



Faculty Hire Proposal Form

DIVISION: Arts, Humanities, & Communications

POSITION: Instructor of Humanities

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 (Enrollment, fill rates, success rates, retention rates, Assessment data, curriculum compliance, student:faculty ratio, productivity).

The Humanities Program is one of the most productive areas at MJC. In terms of institutional success and our programmatic contribution to the health of MJC, data suggests that over the last three semesters Humanities has had one of the highest WSCH/FTEF ratios averaging 637.11, which is 23.3% higher than MJC's averages over that same period. Each of those semesters Humanities was in the top 10 most productive areas that offered more than 5 sections. The Humanities Program is doing a very good job with assessment. We have made assessing course-level student learning objectives and program level objectives a priority. All courses have been assessed several times. We are actively working on assessing Program Level Outcomes in our Humanities Program. The current retention rate for Humanities courses is 79%. The success rate is 60%.

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

MJC's Statement of Objectives includes the commitment that transferable courses will be offered for students who later wish to earn a baccalaureate degree, and that courses will be offered for students who wish to earn AA/AS degrees. Because all Humanities courses are degree applicable and transferable, Humanities program offerings help MJC accomplish both its mission and its stated objectives. In particular, the Humanities program provides access to a broad array of quality, relevant courses and also provides students the opportunity to receive an Area of Emphasis in Humanities through the University Preparation and General Studies degrees.

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

Our Humanities University Preparation Emphasis (established 2008) now has 35 declared majors. Two hundred students count themselves as GE Humanities majors. Our Department is eligible to, and is planning to apply for an Associates of Art Transfer (A.A.-T) Interdisciplinary Humanities degree, this spring, which will replace the University Preparation emphasis. The Humanities Program outperforms the college average in terms of productivity. Both our FTES and WSCH data is nearly 30 % higher than the college average. This is due, in part, to the fact that Humanities faculty have taken additional students in class sections above the traditional class load limits. There continues to be a tremendous demand for Humanities courses.

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

-Due to recent changes in the Minimum Qualifications for Humanities Instructors, finding qualified adjunct instructors is a challenge. Replacing this position is essential if we are to maintain productivity and access to courses for our students.

-The MJC Humanities faculty recently closed out a grant from the NEH which included collaboration with other college departments and faculty from California State University Stanislaus. The grant culminated in the creation of twenty seven (27) teaching modules based on seven seminar topics. These final 27 curricular units are available for faculty and community use at our website (<http://commonground.blogs.yosemite.edu/>).



Faculty Hire Proposal Form

DIVISION: Allied Health

POSITION: Instructor of Nursing

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 (Enrollment, fill rates, success rates, retention rates, Assessment data, curriculum compliance, student:faculty ratio, productivity).

This position is a replacement position for Danise Rapetti, who plans to retire May 31, 2019. If this position is not filled, the program would have to decrease enrollment. Decreasing enrollment is not desirable with the need for Registered Nurses, and will impede our ability to comply with the Hospital Council contract requirements. The fill rates Fall 2016 101% and Spring 2017 95%. The success rates Fall 2016 95% and Spring 2017 97%. The Program Learning Outcomes (PLO) success goal remained at 80%; every ethnic group met or exceeded this goal. The Associate Degree Nursing Program currently has more adjunct faculty than full time faculty, and the Board of Registered Nursing (BRN) recommends that adjunct faculty do not exceed full time faculty.

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, Merced Counties. The Central Region Consortium Center of Excellence, 2018 reported on the Top 100 Occupations for Stanislaus County. Registered Nurses had 4,182 job in 2017, and 306 annual openings. These positions report 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 types of nursing programs. The employment rate 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 Certificates, Associate Degrees, majors, and student success.

The Associate Degree Nursing (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). Students complete upper division nursing and general ed courses during two summer sessions. Upon graduation, these students will have 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 in Stanislaus county.

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

The 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%. 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.



Faculty Hire Proposal Form

DIVISION: Literature & Language Arts

POSITION: English Tenure-Track

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 (Enrollment, fill rates, success rates, retention rates, Assessment data, curriculum compliance, student:faculty ratio, productivity).

