the program are in high demand and there is a deficit of trained workers in the dairy industry. Additionally, transfer students also have a high rate of success and enter the workforce at a salary above the county average.

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

The Program Review cites one of the strengths of the Dairy Science Program is its ties to, and the support it generates from, the community. The program relies on local dairymen/women to provide donations for the annual Replacement Heifer Sale, which generates over \$60K to support the Dairy Judging Team, and the program itself. The program provides students with direct industry contact through the many field trips and other events that the dairy program is continually involved in. The Dairy Science program, and the instructor, represents our local community in a way that links historical ties, employment opportunities and community involvement. Replacement of this position is integral to the balance of the MJC Agriculture Program.



Faculty Hire Proposal Form

DIVISION: Allied Health

POSITION: Instructor of Nursing positions (2)

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).

According to the MJC Success Rates Dashboard, the nursing course fill rates for 2016-2017 and 2017-2018 was 101% and 100%, and the success rate was at least 95% each year. A total of 208 students received an Associate of Science Degree in Nursing for the same time periods. The Board of Registered Nursing (BRN) tracks first time NCLEX pass rates. Pass rates for MJC are 91% for 2016/2017 and 92% for 2017/2018. Program currently has more adjunct faculty than full time faculty, and the Board of Registered Nursing (BRN) recommends that adjunct faculty do not exceed the number of full time faculty members. Currently, the ADN program is without two full-time nursing faculty. The program is currently facing challenges with faculty recruitment and retention. The program faculty recognizes if the nursing faculty shortage is not addressed, there will be consequential effects on student outcomes and meeting the demands of our community.

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

According to the Center of Excellence Demand Table; 2018, there are 1,313 openings for Registered Nurses in Stanislaus, San Joaquin and Merced Counties. The Central Region Consortium Center of Excellence, 2018 reported on the Top 100 Occupations for Stanislaus County. Registered Nurses had 4,182 jobs in 2017, and 306 annual openings. The report indicated the entry level education as a Bachelor's degree. Our first time National Council Licensure Exam (NCLEX) pass rate was 94% for fall 2016 and 90% for spring 2017. These rates are higher than the rates reported on the BRN site for all levels of nursing programs. The employment rate of our students within one year was 88% for fall 2016 and 100% for spring 2017.

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 ADN Program offers theory and clinical experiences that prepare students for successfully passing the NCLEX exam. We had 102 AS degrees in Nursing awarded in 2017-2018. In addition to receiving an ADN degree, selected students participated in a pilot program, and were Sequentially Enrolled at CSU, Stanislaus (CSUS). In the pilot, students complete upper division nursing and general education courses during two summer sessions. Upon graduation, these students will have only 12 months remaining to obtain a Bachelor's degree. The collaboration between MJC, CSUS and Stanislaus Community Foundation is designed to increase the number of Bachelor's prepared Registered Nurses, and increased quality health care for Stanislaus county residents.

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

The student applicant pool has become increasingly diverse. The fall 2016 applicant pool included 517 applications. According to Program Review, the overall student success rates are greater than 95%. However, African Americans in the program have a lower success rate (69%) when compared to other ethnic groups (90%+). African American students represent less than 1% of our student population, and nursing advisors participate in outreach efforts in an attempt to balance the disproportionate impact in the college and the community at large. Increasing the number of diverse faculty members may increase the comfort level of our diverse students, which may transfer to an increased success rate for our ethnically diverse students.



Faculty Hire Proposal Form

DIVISION: Behavioral & Social Sciences

POSITION: Professor of 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).

This position is to replace Rebecca (Becky) Ganes who has taught at MJC for 30 years and averaged 120-140% load every semester for the past 20+ years. Becky teaches DOUBLE sections of PSYCH 101 as well as other psychology courses critical for students obtaining the AA-T degree and Nursing degrees (PSYCH 102, 104 and 141, online and face-to-face).

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.

We awarded 112 AA-T degrees in Psychology 2018-19, with degrees awarded increasing by 20-30% every year since the AA-T was established. Psychology courses also meet ADT requirements for Nursing, Administration of Justice, and Kinesiology.

In Fall of 2019, there are 834 declared Psychology majors at MJC. Replacing full-time faculty is essential to offering sufficient sections to meet student demand and ensure the degree completion for these 834+ students.

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

The Psychology program has historically generated 21-25% of the total FTES in the BBSS Division. We are highly productive and efficient, when FULLY staffed. We have offered a variety of high-demand courses with an average section size of 52 students. The number of students identifying Psychology as their major and attaining the AA-T degree is at an all-time high. After May of 2020, we will have our department faculty slashed from 6 full-time (2013) to 2 and will no longer be able to offer even basic course offerings. Even with five full-time faculty, the department is unable to meet the growing demand for classes on campus and within the community for dual enrollment. The foregoing replacement will simply keep the department at status quo.



Faculty Hire Proposal Form

DIVISION: Behavioral & Social Sciences

POSITION: Professor of 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).

This position is to replace Lee Kooler who has taught at MJC for 40 years and averaged 140% load every semester for the past 20+ years. Lee teaches QUAD sections of PSYCH 101 and is the only full-time faculty member with a counseling background and MFT license, qualifying her to teach PSYCH 105: Abnormal Psychology and PSYCH 130: Personal Adjustment, courses critical for students pursuing counseling careers. Lee has also organized the regular Psychology Discussion Group presentations.

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.

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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.

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Faculty Hire Proposal Form

DIVISION: Physical, Recreation, & Health Education

POSITION: Health Education Instructor/Athletic Training Program

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, sustainability.

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.

The replacement of a Health Education Instructor/AT is critical to the Athletic Program. This position will continue to teach HE 101 which is key to the program and continue to 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 Biology

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 Biology department is consistently impacted and offers greater than 30 sections with fill rates at 106%. All degree programs require a life science and it is essential to maintain the current number of biology faculty.

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

To maintain the current coverage of general education and majors biological science the replacement is essential. Program review indicates the need to increase number of full-time faculty to expand the in the areas of Zoology and Marine Biology. We are experiencing an increase in STEM majors due to an increased interest nationwide. To attract technical employers and their higher paying jobs to the Central Valley, we need to build a workforce for these potential employers.

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 biology program is growing and the courses are consistently impacted. Biology meets the life science general education requirements and is essential to degrees.

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

The biology program continues to grow and term-to-term retention is keeping pace with our Region. There has been significant increase to the Biology Program Completers and the percentage of students earning a satisfactory grade has remained fairly constant for most ethnicities. With the continued demand for biology science and the new for additional faculty, this replacement position is essential.



Faculty Hire Proposal Form

DIVISION: Science, Math, & Engineering

POSITION: Tenure-Track Mathematics - 3 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 is consistently impacted and offers more than 100 sections with fill rates greater than 90%. For the number of FTES generated by MJC the mathematics department is still very low in # faculty/FTES compared to other colleges in our cohort. It is difficult to find qualified adjunct in the area and the demand for mathematics and the replacements are needed to continue the work of AB705 and help meet the demand of current and incoming students.

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.

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.