Ladies and Gentlemen,

Please find attached the 17 hire requests for this year. The requests submitted for this year are:

- Accounting
- Art
- American Sign Language
- Biology
- Chemistry (2 positions)
- Counselors (2 positions)
- ESL Counselor
- ESL Instructor
- Exercise Science
- Librarian, Instructional Technologies
- Mathematics (3 positions)
- Music
- Political Science
- Psychologist, Health Center
- Psychology, Instructor

As per the timeline (attached to this packet), senators will have until the last Tuesday of October to review, consult with your constituents, and rank these 17 positions. The tally sheets (also included) must be placed in an envelope with the senator’s name **printed and signed** on the envelope and submitted to the Senate Office, **SC-117 by 11 am, 26 October 2010**.

However, please feel free to contact me if you have any questions or concerns.

Thank you for all your time and effort.

Morrie Barembaum
(modified 6 October 2010)
Proposed Academic Senate Priority Process for the Ranking of New Faculty Requests

First Week of September
- Deadline dates for submitting requests will be publicized to all faculty (CE Faculty have later start date).
- Vice-President of Instruction presents Projected Hiring Requests to Academic Senate.
- VP of Student Services and VP of Continuing Education present Projected Hiring Requests to Academic Senate.

Fourth Week of September
- DDP’s prepare Faculty Hiring Requests with appropriate administrator.
- DDP’s submit one copy of Faculty Hiring Request to Senate President’s Office and one copy to appropriate administrator.
- Executive Board meets with President and Cabinet to discuss Hiring Requests.

First Week of October
- Administrators submit their prioritized list of Faculty Requests to the Senate President’s office.
- LHE data is collected from the Instructional Office in a form still to be determined by the Senate.
- Lists with the Senate rankings and the actual hires for the last three years are also prepared.
- All of the above documents are placed into packets.

Second Week of October
- Packets are placed in a blank unsealed envelope and distributed to the Senators. The packets will include this timeline and appropriate tally form.

Second and Third Weeks of October:
- Senators read the documents and determine their individual rankings (1\textsuperscript{st} choice, 2\textsuperscript{nd} choice, 3\textsuperscript{rd} choice, 4\textsuperscript{th} choice, etc., no ties allowed).
- Requests will be ranked on a designated tally sheet and placed in a sealed envelope with the Senators name printed on the outside.
- Envelopes will be submitted to the Academic Senate President’s office by 11am on the last Tuesday of October.
- Tally sheets will remain anonymous and will be submitted to designated Senators for final ranking.
- The requests will be tallied as follows: (1\textsuperscript{st} choice=10pts, 2\textsuperscript{nd} choice=8pts, 3\textsuperscript{rd} choice=6pts, 4\textsuperscript{th} choice=3pts, all other choices are 1pt., no ties allowed). A list will be prepared and made public to SCC.
Proposed Academic Senate Priority Process for the Ranking of New Faculty Requests

Fourth Week of October
- Senators have a chance to review the results
- Anyone unhappy with the results has a chance to talk to Senate representatives

First Senate Meeting in November
- There will be a motion to approve the results with subsequent limited discussion.
- If there is a consensus to approve the current list or a modified version, then the Senate will have a priority list to submit to the College President.
- If there is no consensus in a reasonable time, then the results become invalid.

Prior to the second Senate meeting in November
- Senators reevaluate the available information and submit a second ranking in a sealed envelope to the Senate President's office by 11am of the day of the second Senate meeting of November.
- The results are tallied and a list is prepared.

Second Senate Meeting in November
- The results are announced and automatically approved by the Senate.
- A recommendation is sent to the college President.
To assist the faculty in preparing their requests, the following recent history of faculty prioritization is presented.

SCC Academic Senate Faculty Hire Ranking (11/18/2008)
1. Art
2. Music
3. Chemistry
4. Counselor (1)
5. Psychologist (Health Center)
6. Mathematics
7. Psychology (Instructor)
8. Distance Education Coordinator
9. Communication
10. Head Men’s Soccer Coach
11. ESL
12. Counselor (2)

The following represent requests made during the Fall 2009 semester, but were not ranked.
• Accounting
• English
• Mathematics (2)
<table>
<thead>
<tr>
<th>Rank</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Psychology, Instructor</td>
</tr>
<tr>
<td>2</td>
<td>Psychology, Health Center</td>
</tr>
<tr>
<td>3</td>
<td>Political Science</td>
</tr>
<tr>
<td>4</td>
<td>Music</td>
</tr>
<tr>
<td>5</td>
<td>Mathematics #3</td>
</tr>
<tr>
<td>6</td>
<td>Mathematics #2</td>
</tr>
<tr>
<td>7</td>
<td>Mathematics #1</td>
</tr>
<tr>
<td>8</td>
<td>Librarian, Instructional Technologies</td>
</tr>
<tr>
<td>9</td>
<td>Mathematics #1</td>
</tr>
<tr>
<td>10</td>
<td>Mathematics #2</td>
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<td>11</td>
<td>Mathematics #3</td>
</tr>
<tr>
<td>12</td>
<td>Exercise Science</td>
</tr>
<tr>
<td>13</td>
<td>ESL Instructor</td>
</tr>
<tr>
<td>14</td>
<td>ESL Counselor</td>
</tr>
<tr>
<td>15</td>
<td>Counselors #2</td>
</tr>
<tr>
<td>16</td>
<td>Counselors #1</td>
</tr>
<tr>
<td>17</td>
<td>Chemistry #2</td>
</tr>
<tr>
<td>18</td>
<td>Chemistry #1</td>
</tr>
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<td>Biology</td>
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<tr>
<td>20</td>
<td>American Sign Language</td>
</tr>
<tr>
<td>21</td>
<td>Art</td>
</tr>
<tr>
<td>22</td>
<td>Account</td>
</tr>
</tbody>
</table>

Due to the Senate Office by 26 October 2010

Revised 10/05/2010
SANTIAGO CANYON COLLEGE FACULTY HIRING REQUEST

The following information will be used by the senate to assist in the ranking of faculty hiring requests. No one part on this form will guarantee a position; nor is any one part more important than the other. The sections are divided into: DPP description and goals, full to part time ratio, history of the request, enrollment demand, and educational services.

**Department:** Business Department

**Position:** Professor of Accounting

**Job description:** Teach accounting and other business classes. Work as a with local CPA Organizations and four-year colleges to insure that are courses are up to date with the Industry and the transfer program.

---

**SECTION 1: DPP GOAL**

List the goal(s) in your DPP Plan that support this request.

**Goal(s) Hire a professor of accounting**

---

**SECTION 2: HISTORY OF THE REQUEST**

Is this a replacement position? __________

Is this a brand new position for the campus? yes

Is this a non-classroom faculty position? __________

Most recent request date Fall, 2009 Rank received none

2nd most recent request date Fall, 2008 Rank received

3rd most recent request date __________ Rank received

4th most recent request date __________ Rank received

5th most recent request date __________ Rank received

6th most recent request date __________ Rank received
SECTION 3:  FULL TO PART TIME RATIO

For the following questions please refer to hours that were officially met for last years fall and spring semesters. Do not use the projected hours from the schedule but the actual hours used.

A. Total how many LECTURE LHE were taught by your department last Fall and Spring.  A 288
B. Total how many LAB LHE were taught by your department last Fall and Spring?  B 4
C. How many LHE were reassigned Release Time LHE for department purposes last Fall and Spring?  C 6
D. Total the number of Lecture, Lab, and Release LHE (A + B + C = D)  D 298
E. Multiply the number of fulltime instructional faculty in your DPP by 30  E 180
F. Divide E. by the sum total of LHE offered (E/D=F)  F 60%

This will give you the percentage of hours taught by Full Time Faculty in your DPP

SECTION 4:  DPP ENROLLMENT DEMAND INSTRUCTION

How many students on average are enrolled per lecture?  40
How many students on average are enrolled per lab?  40
How many lecture sections are offered?  44 per semester
How many lab sections are offered?  2 per semester
How many honors sections are offered within your DPP?  0

According to the census, what was your overall program growth?  5%
SECTION 7: EDUCATIONAL SERVICES

INSTRUCTIONAL SERVICES:
Would failure to fill the position result in the department’s inability to schedule all courses or offer a program in the discipline?

______________________________________________
______________________________________________
______________________________________________
______________________________________________

STUDENT SERVICES:
Would failure to fill the position result in limiting student services or programs?

______________________________________________
______________________________________________
______________________________________________
______________________________________________

FACILITIES IMPACT:
Would failure to fill the position result in the closing of a laboratory or other instructional facility?

______________________________________________
______________________________________________
______________________________________________
______________________________________________

CENTRALITY TO MISSION:
How does the position meet the community college mission of transfer education, occupational training, basic skills, and non-credit adult education?

______________________________________________
______________________________________________
______________________________________________
______________________________________________

SANTIAGO CANYON COLLEGE FACULTY HIRING REQUEST

The following information will be used by the senate to assist in the ranking of faculty hiring requests. No one part on this form will guarantee a position; nor is any one part more important than the other. The sections are divided into: DPP description and goals, full to part time ratio, history of the request, enrollment demand, and educational services.

Department: ART
Position: FULL-TIME ART PROFESSOR
Job description: EXPERIENCED ART GENERALIST CAPABLE OF TEACHING DRAWING & INTRODUCTION TO ART CONCEPTS. MUST POSSESS EXPERTISE IN TEACHING 3D DESIGN AS WELL AS (EITHER) GRAPHIC DESIGN & TYPOGRAPHY (DIGITAL MEDIA) OR ART HISTORY, INCLUDING SURVEYS OF RENAISSANCE & WESTERN ART.

* SECTION 1: DPP GOAL

List the goal(s) in your DPP Plan that support this request.

Goal(s)

- GOAL #5 "HIRE A FULL-TIME REPLACEMENT FACULTY FOR THE FACULTY MEMBER WHO RETIRED IN 2006."
- GOAL #13 "HIRE A GRAPHIC DESIGN FACULTY MEMBER"

* SECTION 2: HISTORY OF THE REQUEST

Is this a replacement position? YES NO
Is this a brand new position for the campus? NO
Is this a non-classroom faculty position? NO

Most recent request date 9/23/10
2nd most recent request date 2004
3rd most recent request date 2005
4th most recent request date 2004
5th most recent request date
6th most recent request date

Rank received

1
2
3
4
5
6

SCCHiringFORM2010Blank.doc 1
**SECTION 3: FULL TO PART TIME RATIO**

For the following questions please refer to hours that were officially met for last years fall and spring semesters. Do not use the projected hours from the schedule but the actual hours used.

A. Total how many **LECTURE LHE** were taught by your department last Fall and Spring.  
   A 27  
B. Total how many **LAB LHE** were taught by your department last Fall and Spring?  
   B 10  
C. How many LHE were reassigned **Release Time LHE** for department purposes last Fall and Spring?  
   C 0  
D. **Total the number of Lecture, Lab, and Release LHE** \( A + B + C = D \)  
   D 117  
E. Multiply the number of fulltime instructional faculty in your DPP by 30  
   E 30  
F. **Divide E. by the sum total of LHE offered** \( (E/D)=F \)  
   F 2.56  

This will give you the percentage of hours taught by Full Time Faculty in your DPP,

**SECTION 4: DPP ENROLLMENT DEMAND INSTRUCTION**

- How many students on average are enrolled per lecture?  
  - 51  
- How many students on average are enrolled per lab?  
  - 26  
- How many lecture sections are offered?  
  - 5 per semester  
- How many lab sections are offered?  
  - 5 per semester  
- How many honors sections are offered within your DPP?  
  - 10 per semester  
  - 1 per year  
  - Not Available

According to the census, what was your overall program growth?

\[ \text{Fall 08} \quad \text{SP 08} \quad \text{Sp 11} \]

This is an underestimation because Hahn will be gone.

