



Request Type: **Full-time Faculty**

Area: **AA**

**Program Review (D) - Health, Kin, Ath, Vis and Perf Arts**

**HEA1906**

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**Objective:** Seek to identify and improve divisional programming for students. Placing an emphasis on surveying for input from students to clarify which programs are of highest interest/need. The initial analysis and survey work would be completed in S'2022.

2020-2021      **Estimated Cost:**150000

**Categorical funds available to fund this request:**

**New/Replacement:** New                      **Priority:** 2

**Previously Requested in Years:** 2019-2020

**Primary Contact:** Tim Harrison

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**Resource Request Description:** 11 Month Faculty Coordinator/Director for the Performing Arts, and Schwab Academy. Duties include operational work for all events, budget oversight, marketing, outreach, and fundraising.

**Resource Request Justification:**



Request Type: **Full-time Faculty**

Area: **AA**

**Program Review (P) - Agriculture**

**AGR2301**

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**Objective:** Develop and implement an Agriculture Program at Ventura College.

2023- 2024      **Estimated Cost:**150000

**Categorical funds available to fund this request:**

**New/Replacement:** New                      **Priority:** 2

**Previously Requested in Years:**

**Primary Contact:** Dorothy Farias or McKenzie Rasmussen

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**Resource Request Description:** Full Time Faculty for Veterinary Technology Program

**Resource Request Justification:** With continued expansion of the Veterinary Technology program, an additional full time faculty member (Veterinarian) is needed to support the program, as currently there is only 1 full time faculty member in the Vet Tech program. In order for the program to continue to succeed and grow, there needs to be more F/T faculty dedicated to courses, curriculum development, industry collaboration and student support. This request is critical and vital for the continued existence of the Vet Tech program, as we continue to see high demand in student interest that we currently cannot meet due to lack of faculty (both FT and PT). Our current FT faculty in the program also serves as Program Director, with specific duties outlined under our accreditation requirements, and needs additional full time faculty support so that they can focus on their duties as Director, which currently has a 20% release, but should actually be 50% release to align with accreditation requirements. With a full time faculty in Veterinary Technology, we can also potentially offer 2 new cohorts per year, and nearly double enrollments to 100 students per semester.



Request Type: **Full-time Faculty**

Area: **AA**

**Program Review (P) - Anthropology**

**CRI2021**

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**Objective:** Develop a Forensics Science Degree Program

2023- 2024      **Estimated Cost:**TBA

**Categorical funds available to fund this request:**

**New/Replacement:** New                      **Priority:** 10

**Previously Requested in Years:** 2021-2022; 2022-2023

**Primary Contact:** Laz Salinas

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**Resource Request Description:** full-time faculty to teach some of the newer courses being developed for the new forensic science degree program

**Resource Request Justification:** Please see CJ program review.

Currently, the forensic science curriculum and program development is being developed by Cari Lange, in Anthropology. While Prof. Lange does have an FSA in Criminal Justice, due to staffing issues in Anthropology and limitations on experience in the multitude of areas within forensic science, her full-time load needs to remain with Anthro. A full time person needs to be brought in to oversee this dynamic new program.



Area: **AA**

**Program Review (P) - Architecture, Drafting, and Construction Technology**

**ARC2105**

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**Objective:** Increase student success rate

2023- 2024      **Estimated Cost:**100000

**Categorical funds available to fund this request:**

**New/Replacement:** Replacement

**Priority:** 3

**Previously Requested in Years:** 2020-2021; 2019-2020; 2018-2019; 2017-2018; 2021-2022; 2022-2023

**Primary Contact:** Ralph Fernandez

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**Resource Request Description:** Drafting Instructor Replacement.

The success of the program is currently relying on an unusually high amount of support from adjunct faculty in many areas not traditionally supported by adjunct faculty. Adjunct faculty maintain equipment, repair equipment, help maintain open labs for student use and provide lab supervision. Over-reliance on adjunct faculty puts the program in a position that will be hard to maintain if some of the adjunct faculty leave. It is important that a balance between adjunct and full-time faculty be maintained. This additional instructor would increase the strength of the program and would likely increase the overall enrollment of the program and the college. This position would replace a full-time instructor who retired in 2017. This position was #4 on the prior for hire by the executive team in 2022. Somehow in 2022 the position was shown as a "FT Temp" position. The position we are asking for is a full-time tenure track position.

Ranking Criteria

(A) This position would replace the retirement of a full-time staff member in 2017

(B) There is a difficulty in hiring faculty with the skills needed in the program. The instructor will need to have both educational and field experience. The faculty member will need to teach a variety of subjects and software. We may need to provide some training to the new faculty member.

(D) The program is small and currently has only one full time faculty. With one full time faculty it is difficult to accomplish all of the needs of the program and continue to provide program promotion and exposure. An additional instructor would also provide support for coordination with university articulation and develop relationships with local schools for high school articulation to our program.

(E) This position was #4 on the prior for hire by the executive team in 2022. The position was listed as a one-year temporary position. We are asking for a full-time tenure track position that will help the program grow.



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(K) The students in the program attain jobs in the community. The more exposure the program gains the more we support community employment needs.

(L) This position is more than just a faculty position. Being a small program, the faculty member is required to support the program in more ways than just teaching. They will need to provide community outreach, equipment maintenance, and student supervision in class labs.

**Resource Request Justification:** The success of the program is currently relying of unusually high support of our adjunct faculty function in many areas not traditionally supported by adjunct faculty. Over reliance of adjunct faculty puts the program in position that will be hard to maintain. It is important that a balance between adjuncts and full-time faculty be maintained. This position would increase the strength of the program and would likely increase the overall enrollment of the program and the college. This position would replace the retirement of a full-time staff member in 2017.



Request Type: **Full-time Faculty**

Area: AA

**Program Review (P) - Art**

**ART2201**

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**Objective:** Increase student enrollment, increasing FTES by 20%

2023- 2024      **Estimated Cost:**150000

**Categorical funds available to fund this request:**

**New/Replacement:** New

**Priority:** 1

**Previously Requested in Years:** 2022-2023

**Primary Contact:** Sharla Fell

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**Resource Request Description:** Full-Time Film Instructor

**Resource Request Justification:** The first FILM courses were written in 2008 and were included in the catalogue for two years. Budgetary shortfalls prevented the courses from being offered for several years. A transfer degree was written along with new classes to match the state's outline. A subsequent interdisciplinary COA has been created. Both the AA-T and the COA have been approved by curriculum. 500 students have been enrolled in the current six classes per year. Four additional classes will be offered as soon as possible. As part of the degree and certificate, THA offers a two part Film History survey as part of the degree and certificate. ENGL offers a two part class as part of the COA. Currently, all of the FILM courses are being taught by excellent adjunct faculty, but they are all at their full part-time load. In order for the program to flourish it must have a full-time lead faculty member. A full time faculty will keep this dynamic and growing area current and updated. Data shows that in j2023, we are serving 5 times the students we served in 2018-2019. As we add classes, they fill. We fully expect to serve 800-1000 students each year as we move forward.



Area: **AA**

**Program Review (P) - Athletics/Kinesiology**

**A/K2302**

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**Objective:** Increase student enrollment, success, and transfer rates by 5%

2022-2023      **Estimated Cost:** dependent on where the faculty member enters on the salary scale

**Categorical funds available to fund this request:**

**New/Replacement:** Replacement

**Priority:** 2

**Previously Requested in Years:**

**Primary Contact:** James Walker/Bernard Gibson

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**Resource Request Description:** Replacement FT faculty - Head Men's & Women's Track & Field and Men's & Women's Cross Country

**Resource Request Justification:** 1. This is a replacement position and no added FTEF is needed. The retiree was originally hired as the FT M/W Cross Country & M/W Track & Field Head Coach

2. Current PT to FT ratio is 3:1 in ICA

3. A full Track & Field team could number anywhere between 50-80 full time enrolled students. A full Cross Country team can be anywhere between 20-40 full time enrolled students

4. FT Head Coach of the Cross Country & Track & Field teams would have a majority of their load through ICA for the teams. This will help open load up in the KIN & HED away to help keep quality PT faculty coaches here that can teach.

5. A FT Head Coach of the Cross Country and Track & Field teams helps with recruitment of student athletes to continue to have a successful program which generates revenue through FTES

6. Retaining PT faculty is hard because of the minimal load available. A FT hire will more than likely stay for an extended period here at Ventura College

Student Athlete Enrollment (2021-22 Cal Pass & VC Data)

1. Ventura College 341 student Athletes. Total Full Time Enrolled at Ventura College – 3159 students (Department of Education data point) 9.2% of all Full Time student are Student Athletes

2. Student Athlete GPA average is 3.20 while general students are a 2.93

3. Student Athletes attempt an average of 28.4 units in a year, compared to 11.26 units for general student population



## Request Type: **Full-time Faculty**

4. Student Athletes complete an average of 22.46, compared to 9.97 units for general student population
5. 19% of student athletes complete 24-29.9 units in a year, compared to 5% for general student population
6. 26% of student athletes complete 30+ units in a year, compared to 3% of general student population
7. The average course success rate for student athletes is 80% compared to 70% for general student population
8. 91% of student athletes attempt gateway English compared to 54% of general student population
9. 96% of student athletes complete transfer level English course
10. 87% of student athletes attempt gateway Math compared to 54% of general student population
11. 89% of student athletes complete transfer level Math course
12. Only 12% of student athletes start at a below transfer level math class compared to 45% of the general student population
13. 22% of student athletes transfer to a CSU/UC (state does not track out of state or private school transfers. Athletes transfer to a 4 year school at 82%) compared to 10% of the general student population
14. 26% of student athletes receive an AA compared to 7% of the general student population
15. 13% of student athletes receive a certificate compared to 6% of the general student population
16. 5.6% of student athletes identify as Black compared to 2.2% of the total VC student population. Majority of Black students are student athletes at Ventura College
17. 61.8% of student athletes identify as Hispanic



Area: **AA**

**Program Review (P) - Athletics/Kinesiology**

**AK2301**

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**Objective:** Increase student enrollment, success, and transfer rates by 5%

2022-2023      **Estimated Cost:** Dependent on where the new hire comes in on the salary scale

**Categorical funds available to fund this request:**

**New/Replacement:** Replacement

**Priority:** 1

**Previously Requested in Years:**

**Primary Contact:** James Walker/Bernard Gibson

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**Resource Request Description:** Replacement position from the summer of 22 resignation of a full time football/KIN/HED instructor

**Resource Request Justification:** 1. This is a replacement position and no added FTEF is needed. The resignation leaves only 2 FT faculty assigned to Football

2. Current PT to FT ratio is 3:1 in ICA

3. Football roster is between 90-110 yearly so a need for a FT instructor is there for student safety

4. Football brings 90-110 full time enrolled students that fill other classes on our campus due to the mandate that student athletes have to take a minimum of 12 units a semester to stay eligible to compete

5. 3 FT faculty on the football staff helps with recruitment of student athletes to continue to have a successful program which generates gate revenue that supplements programs that do not have the ability to have a gate for their events.