English Department fill rates remain excellent compared to college fill rates. ENGL sections have increased from 145 sections in fall 2016 to 163 in fall 2018. Despite this rise in section offerings, English productivity remains between 13-14 FTES/FTEF. Success rates for most English classes have dramatically risen over the last three years, primarily due to focused professional development on student success and equity, but also due to curriculum innovation (acceleration). In 2015-2016, ENGL retention rates were 73% and overall success was 58%; in 2017-2018, retention had risen to 81% and success rates to 64%. Throughput data for ENGL 45 is 30%, more than doubling throughput data for ENGL 49 (14%). Success rates for ENGL 100 equal success rates of ENGL 50, yet ENGL 100 is transfer level English, creating faster and greater completion rates for our students. ENGL 50 throughput data is 36% v. 60% success rate of ENGL 100. The increase in sections needed to comply with AB 705 makes hiring more ENGL faculty imperative.

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

Because every student at MJC must pass through the English composition sequence to earn a certificate or an AA/AA-T degree, and because the new funding formula requires completion of ENGL in the first year, adding human resources to English is essential for growth and to maximize our funding under the new funding formula. MJC can't grow and graduate students without also adding to the English department. When hundreds of wait-listed students cannot obtain the English classes they need, this represents missed opportunities for growth and funding for both the students and the college.

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

Priority considerations for the college are to maintain academic excellence in teaching and learning and to support the needs of AB 705 to increase completions. Through the elimination of ENGL 49 and 50 and our basic skills program, the ENGL department is poised to move students more quickly through required transfer-level composition, which is proven to improve persistence and quicker completion of their degrees and certificates. Faculty training in acceleration and equity also ensures a focus on increased student success with a view towards student capacity rather than student deficits.

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

The English department has embarked on game-changing, curricular and pedagogical changes such as acceleration, equity gap analysis, pathways, and the use of multiple measures for placement. Our desire for academic excellence in teaching and learning motivates us to support the institutional FTES goals but also student achievement. We transformed student success rates and increased equity through our two acceleration pilot courses, English 45 and English 100, and continue to serve students with additional academic support that leads to completion. However, the department has not grown in over 12 years. With AB 705, students need to complete Math and English in their first year, greatly increasing the need for more full-time English instructors.



Faculty Hire Proposal Form

DIVISION: Science, Math, & Engineering

POSITION: Chemistry

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 (Enrollment, fill rates, success rates, retention rates, Assessment data, curriculum compliance, student:faculty ratio, productivity).

The MJC Chemistry department is consistently impacted and offers greater than 30 sections per semester. Even with several sections, according to the data Dashboard, our courses are filled at 105.4 % and more students have been turned away due to space. To maintain just the current coverage, tenured faculty are working excessive overloads which is very draining. To further compound the situation, one full time faculty is retiring and a replacement is urgently needed to avoid canceling sections starting Fall 2019 and beyond.

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

The MJC Chemistry department offers greater than 30 sections per semester. Even with several sections, according to the Data Dashboard, our courses are filled at 105.4 % and more students have been turned away due to space. To maintain just the current coverage, tenured faculty are working excessive overloads which is very draining. 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 Certificates, Associate Degrees, majors, and student success.

Our program is growing at an unexpectedly fast rate. Our finals sequence, Chem 112/113 is 50 % higher than 5 years ago. This is due to a higher enrollment in all earlier courses. We need to at least maintain the current number of faculty to support this growth. Chemistry courses are required for many AA, AS and AS-T degrees including nursing, respiratory care, medicine, environmental science and most STEM majors. Chemistry also meets the physical science general education requirements. We currently are unable to offer a GE laboratory course due to lack of a faculty.

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

The chemistry program serves three distinct populations: 1) pre-professional students (i.e. pre-medical, dental, pharmacy and STEM majors) 2) allied-health students (i.e. respiratory care, dental hygiene and nursing) 3) general education students. The shortage of full-time faculty makes it difficult for the chemistry department to maintain the mission of community outreach, general science literacy and continued high standards in a student-centered program. We are in the process of developing an Environmental Chemistry degree. This requires faculty over and above what we already have, therefore, this replacement position is necessary.