SCCHiringFORM2010Blank.doc
SECTION 7: EDUCATIONAL SERVICES

INSTRUCTIONAL SERVICES:
Would failure to fill the position result in the department’s inability to schedule all courses or offer a program in the discipline?

**YES.** ADJUNCT FACULTY HAVE FEWER OFFICE HOURS & LESS TIME TO SUPPORT STUDENTS’ EDUCATIONAL & CAREER GOALS. THE ART DEPARTMENT LOST ONE OF TWO FULL-TIME FACULTY IN 2006; THE OTHER WILL STOP TEACHING IN DECEMBER 2010.

STUDENT SERVICES:
Would failure to fill the position result in limiting student services or programs?

**YES.** STUDENTS WOULD LACK SUPPORT TO DISPLAY THEIR ART AT THE ANNUAL STUDENT SHOW. THE STUDENT SHOW MIGHT REVERT TO SAC LACKING FACULTY SUPPORT AT SCC, WHICH WOULD LIMIT STUDENT SCC PARTICIPATION.

FACILITIES IMPACT:
Would failure to fill the position result in the closing of a laboratory or other instructional facility?

**COMPUTER LABS MIGHT BE RE-DEDICATED TO OTHER PURPOSES IF DIGITAL ART CLASSES ARE SUFFER FURTHER REDUCTIONS.**

CENTRALITY TO MISSION:
How does the position meet the community college mission of transfer education, occupational training, basic skills, and non-credit adult education?

**THE POSITION WOULD ENABLE THE ART DEPT. TO BETTER SERVE TRANSFER STUDENTS & STUDENTS SEEKING EMPLOYMENT IN THE VISUAL ARTS & RELATED FIELDS.**
3. Build a secure enclosure and roof for outdoor patios in Art Department Labs D-109 and D-110.

   1. Storage facility and roof for patio
      hahn_moira 2011 roof for patio In Progress

4. Hire a full-time Art Historian to expand current offerings and demand for art history curricula.

   1. Expand offerings in Art History Curricula.
      hahn_moira 2009-2010 RSCCD Human Resources Department

5. Hire a retirement replacement faculty member to staff and expand our studio and/or digital art programs.

      hahn_moira 2010-2011 RSCCD Human Resources department.

   2. Lobby Academic Senate to maintain Art position's current rank in replacement faculty requests. Prioritization.


   1. Contact maintenance as needed
      hahn_moira 2011 new floor In Progress

7. Renovate the three dimensional design and sculpture lab in D-110 to facilitate student safety and accommodate necessary tools, machinery, safety measures and practices.

   1. Renovate and accommodate the 3D Design, Glass and Sculpture Lab
      hahn_moira 2012 budget to renovate sculpture lab In Progress

8. Consolidate facilities in a building or floor of a building dedicated exclusively to Art Department labs, lecture halls, auditorium, gallery and offices.

   1. Consolidate all Art areas including Fine
      hahn_moira 2012-2013 Budget to facilitate moving all Art facilities In Progress

http://www.sccollege.edu/portfolio/view.asp?ID=141
9/28/2010
9. Establish a dedicated digital media lab to support Graphic Design Certificate and degree programs for the exclusive use of the Art Department.

- Establish a dedicated computer lab to support Graphic Design Certificate and degree programs in the D-Building for the exclusive use of the Art Department.

- hahn_moira 2012-2013 Budget for computers. Progress
  - In software and peripherals, vacated tutoring computer lab or renovation of another lab.

10. Replace broken/missing furniture

- Replace missing drafting chairs for art lab D-110
  - hahn_moira 2010 4 chairs Completed

- Replace rolling drafting stools for art lab D-109
  - hahn_moira 2010 5 stools Completed

11. Ensure eye safety in art labs by Spring 2010

- Eye-wash kits or stations for both art labs
  - Face shields and goggles

12. Safety Plan

- Write a safety plan for art labs
  - hahn_moira September N/A 2009 (revision completed) Completed

13. Hire a faculty member for Graphic Design

- Hire a Full-Time Graphic Design Professor
  - hahn_moira 2011-2012 RSCCD Human Resources Department

14. Restore Art Instructional Assistant position to 20 hours a week for both semesters annually

http://www.sccollege.edu/portfolio/view.asp?ID=141

9/28/2010
<table>
<thead>
<tr>
<th>ADD ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADD GOAL</td>
</tr>
</tbody>
</table>

| 1. Restore Instructional Assistant staff position to twenty hours per week during both semesters, annually. |

| weispfenning john 2010-2011 | Budget for Instructional Assistant. | In Progress |

Number of active session(s): 2
# Department Planning Portfolio

## Department: Art

**Division:** Library/Communication/Fine and Performing Arts  
**Academic Year:** 2010-2011

### Department's Vision:

The Santiago Canyon College Art Department is dedicated to building a comprehensive art program designed to meet the needs of students seeking employment in the arts, transferring to four year institutions, seeking a general education, wishing to gain practical and theoretical experience in the arts or desiring opportunities for creative and intellectual development. The Art Department is committed to encouraging the community at large to support college art exhibitions, installations, performances, screenings, artists' presentations and other cultural enrichment activities. The Department is dedicated to promoting and supporting the arts in our community.

### Department's Mission:

The Santiago Canyon College Art Department is committed to creating a student-centered learning environment that encourages the development of students' aesthetic vision, knowledge of historical and contemporary art developments, awareness of the current art climate on a regional, national and international scale, and technical skills in all disciplines of the visual arts. The Department prepares students for further study and/or employment in the visual arts and related fields.

<table>
<thead>
<tr>
<th>Goals/Tasks/Activities</th>
<th>Who's Responsible</th>
<th>Estimated Timeline/Completion</th>
<th>Resources Needed</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Establish a dedicated, enclosed Art Gallery.</td>
<td>hahn_moira</td>
<td>October 2009</td>
<td>N/A</td>
<td>Completed</td>
</tr>
<tr>
<td>This goal does not have any activity.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### ADD ACTIVITY

| 2. Ensure student safety in Art labs. | hahn_moira | Write Plan October 2009 | N/A | Completed |
| 1. Invite RS CCCD Safety Manager Don Maus to art faculty meeting in Spring 2010 to discuss lab safety equipment and procedures. | | (request); March 2010 (meeting) | | |
| 2. Draft and implement a lab safety plan for the Art Department | | Implement Plan (September 2009); (March | | |

http://www.sccollege.edu/portfolio/view.asp?ID=141

9/28/2010
SANTIAGO CANYON COLLEGE FACULTY HIRING REQUEST

The following information will be used by the senate to assist in the ranking of faculty hiring requests. No one part on this form will guarantee a position; nor is any one part more important than the other. The sections are divided into: DPP description and goals, full to part time ratio, history of the request, enrollment demand, and educational services.

Department: Disabled Students Programs and Services
Position: Sign Language Instructor
Job description: Provide instruction for all levels of American Sign Language (ASL), beginning interpreting, and deaf culture courses leading to an American Sign Language Certificate of Achievement; assume leadership for updating and developing ASL curriculum to meet certificate, AA Degree, transfer and foreign language requirements; develop and assess Student Learning Outcomes (SLOs) at the program and course level; participate in shared governance.

Note: The ASL Program is not part of DSPS. The DSPS Department provides operational leadership for the ASL Program which offers vocational and general education courses.

SECTION 1: DPP GOAL

List the goal(s) in your DPP Plan that support this request.

Goal(s)

Hire a full-time American Sign Language (ASL) faculty member to provide leadership and instruction for the ASL Program.

SECTION 2: HISTORY OF THE REQUEST

Is this a replacement position? No
Is this a brand new position for the campus? Yes
Is this a non-classroom faculty position? No

Most recent request date
2nd most recent request date
3rd most recent request date
4th most recent request date
5th most recent request date
6th most recent request date

Rank received
Rank received
Rank received
Rank received
Rank received
Rank received
SECTION 3:  FULL TO PART TIME RATIO

For the following questions please refer to hours that were officially met for last year’s fall and spring semesters. Do not use the projected hours from the schedule but the actual hours used.

A. Total how many LECTURE LHE were taught by your department last Fall and Spring.  A  45
B. Total how many LAB LHE were taught by your department last Fall and Spring?  B  0
C. How many LHE were reassigned Release Time LHE for department purposes last Fall and Spring?  C  0
D. Total the number of Lecture, Lab, and Release LHE (A + B + C = D)  D  45
E. Multiply the number of fulltime instructional faculty in your DPP by 30  E  0
F. Divide E. by the sum total of LHE offered (E/D=F)  F  0

This will give you the percentage of hours taught by Full Time Faculty in your DPP.

SECTION 4:  DPP ENROLLMENT DEMAND INSTRUCTION

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many students on average are enrolled per lecture?</td>
<td>35</td>
</tr>
<tr>
<td>How many students on average are enrolled per lab?</td>
<td>0</td>
</tr>
<tr>
<td>How many lecture sections are offered?</td>
<td>15</td>
</tr>
<tr>
<td>How many lab sections are offered?</td>
<td>0</td>
</tr>
<tr>
<td>How many honors sections are offered within your DPP?</td>
<td>0</td>
</tr>
<tr>
<td>According to the census, what was your overall program growth?</td>
<td>25.4% growth in FTE</td>
</tr>
<tr>
<td></td>
<td>(2007/08 - 2009/10)</td>
</tr>
</tbody>
</table>
SECTION 7: EDUCATIONAL SERVICES

INSTRUCTIONAL SERVICES:
Would failure to fill the position result in the department’s inability to schedule all courses or offer a program in the discipline?

Without a full-time ASL faculty member, the department is limited in its ability to schedule daytime courses and the full spectrum of certificate requirements needed for students to complete the program in a timely manner. ASL is a highly specialized field with a limited pool of individuals qualified to provide instruction at the level required to meet discipline standards. A full-time ASL faculty member would bring cohesive discipline expertise to the program and help ensure the quality of instruction at all levels of the ASL curriculum. All other local community colleges outside RSCCD have a full-time ASL faculty member.

STUDENT SERVICES:
Would failure to fill the position result in limiting student services or programs?

Yes, there is a link between the training offered through the ASL program and the district’s ability to make Sign Language Interpreters available to students who are deaf or hard of hearing. This faculty position would provide the leadership necessary to develop a strong ASL and interpreter training program which would inevitably lead to a greater pool of qualified Sign Language interpreters within the district and more cost-effective interpreter services.

FACILITIES IMPACT:
Would failure to fill the position result in the closing of a laboratory or other instructional facility?

No

CENTRALITY TO MISSION:
How does the position meet the community college mission of transfer education, occupational training, basic skills, and non-credit adult education?