6. Retaining PT faculty is hard because of the minimal load available. A FT hire will more than likely stay for an extended period here at Ventura College

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Area: **AA**

**Program Review (P) - Behavioral Sciences**

**BEH2401**

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**Objective:** Increase student retention by 10%, helping students to successfully complete their Psychology major by increasing persistence

2023- 2024      **Estimated Cost:**150,00.00

**Categorical funds available to fund this request:**

**New/Replacement:** Replacement                      **Priority:** 1

**Previously Requested in Years:** 2022-2023; 2019-2020; 2020-2021

**Primary Contact:** Ron Mules

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**Resource Request Description:** Full-time Faculty Replacement

**Resource Request Justification:** Psychology has the largest student enrollment in addition to awarding the most degrees within our division. Despite one of our two replacement requests (2022) 2022, fulltime faculty consistently teach 7 classes a semester and frequently extra-large.

The student demand for this discipline is enormous. This in turn has increased the instructional workload of full-time faculty, their engagement with students in office hours, and expanded their interaction with students on the mental health issues and referrals. The challenge for the discipline is meeting the increased demands and maintaining the high level of instruction, success, and degree production. As a result of the above, one can clearly see the importance of a replacement hire in Psychology and its benefits to students, the college, and the community.

Rationale for fulfilling replacement faculty for Psychology per Academic Senate criteria.

1.      Percent of courses taught by fulltime faculty

        Spring 2024 Schedule - 47% (of 32 sections), 9 classes are listed as extra-large (70 students) which would equal 4 additional class.

        Fall 2023 47% (of 32 sections), additionally, faculty taught 7 extra-large classes which would equal 3 additional class.

        Spring 2022 50% (of 32 sections), additionally, faculty taught 4 extra-large classes which would equal 1.5 additional class.



## Request Type: **Full-time Faculty**

Fall 2022, even after one replacement faculty was hired - 48.5% (of 32 sections), additionally, faculty taught 5 extra-large classes which would equal 2 additional sections

### 2. Fill Rate

The fill rate for the college is 84.6%, Behavior Sciences is 85.5% psychology fill rate 91.7% (per tableau)



NoArea: AA

Program Review (P) - Communication Studies

**COM2301**

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**Objective:** The Communication Studies Department will increase its enrollment by 5%.

2023- 2024      **Estimated Cost:**150000

**Categorical funds available to fund this request:** No

**New/Replacement:** New

**Priority:** 1

**Previously Requested in Years:** 2021-2022; 2019-2020; 2018-2019; 2017-2018

**Primary Contact:** Stacy Sloan Graham

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**Resource Request Description:** Academic Instructor Full Time

**Resource Request Justification:** The Communication Studies Department currently has 3 full time faculty members. If we are to meet the demands of new legislation, and stay competitive with other colleges, we need to hire a new full-time faculty member. With the passage of AB 928 and the changes in the Igetc to the Calgetc requirements, all Communication Studies Departments will be growing very quickly. The changes go into effect in Fall 2025, and will require all students wishing to transfer to a either a UC or a CSU must meet an Oral Comm requirement. This will mean that we will need to add much more Comm V01 classes to the schedule to meet the demand of the students. Our sister colleges in the district are hiring already, and all community colleges across the state are hiring as well. In order to get qualified instructors, we need to hire as soon as possible. This is an immediate need that will affect all students at Ventura College.

Discipline Enrollment Trends: Due to the COVID pandemic, enrollment was affected negatively across the campus in all disciplines. Communication Studies is showing that we are now rebounding from the pandemic numbers. With AB928 coming online effective Fall 2025, all students transferring to a UC or CSU will need to satisfy the Oral Comm requirement. This new demand will fuel enrollment.

- In Fall of 2021, we had a fill rate of 86.2%
- Enrollment went down for the next few years, but the trend is showing improvement
- Fall 2023 had a fill rate of 83.9%
- Comm Studies has increased enrollment almost 7% since spring 23
- With the addition of AB 928, the number of sections will at the very least double, and the fill rates will show growth as well.
- While the enrollment trend shows growth, we do not have any faculty to teach more sections.



## Request Type: Full-time Faculty

- Without more faculty, there is no growth

Percentage of sections in the discipline being taught by full-time & part-time faculty: All department full-time and part-time faculty are currently being utilized at full capacity, therefore we have no faculty to teach any new sections.

- 57.6% of the Comm Studies classes are being taught by part time faculty
- Only 42.4% are being taught by Full time faculty
- More full-time faculty are needed to teach on campus classes to increase continual contact with students resulting in increased success rates and graduation rates.

Difficulty in hiring adjuncts: We have an extremely difficult time finding qualified adjuncts.

- Our department hasn't hired anyone (FT or PT) for over 3 years.
- With all colleges in the state of California looking to hire faculty in our discipline, we are all competing with each other, making it even more difficult.
- For fall 23, our department tried to "borrow" part-time faculty members from OC & MC to teach sections that were left unstaffed. Neither campus had anyone available, and we had to cancel 2 sections that would have filled to capacity.
- OC and MC have already hired new full-time and part-times faculty
- MC has hired two temporary full- time faculty for fall 23, with plans to hire multiple permanent full timers.
- OC has already hired a full- time faculty member for spring 23
- In order to attract the most qualified candidates, we need to start the hiring process immediately.

Recent legislation: We do not have the adequate number of faculty currently to meet the demand AB928 will require.

- AB928 will go into effect Fall of 2025
- CALGETC requires ALL students transferring to a UC or CSU to satisfy an Oral Comm requirement (Comm V01)
- We currently offer approximately 24 sections of Comm V01
- We will need to at least DOUBLE our course offerings to meet the new demand



## Request Type: **Full-time Faculty**

- Due to the new legislation, all community colleges and California State funded universities will be hiring new faculty
- We need new faculty to help with the work load AB928 requires, including updating and writing new curriculum.
- Without more faculty we can't accommodate the student demand.

Diversity: The Comm Studies department needs to hire new part-time and full-time faculty to increase the diversity of our instructors.

- At the present time, we have no ethnic diversity among our full-time or part-time teaching faculty.
- VC students require more diversification among our faculty to maximize their learning experience at their HSI college.

If the need of a new faculty member is not met, we can't meet the needs of our students.



Area: **AA**

**Program Review (P) - Engineering**

**ENG2302**

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**Objective:** Increase degree/certificate/transfer by 10%

2023- 2024      **Estimated Cost:**

**Categorical funds available to fund this request:**

**New/Replacement:** Replacement

**Priority:** 3

**Previously Requested in Years:**

**Primary Contact:** Nell Papavasiliou

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**Resource Request Description:** Physics/Engineering Full-Time, Tenure Track Faculty Position

**Resource Request Justification:** An engineering instructor retired in August 2022 and has not been replaced. The engineering program has room for growth with fill rates over 100% since fall of 2021.

Additionally, to increase degree/certificate/transfer rates, the engineering program has identified courses that could be offered every semester with a second full-time engineering instructor. The introduction of an Engineering Dynamics course, would round out the offering of engineering classes and would be possible to offer with another instructor. The addition of Engineering Dynamics addresses both student equity and social justice as it provides the opportunity for engineering students to complete another lower division course at the community college prior to transfer.

The split assignment of engineering and physics is a strategic one, as physics pre-requisites are required for over 60% of the engineering courses offered at Ventura College. A physics program without sufficient resources can be a bottleneck to students reaching engineering courses and will ultimately impact program completion. Physics and engineering are dependent on each other. A faculty member who can span both disciplines will be an asset to the department.

Recruiting and retaining adjunct instructors in both physics and engineering is extremely challenging. Professional industry salaries far exceed the pay rate for adjunct instructors. Scheduling is challenging when adjunct instructors hold full-time positions in industry because of the travel and professional expectations of their full-time job.

Finally, the 2023-2024 Planning Parameters include equitable dual enrollment pathways. At the current staffing levels in both physics and engineering, teaching dual enrollment classes at local high schools is



Request Type: **Full-time Faculty**

not able to be supported. The addition of this full-time instructor would provide sufficient faculty to increase dual enrollment pathways.



Request Type: **Full-time Faculty**

Area: **AA**

**Program Review (P) - English**

**ENG 2101**

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**Objective:** Reduce equity gaps by at least half for black and Hispanic male students in English 1A

2023- 2024      **Estimated Cost:**150000

**Categorical funds available to fund this request:**

**New/Replacement:** Replacement

**Priority:** 1

**Previously Requested in Years:** 2021-2022; 2022-2023

**Primary Contact:** Eric Martinsen

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**Resource Request Description:** Full-time English faculty hire

**Resource Request Justification:** Resource Request: Two Full-time English Faculty Hires

English enrollment has risen by 20%, surpassing the college's growth rate. From Fall 2021 to 2023, fill rates increased from 89.3% to 95.9%, with FTES growing by 19%. Yet only 35% of our classes are taught by full-time faculty, compared to the college's 45% average. This gap hinders our ability to deliver consistent, quality education, impacting student outcomes. Despite three adjunct hiring attempts, we could only partially meet student demand this fall, even with 85 English 1A sections. The shift of adjunct availability to online-only classes amplifies the need for full-time faculty, particularly for on-ground and daytime slots. New hires could also focus on areas such as tutoring, multilingual teaching, reading, and addressing the needs of male students of color—key to equity and success initiatives like the Student Equity Plan. English has made notable strides in equity, completely closing the equity gap for black male students and cutting it in half for Latino male students. These gains in pivotal courses like English 1A spotlight our urgent need for full-time faculty to continue this momentum. The Executive Team should prioritize hiring full-time English staff to better meet student needs and uphold Ventura College's commitment to excellence and equity.

1. Discipline Enrollment Trends:

- Fill Rate: Increased from 89.3% in Fall 2021 to 95.9% in Fall 2023.



## Request Type: **Full-time Faculty**

- English 1A Sections: Filled 85 sections in Fall 2023, the most ever offered at the college. Up from 72 sections in Fall 2021.
- Census Enrollment & FTES Growth: 427 student increase (2,414 to 2,841) and 19% FTES growth (381 to 454) in the last two years.
- Section Capacity: Every English 1A and 1B was filled (with waitlists) before Day 1 of Fall 2023. Each new section we added quickly maxed out in the run-up to fall. Despite multiple hiring rounds for adjuncts, we needed more English instructors to meet the demand for more sections.
- Demand for More On-Ground English 1As: When fall enrollment opened, on-ground 1A classes filled first, reversing pandemic trends and revealing a student preference for in-person instruction. We converted scheduled classes from online to on-ground with existing staff when possible. After three rounds of adjunct hiring, we could only add four more classes with in-person meetings. Our limited capacity for on-ground courses led many students to the only other option: asynchronous.
- Fall 2023 English 1A distribution (44% asynchronous, 29% hybrid (one day/week), 19% hybrid (two days/week), and 8% in-person). This distribution does not necessarily align with student preferences. The department's goal is to more closely match course offerings with student preferences to ensure equitable success rates.
- Faculty Load Capacity: With 70 English sections taught by part-time faculty this fall, our program can easily support the load for two new full-time instructors. It would require at least 18 new full-time instructors to staff the classes currently taught by adjuncts.

