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### Faculty Hire Proposal Form

Division:

Position:

- Replacement
  - or-  On-Cycle (*Announced by September 30th*)
  - Off-Cycle
- Instructional Outlook Report Positions (*All positions that are not replacement*)
- Emergency (*After the fall process deadline (mid-October), any hire proposals must be "emergencies," and if accepted, will be one-year temporary positions*) considered

Legally mandated or required?  Yes  No If yes please explain under history/context.

Please provide a brief history of context for position proposed.

The MJC Regional Fire Training Center supports over 45 fire agencies and emergency medical responders in the local region. Programs in EMS and FSCI are offered through an ever changing adjunct instructor pool. These changes create inconsistencies in the program. Historically, EMS and FSCI courses have rapidly filled with wait lists. These courses have a 40:1 or 30:1 student to instructor ratio. In addition, community partners are requesting EMS training that the RFTC is unable to respond to due to our dependency on adjunct faculty that work FT during the day. The proposed FT Instructor

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)

EMS course enrollments for both Fall 16 and Spring 17 in EMS 350 (3 sections), EMS 389 (2 sections) and 390 (2 sections) averaged 50 - 60 students per course. EMT students from our MJC programs, when taking the required National Registry test, have a success rate of 97%, making our EMT program one of the most successful on the West Coast. A full-time EMS instructor would allow our program to grow adding an additional EMS 350 & EMS 390 each semester plus the Paramedic Program. The Paramedic Program will consist of 1,900 hours training in cohorts of 18-24 per year equating to 65 to 87 new FTES per year. We further anticipate the Paramedic Program would create additional student demand for current EMS 350, 389 and 390 courses, along with additional Fire Science courses.

National & State Accreditation for Paramedic Programs offered in California must meet strict licensing & accrediting

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

Since the 1980s, the Fire Agencies in our Region have consistently relied on the MJC Regional Fire Training Center to assist with instruction and training in the Fire & EMS instructional arenas. One of the largest and fastest growing work arenas is the Health Care Field. In 2012-13, San Joaquin Delta College closed its public safety programs and entered into an agreement for Modesto Junior College to become the single college provider of fire science and emergency medical service courses in Stanislaus County and the San Joaquin Valley. Since then, the MJC Regional Fire Training Center has worked to establish relationships with new partners and serve a much large geographic area. As a results, needs for Fire

3. Program/department outlook: Justify the significance and role of this position in terms of Certificates, AA degrees, majors, and student success. (The IOR names Basic Skills Sequence, Transfer, and CTE Completions.)

Present awards include: A.S. Degree in Fire Science, Skills Recognition Awards for Emergency Medical Technician and Fire Academy. Presently, the RFTC is working on the following program changes Certificate of Achievement for (1) Fire Academy, (2) Emergency Medical Services and (3) Paramedics, and an A.S. Degree for Paramedics. CTE Perkins Core Indicator course completion, course success and job placement rates are among the highest in CTE programs at MJC. A full-time EMS Faculty position would allow for strong stewardship of program, coordination of curriculum, program awards, and critical work with adjunct instructors, leading to better student success. The public safety industry prefers students & current employees obtain additional college units leading to recognized certification and associate degrees in the profession.

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

Program Review: The Regional Fire Training Center serves an extensive academic center for a large geographical area in Central California. We recognize that the progression of firefighting and emergency medical services has become more complex in recent years and we are committed to offering the full spectrum of fire service education. We believe we have a



# Faculty Hire Proposal Form

**DIVISION:** Counseling

**POSITION:** General And Transfer Counselor

## Type of Position:

**Replacement**

Off-cycle (announced by Sept. 30)

Off-cycle

**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 Counseling Department has historically been understaffed to serve the growing student population for our institution. According to the Student Success Score Card we currently have 24,557 students. The current counselor to student ratio is 1:1036. While there are additionally 10 part-time Counselors to help with student contact, this still leaves our current ratio well above the recommended counselor to student ratio of 1:370 by the Academic Senate for California Community College. (asccc.org). Looking at the overall data of student completion at our school, there needs to be more focus on supporting our African-American and Hispanic student population.

The Counseling Department has moved to a cohort modality in support of the Guided Pathways. The college has committed to implementing the Guided Pathways to a full-scale, there will be more need for counselors to assist students to achieve their academic goals in timely manner.

2. Based on projected demographics, workforce and community need, justify this position.

Our 2019 Student Success Score Card indicated that over the last 6 years we only had a 60.5% completion rate on our Career Technical Education. Our goal is to increase the completion rate to 100%. We need to increase the number of individuals in the Stanislaus County to obtain a higher living wage.

We have more students who are facing many changes due to the Pandemic and economic down turns. There is an increase mental health issues and personal counseling needs, hence the highest necessity for General Counselors to be available at all times.

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. (Where appropriate, use 5-year trend data.)

The Student Center Funding Formula is based on enrollment, students receiving Financial Aid and California Promise Grant (formerly known as Fee Waiver), and completion. It is important for the counselors to be fully staffed to increase student retention and completion rate to meet that portion of the funding formula.

Counselors teach Guidance, Study Skills, and Colsk courses. We also teach students via appointments, walk-ins, workshops, and other means of communication by guiding them through the educational process and developing an educational plan for them. In addition to the educational aspects we also teach students to deal with their every day life stressors.

4. Include other elements from Program Review, and/or the IOR Priorities (with an emphasis on equity), to justify this position.

Our 2019 Program Review indicated from 8/27/18-5/3/19 we have served a total of 31,761 non-duplicated student contacts. The contacts included CEP, AEP, and UEP; Career, Personal, Crisis, and BIT Counseling; Probation and Dismissal Workshops; Transfer advising; Walk-ins for both campuses; and Umoja related activities. We teach Guidance courses, Study Skills, and Colsk 100 courses. Our Institutional Effectiveness report indicated that in 15/16 AY the persistence for students who took Guidance and Colsk 100 was 72% and 61% respectively. For 17/18 AY the persistence for Guidance and Colsk was 67.7% and 65.8% respectively. For students who took neither, persistence for 15/16 and 17/18 was 43% and 55.4% respectively.



# Faculty Hire Proposal Form

**DIVISION:**

**POSITION:**

## Type of Position:

### Replacement

Off-cycle (announced by Sept. 30)

Off-cycle

**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).
2. Based on projected demographics, workforce and community need, justify this position.
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. (Where appropriate, use 5-year trend data.)
4. Include other elements from Program Review, and/or the IOR Priorities (with an emphasis on equity), to justify this position.



# 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/>).