The ASL faculty position aligns with the mission of the college by providing a leadership foundation for the ASL program which offers courses that meet Associate Degree and general education transfer requirements under humanities and foreign language, as well as classes that lead to a Certificate of Achievement. The ASL Program brings cultural and linguistic diversity to instructional offerings and makes occupational training available to students interested in working as Sign Language interpreters.
SANTIAGO CANYON COLLEGE FACULTY HIRING REQUEST

The following information will be used by the senate to assist in the ranking of faculty hiring requests. No one part on this form will guarantee a position; nor is any one part more important than the other. The sections are divided into: DPP description and goals, full to part time ratio, history of the request, enrollment demand, and educational services.

Department: Life Science
Position: Full-time instructor of General, Cellular and Molecular Biology
Job description: Teach Biology 109 Lecture and lab courses (General Biology) and to teach Biology 211 lecture and lab courses (Cellular and Molecular Biology)

SECTION 1: DPP GOAL
List the goal(s) in your DPP Plan that support this request.

Goal(s)

1. To offer a complete biological science major’s program that is transferrable and applicable to four-year institutions.

2. To have a full-time instructor for the general biology courses to meet student demands.

SECTION 2: HISTORY OF THE REQUEST
Is this a replacement position? No
Is this a brand new position for the campus? Yes
Is this a non-classroom faculty position? No
Most recent request date Spring 2011
2nd most recent request date Fall 2011
3rd most recent request date
4th most recent request date
5th most recent request date
6th most recent request date
Rank received
Rank received
Rank received
Rank received
Rank received
Rank received
**SECTION 3: FULL TO PART TIME RATIO**

For the following questions please refer to hours that were officially met for last years fall and spring semesters. Do not use the projected hours from the schedule but the actual hours used.

A. Total how many **LECTURE LHE** were taught by your department last Fall and Spring.  
   A  

B. Total how many **LAB LHE** were taught by your department last Fall and Spring?  
   B  

C. How many LHE were reassigned **Release Time LHE** for department purposes last Fall and Spring?  
   C  

D. **Total the number of Lecture, Lab, and Release LHE** (A + B + C = D)  
   D  

E. Multiply the number of fulltime instructional faculty in your DPP by 30  
   E  

F. **Divide E. by the sum total of LHE offered (E/D=F)**  
   F  

This will give you the percentage of hours taught by Full Time Faculty in your DPP.

**SECTION 4: DPP ENROLLMENT DEMAND INSTRUCTION**

How many students on average are enrolled per lecture?  
70  

How many students on average are enrolled per lab?  
32  

How many lecture sections are offered?  
31  

How many lab sections are offered?  
45  

How many honors sections are offered within your DPP?  
1  

According to the census, what was your overall program growth?  
See below

<table>
<thead>
<tr>
<th></th>
<th>Fall 2007</th>
<th>Spring 2008</th>
<th>Fall 2008</th>
<th>Spring 2009</th>
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<td>FTES</td>
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<td>195.88</td>
<td>190.01</td>
<td>180.45</td>
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<td>33</td>
<td>30</td>
<td>28</td>
<td>29</td>
<td>28</td>
</tr>
</tbody>
</table>
SECTION 7:  EDUCATIONAL SERVICES

INSTRUCTIONAL SERVICES:
Would failure to fill the position result in the department’s inability to schedule all courses or offer a program in the discipline?

Potentially yes. We have to rely on adjuncts.

STUDENT SERVICES:
Would failure to fill the position result in limiting student services or programs?

Yes. We need a molecular biology expert to refine and take Biology 211 as their responsibility. We also have multiple sections of Biology 109 and 109 lab each semester which need someone to teach them. The current full-time instructor will no longer be teaching these courses as our new microbiology program will be her responsibility.

FACILITIES IMPACT:
Would failure to fill the position result in the closing of a laboratory or other instructional facility?

Only if we do not have enough adjuncts.

CENTRALITY TO MISSION:
How does the position meet the community college mission of transfer education, occupational training, basic skills, and non-credit adult education?

All students need a life science to transfer. Biology 109 is this course for most and the Biology 109 lab fulfills lab requirement for transfer. Biology 211 is the first (base) core course in our major’s program. It is needed for transfer as a major and is the prerequisite for the rest of the sequence.
SANTIAGO CANYON COLLEGE FACULTY HIRING REQUEST

The following information will be used by the senate to assist in the ranking of faculty hiring requests. No one part on this form will guarantee a position; nor is any one part more important than the other. The sections are divided into: DPP description and goals, full to part time ratio, history of the request, enrollment demand, and educational services.

**Department:** Earth, Space, and Physical Sciences
**Position:** Assistant Professor of Chemistry
**Job description:**
The assistant professor of chemistry will be responsible for teaching General Chemistry courses. The courses include lecture and laboratory component. The instructor will help in maintaining current curriculum and development of new courses. The instructor will also assist in the purchase and maintenance of appropriate supplies and equipment.

## SECTION 1: DPP GOAL

List the goal(s) in your DPP Plan that support this request.

**Goal(s)**

1. Expand the Chemistry program through offering more sections in introductory and general Chemistry.
2. Improve efficiency and enhance the learning environment for students.

## SECTION 2: HISTORY OF THE REQUEST

| Is this a replacement position? | No |
| Is this a brand new position for the campus? | Yes |
| Is this a non-classroom faculty position? | |
| Most recent request date | 2008 |
| 2nd most recent request date | 2007 |
| 3rd most recent request date | 2006 |
| 4th most recent request date | 2005 |
| 5th most recent request date | |
| 6th most recent request date | |
| Rank received | 3rd |
| Rank received | 15th |
| Rank received | 11th |
| Rank received | Not ranked |
| Rank received | |
SECTION 3:  FULL TO PART TIME RATIO

For the following questions please refer to hours that were officially met for last years fall and spring semesters. Do not use the projected hours from the schedule but the actual hours used.

A. Total how many LECTURE LHE were taught by your department last Fall and Spring. A 56
B. Total how many LAB LHE were taught by your department last Fall and Spring? B 66.3
C. How many LHE were reassigned Release Time LHE for department purposes last Fall and Spring? C 2
D. Total the number of Lecture, Lab, and Release LHE (A + B + C = D) D 124.3
E. Multiply the number of fulltime instructional faculty in your DPP by 30 E 60
F. Divide E. by the sum total of LHE offered (E/D=F) F 0.48
This will give you the percentage of hours taught by Full Time Faculty in your DPP.

SECTION 4:  DPP ENROLLMENT DEMAND INSTRUCTION

How many students on average are enrolled per lecture? 24
How many students on average are enrolled per lab? 24
How many lecture sections are offered? 20
How many lab sections are offered? 20
How many honors sections are offered within your DPP? none
According to the census, what was your overall program growth? 5% head count (from F07-S08)
SECTION 7: EDUCATIONAL SERVICES

INSTRUCTIONAL SERVICES:
Would failure to fill the position result in the department’s inability to schedule all courses or offer a program in the discipline?

With the opening of the new Science Center and offering Organic Chemistry (spring 2011) our ability to schedule Introductory classes and General Chemistry will be affected. We rely on hiring adjunct faculty to maintain our program and currently teach more than 50% of our load.

Offering one section of Organic Chemistry will increase our load by 8.1 LHE.

We were not able to offer Chem. 210 in spring 2011 due to lack of full time faculty availability.

A full-time faculty will be taking banked leave in spring 2011 followed by retirement. Another faculty member will only be half load due to Title V grant (Science Learning Center). That will leave only half a load full time faculty to teach over 60 LHE per semester.

STUDENT SERVICES:
Would failure to fill the position result in limiting student services or programs?

With the new science building, we will offer Organic Chemistry starting Spring 2011. This will complete requirement for the science degree. It will also allow the student to transfer to 4-year schools and universities with Organic Chemistry as part of their transfer courses.

Failure to fill this position will impact our ability to offer a comprehensive Chemistry curriculum and more specific courses like nursing student Chemistry 210.

FACILITIES IMPACT:
Would failure to fill the position result in the closing of a laboratory or other instructional facility?

No, but upon opening of the new science building we have added facilities that supports Organic Chemistry. The new building allows us to offer, for the first time, a comprehensive chemistry curriculum. However, this expansion will require additional faculty in order to offer Organic Chemistry classes as well as maintain (not mention expand to meet demand) for the General and Introductory Chemistry classes.

CENTRALITY TO MISSION:
How does the position meet the community college mission of transfer education, occupational training, basic skills, and non-credit adult education?

Transfer is one of the college’s missions. Chemistry courses satisfy the science requirements for plan A, CSU and IGETC. An additional faculty member will allow us to offer more sections of majors courses, Organic Chemistry, and honors courses and that will help increase transfer from the college.
SANTIAGO CANYON COLLEGE FACULTY HIRING REQUEST

The following information will be used by the senate to assist in the ranking of faculty hiring requests. No one part on this form will guarantee a position; nor is any one part more important than the other. The sections are divided into: DPP description and goals, full to part time ratio, history of the request, enrollment demand, and educational services.

Department: Earth, Space, and Physical Sciences
Position: Assistant Professor of Chemistry
Job description: The assistant professor of chemistry will be responsible for teaching General Chemistry courses. The courses include lecture and laboratory component. The instructor will help in maintaining current curriculum and development of new courses. The instructor will also assist in the purchase and maintenance of appropriate supplies and equipment.

◆ SECTION 1: DPP GOAL

List the goal(s) in your DPP Plan that support this request.

Goal(s)
1- Expand the Chemistry program through offering more sections in introductory and general Chemistry.
2- Improve efficiency and enhance the learning environment for students.

◆ SECTION 2: HISTORY OF THE REQUEST

Is this a replacement position? No
Is this a brand new position for the campus? Yes
Is this a non-classroom faculty position?
Most recent request date
2nd most recent request date
3rd most recent request date
4th most recent request date
5th most recent request date
6th most recent request date

Rank received
Rank received
Rank received
Rank received
Rank received
Rank received
**SECTION 3: FULL TO PART TIME RATIO**

For the following questions please refer to hours that were officially met for last years fall and spring semesters. Do not use the projected hours from the schedule but the actual hours used.

A. Total how many **LECTURE LHE** were taught by your department last Fall and Spring.  
   A  56

B. Total how many **LAB LHE** were taught by your department last Fall and Spring?  
   B 66.3

C. How many LHE were reassigned **Release Time LHE** for department purposes last Fall and Spring?  
   C 2

D. **Total the number of Lecture, Lab, and Release LHE** (A + B + C = D)  
   D 124.3

E.. Multiply the number of fulltime instructional faculty in your DPP by 30  
   E 60

F. **Divide E. by the sum total of LHE offered. (E/D=F)**  
   F 0.48

This will give you the percentage of hours taught by Full Time Faculty in your DPP

**SECTION 4: DPP ENROLLMENT DEMAND INSTRUCTION**

How many students on average are enrolled per lecture?  
24

How many students on average are enrolled per lab?  
24

How many lecture sections are offered?  
20

How many lab sections are offered?  
20

How many honors sections are offered within your DPP?  
none

According to the census, what was your overall program growth?  
5% head count  
(from F07-S08)
SECTION 7: EDUCATIONAL SERVICES

INSTRUCTIONAL SERVICES:
Would failure to fill the position result in the department’s inability to schedule all courses or offer a program in the discipline?