### 2. Percentage of Sections Taught by Full-Time Faculty:

- 35.8% in Fall 2023; 35.7% Fall 2022.
- Significantly below the college average of 45%
- English 1A: only 34.1% taught by full-time faculty (Fall 2023)



## Request Type: **Full-time Faculty**

- Underscores overreliance on adjuncts to teach essential gateway classes in English. (65.9% of 1A taught by part-time faculty)

### 3. Difficulty in Hiring Adjuncts:

Despite multiple rounds of adjunct hiring, the demand for English 1A outstrips the supply of instructors, highlighting the need for full-time faculty, especially for on-ground and daytime sections.

- Hiring for Fall 2023: Regular adjunct hiring (May 2023); Exigent hiring (July 2023); Multi-Campus Announcement for English (Sept 2023).

- Few new adjunct applicants available for in-person classes: we could only add four classes with on-ground meeting times despite substantial student demand for on-ground options. We were able to add 11 new online sections.

- Hiring Challenges: Limited local adjunct pool and growing preference among applicants for online teaching.

- Disparities in Faculty Representation: It has been difficult to hire adjunct faculty with lived experience in the Black and Hispanic communities. As of Fall 2022, only 9% of instructional faculty in our division are Hispanic while 68% of students in English classes are Hispanic. We have no black faculty members, and over 70% of our instructional faculty are white.

- Full-time Faculty Needed: Essential to grow on-ground and daytime sections and provide students with regular in-person availability and a dedicated focus on Ventura College.

### 4. VC Student Equity Plan (SEP):



## Request Type: **Full-time Faculty**

In English, we've made significant progress in addressing equity gaps for male students of color, a key SEP goal. Data for part-time students is not readily available.

- The Proportionality Index (PI) for black male students shifted from 0.65 in Fall 2019 to parity at 1.02 in Fall 2022, closing the equity gap.

- The PI for Latino male students rose from 0.90 to 0.96 during the same period, cutting the equity gap in half.

- Despite shrinking equity gaps, success rates for male students of color remain too low, and our program is committed to better serving these students.

Such results, particularly in courses like English 1A, underscore the need for faculty hiring to continue this momentum and ensure even greater equity.

### 5. Recent or Anticipated Legislation Impact:

Recent legislation, especially AB705/1705, underscores the imperative of strengthening core English faculty to meet state mandates and student needs.

- AB705/1705: Mandates increasing support for students completing English requirements. Contrary to expectations, this bill hasn't reduced the total number of English sections. We are offering 105 first-year writing sections (ENGL 1A, 1B, 1C) this fall, the same or more than the time before AB705 when we still offered 40 below-transfer-level classes.

- AB1111: Staffing needs in English will remain the same or grow with the new Common Course Numbering (CCN) system. A unit reduction for English 1A is now unlikely. The task force is recommending a minimum unit amount (of at least 3 units), not an identical unit amount, in its CCN taxonomy.



## Request Type: **Full-time Faculty**

- AB928: Minimally impacts English course offerings due to our primary focus on first-year writing classes. Only 3.5% of our sections are literature or creative writing electives with the Humanities GE designation.

- CCCCCO Vision for Success 2030: Full-time English faculty are pivotal in achieving the student equity & success goals set by the CCCCCO, including supporting program completion and closing equity gaps.

### 6. Retirements

- Over the last three years, three full-time English faculty members have retired and have yet to be replaced.



Area: **AA**

**Program Review (P) - English**

**ENGL2201**

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**Objective:** Increase to 75% or higher the percentage of new students who complete transfer-level English in their first year (as measured by the Transfer Level Gateway Completion Dashboard or by equivalent data).

2023- 2024      **Estimated Cost:**150000

**Categorical funds available to fund this request:**

**New/Replacement:** Replacement                      **Priority:** 2

**Previously Requested in Years:** 2022-2023

**Primary Contact:** Eric Martinsen

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**Resource Request Description:** Full-time English faculty hire

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- English 1A Sections: Filled 85 sections in Fall 2023, the most ever offered at the college. Up from 72 sections in Fall 2021.

- Census Enrollment & FTES Growth: 427 student increase (2,414 to 2,841) and 19% FTES growth (381 to 454) in the last two years.

- Section Capacity: Every English 1A and 1B was filled (with waitlists) before Day 1 of Fall 2023. Each new section we added quickly maxed out in the run-up to fall. Despite multiple hiring rounds for adjuncts, we needed more English instructors to meet the demand for more sections.

- Demand for More On-Ground English 1As: When fall enrollment opened, on-ground 1A classes filled first, reversing pandemic trends and revealing a student preference for in-person instruction. We converted scheduled classes from online to on-ground with existing staff when possible. After three rounds of adjunct hiring, we could only add four more classes with in-person meetings. Our limited capacity for on-ground courses led many students to the only other option: asynchronous.

- Fall 2023 English 1A distribution (44% asynchronous, 29% hybrid (one day/week), 19% hybrid (two days/week), and 8% in-person). This distribution does not necessarily align with student preferences. The department's goal is to more closely match course offerings with student preferences to ensure equitable success rates.

- Faculty Load Capacity: With 70 English sections taught by part-time faculty this fall, our program can easily support the load for two new full-time instructors. It would require at least 18 new full-time instructors to staff the classes currently taught by adjuncts.

### 2. Percentage of Sections Taught by Full-Time Faculty:

- 35.8% in Fall 2023; 35.7% Fall 2022.

- Significantly below the college average of 45%

- English 1A: only 34.1% taught by full-time faculty (Fall 2023)



## Request Type: **Full-time Faculty**

- Underscores overreliance on adjuncts to teach essential gateway classes in English. (65.9% of 1A taught by part-time faculty)

### 3. Difficulty in Hiring Adjuncts:

Despite multiple rounds of adjunct hiring, the demand for English 1A outstrips the supply of instructors, highlighting the need for full-time faculty, especially for on-ground and daytime sections.

- Hiring for Fall 2023: Regular adjunct hiring (May 2023); Exigent hiring (July 2023); Multi-Campus Announcement for English (Sept 2023).

- Few new adjunct applicants available for in-person classes: we could only add four classes with on-ground meeting times despite substantial student demand for on-ground options. We were able to add 11 new online sections.

- Hiring Challenges: Limited local adjunct pool and growing preference among applicants for online teaching.

- Disparities in Faculty Representation: It has been difficult to hire adjunct faculty with lived experience in the Black and Hispanic communities. As of Fall 2022, only 9% of instructional faculty in our division are Hispanic while 68% of students in English classes are Hispanic. We have no black faculty members, and over 70% of our instructional faculty are white.

- Full-time Faculty Needed: Essential to grow on-ground and daytime sections and provide students with regular in-person availability and a dedicated focus on Ventura College.

### 4. VC Student Equity Plan (SEP):



## Request Type: **Full-time Faculty**

In English, we've made significant progress in addressing equity gaps for male students of color, a key SEP goal. Data for part-time students is not readily available.

- The Proportionality Index (PI) for black male students shifted from 0.65 in Fall 2019 to parity at 1.02 in Fall 2022, closing the equity gap.

- The PI for Latino male students rose from 0.90 to 0.96 during the same period, cutting the equity gap in half.

- Despite shrinking equity gaps, success rates for male students of color remain too low, and our program is committed to better serving these students.

Such results, particularly in courses like English 1A, underscore the need for faculty hiring to continue this momentum and ensure even greater equity.

### 5. Recent or Anticipated Legislation Impact:

Recent legislation, especially AB705/1705, underscores the imperative of strengthening core English faculty to meet state mandates and student needs.

- AB705/1705: Mandates increasing support for students completing English requirements. Contrary to expectations, this bill hasn't reduced the total number of English sections. We are offering 105 first-year writing sections (ENGL 1A, 1B, 1C) this fall, the same or more than the time before AB705 when we still offered 40 below-transfer-level classes.

- AB1111: Staffing needs in English will remain the same or grow with the new Common Course Numbering (CCN) system. A unit reduction for English 1A is now unlikely. The task force is recommending a minimum unit amount (of at least 3 units), not an identical unit amount, in its CCN taxonomy.



## Request Type: **Full-time Faculty**

- AB928: Minimally impacts English course offerings due to our primary focus on first-year writing classes. Only 3.5% of our sections are literature or creative writing electives with the Humanities GE designation.

- CCCCCO Vision for Success 2030: Full-time English faculty are pivotal in achieving the student equity & success goals set by the CCCCCO, including supporting program completion and closing equity gaps.

### 6. Retirements

- Over the last three years, three full-time English faculty members have retired and have yet to be replaced.



Request Type: **Full-time Faculty**

Area: **AA**

**Program Review (P) - Ethnic Studies**

**ETH2102**

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**Objective:** Support Students Graduation Requirements

2022-2023      **Estimated Cost:**150000

**Categorical funds available to fund this request:**

**New/Replacement:** New                      **Priority:** 1

**Previously Requested in Years:** 2021-2022

**Primary Contact:** Rubisela Gamboa

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**Resource Request Description:** A full-time tenure track position within the Department of Ethnic Studies. This position will support VC students in meeting their Ethnic Studies graduation requirement. Ethnic Studies courses have been impacted by new legislation AB 1460 and AB 928 which consolidates two existing general education pathways for California Community College students into a single pathway to either the CSU or UC system. Both will require Ethnic Studies as a graduation requirement.

**Resource Request Justification:** In Order to support VC students in meeting their Ethnic Studies graduation requirement for CSU institutions and the new ethnic studies graduation requirement for the AA/AS degree, the Ethnic Studies department is requesting to hire a full-time tenure track faculty member in the discipline of Ethnic Studies, with a desired emphasis in Native American Studies.

see supporting evidence as an attached file under documents.



Request Type: **Full-time Faculty**

Area: **AA**

**Program Review (P) - Geosciences**

**GEO2301**

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**Objective:** Continue to offer Degrees and/or Certificates in Geosciences (Geography, Geology, Environmental Sciences and Resource Management, and GIS).

2023- 2024      **Estimated Cost:**125000

**Categorical funds available to fund this request:**

**New/Replacement:** Replacement

**Priority:** 1

**Previously Requested in Years:**

**Primary Contact:** Philip Clinton

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**Resource Request Description:** Full-time Geology Faculty

**Resource Request Justification:** Recently, the previous full-time geology faculty suddenly resigned leaving all geology courses being taught by adjunct faculty. This program has the Geology AA-T and requires a replacement faculty to maintain, improve program stability, providing the needed attention to geology students' needs, and allow for the inclusion of program course that fulfill the transfer model. There has been a steady increase in enrollment of students into the geology courses and AA-T, which necessitates a full-time faculty to continue to provide course offerings that satisfy the students need to obtain the AA-T in geology. The geology program has been successful in transferring students onto 4-year institutions. We cannot provide the necessary instruction, mentoring, guidance and career pathways with our current instruction. This requires the replacement of the full-time position.



Area: **AA**

**Program Review (P) - Health Sciences**

**NS1703**

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**Objective:** Increase on time program completion rate to >75%.

2023- 2024      **Estimated Cost:**\$150,000

**Categorical funds available to fund this request:**

**New/Replacement:** Replacement                      **Priority:** 1

**Previously Requested in Years:** 2020-2021; 2019-2020; 2018-2019; 2017-2018; 2016-2017; 2015-2016; 2014-2015; 2013-2014; 2012-2013; 2011-2012; 2021-2022

**Primary Contact:** Dr. Sandra Melton

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**Resource Request Description:** One FT faculty replacements.

**Resource Request Justification:** PROGRAM REVIEW JUSTIFICATION FOR FT NURSING FACULTY POSITION

Submitted by: Dr. Sandra Melton, Director, School of Nursing & Allied Health

It is critical to replace these two faculty, who left after the start of fall 2022 semester and spring 2023, as we are out of compliance with the Board of Registered Nursing (BRN) because we have no faculty who is approved to teach Psychiatric/Mental Health content and to take on the role of content expert in this area.

A.        There has been a reduction in the number of FT nursing faculty in the past 3 years. The program has ten full-time faculty positions. Effective Spring 2019, the department had only six full-time nursing faculty due to resignations. Two of these six remaining faculty expressed that they would be resigning in 2019. All but one resignation was due to low salary and heavy workload. Most resignations are due to low salary. The most recent resignations of two FT tenured and tenure track faculty in August 2022 and Spring 2023 was again due to heavy workload and salary. The impact of these resignations is tremendous. Student enrollment has been significantly impacted (see J for full discussion). Other consequences are reduced morale, burnout of current faculty due to frequent overloads and constant orientation and mentoring of new faculty, and inconsistency among faculty due to high turnover. All eight of the ten FT nursing faculty have overloads this semester. This is not uncommon as the program has not been able to hire and retain faculty. The remaining faculty have had to pick up the load when faculty leave and there is no replacement, e.g., the Psychiatric faculty resigned and a Medical Surgical faculty had to pick up the theory assignment as there was no one in the pool to hire with this specialty. We are currently out of compliance with the BRN because of this. FT are burned out due to the heavy



## Request Type: Full-time Faculty

workload. Two FT faculty is critical to fill the open Psychiatric/Mental Health specialty position. Two nursing support classes, the retention specialist position, and a simulation faculty that all support student retention and completion have all gone unfilled due to lack of full-time faculty.

B. The nursing department has had extreme difficulty in hiring and retaining FT faculty. Most recently, we have had 4/5 failed searches. There is a negative wage disparity between new nursing faculty and registered nurses working in the field. According to the Ventura County Workforce Development Board's Healthcare Committee, the median annual wage for a Registered Nurse in Ventura County is \$92,035. The starting wage for faculty with a master's degree is between \$60,391 to \$78,506, depending upon experience (07-01-23 Full-Time Academic Salary Schedule for VCCCD). A FT faculty in the Psychiatric/Mental Health specialty position is required. We are currently out of compliance with the BRN.

Duties of nursing faculty are far beyond what is expected of full-time faculty in other disciplines. See Appendix A for list of duties that are unique to nursing faculty.

C. The ratio of FT to PT faculty is 8:20. This faculty request will fulfill the allotted positions in nursing and increase consistency across the curriculum. In addition, the program will be in compliance with the BRN and ACEN approval and accrediting bodies with a FT faculty to teach the Psychiatric/Mental Health specialty. Our accreditation is at risk if we fall below the approved full-time faculty ratio. Criterion 2.5 of Standard 2 for ACEN accreditation states that the number of full-time faculty is sufficient to ensure that the end-of-program student learning outcomes and program outcomes are achieved.

G. The program is accredited by both the BRN (Board of Registered Nursing) and ACEN (Accreditation Commission for Education in Nursing). The program will be out of compliance with both the BRN and ACEN if we do not have a FT faculty to teach the Psychiatric/Mental Health specialty area of our program. Faculty are required to have BRN approval to teach various specialty areas and have an MSN to teach theory and serve as a content expert.

J. The demand for the nursing program far exceeds the ability of the program to accept students. The program is impacted and has been for the past 12 years. The waiting list to enter the generic program is 4 years and 2-3 years for the Advanced Placement option. There are currently 366 students on the waiting list, 120 more applications this semester for spring 2024, and 25 Advanced Placement students on the waiting list. Many students are discouraged and go elsewhere to other programs if they are able. We are authorized by the California Board of Registered Nursing (BRN) to accept a total of 60 students/semester. We have always accepted this number until there was a reduction in the number of students accepted into the nursing program for Spring 2019 (from 60 to 36) due to the lack of faculty.



## Request Type: Full-time Faculty

We were down to eight FT faculty from ten. For fall 2019 – and spring 2020, enrollment numbers were decreased from 60 to 40 because of lack of faculty. When COVID 19 impacted the program in spring 2020, enrollment was cut by 50% (60 to 30), not because of lack of clinical placement spots, but because of lack of faculty. Enrollment has continued to be decreased by 50% since that time. Fall 2023 is the first semester since fall 2018 that we have admitted 50 students.

The total number of student contacts per FT faculty member is lower than the rest of campus because of the cap on the number of students/clinical group by clinical facilities and safety requirements.

K. The Nursing Program is vital to the Ventura County healthcare community. Ventura College has been a pipeline for nurses to fill positions at hospitals and facilities throughout the area. The need for skilled healthcare workers is growing and we are in the midst of a nurse shortage. According to the Ventura County Workforce Development Board's October 2018 Job Outlook report, "Health care added 36,000 jobs in October. Within the industry, employment growth occurred in hospitals (+13,000) and in nursing and residential care facilities (+8,000). Employment in ambulatory health care services continued to trend up (+14,000). Over the past 12 months, health care employment grew by 323,000." Ventura County Workforce data project 5,911 new RN positions for 2025.

The Nursing Program prepares students for employment in a field that is in demand and provides excellent wages that far exceed the standard "living wage." The program has received the "gold star" from the Strong Workforce Program for wage-related criteria: "412% increase in earnings, 86% of students attained the regional living wage and 100% of students are employed in a job similar to their field of study." It is clear that this program has a significant role in our community. From employment data surveys, greater than 90% of our graduates are employed in Ventura County within one year of graduation.

Without the current FT faculty resource request, enrollment for fall 2023 will be greatly impacted and, more importantly, the program will be in noncompliance with the BRN and ACEN approval and accrediting bodies.

### APPENDIX A Responsibilities of Full-Time Nursing Faculty

There are four huge areas of responsibility that are unique to nursing faculty of which there are multiple layers of responsibility. These areas are (1) compliance with the Board of Registered Nursing (BRN) regulations, (2) compliance with Accreditation Commission for Education in Nursing standards, (3) onboarding of students and liaison with clinical agencies, and (4) competency and safety of patients and students in a high-stress, intense environment.



## Request Type: **Full-time Faculty**

Faculty are practicing in a high-stress, intense, and highly technical environment where they must have excellent and current clinical skills. Faculty may be responsible for ensuring the safety of up to 12 students with 1-4 patients each during a clinical shift, which totals responsibility for up to 60 persons who are acutely ill, leading to an extremely stressful teaching environment.

Onboarding and supervision of students in clinical facilities:

- All CPR, liability insurance, and immunizations must be sent in a required spreadsheet with signed documentation of HIPPA and computer confidentiality, for all students for every clinical rotation. This may involve 3 times/semester for one instructor for every acute facility in the county to which they are assigned. Hospitals require this onboarding process to be completed a minimum of 4 weeks prior to the start of the semester (during summer and Christmas breaks).
- Faculty must orient every student to the electronic medical record, specialized equipment, medication administration systems, and policies and procedures to every clinical facility in which they have students. It is a clinical facility expectation that the clinical instructor will do this mandatory orientation.
- All faculty must maintain currency nursing knowledge, equipment, pharmacology, and practices as well as be oriented to every hospital system in every facility in which they have clinical rotations.
- Faculty plan and provide instruction in related clinical classes in the learning /skills laboratory, hospitals, and community agencies consistent with the program's philosophy and objectives and agency contracts.
- Faculty prepare clinical rotation schedules for students, division Administrative Assistant, and for posting in the clinical facility.
- Faculty post student clinical objectives in the units to which students are assigned.
- Faculty attends all mandatory clinical agency and summation meetings.
- Faculty provide orientation (2 hours) to all preceptors every semester in all clinical facilities (average = 44-48 preceptors).
- Faculty collaborate with other faculty team members in selection of clinical facilities and to coordinate equivalent clinical experiences appropriate for student learning.
- Faculty accept responsibility for keeping current in assigned BRN nursing specialty area(s), for orientation to clinical facilities, and for staying abreast of trends in the health care field.
- Faculty supervises all assistant Instructors and clinical teaching assistants. . The assistant instructors are all of our part time faculty of which we have 30 of them. We currently don't have any clinical teaching assistants. This means that the assistant instructors orient them, go with new part-time faculty to the facility for a couple of clinical days, do their computer orientation for them, and provide oversight of all students and these faculty. They have to meet with the new part-time faculty and any student who is put on contract for poor clinical performance. They have to monitor absences and



## Request Type: Full-time Faculty

behaviors. This oversight is required by the BRN. They do not assign the course grade; the full-time faculty does this.

- Faculty set up pre/post conference rooms at multiple clinical facilities; set up OR, wound, GI lab, ER, ICU/CCU, community facility rotations, and meet with each manager on every unit.
- Faculty orient new adjunct faculty to facility, policies and processes.

Plan, set up, facilitate, evaluate, and take down high fidelity simulation scenarios.

Compliance with BRN Regulations & ACEN Standards:

- Faculty are responsible to write the self-study and systematic plan of evaluation (300+ pages).
- Faculty maintain currency and clinical expertise in assigned subject area.
- Faculty mentors and manage adjunct faculty to classroom and clinical teaching, skills lab, and high-fidelity simulator. They perform team leadership responsibilities, such as scheduling team, administering, and overseeing team members.
- Faculty participate in all aspects of preparation for the BRN and ACEN accreditation visits.
- Faculty participate in ongoing total program development and evaluation (involves multiple surveys of students every semester and one year post graduation).
- Faculty participate in Team, Faculty, Faculty Committee, Curriculum, Faculty Affairs, Student Affairs, agency planning and summation, advisory, tenure, and campus committees. Each faculty is a member of a minimum of eight committees, including summation and advisory.
- Faculty participate with other instructors in evaluating student progress through the course.
- Faculty provide list of equipment that needs to be ordered for that level each semester and update changes as they occur.
- Faculty provide schedule of what equipment needs to be in skills lab weekly for instructor demonstrations each semester and update changes as they occur.
- Faculty explore with team members alternate community clinical sites.
- Faculty prepare a syllabus for assigned course that is accurate and current with relevant objectives. Syllabi are typically > 100 pages.