With the opening of the new Science Center and offering Organic Chemistry (spring 2011) our ability to schedule Introductory classes and General Chemistry will be affected. We rely on hiring adjunct faculty to maintain our program and currently teach more than 50% of our load.

Offering one section of Organic Chemistry will increase our load by 8.1 LHE.
We were not able to offer Chem. 210 in spring 2011 due to lack of full time faculty availability.
A full-time faculty will be taking banked leave in spring 2011 followed by retirement. Another faculty member will only be half load due to Title V grant (Science Learning Center). That will leave only half a load full time faculty to teach over 60 LHE per semester.

STUDENT SERVICES:
Would failure to fill the position result in limiting student services or programs?

With the new science building, we will offer Organic Chemistry starting Spring 2011. This will complete requirement for the science degree. It will also allow the student to transfer to 4-year schools and universities with Organic Chemistry as part of their transfer courses.
Failure to fill this position will impact our ability to offer a comprehensive Chemistry curriculum and more specific courses like nursing student Chemistry 210.

FACILITIES IMPACT:
Would failure to fill the position result in the closing of a laboratory or other instructional facility?

No, but upon opening of the new science building we have added facilities that supports Organic Chemistry. The new building allows us to offer, for the first time, a comprehensive chemistry curriculum. However, this expansion will require additional faculty in order to offer Organic Chemistry classes as well as maintain (not mention expand to meet demand) for the General and Introductory Chemistry classes.

CENTRALITY TO MISSION:
How does the position meet the community college mission of transfer education, occupational training, basic skills, and non-credit adult education?

Transfer is one of the college’s missions. Chemistry courses satisfy the science requirements for plan A, CSU and IGETC. An additional faculty member will allow us to offer more sections of majors courses, Organic Chemistry, and honors courses and that will help increase transfer from the college.
SANTIAGO CANYON COLLEGE FACULTY HIRING REQUEST

The following information will be used by the senate to assist in the ranking of faculty hiring requests. No one part on this form will guarantee a position; nor is any one part more important than the other. The sections are divided into: DPP description and goals, full to part time ratio, history of the request, enrollment demand, and educational services.

Department: Counseling  
Position: (2) Counselors – Counselor #1 is a replacement position and #2 a new position  
Job description: Assisting with student retention and persistence along with successful university transfer is a chief priority of SCC’s Counseling Department. Counselors’ workloads continue to increase, requiring counseling faculty to be involved with many aspects of the college’s operation (i.e., Program Leadership & Implementation, Basic Skills Intervention, Basic Skills Initiative). With the implementation of the Basic Skills Initiative requirements and the mandate to address the needs of the basic skills population, significant additional responsibility has been placed onto the Counseling Department for the success of these students. A sample poll of 1,144 entering freshman, indicates 73% placed into pre-collegiate math and over 50% in pre-collegiate English. The faculty load increases dramatically with the need for an expanded number of student success and study skills course offerings and linking student success courses with basic skills courses. In order to ensure quality and consistency with the curriculum, additional full time counseling faculty are needed to teach these courses and to provide follow-up counseling services. In addition to traditional counseling services of academic, career and personal counseling, career technical education, transfer counseling, probation/dismissal counseling, and collaboration with all student support services for general and basic skills students, the following list represents a few of the newly mandated interventions to be performed by counseling faculty for basic skills students: multiple per semester mandatory counseling appointments, expanded mandatory year round new student orientations, extensive targeted follow up services, e.g., Early Alert/Progress Check intervention, classroom presentations, and the necessity of counseling and basic skills faculty collaboration. Due to the state budget deficit, there are no hourly counseling general funds available and with the decreasing of BSI & Matriculation categorical funds, all the more reason for contract counselors to perform additional workloads for student success.

SECTION 1: DPP GOAL
List the goal(s) in your DPP Plan that support this request.

Goal(s)
Increase student success by maintaining adequate numbers of counseling faculty and keeping up with student enrollment growth, in order to provide sufficient counseling services related to career, educational and personal development. The mission of the
Santiago Canyon College Counseling Department is to assist the student with decisions that affect educational, vocational and personal goals, and to provide appropriate support and instruction which will enable the individual to implement these decisions. These may include career, educational, academic choice, or personal-social decisions.

**SECTION 2: HISTORY OF THE REQUEST**

<table>
<thead>
<tr>
<th>Is this a replacement position?</th>
<th>One replacement; One new</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is this a brand new position for the campus?</td>
<td>One replacement; One new</td>
</tr>
<tr>
<td>Is this a non-classroom faculty position?</td>
<td>Yes</td>
</tr>
<tr>
<td>Most recent request date</td>
<td>2009-10</td>
</tr>
<tr>
<td>Rank received</td>
<td>N/A</td>
</tr>
<tr>
<td>2\textsuperscript{nd} most recent request date</td>
<td>2008-09</td>
</tr>
<tr>
<td>Rank received</td>
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</tr>
<tr>
<td>3\textsuperscript{rd} most recent request date</td>
<td>2007-08</td>
</tr>
<tr>
<td>Rank received</td>
<td>3rd</td>
</tr>
<tr>
<td>4\textsuperscript{th} most recent request date</td>
<td>2005-06</td>
</tr>
<tr>
<td>Rank received</td>
<td>15th</td>
</tr>
<tr>
<td>5\textsuperscript{th} most recent request date</td>
<td>2004-05</td>
</tr>
<tr>
<td>Rank received</td>
<td>11th</td>
</tr>
<tr>
<td>6\textsuperscript{th} most recent request date</td>
<td>2003-04</td>
</tr>
<tr>
<td>Rank received</td>
<td>8th</td>
</tr>
</tbody>
</table>

**SECTION 3: FULL TO PART TIME RATIO**

For the following questions please refer to hours that were officially met for last years fall and spring semesters. Do not use the projected hours from the schedule but the actual hours used.

A. Total how many LECTURE LHE were taught by your department last Fall and Spring. \( A = 107 \)
B. Total how many LAB LHE were taught by your department last Fall and Spring. \( B = 0 \)
C. How many LHE were reassigned Release Time LHE for department purposes last Fall and Spring? \( C = 11 \)
D. Total the number of Lecture, Lab, and Release LHE \( (A + B + C = D) \) \( D = 118 \)
E. Multiply the number of fulltime instructional faculty in your DPP by 30 \( E = 240 \)
F. Divide E. by the sum total of LHE offered \( (E/D=F) \) \( F = 2.03 \)

This will give you the percentage of hours taught by Full Time Faculty in your DPP

**SECTION 4: DPP ENROLLMENT DEMAND INSTRUCTION**

How many students on average are enrolled per lecture? \( 38 \)
How many students on average are enrolled per lab? \( 0 \)
How many lecture sections are offered? \( 35 \)
How many lab sections are offered? \( 0 \)
How many honors sections are offered within your DPP? \( 0 \)

According to the census, what was your overall program growth? 

Demand high but growth prevented due to decrease in sections offered (budget cuts; reduced LHE)
SECTION 6: COUNSELING RATIOS

A. How many counseling LHE/hours were offered last Fall and Spring?
   A 275 LHE
   Full & P/T

B. Multiply A. by 0.6 to determine this amount in Lecture LHE
   B 165

C. How many LHE were reassigned Release Time LHE for department purposes last Fall and Spring?
   C 37

D. Total the number of Lecture and Release LHE (B + C = D)
   D 202

Please compare our counselor to student ratios to 3 comparable community colleges

<table>
<thead>
<tr>
<th>Name of campus</th>
<th>Number of counselors</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Santa Ana College</td>
<td>22</td>
<td>20,127</td>
</tr>
<tr>
<td>Orange Coast College</td>
<td>21</td>
<td>24,500</td>
</tr>
<tr>
<td>Irvine Valley College</td>
<td>11</td>
<td>14,500</td>
</tr>
</tbody>
</table>

Summary

Conclusions and Rationale for Request for Hiring Full-Time Counselors:

1) The State Academic Senate Study (2003/2004 – Consultation Council Task Force on Counseling) concluded that the counselor/student ratio of 1 counselor to 370 students should be implemented as soon as possible.

2) With an approximate student population of 8,500 at SCC, counselors are serving students at 1 counselor to 1,063 students which does not meet state recommendations for counselor/student ratio for adequate student success.

3) The current SCC counselor/student ratios are too high and do not lend to progress on the college’s overall goal of effective student retention/persistence and positive student learning outcomes.

4) According to the California Community College Academic Senate Resolutions (1996-2001), there is a longstanding commitment toward increasing the transfer of students to baccalaureate-level institutions. Additional counseling faculty will aid SCC students toward the overall goal of transferring as recommended by the state senate.

5) In addition to transferring to 4-year institutions, the statewide BSI mandates above and beyond interventions for student success. Over 50% of incoming freshman is representative of the extensive basic skills population enrolled at SCC and the gap is not expected to change within the next decade.
SECTION 7: EDUCATIONAL SERVICES

INSTRUCTIONAL SERVICES:
Would failure to fill the position result in the department’s inability to schedule all courses or offer a program in the discipline?

Yes, given that the majority of full time counseling faculty are providing all of the academic/career/personal counseling, implementing support and intervention services, plus providing significant program development and coordination, it is difficult to teach classes as part of the contract. Therefore, the result is that more than the majority of classes offered in the discipline have to be taught by adjunct faculty. A major concern is the maintenance of consistency and coherence of implementation of the curriculum which ultimately sustains positive Student Learning Outcomes. The addition of more full time counseling faculty would allow the Counseling Department to offer additional courses, programs, and services that benefit from the comprehensive view and expertise of full time faculty to assist students in resolving academic challenges and acquiring skills and attitudes that will enable them to take full advantage of their college experience.

STUDENT SERVICES:
Would failure to fill the position result in limiting student services or programs?

Yes, the demand for transfer for community college students is becoming exceedingly competitive due to the state budget deficit. Students who can no longer afford to attend 4-year institutions directly out of high school are now attending community colleges. Students need counseling from the onset of their academic career in order to understand their career options and how to navigate their educational path. In addition, the demand for veteran’s counseling, career technical education (vocational), basic skills, financial aid, and adult re-entry are rapidly increasing due to the economy. Students in these programs require higher levels of support services needed in order to achieve their educational and career goals. Given that counselors are involved with all aspects of support services; core counseling services are being diminished. Counselors are attempting to do more, e.g., group orientations/workshops, classroom presentations, & follow-up, with fewer counseling faculty. Moreover, due to legislative movement and direction, SCC will not be able to meet the BSI mandates nor comprehensive matriculation services without more full-time counselors.

FACILITIES IMPACT:
Would failure to fill the position result in the closing of a laboratory or other instructional facility?

N/A
CENTRALITY TO MISSION:
How does the position meet the community college mission of transfer education, occupational training, basic skills, and non-credit adult education?