Content Expert

Per BRN regulations, each specialty area must have a designated content expert (geriatrics, medical/surgical, obstetrics, psychiatric/mental health, and pediatrics). Five FT faculty are designated content experts and have these additional responsibilities:



## Request Type: **Full-time Faculty**

- Review the syllabi for the subject area for which the expert is responsible and ensures that content demonstrates progression from basic to complex. For some areas, such as med-surg that run across the curriculum, this could include up to four syllabi.
- Track content area through curriculum to ensure that content and progression throughout the ADN program is addressed.
- Review evaluation tools utilized by program to ensure that they determine student competency in subject matter related to the field of expertise.
- Serve as a resource to health sciences faculty members in locating appropriate laboratory and clinical settings to meet specialty objectives.
- Review NCLEX program reports as appropriate and provides feedback to faculty.
- Review clinical settings for appropriateness in meeting the clinical objectives.
- Monitor use of instructional materials such as computer-assisted software and videos.
- Research new media/CAI for skills lab.
- Maintain safety standards in the Skills Laboratory.



Request Type: **Full-time Faculty**

No.Area: **AA**

**Program Review (P) - Health Sciences**

**NS1705**

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**Objective:** Increase retention of NS V20 Advanced Placement Students

2021-2022      **Estimated Cost:**150000

**Categorical funds available to fund this request:** No.

**New/Replacement:** New                      **Priority:** 4

**Previously Requested in Years:** 2020-2021; 2019-2020; 2018-2019; 2017-2018; 2016-2017; 2015-2016; 2014-2015; 2013-2014; 2012-2013; 2011-2012; 2021-2022; 2022-2023

**Primary Contact:** Dr. Sandra Melton

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**Resource Request Description:**

**Resource Request Justification:** FT faculty to work in skills lab to provide oversight of the lab, provide remediation and testing, supervise the high fidelity simulator scenarios, and provide comprehensive management of the simulation lab. In our last Board of Registered Nursing Approval and our national ACEN accreditation visit, both gave the nursing program a recommendation that the issue of no skills lab instructor must be addressed. This skills lab instructor would also be responsible for teaching critical nursing support courses that have no faculty. In addition, the instructor would provide intensive support to Advanced Placement students in nurse care plans, enhanced critical thinking scenarios, and advanced skills practice thereby increasing retention and completion of this program track.

No further justification is included here as priority #1 FT faculty replacement is critical to the continuation of the nursing program.



Area: **AA**

**Program Review (P) - Health Sciences**

**NS2301**

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**Objective:** Increase on time program completion rate to >75%.

2023- 2024      **Estimated Cost:**\$150,000

**Categorical funds available to fund this request:**

**New/Replacement:** Replacement

**Priority:** 2

**Previously Requested in Years:** 2020-2021; 2019-2020; 2018-2019; 2017-2018; 2016-2017; 2015-2016; 2014-2015; 2013-2014; 2012-2013; 2011-2012; 2021-2022

**Primary Contact:** Dr. Sandra Melton

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A.        There has been a reduction in the number of FT nursing faculty in the past 3 years. The program has ten full-time faculty positions. Effective Spring 2019, the department had only six full-time nursing faculty due to resignations. Two of these six remaining faculty expressed that they would be resigning in 2019. All but one resignation was due to low salary and heavy workload. Most resignations are due to low salary. The most recent resignations of two FT tenured and tenure track faculty in August 2022 and Spring 2023 was again due to heavy workload and salary. The impact of these resignations is tremendous. Student enrollment has been significantly impacted (see J for full discussion). Other consequences are reduced morale, burnout of current faculty due to frequent overloads and constant orientation and mentoring of new faculty, and inconsistency among faculty due to high turnover. All eight of the ten FT nursing faculty have overloads this semester. This is not uncommon as the program has not been able to hire and retain faculty. The remaining faculty have had to pick up the load when faculty leave and there is no replacement, e.g., the Psychiatric faculty resigned and a Medical Surgical faculty had to pick up the theory assignment as there was no one in the pool to hire with this specialty. We are currently out of compliance with the BRN because of this. FT are burned out due to the heavy



## Request Type: Full-time Faculty

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## Request Type: **Full-time Faculty**

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## Request Type: **Full-time Faculty**

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- Faculty prepare a syllabus for assigned course that is accurate and current with relevant objectives. Syllabi are typically > 100 pages.

Content Expert

Per BRN regulations, each specialty area must have a designated content expert (geriatrics, medical/surgical, obstetrics, psychiatric/mental health, and pediatrics). Five FT faculty are designated content experts and have these additional responsibilities:



## Request Type: **Full-time Faculty**

- Review the syllabi for the subject area for which the expert is responsible and ensures that content demonstrates progression from basic to complex. For some areas, such as med-surg that run across the curriculum, this could include up to four syllabi.
- Track content area through curriculum to ensure that content and progression throughout the ADN program is addressed.
- Review evaluation tools utilized by program to ensure that they determine student competency in subject matter related to the field of expertise.
- Serve as a resource to health sciences faculty members in locating appropriate laboratory and clinical settings to meet specialty objectives.
- Review NCLEX program reports as appropriate and provides feedback to faculty.
- Review clinical settings for appropriateness in meeting the clinical objectives.
- Monitor use of instructional materials such as computer-assisted software and videos.
- Research new media/CAI for skills lab.
- Maintain safety standards in the Skills Laboratory.



Area: **AA**

**Program Review (P) - Manufacturing Technology and Welding**

**WEL2302**

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**Objective:** Increase Student Success

2023- 2024      **Estimated Cost:**150000

**Categorical funds available to fund this request:**

**New/Replacement:** Replacement

**Priority:** 1

**Previously Requested in Years:**

**Primary Contact:** Felicia Duenas

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**Resource Request Description:** Full-Time Faculty Replacement - Welding. The incumbent and only full-time faculty for the welding program has submitted his academic resignation. The incumbent faculty will retire at the end of the spring 2024 semester. It is imperative that a replacement faculty member be hired. The program has difficulty finding part-time instructors and needs leadership from a full-time faculty member to maintain program quality and remain responsive to student and industry needs. Welders are in high demand in our region and across the nation. The program prepares students for in-demand high paying careers in multiple industry sectors. The program had to decrease enrollment caps during the pandemic but enrollments have rebounded and courses fill weeks before the start of each semester.

**Resource Request Justification:** A replacement full-time faculty member for the welding technology program is critical to the continued success of the program. The program has a small pool of part-time instructors who are limited to up to two sections given the high faculty load counts for welding courses. The program has consistently had difficulty hiring adjuncts with consistently low number of applicants in the single digits if any. Demand for the program remains consistently high. Courses fill weeks before the semester (fall courses fill 11 weeks prior to the start of the semester and spring classes fill 7 to 8 weeks before the start of the semester). Fill rates for the past five years have exceeded 90% (2018-19 - 97%, 2019-20 - 104.2%, 2020-21 - 90.9%, 2021-22 - 94.7%, 2022-23 - 94.9%). Course success rates consistently remain higher than the college average rate. The program prepares students for in-demand high wage jobs.



Request Type: **Full-time Faculty**

NoArea: **AA**

**Program Review (P) - Mathematics and Computer Science**

**MAT2301**

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**Objective:** Increase course success rates by 5%

2023- 2024      **Estimated Cost:**150,000 dollars

**Categorical funds available to fund this request:** No

**New/Replacement:** Replacement                      **Priority:** 1

**Previously Requested in Years:**

**Primary Contact:** Nenagh Brown and Topher Frederick

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**Resource Request Description:** One Academic Instructor Full Time

**Resource Request Justification:** Enrollment: Fall 2023 Mathematics saw an enrollment increase of 18.6% from Fall 2022. We do not know what this value could have been as we ran out of instructors before we ran out of student demand. This number could have been higher had we had more teachers.

**Faculty Load Needs:** Math currently has two temporary full time math instructors (approved for 3). When these contracts end Math will likely not have the faculty to teach those units. Demand is expected to increase during this time period.

**Fill Rate:** Fall 2023 saw a fill rate of 89 percent. Nenagh and the Math department chair are in agreement that we could have filled more math classes but ran out of instructors before we ran out of student demand.

**Full/Part Time Ratio:** In Spring 2022 Math had 82 percent of classes taught by full time instructors compared to 53 percent in Fall 2023 taught by full time instructors.

**Difficulty in Hiring Adjuncts:** We have a difficult time hiring part time faculty. While Math did hire 4 new part time faculty this semester applicants and our new hires tend to have day jobs with only night time or online availability. This is not where our need is.

**Legislation:** While AB 1705 is expected to reduce the number of College Algebra and Trigonometry classes it is expected to increase the number of Calculus with J-support courses (Gateway Classes). As



## Request Type: **Full-time Faculty**

Mathematics make changes for (historically AB 705) and AB 1705 we see our success and equity rates rise and fall. We need full time faculty with regular office hours and attending professional developments to be fully prepared to meet the needs of our students as we restructure our departments.

Productivity: Productivity for Fall 2023 was 513.

Retirements: The math department has had 4 full time faculty retire in recent years, none of which have been replaced but our need for faculty has not dropped.



Request Type: **Full-time Faculty**

NoArea: AA

**Program Review (P) - Mathematics and Computer Science**

**MAT2307**

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**Objective:** Increase course success rates by 5%

2023- 2024      **Estimated Cost:**150,000 dollars

**Categorical funds available to fund this request:** No

**New/Replacement:** Replacement                      **Priority:** 2

**Previously Requested in Years:**

**Primary Contact:** Nenagh Brown and Topher Frederick

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**Resource Request Description:** One Academic Instructor Full Time

**Resource Request Justification:** Enrollment: Fall 2023 Mathematics saw an enrollment increase of 18.6% from Fall 2022. We do not know what this value could have been as we ran out of instructors before we ran out of student demand. This number could have been higher had we had more teachers.

**Faculty Load Needs:** Math currently has two temporary full time math instructors (approved for 3). When these contracts end Math will likely not have the faculty to teach those units. Demand is expected to increase during this time period.

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**Legislation:** While AB 1705 is expected to reduce the number of College Algebra and Trigonometry classes it is expected to increase the number of Calculus with J-support courses (Gateway Classes). As



## Request Type: **Full-time Faculty**

Mathematics make changes for (historically AB 705) and AB 1705 we see our success and equity rates rise and fall. We need full time faculty with regular office hours and attending professional developments to be fully prepared to meet the needs of our students as we restructure our departments.

Productivity: Productivity for Fall 2023 was 513.

Retirements: The math department has had 4 full time faculty retire in recent years, none of which have been replaced but our need for faculty has not dropped.



Area: **AA**

**Program Review (P) - Paramedic/EMT**

**PAR2102**

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**Objective:** EMT Program maintenance & Second Paramedic Cohort Continuance

2023- 2024      **Estimated Cost:**150000

**Categorical funds available to fund this request:**

**New/Replacement:** New                      **Priority:** 1

**Previously Requested in Years:** 2021-2022; 2022-2023

**Primary Contact:** Tom O'Connor

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**Resource Request Description:** Growth Hire:

Hire a full-time tenure-track faculty for the EMT/ paramedic programs.

**Resource Request Justification:**

1.      Discipline Enrollment Trends

- EMT – Lack of enough adjunct faculty resulted in a section elimination in spring 2023
  - o      Course continues to fill in recent semesters
  - o      High School pathways into Public Safety and Healthcare lead to EMT courses
  - o      Post-COVID outreach has increased the interest levels in this program
- PM – Enrollment is at maximum capacity for internship placements
  - o      High-level pre-requisites (when compared the programs from Cuesta college to Bakersfield to Saddleback); still have more demand than available seats
  - o      Candidates are placed on a waitlist that are converted to seats the next year
  - o      Industry needs for licensed paramedics continues to be high (estimated 60-90 paramedics needed per year in Santa Barbara and Ventura County).
    - ?      The paramedic program graduates approximately 40 new paramedics annually.
    - ?      Local Santa Barbara based paramedic training has shut down as of fall 2023; had been operating two cohorts per year with 30 paramedics generated annually.
    - ?      Moorpark College has added a paramedic program in spring 2023
    - ?      There remains a shortfall of new paramedics within the region.



## Request Type: Full-time Faculty

- o Local employers are encouraging EMTs to upskill to paramedic by providing scholarships to attend paramedic school and/or paying their hourly wages while attending the program. This is an unprecedented shift and demonstrates the urgent need of more paramedics by local providers.

- o Applications for the paramedic program continue to arrive weekly.

### 2. Discipline Fill Rate

- EMT – first night fill rate is near 100%;
  - o Decreases by census date due to background requirements and workload
- PM – Applications to program exceed the number of seats available
  - o Head count remains stable beyond census date

### 3. Faculty load Needs

- EMT – 2 sections of EMT courses per semester; fall & spring
  - o 1.4 FTEF load for EMT courses each semester semesters
  - o EMT currently supported by
    - ? 8 adjunct faculty
    - ? Can support a full-time faculty in EMT courses
- PM – 2 cohort series per year requested by advisory committee (employers) to sustain the number of paramedics locally during the ongoing paramedic shortage
  - o 3.10 FTEF load for PM sections in fall semester
  - o 2.98 FTEF load for PM sections in spring semester
  - o 1.0 FTEF load for PM section in summer session
  - o PM currently supported by
    - ? 1 full-time faculty with 50% release for clinical coordination/ course director
    - ? 1 full-time faculty
    - ? Can support an additional full-time faculty in the PM course



## Request Type: Full-time Faculty

4. Section Capacity
  - EMT – Current capacity appears to be appropriately set for student needs
    - o The number of waitlist arrivals matches the non-attending registered student count
  - PM – Class capacity 24; able to expand to 36 if enough internship sites are secured
    - o Currently experiencing difficulty in obtaining internship sites
      - ? Not enough paramedics meet the state requirements to become preceptors
      - ? Increasing the number of contracted agencies to host internships statewide
      - ? Adding out of state opportunities in Nevada and Utah
  
5. Percentage of sections in the discipline taught by full-time and part-time faculty
  - EMT – 100% part-time; 0% full-time
  - PM – 52% part-time; 48% full-time
  - Department total (EMT and Paramedic) – 67% part-time; 33% full-time
  - The department currently has two full-time faculty assigned. The additional paramedic cohort (part-time option) was added in 2021 and has enough hours to support another full-time position. The EMT courses are capable of sustaining a full-time faculty on their own as well. There are ample FTEF loads to accommodate three full-time faculty in the department and retain the adjunct staffing that are already a part of the educational team with the program.
    - Continued community requests to offer Emergency Medical Responder (EMR) courses are unable to be fulfilled without additional full-time faculty.
    - Full-time employees are able to deliver consistently high-level, engaging materials as their primary job focus is at the college with the students.
    - The full-time faculty would also be able to serve on campus committees representing the Career Education Division, expand inter-departmental classroom collaborations (ANPH, Child Development, Nursing, Kinesiology), and provide support services to students in the program to improve overall success and improve retention. Unlike most courses offered at the college, the EMT/PM courses are typically taught by multiple faculty and an adjunct may only teach a section once in a semester which does not provide time for students and faculty to connect and build community. Through consistent long term classroom contact, full-time faculty get to know the students better and find what each individual student needs to succeed.
    - The program has sought a full-time faculty to support the existing full-time paramedic program for many years and was consistently ranked high, but just under the funding level each year until 2019.



## Request Type: Full-time Faculty

The addition of the part-time paramedic cohort in 2021 has increased the need for an additional full-time faculty in the department. Recent EMT vacancies have created the need for long-term, consistent faculty representation at the EMT level as well as the paramedic program.

- o An additional full-time position would support the second cohort
  - o An additional full-time position would support the existing EMT courses
  - o An additional full-time position would allow the department to meet community requests for EMR courses
6. Difficulty in hiring and retaining faculty
- Retention
    - o Recent resignations of long-term adjuncts have revealed weaknesses in the program when there is not a designated course leader (responsibilities assumed by department coordinator). Multiple adjuncts were hired, but lack the program operational knowledge required to meet the program milestones for clinical preparedness and local accreditation standards. At Oxnard College, there is a 50% release time to handle these items for the EMT program that is similar in size to the program at Ventura.
    - o Qualified personnel needed to teach EMTs and paramedics currently work in public safety. These personnel are required to respond to emergencies, especially in the form of natural disasters (pandemics, fires, hurricanes, etc.) and are being stretched beyond capacity to fill vacant shifts at their primary place of employment due to statewide staffing shortages. Unique to the EMS profession, personnel are often mandated to additional shifts at their primary place of employment. Fire service and Ambulance based employees typically work a 24-hour shift and are told they will not have relief at shift change, requiring them to remain on duty for multiple shifts back-to-back. This has negatively impacted the EMS program (paramedic and EMT) as our adjunct faculty are mandated to additional shifts or deployed to natural disasters. As the program director, I continue to max out my load at 1.55 FTEF, accept multiple substitute assignments for open staff positions beyond this load limit, and then take on additional substitute assignments as adjunct faculty are mandated by their primary employers or to fill open spots in the class schedule. The mandates result in a last-minute replacement for complex lectures with minimal prep time (mandates are usually notified near the end of a 24-hour shift and provide little opportunity for early notification to substitute faculty). Substitute teaching with minimal prep time or when overburdened to teach well beyond a full load of classes does not serve students well. Course cancellations are not possible as the EMT and Paramedic programs are regulated by CA State to have minimum hour content in specific areas. Full-time employees are able to deliver consistently high-level, engaging materials as their primary job focus is at the college with the students.
  - Recruiting



## Request Type: Full-time Faculty

o Adjunct hiring searches by the three district campuses continues to be difficult. Each campus has hired adjunct faculty and still have open EMT & PM instructor positions. There are not a lot of applicants and the three campuses continue to pull the list frequently. Ventura College has pulled the list multiple times in the past year in attempts to fill open positions. Anticipated departures of adjunct faculty and surprise resignations have not been adequately replaced due to the most recent failed searches for additional adjunct faculty. Even with the successful hiring of four adjunct faculty this summer session, the programs are still understaffed.

o The department has processed adjunct hiring pools multiple times throughout 2022-2023 and again in 2023-2024 to secure additional adjunct faculty. We are in competition for EMS adjunct faculty with the programs located at Moorpark and Oxnard Colleges. Current adjunct faculty continue to have limited availability to assist with teaching in the program. Job advancement opportunities with their primary employers have led to a decrease in overall availability for current adjunct faculty.

- Recruitment and Retention Summary

o A full-time position to lead the EMT program and support the PM program is needed.

? There are not a lot of candidates for the adjunct pool, the three colleges need EMS adjuncts from the same small pool, and when we do hire an adjunct – they may not be able to fulfill their teaching obligations due to the needs of their primary employer.

? Adjunct faculty currently carry 67% of the FTEF load during the fall semester. There is a FT faculty vacancy (1.0 FTEF) which is being covered by substitute hours not factored into the adjunct loads listed.

? Filling the full-time request of the EMT/Paramedic program would alleviate this issue of class coverage and permit the program faculty to operate under normal conditions (loads near the 1.0 level). The emergency operation mode (with vacancies) does not allow for program development and improvement. Increasing demands of clinical clearance and accreditation standard updates coupled with extreme faculty shortages has placed the program in pure survival mode. This is not sustainable long-term option.

? Having an additional full-time faculty dedicated to the programs would allow a fully committed educator to put the students first by providing consistently formatted and delivered material, having regular office hours, and being availability on campus to help prepare more successful students. Knowing the students better through consistent classroom time increases student retention in the program.

## 7. Accreditation requirements



## Request Type: Full-time Faculty

- The paramedic and EMT programs are under additional accreditor review. The paramedic program is in the process of renewal and has submitted a self-study in 2021 and completed a site visit in September 2023 that includes the national, state, and local level accreditors.
- The EMT program is accredited through the state of California, the local EMS Agency, and through the National Registry. There are many evolving requirements from each accreditor that needs to be maintained which is best served by full-time faculty hours.
- Not having adequate classroom coverage results in the full-time faculty teaching classes outside their normal load. This displaces time scheduled for students and the accreditation items that need to be completed as part of a daily process.
- Accreditation has complex data tracking and reporting requirements. Increasing to two paramedic cohorts has doubled the data collection and reporting requirements and requires additional support by program faculty.
- Adjuncts are not available to meet these accreditation needs on a daily basis.
  - o Not paid for these items as part of their load assignment.
  - o Not available to work each day due to primary employer schedule conflicts.
- The demand of local employers to increase class sizes and the number of cohorts has resulted in temporary programs being added in Santa Barbara County and the start of a paramedic program at Moorpark College.
- A fully supported Ventura College Paramedic program requires one additional full-time position. The paramedic program advisory committee noted the failure of the college to support the program by providing full-time faculty during the December 10, 2021 meeting. The Ventura County EMS Agency was concerned about the two cohorts overlapping with the part-time cohort that is finishing from the prior year, resulting in three cohorts running simultaneously. There is a strong need for additional full-time faculty to sustain the EMT and paramedic programs at their current levels without overwhelming existing faculty.
- The three cohort overlap in fall 2022 and fall 2023 has created new challenges for existing full-time faculty. Finding time to meet programmatic needs, work with struggling students, and fulfill college service requirements results in long days often exceeding 10-12 hours on a regular basis. Sharing the load with one additional faculty would allow for a more reasonable work-life balance while meeting the needs of the program, college, and students.

### 8. Community Impact of the Programs

- A Critical Need for Paramedics
  - o At the root of our college mission statement is the desire to produce well-rounded and compassionate students who move forward to serve our society. With the recent pandemic and string of devastating natural disasters (Thomas Fire, Car Fire, Camp Fire) it is asserted that there has never been a



## Request Type: **Full-time Faculty**

greater shortage or need for paramedics. To enter a paramedic program, one first needs to be an EMT. We are living amid a crisis and our institution should feel compelled to help at this special time in history.