Counseling positions would meet SCC’s mission by increasing the number of students receiving classroom instruction and individualized counseling, ensuring student success toward transferring, receiving an associate degree, and/or certificate. Last year (2009/10) General and EOPS counselors served over 12,097 students by appointment and walk-in; 723 students attended New Student Orientation; 400+ attended academic intervention probation workshops; and 750 high school “Early Decision” students were counseled in early May. In addition to the student-counselor ratio being too high to reach the number of students at our college, there is a need to increase the number of applicants to 4-year institutions from underrepresented student populations such as Veteran’s, African American, Chicano/Latino, American Indian, disabled, and low-income. Every new matriculating student and continuing students require the services of counseling faculty for academic, career, and/or personal counseling. With the loss of counselors due to retirement and increased initiatives being requested of the department, additional counselors are essential to the mission of the college and district.
SANTIAGO CANYON COLLEGE FACULTY HIRING REQUEST

The following information will be used by the senate to assist in the ranking of faculty hiring requests. No one part on this form will guarantee a position; nor is any one part more important than the other. The sections are divided into: DPP description and goals, full to part time ratio, history of the request, enrollment demand, and educational services.

Department: Continuing Education/Counseling Department
Position: Counselor-Bilingual
Job description: The Bilingual Counselor (Spanish, Vietnamese, Farsi or a Chinese dialect)

This ESL counselor will serve ESL students at our three non-credit sites. Counselors are to provide academic, career, and personal counseling by assisting current and prospective students with course and program information, career exploration, educational planning, career selection, and the identification and exploration of personal concerns. They provide assessment opportunities and use the results to help students with course and program selection. Counselors may teach courses as assigned by the Dean of Counseling. They provide assistance to students on academic probation and assist in the monitoring of student progress with emphasis in helping students to achieve their educational goals. When appropriate, they refer students to other student services programs or community resources. They may participate in staff development and in-service training activities. They perform other duties as assigned.

◆ SECTION 1: DPP GOAL

List the goal(s) in your DDP Plan that support this request.

Goal(s)
This has been the number one goal in the DPP for the last year when one ESL Counselor reassigned to SCC college credit as the Articulation Officer.

Goal #1: To continue to expand services at our one off-site location and provide comprehensive academic, career and personal counseling to our growing ESL population
Goal #2 To increase counseling program workshops, retention services and assist with the career planning, student government activities, Cal WORKS and Educational Plans to the growing number of continuing education students.

◆ SECTION 2: HISTORY OF THE REQUEST

Is this a replacement position? YES
Is this a brand new position for the campus? NO
Is this a non-classroom faculty position? YES
Most recent request date 2002
Rank received #6 2006-2007

2nd most recent request date No request
Rank received n/a

3rd most recent request date No request
Rank received n/a
SECTION 6: COUNSELING RATIOS

How many counseling LHE/hours were offered last Fall and Spring? 108.00

Multiply A. by 0.6 to determine this amount in Lecture LHE 65.00

How many LHE were reassigned Release Time LHE for department purposes last Fall and Spring? 0

Total the number of Lecture and Release LHE (B + C = D) 65.00

Please compare our counselor to student ratios to 3 comparable community colleges

<table>
<thead>
<tr>
<th>Name of campus</th>
<th>Number of counselors</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>San Diego CCD Cont Ed (2006)</td>
<td>30</td>
<td>50,000</td>
</tr>
<tr>
<td>North Orange County Community College/ CE</td>
<td>12</td>
<td>60,000</td>
</tr>
<tr>
<td>in pursuit of 5th full-time counselor (2006)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Centennial Education Center/Cont Ed</td>
<td>13</td>
<td>47,000</td>
</tr>
<tr>
<td>3 full-time (2010)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rational For Hiring ESL Counselor

In spring of 2010, the newly-hired, non-tenured faculty ESL Counselor was reassigned and lost from OEC Non-Credit and appointed as the SCC Articulation Officer for College Credit. The OEC Non-Credit area went from 12 full-time tenure track faculty to 7-1/2 after devastating budget cuts of 2008-2010 and reassignment to SCC College Credit.

The unduplicated number of ESL students at OEC/SCC served from 2009-10 is 3,536. That total includes Inmate Education Program students. The total enrollments that those 3,536 students generated were 13,960 because this same student group reenrolled from summer to fall to spring. There is no dedicated counselor to the ESL population at this time.

The budget cuts of 2008-2010 forced the dissolution of the Inmate Education counseling and student services positions. This meant the loss of two adjunct positions which have not been replaced to date. This year the Counseling/Continuing Education divisions will be developing a program to provide the needed support for the purpose of offering HS/GED preparation to inmates in Orange County jails.

Our new instructional space increased approximately six times with the opening of the new Continuing Education facility in January 2005. Five years later, the student enrollments have increased dramatically and parking at the OEC facility is a monumental problem during peak hours of instruction. For the first time in over 20 years, students have called to cancel counseling appointments because they could not find legal parking in any area near the Orange Education Center.

It is the job of the Continuing Education division to “open the faucet” in order to make up for FTES when the college credit program is short of FTES. The new directive to Continuing Education is to “Keep the Faucet Open” at all times by the district administration.
Additionally, Continuing Education plays a vital role in preparing students who may be AB 540. This is California legislation which supports non-documented immigrants students with the opportunity to access instruction and comply with appropriate channels to matriculate to the college credit program legally within the state of California.
SECTION 7: EDUCATIONAL SERVICES

INSTRUCTIONAL SERVICES:
Would failure to fill the position result in the department’s inability to schedule all courses or offer a program in the discipline?

Failure to fill the position would lead to the Counseling Department’s inability to maintain counseling offerings, designed to assist with the retention and transition to other college credit programs and services. Continuing Education counselors have written curriculum to offer student leadership courses as a retention tool to enrich student life for non-credit students. It is going to be a challenge to implement this goal without a third counselor.

STUDENT SERVICES:
Would failure to fill the position result in limiting student services or programs?

It will impair the work of the current two full-time counselors charged with planning, and implementing matriculation and retention activities to students in the English As a Second Language, Adult Basic Education, High School Subjects, Business Skills, and Older Adult programs. It would also deter and impede the department’s ability to resurrect counseling services for the Inmate Education Department.

FACILITIES IMPACT:
Would failure to fill the position result in the closing of a laboratory or other instructional facility?

In January of 2005 the Continuation Education Division made a historic move to our new facility, the percentage growth of new enrollment in ESL classes alone increased and the expanded instructional space is six-times larger than the Lemon St. facilities. This had been our only home for over four decades. The Counseling office was planned with future growth in mind and the new counselor will have a professional office to share with adjunct faculty.

CENTRALITY TO MISSION:
How does the position meet the community college mission of transfer education, occupational training, basic skills, and non-credit adult education?

The Mission of SCC is central to the inter working of student FTES production in Continuing education. The student population in Continuing Education has a rising need for basic skills instruction and the phenomenal growth of students unemployed, receiving public assistance and residing in shelters impacted by a challenging economy requires the collaboration of counseling and instruction to fulfill the complex need for outside resources. Our counselors are essential in assisting our students access both college and community support services. Failure to produce the increased demand of FTES impacts the mission for the entire Santiago Canyon College area.
SANTIAGO CANYON COLLEGE FACULTY HIRING REQUEST

The following information will be used by the senate to assist in the ranking of faculty hiring requests. No one part on this form will guarantee a position; nor is any one part more important than the other. The sections are divided into: DPP description and goals, full to part time ratio, history of the request, enrollment demand, and educational services.

Department: English as a Second Language
Position: English as a Second Language Instructor
Job description: This instructor would teach in any of our ESL classes, mentor new adjunct faculty, work with the full time ESL faculty and coordinator, and take on leadership in the areas of curriculum basic skills, program development, department meetings, and technology.

SECTION 1: DPP GOAL
List the goal(s) in your DPP Plan that support this request.

Goal(s)

Goal #2: To develop and expand course offerings for Continuing Education ESL students.
Activity #4: To hire 1 ESL full time faculty.

SECTION 2: HISTORY OF THE REQUEST

Is this a replacement position? Yes
Is this a brand new position for the campus? No
Is this a non-classroom faculty position? No
Most recent request date 2009
2nd most recent request date 2007
3rd most recent request date 2005
4th most recent request date 2004
Rank received N/A
Rank received 9
Rank received 1
Rank received 5
Worksheet

5th most recent request date  2003  Rank received  5
6th most recent request date  2002  Rank received  5

SECTION 3: FULL TO PART TIME RATIO

For the following questions please refer to hours that were officially met for last year's fall and spring semesters. Do not use the projected hours from the schedule but the actual hours used.

A. Total how many LECTURE LHE were taught by your department last Fall and Spring.    A 286
B. Total how many LAB LHE were taught by your department last Fall and Spring?    B 0
C. How many LHE were reassigned Release Time LHE for department purposes last Fall and Spring?    C 36
D. Total the number of Lecture, Lab, and Release LHE (A + B + C = D)    D 322
E. Multiply the number of fulltime instructional faculty in your DPP by 30    E 60
F. Divide E. by the sum total of LHE offered (E/D=F)    18 18.6%

This will give you the percentage of hours taught by Full Time Faculty in your DPP.

SECTION 4: DPP ENROLLMENT DEMAND INSTRUCTION

How many students on average are enrolled per lecture?    40
How many students on average are enrolled per lab?    0
How many lecture sections are offered?    N/A
How many lab sections are offered?    58
How many honors sections are offered within your DPP?    N/A

According to the census, what was your overall program growth?    N/A
SECTION 7: EDUCATIONAL SERVICES

INSTRUCTIONAL SERVICES:
Would failure to fill the position result in the department’s inability to schedule all courses or offer a program in the discipline?

Failure to fill this position would result in the department’s inability to continue to offer additional classes, extended hours, and enhanced basic skills instruction as often requested by students, the community, and administration. The state Chancellor’s Office now requires certificates of completion to be awarded to all students completing ESL courses. This has increased the amount of time required of faculty to research and develop materials to promote the certificates to adjunct faculty and students.

STUDENT SERVICES:
Would failure to fill the position result in limiting student services or programs?

Failure to fill this position would greatly limit the type and numbers of student services requested by our students. We have been unable to conduct surveys in the surrounding area regarding employer need for increasing workforce basic skills. In addition, currently there is not sufficient full-time faculty to advise student clubs, revise curriculum to reflect basic skills and promising practices, and train adjunct faculty. We lost a full-time ESL faculty member when she was transferred last year to credit to help meet the 25 ratio.

FACILITIES IMPACT:
Would failure to fill the position result in the closing of a laboratory or other instructional facility?

Failure to fill this position would probably not result in a closure of a laboratory or instructional facility; however, it does impact the full utilization of available facilities as well as expansion in the community.

CENTRALITY TO MISSION:
How does the position meet the community college mission of transfer education, occupational training, basic skills, and non-credit adult education?

This added position in English as a Second Language meets the college’s mission of noncredit adult education. It would help students to achieve success in their basic English and workforce skills, specifically by earning certificates of completion in beginning and intermediate levels of ESL. These certificates allow students to successfully transition to the Adult High School Diploma Program and then SCC for academic or occupational courses. Basic skills and ESL courses are an integral part of the overall success of SCC students.
RATIONALE FOR HIRING: ENGLISH AS A SECOND LANGUAGE, CONTINUING EDUCATION

The current ratio in the SCC Continuing Education ESL Department is forty-one (41) part-time faculty to two (2) contract faculty. This means that 4.9% of the Continuing Education ESL faculty is contract. One of the full time faculty was transferred to SCC credit to help the 75/25 ratio and save the district the cost of the penalty associated with non-compliance of the ratio.

One of the contract faculty members teaches 17 of the 696 hours per week of ESL reimbursed instruction per day. In addition to instruction, she serves on a number of committees including Basic Skills, Student Success Council, OEC Curriculum, Leadership, and Commencement. She also is the advisor for the Associated Student Government (ASG) and the ESL Department Chair.