- o California (and the rest of the USA) needs paramedics now and well into the future.
  - ? Fire Departments across the state project increased hiring needs for the next 6-8 years to replace vacated positions.
  - ? Local ambulance providers are directly impacted as the fire departments hire away employees.
  - ? Years ago, the paramedic advisory committee called for an increased need to train paramedics and requested a second paramedic cohort. The college was able to supply that cohort in fall 2021 and will need to continue the education pipeline for years to come to support pre-COVID hiring demand.
  - ? Post-COVID, the hiring demand has maintained a high level of need.
- o Prior to completion of the paramedic programs, employers actively recruit students offering employment pending successful completion of the program and subsequent licensure. This has helped maintain a nearly 100% job placement rate for program graduates.

### 9. Program Request for Full-time Faculty History

- There remained a strong need for a full-time position (PAR1702) which was why prior staffing committees approved a full-time faculty hire in 2019 after several years of consideration. This position was needed to operate a single cohort of paramedics. Resignations have left this position vacant since January 2023.
- The part-time paramedic cohort (2nd cohort; program expansion) was started in August 2021 at the request of local employers after asking for additional cohorts/ increased class sizes for the last 6 years to meet industry demands. The additional paramedic cohort doubled the need for full-time faculty and an additional full-time tenure track position (PAR2102) was requested in program review to support the second cohort which runs year-round from August to the following November totaling 15 months including summer session.
- In 2023, resignations of long-term EMT adjunct faculty that were leading the courses exposed program vulnerabilities. Historically, the EMT courses have had someone that knew all of the program history and how to operate. The need for consistent, long-term faculty commitment to the EMT courses was demonstrated and is a new level of need for the full-time position request.



Area: **AA**

**Program Review (P) - Performing Arts**

**PER1720**

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**Objective:** Increase Performing Arts Department Enrollment, Retention and Completion Rates

2023- 2024      **Estimated Cost:**150000

**Categorical funds available to fund this request:**

**New/Replacement:** New

**Priority:** 9

**Previously Requested in Years:** 2020-2021; 2019-2020; 2018-2019; 2017-2018; 2021-2022; 2022-2023

**Primary Contact:** Brent Wilson

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**Resource Request Description:** Full-time Piano and Vocal Coach Faculty(Music Faculty)

**Resource Request Justification:** A. Has there been a reduction in the number of FT faculty in the past 2 years (e.g., FT faculty retirement)? Explain the impact of this reduction, and the ways this FT Faculty resource request will address this impact.

Most recently, Music has had a FT Faculty retirement which has taken the amount of full-time positions from 2 to 1; before this(within 5 years), there was a third FT music position, and that person retired and was not replaced. Not only has this resulted in less AA, AA-T, and certificate degrees awarded, but student enrollment and retention has suffered. The current FT faculty member specializes in vocal music; the retired faculty member specialized in Instrumental music. Since that time, the amount of vocal music majors in the department has doubled, while those enrolled in our Instrumental music to completion has lowered, resulting in less degrees awarded.

To be at optimal department efficiency, Music would have 4 FT faculty that specialize in vocal, instrumental, theory, and keyboard. This position would allow us to retain more students, work towards improving recruitment for our department, and allow us to change our focus from reactionary to providing a positive and creative learning environment for our music students. Our current structure is not sustainable; there are too many events and concerts(over fifty a year), that FT music faculty need to produce that exist outside a typical teaching load; currently those evenings are being handle by one person, in addition to all of the other responsibilities that go along with teaching a full load.

C. What is the ratio of PT to FT faculty in this program (e.g., % of courses taught by FT faculty). Explain how this FT faculty request will impact students served by this program.

There are currently 22 PT faculty in music, and only 1 FT faculty. In Fall 22, Music has over 9.0 FTEF worth of courses. Without a consistent and significant full-time faculty presence, it is impossible for music to increase degrees, enrollment, and retention. We have many courses that are considered our "feeder" courses, which help us recruit our own students to take more courses and eventually graduate with a degree. At this time, most of those courses need to be taught by PT faculty because there aren't any FT faculty with enough room in their loads to teach these.



## Request Type: Full-time Faculty

Additionally, there is lack of presence on important campus-wide committees, not due to lack of need or importance of participation, but due to conflicts with one faculty member needing to be responsible for every aspect of department that technically has enough courses to have nine FT faculty.

D. Is this program small; does this program have few FT faculty? Explain how the program's small number of FT faculty impacts the workload and functioning of this program, and how the current FT faculty resource request will address these impacts.

We have experienced a surge in students that will study keyboard at the collegiate level to complete their AA-T degree. Between the applied lessons and the piano classes that are currently offered and covered by part-time faculty, it fulfills a full-time workload without any GE courses(1.0 FTEF). This faculty member would see and influence every student that is aiming to receive an AA or AA-T degree in music due to the piano proficiency requirement that is required to receive a Bachelors in Music from 4 year institutions.

Within music, there are an incredible amount of extra commitments that need to happen each semester that aren't included in a "normal teaching load". Each semester, FT music faculty:

Listen to auditions to admit students in private lessons,

listen to auditions for all of our performing ensembles,

organize and administer the private lesson program consisting of scheduling all lessons, faculty, students, into specific rooms for weekly lessons

Produce and attend over 25 concerts and productions per semester(these are evening and weekend performances, most of which aren't included in any teaching load)

Market and fundraise for our department, serving as our own development presence for the department.

Organize and maintain our music library(which should be a full-time classified position)

These are only to name a few, but these are all being handled by one faculty member. For a department our size, it's not uncommon to have 5+ faculty, as well as an entire team of classified staff that would help support and augment the department and all of our events.

E. How have this program's FT faculty resource requests been ranked in the past 5 years? Explain this program's past 5 years of FT faculty resource request rankings, and how this history relates to the current FT faculty resource request.



## Request Type: Full-time Faculty

A replacement FT music position was ranked at the top of our list last year (when the position became vacant). Before that (within 5 years ago), we had another FT music faculty member retire, and that position was not replaced either. The replacement position has been ranked in our top 5 for the past 5 years. We are currently down from 3 FT faculty to 1, and this has resulted in an infusion of new PT faculty, not only one FT to offer student guidance, counseling, and all of the other duties that go into helping students understand the needs for the degrees and transfer requirements. We have requested to replace AND create a new faculty position each of the past 5 years.

J. Does student demand in this program support the current FT faculty resource request (e.g., course fill rates by discipline, or total number of student contacts per FT faculty member)? List and explain all data that supports this FT faculty resource request related to student demand.

In music, when we had two FT faculty, we had 1917 students enroll in our courses. Since that time (this includes Covid too we realize) that has dropped to 1322, almost a 34% decline. Some of that is certainly Covid, but we have also experienced students that need more face2face time since Covid, and with only 1 FT music position to fill that role, many students are left without proper counseling and guidance relating to the music discipline.

Increasing FT presence in the department would mean more students would benefit with more interaction to constant presences in the Music department.

K. What is the community impact of this program? How does the current FT faculty resource request increase this impact?

Just in the past 5 years, Music has been the beneficiary of two major donations, totaling in over 11 million dollars for the department. This is because this department is the doorstep and gateway for the city of Ventura and the surrounding areas onto our campus. We are unique in that all of our SLOs happen in front of paid audiences. We are one of the beacons of culture in the city and community, and this FT faculty would be a face for the college. This position would have significant impacts of cultural influence, and would be a consistent presence in the community. It would be a significant opportunity for both the College and Community to create this position.



Area: AA

**Program Review (P) - Performing Arts**

**PER2101**

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**Objective:** Increase Performing Arts Department Enrollment, Retention and Completion Rates

2023- 2024      **Estimated Cost:**150000

**Categorical funds available to fund this request:**

**New/Replacement:** Replacement                      **Priority:** 1

**Previously Requested in Years:** 2021-2022; 2022-2023

**Primary Contact:** Brent Wilson

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**Resource Request Description:** Replacement faculty for FT Music position.

**Resource Request Justification:** A. Has there been a reduction in the number of FT faculty in the past 2 years (e.g., FT faculty retirement)? Explain the impact of this reduction, and the ways this FT Faculty resource request will address this impact.

Most recently, Music has had a FT Faculty retirement which has taken the amount of full-time positions from 2 to 1. Not only has this resulted in less AA, AA-T, and certificate degrees awarded, but student enrollment and retention has suffered. The current FT faculty member specializes in vocal music; the retired faculty member specialized in Theory. Since that time, the amount of vocal music majors in the department has doubled, while those enrolled in our Music Theory to completion has lowered, resulting in less degrees awarded.

To be at optimal department efficiency, Music would have 4 FT faculty that specialize in vocal, instrumental, theory, and keyboard. This position would allow us to retain more students, work towards improving recruitment for our department, and allow us to change or focus from reactionary to providing a positive and creative learning environment for our music students. Our current structure is not sustainable; there are too many events and concerts(over fifty a year), that FT music faculty need to produce that exist outside a typical teaching load; currently those evenings are being handle by one person, in addition to all of the other responsibilities that go along with teaching a full load.

C. What is the ratio of PT to FT faculty in this program (e.g., % of courses taught by FT faculty). Explain how this FT faculty request will impact students served by this program.

There are currently 22 PT faculty in music, and only 1 FT faculty. In Fall 22, Music has over 9.0 FTEF worth of courses. Without a consistent and significant full-time faculty presence, it is impossible for music to increase degrees, enrollment, and retention. We have many courses that are considered our “feeder” courses, which help us recruit our own students to take more courses and eventually graduate with a degree. At this time, most of those courses need to be taught by PT faculty because there aren’t any FT faculty with enough room in their loads to teach these.



## Request Type: Full-time Faculty

Additionally, there is lack of presence on important campus-wide committees, not due to lack of need or importance of participation, but due to conflicts with one faculty member needing to be responsible for every aspect of department that technically has enough courses to have nine FT faculty.

D. Is this program small; does this program have few FT faculty? Explain how the program's small number of FT faculty impacts the workload and functioning of this program, and how the current FT faculty resource request will address these impacts.

Within music, there are an incredible amount of extra commitments that need to happen each semester that aren't included in a "normal teaching load". Each semester, FT music faculty:

Listen to auditions to admit students in private lessons,

listen to auditions for all of our performing ensembles,

organize and administer the private lesson program consisting of scheduling all lessons, faculty, students, into specific rooms for weekly lessons

Produce and attend over 25 concerts and productions per semester (these are evening and weekend performances, most of which aren't included in any teaching load)

Market and fundraise for our department, serving as our own development presence for the department.

Organize and maintain our music library (which should be a full-time classified position)

These are only to name a few, but these are all being handled by one faculty member. For a department our size, it's not uncommon to have 5+ faculty, as well as an entire team of classified staff that would help support and augment the department and all of our events.