The other full time faculty member is released 100% from instruction to coordinate the ESL Program. She also chairs the OEC Curriculum Committee, oversees the program and student learning outcomes for the Department, and participates in department meetings, Leadership, and SCC’s Student Learning Outcomes Assessment Review Committee (SLOARC).

With the increased emphasis on accountability as evidenced by the Student Learning Outcome Assessments required by the WASC Accreditation and Certificate of Completions required by the State Chancellor’s Office, there is a definite need for additional full time faculty. In summary, it is very important that another full time faculty member be hired for the Continuing Education ESL Department.
SANTIAGO CANYON COLLEGE FACULTY HIRING REQUEST

The following information will be used by the senate to assist in the ranking of faculty hiring requests. No one part on this form will guarantee a position; nor is any one part more important than the other. The sections are divided into: DPP description and goals, full to part time ratio, history of the request, enrollment demand, and educational services.

Department: Exercise Science
Position: Exercise Science Instructor
Job description: Instruct exercise science lecture courses in health education, nutrition, sports sociology, sports psychology, CPR/first aid, or sports medicine, as well as general physical fitness activity courses. Keep accurate records of student enrollment, attendance, and scholastic progress and observe the administrative regulations as they appear in the Faculty Handbook. In addition, the exercise science instructor will serve as head athletics coach for the sport of men’s soccer.

SECTION 1: DPP GOAL

List the goal(s) in your DPP Plan that support this request.

Goal(s)
) Goal #7 To hire faculty and staff to promote and maintain exercise science curriculum and athletic programs

SECTION 2: HISTORY OF THE REQUEST

Is this a replacement position? Yes
Is this a brand new position for the campus? No
Is this a non-classroom faculty position? No
Most recent request date 2008
2nd most recent request date 2007
3rd most recent request date 2006
4th most recent request date 
5th most recent request date 
6th most recent request date 
Rank received 10 (Hire frozen)
Rank received 7
Rank received 10
SECTION 3: FULL TO PART TIME RATIO

For the following questions please refer to hours that were officially met for last years fall and spring semesters. Do not use the projected hours from the schedule but the actual hours used.

A. Total how many LECTURE LHE were taught by your department last Fall and Spring.  
   A  40

B. Total how many LAB LHE were taught by your department last Fall and Spring?  
   B  194.5

C. How many LHE were reassigned Release Time LHE for department purposes last Fall and Spring? 
   C  12

D. Total the number of Lecture, Lab, and Release LHE (A + B + C = D)  
   D  246.5

E. Multiply the number of fulltime instructional faculty in your DPP by 30  
   E  90

F. Divide E. by the sum total of LHE offered (E/D=F) 
   F  37%

This will give you the percentage of hours taught by Full Time Faculty in your DPP.

SECTION 4: DPP ENROLLMENT DEMAND INSTRUCTION

How many students on average are enrolled per lecture?  
How many students on average are enrolled per lab?  
How many lecture sections are offered?  
How many lab sections are offered?  
How many honors sections are offered within your DPP?  

According to the census, what was your overall program growth?  
Increase
SECTION 7: EDUCATIONAL SERVICES

INSTRUCTIONAL SERVICES:
Would failure to fill the position result in the department’s inability to schedule all courses or offer a program in the discipline?

No, but quality of instruction and involvement in wider college community is impacted significantly.

Retirement of one full-time faculty member in Summer 2010 and movement of another faculty member to counseling leaves 3 full-time faculty in department. The Athletic Director position has been absorbed into Science and Math and with one 19 hour employee for support, our ability to meet the needs of students and participate in the wider college community is being eroded.

STUDENT SERVICES:
Would failure to fill the position result in limiting student services or programs?

Yes, full-time faculty are expected to provide the same services to student-athletes and the students we serve with less resources available.

FACILITIES IMPACT:
Would failure to fill the position result in the closing of a laboratory or other instructional facility?

No

CENTRALITY TO MISSION:
How does the position meet the community college mission of transfer education, occupational training, basic skills, and non-credit adult education?

Transfer: Exercise science classes fulfill requirements for the AA degree, for Plan B categories D7, E1 and E2 and elective options for the IGETC plan.
SANTIAGO CANYON COLLEGE FACULTY HIRING REQUEST

The following information will be used by the senate to assist in the ranking of faculty hiring requests. No one part on this form will guarantee a position; nor is any one part more important than the other. The sections are divided into: DPP description and goals, full to part time ratio, history of the request, enrollment demand, and educational services.

Department: Library
Position: Instructional Technologies Librarian
Job description: The focus of this librarian position would be to develop instructional technologies which are essential to current learning environments and information literacy. This librarian would teach in the Library’s credit instructional program and develop online resources which could be utilized by distance learners.

SECTION 1: DPP GOAL

List the goal(s) in your DPP Plan that support this request.

Goal(s)

<table>
<thead>
<tr>
<th>Goal(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1: Restore positions to expand services, restore operating hours and meet the demands of technology</td>
</tr>
<tr>
<td>Goal 3: Use technology to extend Library services</td>
</tr>
<tr>
<td>Goal 6: Refine the credit instructional plan</td>
</tr>
</tbody>
</table>

SECTION 2: HISTORY OF THE REQUEST

| Is this a replacement position? | Yes |
| Is this a brand new position for the campus? | No |
| Is this a non-classroom faculty position? | Yes/No - BOTH |
| Most recent request date | Rank received |
| 2nd most recent request date | Rank received |
| 3rd most recent request date | Rank received |
| 4th most recent request date | Rank received |
| 5th most recent request date | Rank received |
| 6th most recent request date | Rank received |
SECTION 5: LIBRARY USAGE

A. Total how many reference/instruction hours were offered by both full and part-time librarians last Fall and Spring. 2464
B. Multiply A. by 0.375 to determine this amount in Lecture LHE 928
C. How many LHE were reassigned Release Time LHE for department purposes last Fall and Spring? 6
D. Total the number of Lecture and Release LHE (B + C = D) 934
E. Multiply the number of fulltime instructional faculty in your DPP by 30 210
F. Divide E. by the sum total of hours offered (E/D=F) .224
This will give you the percentage of hours taught by Full Time Faculty in your DPP 22.4*

G. According to gate count, what was total library attendance for last Fall and Spring? 313032
H. What was the previous year’s count? 381320
I. This is an increase of what percent? (G/H = I) -18**
J. Total the number of classes that participated in Library instruction last Fall and Spring? 55
K. What was the total of classes that participated in Library Instruction in the previous year? 66
L. What is the percentage of increase (J/K = L)? -8**
M. How many hours of individual student/librarian instruction were there last Fall? 4294
N. How many hours of individual student/librarian instruction were there last Spring? 3453
O. What was the previous year’s count for Fall and Spring? 10432
P. What is the percent of increase? (M+N) / O = P n/a***

Please compare our librarian to student ratio to 3 comparable community colleges

<table>
<thead>
<tr>
<th>Name of campus</th>
<th>Number of librarians</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miracosta College</td>
<td>6</td>
<td>10,369</td>
</tr>
<tr>
<td>Cuesta College</td>
<td>7</td>
<td>10,563</td>
</tr>
</tbody>
</table>

1 Student enrollment justifies additional sections in the Library's credit instruction program.
2 By restoring the number of full-time librarians to seven, SCC would be asserting the value of library instruction and emerging instructional technologies.
* All credit and non-credit instruction is being completed by full-time faculty.
** The decrease in Library instruction sections continues to reflect the change to a 16 week semester and reduced operating hours.
*** The Library began using a new tool and definitions for tracking reference interactions in August 2009. The statistics for AY08-09 and AY09-10 cannot be directly compared.
SECTION 7: EDUCATIONAL SERVICES

INSTRUCTIONAL SERVICES:
Would failure to fill the position result in the department’s inability to schedule all courses or offer a program in the discipline?

The addition of this position would enable the Library department to offer additional sections of existing courses.

STUDENT SERVICES:
Would failure to fill the position result in limiting student services or programs?

This position would help develop instructional technologies which are necessary to provide equitable services to distance learners as well as to students who cannot access the physical library during limited hours of operation. Instructional technologies will support our students who are native to the digital environment.

FACILITIES IMPACT:
Would failure to fill the position result in the closing of a laboratory or other instructional facility?

CENTRALITY TO MISSION:
How does the position meet the community college mission of transfer education, occupational training, basic skills, and non-credit adult education?

Research and information-seeking skills are essential to our students’ ability to succeed in life and achieve their academic goals.
SANTIAGO CANYON COLLEGE FACULTY HIRING REQUEST

The following information will be used by the senate to assist in the ranking of faculty hiring requests. No one part on this form will guarantee a position; nor is any one part more important than the other. The sections are divided into: DPP description and goals, full to part time ratio, history of the request, enrollment demand, and educational services.

Department: Mathematics
Position: 3 Full-time Mathematics Professors: 2 for replacement, 1 for growth
Job description: Full-time teaching position for a professor with the ability to teach a wide-range of courses.

SECTION 1: DPP GOAL

List the goal(s) in your DPP Plan that support this request.

Goal(s)

Develop and maintain a collegial environment by hiring an adequate number of the highest quality applicants and fostering the ongoing professional growth of our current faculty.

SECTION 2: HISTORY OF THE REQUEST

Is this a replacement position? YES (2)
Is this a brand new position for the campus? YES (1)
Is this a non-classroom faculty position? NO

Most recent request date 2009 (2)
2nd most recent request date Fall 2008
3rd most recent request date Fall 2007
4th most recent request date
5th most recent request date
6th most recent request date

Rank received Not ranked
6
12
SECTION 3: FULL TO PART TIME RATIO

For the following questions please refer to hours that were officially met for last years fall and spring semesters. Do not use the projected hours from the schedule but the actual hours used.

A. Total how many LECTURE LHE were taught by your department last Fall and Spring. A 744
B. Total how many LAB LHE were taught by your department last Fall and Spring? B 92
C. How many LHE were reassigned Release Time LHE for department purposes last Fall and Spring? C 48
D. Total the number of Lecture, Lab, and Release LHE (A + B + C = D) D 884
E. Multiply the number of fulltime instructional faculty in your DPP by 30 E 390
F. Divide E. by the sum total of LHE offered (E/D=F) F 44.1%

This will give you the percentage of hours taught by Full Time Faculty in your DPP

SECTION 4: DPP ENROLLMENT DEMAND INSTRUCTION

How many students on average are enrolled per lecture? 6237/169 = 37
How many students on average are enrolled per lab? 2229/6 = 370
How many lecture sections are offered? 169
How many lab sections are offered? 6
How many honors sections are offered within your DPP? 2

According to the census, what was your overall program growth? 9% (students in lecture)
SECTION 7: EDUCATIONAL SERVICES

INSTRUCTIONAL SERVICES:
Would failure to fill the position result in the department’s inability to schedule all courses or offer a program in the discipline?

No, however we used 29 different adjunct faculty last year. We have occasionally made due with less than stellar performance in the classroom as a result.

STUDENT SERVICES:
Would failure to fill the position result in limiting student services or programs?

Our current faculty is involved in over 20 different committees and councils on campus. We feel strongly about maintaining this involvement while addressing our curriculum issues and doing a quality job in the classroom. Additional faculty would ease the demand on our current faculty.

FACILITIES IMPACT:
Would failure to fill the position result in the closing of a laboratory or other instructional facility?

No

CENTRALITY TO MISSION:
How does the position meet the community college mission of transfer education, occupational training, basic skills, and non-credit adult education?

Mathematics is a stumbling block for many students. We need an adequate number of excellent faculty to develop, research and implement innovative approaches to address this problem and to prepare our students for their future.
SANTIAGO CANYON COLLEGE FACULTY HIRING REQUEST

The following information will be used by the senate to assist in the ranking of faculty hiring requests. No one part on this form will guarantee a position; nor is any one part more important than the other. The sections are divided into: DPP description and goals, full to part time ratio, history of the request, enrollment demand, and educational services.

Department: Performing Arts
Position: Assistant Professor of Music
Job description: Full-time, tenure-track position in Music. Master’s degree required. Teaching experience preferred. Ability to contribute to developing programs in the Performing Arts is preferred. May serve as Department Chair of Performing Arts, which includes assisting with scheduling, curriculum, and programming. Teaches some combination of the following: music appreciation, voice, piano, and guitar. Assignment includes recruiting students by establishing relationships with local music teachers and appropriate community organizations.

 SECTION 1:  DPP GOAL

List the goal(s) in your DPP Plan that support this request.

Goal(s)

1. Expand class offerings to build general education, transfer and certificate programs. Develop comprehensive programs in Dance, Music, and Theatre Arts.
2. Hire a full-time instructor in Music.
3. Increase Department productions in Dance, Music, and Theatre Arts to draw the public to the campus and provide performance opportunities for students.

 SECTION 2:  HISTORY OF THE REQUEST

| Is this a replacement position? | No |
| Is this a brand new position for the campus? | Yes |
| Is this a non-classroom faculty position? | No |
| Most recent request date | Sept 2008 |
| 2nd most recent request date | |
| 3rd most recent request date | |
| 4th most recent request date | |
| 5th most recent request date | |
| 6th most recent request date | |
| Rank received 1 | |
Worksheet

SECTION 3: FULL TO PART TIME RATIO

For the following questions please refer to hours that were officially met for last year's fall and spring semesters. Do not use the projected hours from the schedule but the actual hours used.

A. Total how many LECTURE LHE were taught by your department last Fall and Spring. A 59
B. Total how many LAB LHE were taught by your department last Fall and Spring? B 15
C. How many LHE were reassigned Release Time LHE for department purposes last Fall and Spring? C 4
D. Total the number of Lecture, Lab, and Release LHE (A + B + C = D) D 78
E.. Multiply the number of fulltime instructional faculty in your DPP by 30 E 30
F. Divide E. by the sum total of LHE offered (E/D=F) F 38%
This will give you the percentage of hours taught by Full Time Faculty in your DPP

SECTION 4: DPP ENROLLMENT DEMAND INSTRUCTION

How many students on average are enrolled per lecture? 45.2
How many students on average are enrolled per lab? 20.9
How many lecture sections are offered? 21
How many lab sections are offered? 8
How many honors sections are offered within your DPP? 1
According to the census, what was your overall program growth? N/A
SECTION 7: EDUCATIONAL SERVICES

INSTRUCTIONAL SERVICES:
Would failure to fill the position result in the department’s inability to schedule all courses or offer a program in the discipline?

While existing courses could still be scheduled if this position were not granted, we would need to further delay the development of a comprehensive music program. To build a strong program in Music, we must make additional course offerings available, and this can only occur with the addition of a new position.

STUDENT SERVICES:
Would failure to fill the position result in limiting student services or programs?

Due to recent budget cutbacks, we reduced the already-limited performance opportunities for Students. The addition of this position will allow us to restore, and enhance, opportunities for students to perform.

FACILITIES IMPACT:
Would failure to fill the position result in the closing of a laboratory or other instructional facility?

Failure to fill the position will not result in closure of a laboratory or other instructional facility, but it will make it much more difficult to build student demand for courses and programs that would help to justify the construction of the Performing Arts Center.

CENTRALITY TO MISSION:
How does the position meet the community college mission of transfer education, occupational training, basic skills, and non-credit adult education?

The proposed position functions primarily in the area of transfer education by allowing students additional opportunities to study (and perform) music that will further their ability to transfer to a four-year school to complete their education.
SANTIAGO CANYON COLLEGE FACULTY HIRING REQUEST

The following information will be used by the senate to assist in the ranking of faculty hiring requests. No one part on this form will guarantee a position; nor is any one part more important than the other. The sections are divided into: DPP description and goals, full to part time ratio, history of the request, enrollment demand, and educational services.

Department: Political Science
Position: Assistant Professor of Political Science
Job description: Ability to teach American government and preferably be able to teach political theory, as well as American political thought courses.

SECTION 1: DPP GOAL

List the goal(s) in your DPP Plan that support this request.

Goal(s)

Political science department at SCC needs to maintain and increase its strength in terms of faculty to continue to offer transfer-level courses.

Political science department needs to eventually develop courses which would require additional faculty members.

SECTION 2: HISTORY OF THE REQUEST

Is this a replacement position? Not known now
Is this a brand new position for the campus? Not known now
Is this a non-classroom faculty position? No

Most recent request date 09-28-2010
Rank received

2nd most recent request date
Rank received

3rd most recent request date
Rank received

4th most recent request date
Rank received

5th most recent request date
Rank received

6th most recent request date
Rank received
SECTION 3: FULL TO PART TIME RATIO

For the following questions please refer to hours that were officially met for last years fall and spring semesters. Do not use the projected hours from the schedule but the actual hours used.

A. Total how many LECTURE LHE were taught by your department last Fall and Spring.  A 111
B. Total how many LAB LHE were taught by your department last Fall and Spring?  B _____
C. How many LHE were reassigned Release Time LHE for department purposes last Fall and Spring? C _____
D. Total the number of Lecture, Lab, and Release LHE (A + B + C = D) D 111
E. Multiply the number of fulltime instructional faculty in your DPP by 30 E 60
F. Divide E. by the sum total of LHE offered (E/D=F) F 54%

This will give you the percentage of hours taught by Full Time Faculty in your DPP

SECTION 4: DPP ENROLLMENT DEMAND INSTRUCTION

How many students on average are enrolled per lecture? 45-50
How many students on average are enrolled per lab?
How many lecture sections are offered? 18
How many lab sections are offered?
How many honors sections are offered within your DPP? 2

According to the census, what was your overall program growth?
SECTION 7: EDUCATIONAL SERVICES

INSTRUCTIONAL SERVICES:
Would failure to fill the position result in the department’s inability to schedule all courses or offer a program in the discipline?

The political science department would not be able to continually offer transfer-level courses.

STUDENT SERVICES:
Would failure to fill the position result in limiting student services or programs?

There are a number of students in political science honors courses, and this could result in limiting Services to those students.

FACILITIES IMPACT:
Would failure to fill the position result in the closing of a laboratory or other instructional facility?

Not applicable

CENTRALITY TO MISSION:
How does the position meet the community college mission of transfer education, occupational training, basic skills, and non-credit adult education?

This position is critical in meeting the needs of transfer-level students. The department would not be able to offer a variety of political science courses to meet the critical needs of transfer students.
SANTIAGO CANYON COLLEGE FACULTY HIRING REQUEST

The following information will be used by the senate to assist in the ranking of faculty hiring requests. No one part on this form will guarantee a position; nor is any one part more important than the other. The sections are divided into: DPP description and goals, full to part time ratio, history of the request, enrollment demand, educational and Student Services.

Department: Student Health & Wellness Center

Position: Clinical Psychologist – 192 Day Tenure Track Faculty

Job Description: The College Psychologist is responsible for the following services & program activities:

1. Coordinate, plan, strengthen and sustain an integrated college based Psychological Services Program for Santiago Canyon College including: individual client therapy, intake assessments, Crisis Intervention Team coordination, mental health wellness program outreach, Behavioral Assessment Group member, Disciplinary Advisory Group consultant, and provider of inter-campus or community mental health referrals.

2. Recognize the unique demographic of college-age students who may manifest severe new onset psychological disorders such as depression, suicidal ideation, bipolar disorder, and schizophrenia.

3. Collaborate with the wellness team to measure and mitigate health issues faced by the community college student including: peer pressure for exploration with illegal substances or engaging in risky sexual behaviors, unchecked evolution of eating disorders, everyday grief and loss, and post traumatic stress disorder.

4. Establish outreach for the majority of students who routinely function well but occasionally require professional guidance to remain on track and enrolled in class.

5. Inform faculty, staff and college administrators through group presentation, or in individual consultation with constituents for early recognition and referral or students who become gravely disabled or at risk for harm to themselves or others.

6. Partner with the Student Services leadership team to create an environment where students are supported to persist, encouraged to get involved, on campus, and ultimately succeed in the pursuit of their educational goals.

7. Demonstrate an understanding of college based mental health programs and services including specific knowledge of standardized policies and procedures for assessment, planning, treatment & documentation of mental health issues.

8. Assist in the reduction of risk/exposure for the college and/or the district by remaining current with the prevailing psychiatric practice laws and regulations regarding mental health practice and new regulatory developments which may guide college/district policies.

9. Ensure that students have knowledge of and equal access to campus based mental health services through innovative, ongoing outreach and marketing.

List the goal(s) in your DPP Plan that support this request.
Goal(s)
1. Hire Full-Time Clinical Psychologist to provide counseling services as an integral part of Student Health and Wellness Center services.

**SECTION 2: HISTORY OF THE REQUEST**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is this a replacement position?</td>
<td>YES</td>
</tr>
<tr>
<td>Is this a brand new position for the campus?</td>
<td>NO</td>
</tr>
<tr>
<td>Is this a non-classroom faculty position?</td>
<td>YES</td>
</tr>
<tr>
<td>Most recent request date</td>
<td>2008-09</td>
</tr>
<tr>
<td>Rank received</td>
<td>7th</td>
</tr>
<tr>
<td>2nd most recent request date</td>
<td>2007-08</td>
</tr>
<tr>
<td>Rank received</td>
<td>2nd</td>
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<td>Rank received</td>
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<td>6th most recent request date</td>
<td></td>
</tr>
<tr>
<td>Rank received</td>
<td></td>
</tr>
</tbody>
</table>

**SECTION 3: FULL TO PART TIME RATIO Not Applicable**

For the following questions please refer to hours that were officially met for last years fall and spring semesters. Do not use the projected hours from the schedule but the actual hours used.

A. Total how many LECTURE LHE were taught by your department last Fall and Spring. A
B. Total how many LAB LHE were taught by your department last Fall and Spring? B
C. How many LHE were reassigned Release Time LHE for department purposes last Fall and Spring? C
D. **Total the number of Lecture, Lab, and Release LHE** (A + B + C = D) D
E. Multiply the number of fulltime instructional faculty in your DPP by 30 E
F. Divide E. by the sum total of LHE offered (E/D=F) F

This will give you the percentage of hours taught by Full Time Faculty in your DPP

**SECTION 4: DPP ENROLLMENT DEMAND INSTRUCTION Not Applicable**

How many students on average are enrolled per lecture? ________________________________
How many students on average are enrolled per lab? ________________________________
How many lecture sections are offered? ________________________________
How many lab sections are offered? ________________________________
How many honors sections are offered within your DPP? ________________________________
According to the census, what was your overall program growth? ________________________________
SECTION 8: STUDENT SERVICES:

Would failure to fill the position result in limiting student services or programs? Yes

Volume data for students visiting the Health and Wellness Center has steadily grown over the years for reasons which are multivariate, changes in enrollment, direct marketing and available labor resources are among these reasons. If the last 5 years of SCC’s on-campus credit enrollment are studied, numbers have incrementally grown from 7715 students in 2005, subsequently increasing to 9964 students the historically highest level in 2008. In 2009 and 2010 as a result of apportionment caps and intentional enrollment management, the college has sustained two years of enrollment contraction.

Most recently in 2010, credit enrollment has further declined to 8861 students. However, student visits to the Health Center for both medical and psychological services have concomitantly grown despite the overall drop in enrollment. A plausible explanation for the continued growth may include the severely stressed California state economy and more of our students are without any form of health insurance. Service hours for psychological counseling were reduced overall by 5 hours due to budgetary constraints in 2010. On any given week this fall the student waitlist for clinical services averages around 10 people. The data table below demonstrates the progressive growth of student visits and the subset of those receiving direct therapy from 2000 through present time, on September 30th, 2010 as this document was printed and submitted for review. Data will continue to accrue through the end of this calendar year.

<table>
<thead>
<tr>
<th>Service Year</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
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<th>2007</th>
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<tr>
<td>On-Campus Credit Enrollment</td>
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<td>8111</td>
<td>8750</td>
<td>8236</td>
<td>9910</td>
<td>7715</td>
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<td>9964</td>
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<td>8861</td>
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<tr>
<td>All Student Visits to HWC</td>
<td>1269</td>
<td>1266</td>
<td>1793</td>
<td>1558</td>
<td>1800</td>
<td>2231</td>
<td>2469</td>
<td>2383</td>
<td>3310</td>
<td>3827</td>
<td><strong>3052</strong></td>
</tr>
<tr>
<td>Psych Visits</td>
<td>368</td>
<td>289</td>
<td>305</td>
<td>274</td>
<td>287</td>
<td>351</td>
<td>432</td>
<td>413</td>
<td>585</td>
<td>628</td>
<td><strong>458</strong></td>
</tr>
</tbody>
</table>

Since the faculty retirement of the Health and Wellness clinical psychologist in the spring of 2007, there is a renewed urgency to restore this integral service position at SCC. This position has been requested in years previously when the college’s senate ranking was identified at 2nd and 7th respectively. This is the third time a faculty request has been submitted and the need is now more significant than ever. Refilling this vacancy is critical to maintain the health and safety of students and preserve the continuity of campus based mental health services. Replacing this faculty position will ensure program coordination and direct clinical services to our students. Nationally, institutions of higher education have recently sustained grave campus incidents where students with significant issues of impaired mental health have gone unrecognized. The most dramatic of cases have regrettably resulted in the death and or injury of innocent students and faculty.

The American College Health - National College Health Assessment (NCHA) was conducted on a cohort of 500 students at Santiago Canyon College by random sampling in March of 2006. At that time 21% of students reported feeling depression at some point within the last school year. 23% of students also reported that they were engaged in an emotional, physical and/or sexually abusive relationship. Heavy episodic use of alcohol (five or more drinks at one time) was reported by 34% of students in the 14 days prior to the NCHA survey. These recent campus specific statistics dramatically represent a compelling argument for ensuring that our students receive the best campus based psychological counseling services possible.
A dedicated faculty psychologist would allow greater student access & potential program growth including:

- Increased clinical time from the current 20 hours (adjunct hourly faculty) to 35 hours weekly for student therapy.
- Full time clinical coordination and Psychological Services program oversight.
- Ongoing student outreach and marketing efforts to reach newly enrolled students.
- Improve the rate of course completion and overall student success.
- Developing a model (SAMHSA) Substance Abuse and Mental Health Services Administration program such as Brief Motivational Counseling and Intervention for College Students
- Expanding therapy services to multi-student groups for smoking cessation.
- Creating staff and faculty in-service programming for additional student outreach.
- Building new community based mental health service liaisons.
- Developing a clinical affiliation with interested Southern California Post-graduate clinical psychology internship programs.

Comparison of Psychological Services offered by Health Services at other Region 8 community colleges in OC.

<table>
<thead>
<tr>
<th>Name of campus</th>
<th>Hours of Clinical Services</th>
<th>Total</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Santiago Canyon College</td>
<td>20 Hrs (2) Adjunct Psychologists</td>
<td>(20)</td>
<td>8,861 (Fall 2010)</td>
</tr>
<tr>
<td>Golden West College</td>
<td>16 Hrs (2) Adjunct Psychologists + 8 Hrs Psych Intern</td>
<td>(24)</td>
<td>13,254**</td>
</tr>
<tr>
<td>Cypress College</td>
<td>40 Hrs Psychologist + 40 Marriage Family Therapist</td>
<td>(80)</td>
<td>15,435**</td>
</tr>
<tr>
<td>Irvine Valley College</td>
<td>20 Hrs Adjunct + 40 Hr Psych Interns</td>
<td>(60)</td>
<td>15,615**</td>
</tr>
<tr>
<td>Santa Ana College</td>
<td>50 Hrs (2) Faculty Psychologists + 3 Psych Interns</td>
<td>(105)</td>
<td>19,002 (Fall 2010)</td>
</tr>
<tr>
<td>Fullerton College</td>
<td>32 Hrs Adjunct Psych</td>
<td>(32)</td>
<td>22,531**</td>
</tr>
<tr>
<td>Orange Coast College</td>
<td>30 Hrs Classified Psych + 10 Hr Marriage Family Therapist</td>
<td>(40)</td>
<td>24,253**</td>
</tr>
<tr>
<td>Saddleback College</td>
<td>24 Hrs Adjunct + 40 hours 2 Psych Interns</td>
<td>(64)</td>
<td>26,513**</td>
</tr>
</tbody>
</table>

** Student enrollment figures obtained for Spring 2009 from Data Mart on the CA. State Chancellors Web Site

FACILITIES IMPACT:
Would failure to fill the position result in the closing of a laboratory or other instructional facility? No

CENTRALLITY TO MISSION: How does the position meet the community college mission of transfer education, occupational training, and basic skills?
The Psychological Services Position fulfills the college’s mission of providing a full range of support services by facilitating equal access to the college’s educational programs. This faculty position also advances the college’s commitment to student equity and diversity. To achieve the overall mission, the college’s academic programs are in many cases complemented by student services support faculty. The Faculty Psychologist, our campus mental health counselor plays a vital support role for students and staff members alike. When students with emotional health issues are provided with therapy they are empowered to pursue and complete basic skills, certificate or vocational programs, and degrees and ultimately realize college transfer opportunities.

Students who seek and obtain mental health counseling may be considered at risk for dropping out and our college’s overall retention rates might be lower. Persistence rates for students who utilize mental health services have not been directly studied, however anecdotal evidence suggests that these students remain current with their course work, and the majority stay enrolled in classes when counseling is provided.

For the last two years the Vice President of Student Services has convened a team known as the Behavioral Assessment Group (BAG). The purpose of this ad-hoc group is to identify evolving student behavioral problems as they develop and discuss proactive solutions to mitigate threat. This group pulls together many disciplines including the; Vice President of Student Services, Clinical Psychologist, Associate Dean for Student Development, Lieutenant of Campus Safety, DSPS Faculty and additional members as appropriate. Early intervention for student behavioral issues specifically through the BAG group helps determine what services are needed and if appropriate, fast tracks at risk individuals for on-campus mental health counseling, keeping these students engaged and enrolled.

Faculty referrals for mental health services have increased significantly in the last few years. In many cases faculty have disclosed to Health and Wellness Center staff their limitations in managing increased levels of students interpersonal crises. Further, faculty have voiced their need for and the importance of providing a stable and fully funded position to support the mental health needs of our students and the campus at large. Additional inquiry from the Academic Senate Faculty or the SCC Administrative team are always welcomed please feel free to notify me if I may answer any additional questions.

Respectfully Submitted,

Beth Hoffman RN, M.N., Santiago Canyon College
Student Health and Wellness Center T-102 (714) - 628-4773
Hoffman_Beth@SCCollege.Edu
SANTIAGO CANYON COLLEGE FACULTY HIRING REQUEST

The following information will be used by the senate to assist in the ranking of faculty hiring requests. No one part on this form will guarantee a position; nor is any one part more important than the other. The sections are divided into: DPP description and goals, full to part time ratio, history of the request, enrollment demand, and educational services.

Department: Psychology
Position: Assistant Professor
Job description: Teach courses in Introduction to Psychology, Child Psychology, Psychology and Effective Behavior, and Abnormal Psychology.

◆ SECTION 1: DPP GOAL

List the goal(s) in your DPP Plan that support this request.

Goal(s) Increase the number of FT faculty to meet increasing student demand.

This is a replacement position for Dr. Francois. None of the full-time faculty can teach the clinical courses.

◆ SECTION 2: HISTORY OF THE REQUEST

Is this a replacement position? Yes
Is this a brand new position for the campus? No
Is this a non-classroom faculty position? No
Most recent request date 2008
2nd most recent request date
3rd most recent request date
4th most recent request date
5th most recent request date
6th most recent request date
Rank received
Rank received
Rank received
Rank received
Rank received
Rank received

SCCHiringFORM2010Blank.doc
SECTION 3: FULL TO PART TIME RATIO

For the following questions please refer to hours that were officially met for last years fall and spring semesters. Do not use the projected hours from the schedule but the actual hours used.

A. Total how many LECTURE LHE were taught by your department last Fall and Spring. A 110.75
B. Total how many LAB LHE were taught by your department last Fall and Spring? B 1.25
C. How many LHE were reassigned Release Time LHE for department purposes last Fall and Spring? C 6
D. Total the number of Lecture, Lab, and Release LHE (A + B + C = D) D 118
E. Multiply the number of fulltime instructional faculty in your DPP by 30 E 60
F. Divide E. by the sum total of LHE offered (E/D=F) F .528

This will give you the percentage of hours taught by Full Time Faculty in your DPP.

SECTION 4: DPP ENROLLMENT DEMAND INSTRUCTION

How many students on average are enrolled per lecture? 65
How many students on average are enrolled per lab? 38
How many lecture sections are offered? 36-40
How many lab sections are offered? 1
How many honors sections are offered within your DPP? 1
According to the census, what was your overall program growth? decreased
SECTION 7: EDUCATIONAL SERVICES

INSTRUCTIONAL SERVICES:
Would failure to fill the position result in the department’s inability to schedule all courses or offer a program in the discipline?

Yes - none of our faculty can teach Abnormal Psychology.

All of our classes are 100% filled w/ maxed out wait-lists and excess demand.

STUDENT SERVICES:
Would failure to fill the position result in limiting student services or programs?

No

FACILITIES IMPACT:
Would failure to fill the position result in the closing of a laboratory or other instructional facility?

No

CENTRALITY TO MISSION:
How does the position meet the community college mission of transfer education, occupational training, basic skills, and non-credit adult education?

Provides instruction in core transfer courses for majors in Psychology, Nursing, and Occupational Therapy.