E. How have this program's FT faculty resource requests been ranked in the past 5 years? Explain this program's past 5 years of FT faculty resource request rankings, and how this history relates to the current FT faculty resource request.

A replacement FT music position was ranked at the top of our list last year (when the position became vacant). Before that (within 5 years ago), we had another FT music faculty member retire, and that position was not replaced either. We are currently down from 3 FT faculty to 1, and this has resulted in an infusion of new PT faculty, not only one FT to offer student guidance, counseling, and all of the other duties that go into helping students understand the needs for the degrees and transfer requirements.

J. Does student demand in this program support the current FT faculty resource request (e.g., course fill rates by discipline, or total number of student contacts per FT faculty member)? List and explain all data that supports this FT faculty resource request related to student demand.

In music, when we had two FT faculty, we had 1917 students enroll in our courses. Since that time (this includes Covid too we realize) that has dropped to 1322, almost a 34% decline. Some of that is certainly Covid, but we have also experienced students that need more face2face time since Covid, and with only 1 FT music position to fill that role, many students are left without proper counseling and guidance relating to the music discipline.



## Request Type: **Full-time Faculty**

Increasing FT presence in the department would mean more students would benefit with more interaction to constant presences in the Music department.

K. What is the community impact of this program? How does the current FT faculty resource request increase this impact?

Just in the past 5 years, Music has been the beneficiary of two major donations, totaling in over 11 million dollars for the department. This is because this department is the doorstep and gateway for the city of Ventura and the surrounding areas onto our campus. We are unique in that all of our SLOs happen in front of paid audiences. We are one of the beacons of culture in the city and community, and this FT faculty would be a face for the college. This position would have significant impacts of cultural influence, and would be a consistent presence in the community. It would be a significant opportunity for both the College and Community to replace this position.



Area: **AA**

**Program Review (P) - Performing Arts**

**PER2102**

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**Objective:** Improve department equity gaps

2023- 2024      **Estimated Cost:**150000

**Categorical funds available to fund this request:**

**New/Replacement:** Replacement

**Priority:** 4

**Previously Requested in Years:** 2020-2021; 2019-2020; 2018-2019; 2017-2018; 2021-2022; 2022-2023

**Primary Contact:** Brent Wilson

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**Resource Request Description:** A replacement FT Music faculty position for that specializes in music theory and/or instrumental ensemble courses.

**Resource Request Justification:** A. Has there been a reduction in the number of FT faculty in the past 2 years (e.g., FT faculty retirement)? Explain the impact of this reduction, and the ways this FT Faculty resource request will address this impact.

Most recently, Music has had a FT Faculty retirement which has taken the amount of full-time positions from 2 to 1; before this(within 5 years), there was a third FT music position, and that person retired and was not replaced. Not only has this resulted in less AA, AA-T, and certificate degrees awarded, but student enrollment and retention has suffered. The current FT faculty member specializes in vocal music; the retired faculty member specialized in Instrumental music. Since that time, the amount of vocal music majors in the department has doubled, while those enrolled in our Instrumental music to completion has lowered, resulting in less degrees awarded.

To be at optimal department efficiency, Music would have 4 FT faculty that specialize in vocal, instrumental, theory, and keyboard. This position would allow us to retain more students, work towards improving recruitment for our department, and allow us to change or focus from reactionary to providing a positive and creative learning environment for our music students. Our current structure is not sustainable; there are too many events and concerts(over fifty a year), that FT music faculty need to produce that exist outside a typical teaching load; currently those evenings are being handle by one person, in addition to all of the other responsibilities that go along with teaching a full load.

C. What is the ratio of PT to FT faculty in this program (e.g., % of courses taught by FT faculty). Explain how this FT faculty request will impact students served by this program.

There are currently 22 PT faculty in music, and only 1 FT faculty. In Fall 22, Music has over 9.0 FTEF worth of courses. Without a consistent and significant full-time faculty presence, it is impossible for music to increase degrees, enrollment, and retention. We have many courses that are considered our “feeder” courses, which help us recruit our own students to take more courses and eventually graduate



## Request Type: Full-time Faculty

with a degree. At this time, most of those courses need to be taught by PT faculty because there aren't any FT faculty with enough room in their loads to teach these.

Additionally, there is lack of presence on important campus-wide committees, not due to lack of need or importance of participation, but due to conflicts with one faculty member needing to be responsible for every aspect of department that technically has enough courses to have nine FT faculty.

D. Is this program small; does this program have few FT faculty? Explain how the program's small number of FT faculty impacts the workload and functioning of this program, and how the current FT faculty resource request will address these impacts.

Within music, there are an incredible amount of extra commitments that need to happen each semester that aren't included in a "normal teaching load". Each semester, FT music faculty:

Listen to auditions to admit students in private lessons,

listen to auditions for all of our performing ensembles,

organize and administer the private lesson program consisting of scheduling all lessons, faculty, students, into specific rooms for weekly lessons

Produce and attend over 25 concerts and productions per semester(these are evening and weekend performances, most of which aren't included in any teaching load)

Market and fundraise for our department, serving as our own development presence for the department.

Organize and maintain our music library(which should be a full-time classified position)

These are only to name a few, but these are all being handled by one faculty member. For a department our size, it's not uncommon to have 5+ faculty, as well as an entire team of classified staff that would help support and augment the department and all of our events.

E. How have this program's FT faculty resource requests been ranked in the past 5 years? Explain this program's past 5 years of FT faculty resource request rankings, and how this history relates to the current FT faculty resource request.

A replacement FT music position was ranked at the top of our list last year(when the position became vacant). Before that(within 5 years ago), we had another FT music faculty member retire, and that position was not replaced either. The replacement position has been ranked in our top 5 for the past 5 years. We are currently down from 3 FT faculty to 1, and this has resulted in an infusion of new PT faculty, not only one FT to offer student guidance, counseling, and all of the other duties that go into helping students understand the needs for the degrees and transfer requirements.

J. Does student demand in this program support the current FT faculty resource request (e.g., course fill rates by discipline, or total number of student contacts per FT faculty member)? List and explain all data that supports this FT faculty resource request related to student demand.

In music, when we had two FT faculty, we had 1917 students enroll in our courses. Since that time(this includes Covid too we realize) that has dropped to 1322, almost a 34% decline. Some of that is certainly



## Request Type: **Full-time Faculty**

Covid, but we have also experienced students that need more face2face time since Covid, and with only 1 FT music position to fill that role, many students are left without proper counseling and guidance relating to the music discipline.

Increasing FT presence in the department would mean more students would benefit with more interaction to constant presences in the Music department.

K. What is the community impact of this program? How does the current FT faculty resource request increase this impact?

Just in the past 5 years, Music has been the beneficiary of two major donations, totaling in over 11 million dollars for the department. This is because this department is the doorstep and gateway for the city of Ventura and the surrounding areas onto our campus. We are unique in that all of our SLOs happen in front of paid audiences. We are one of the beacons of culture in the city and community, and this FT faculty would be a face for the college. This position would have significant impacts of cultural influence, and would be a consistent presence in the community. It would be a significant opportunity for both the College and Community to replace this position.



Area: **AA**

**Program Review (P) - Physics/Astronomy**

**PHYS1701**

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**Objective:** Reduce ethnic equity gaps for AST V01 and AST V01L to less than 5%.

2023- 2024      **Estimated Cost:**120000

**Categorical funds available to fund this request:**

**New/Replacement:** New

**Priority:** 1

**Previously Requested in Years:** 2016-2017; 2017-2018; 2018-2019; 2019-2020; 2020-2021; 2021-2022; 2022-2023

**Primary Contact:** Jeff Wood

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**Resource Request Description:** Hire Physics/Astronomy Instructor

**Resource Request Justification:** 1. Does the department/service area have difficulty in recruiting and/or retaining adequate part-time faculty to address its staffing needs?

The department has used the part-time instructor PHYS/AST district pool five times in the last eight years to cover unstaffed classes resulting from both increased demand and attrition of part-time instructors. The pools each ranged in size from twelve to twenty applicants with typically only two well-qualified applicants after screening. Over that period, we have hired thirteen part-time instructors, seven of which have left to pursue other opportunities, and two that did not meet performance expectations. The department currently has ten part-time instructors (six local and four out of town for online AST classes). Most instructors have specialized experience in either physics or astronomy and will only accept assignments within their field and only for specific days and times for on-campus classes due to full-time jobs or teaching assignments at other institutions. Consequently, class scheduling options are often quite limited which can create equity disparities, especially for students with jobs and/or family obligations. Without an additional full-time instructor, we can expect to continue to replace instructors in which we've invested significant time and resources, with candidates drawn from an uncertain pool with unpredictable outcomes every one to two years.

2. How would this new position assist in the fulfillment of divisional responsibilities for full-time faculty?

From Fall 2021 through Spring 2023 semesters the percentage of physics and astronomy classes taught by full-time faculty was consistently 50.0% or less. The percentage of astronomy classes taught by full-time faculty for the same period was 0.0%.

The combined Physics and Astronomy programs experienced a 10% enrollment growth since academic year 2017-18 which has required an increased reliance upon part-time instructors to meet the needed FTEF. For the fall 2023 semester the actual FTEF need for Physics and Astronomy classes is 5.69 which is



## Request Type: **Full-time Faculty**

partially met by only two full-time instructors carrying 1.55 and 1.41 loads, respectively. That leaves a large balance of 2.73 FTEF that is met by seven part-time instructors. The spring 2024 semester FTEF need is projected to be 5.11 which again leaves a large balance to be met by part-time instructors. Total enrollment numbers are stable from year to year and demand for the courses remains high based upon average fill rates that range from 85% for Physics courses to 93% for Astronomy. Late start DE astronomy courses have been added to the schedule later in the semester in prior years and they often fill quickly and completely suggesting the presence of significant latent demand.

Two full-time instructors supporting this level of FTEF through overloads, creative scheduling, and regular adjunct hiring and support are left with inadequate resources to effectively address the myriad of opportunities and challenges presented to us including persistent issues from AB705, embedded tutoring deployment, dual-enrollment, and astronomy-based community engagement activities to name a few.

For these reasons, a full-time Physics and Astronomy instructor, with specialization in Astronomy or Astrophysics is being sought. The addition of such a faculty member would increase margin for improved day-to-day student support as well as provide long-term stability for the department including more flexible class scheduling options for students, and resources to support growth in engineering program enrollment (which we feel is currently throttled by limited class schedule options and learning support for working and part-time students).

3. Are there any special circumstances that the FSPC should take into consideration (e.g. failed searches, accreditation requirements, licensing issues, new program, reasons to reconsider enrollment and fill-rate data)?

There is great potential for community engagement through a strong astronomy program on campus including for example, K-12 mini-lectures/demonstrations, and observation nights available to the general community. None of these opportunities are currently practical or possible as limited resources are prioritized for operational support of preexisting classes and initiatives. The addition of a full-time lead Astronomy Instructor could make such outreach an integral part of the program.

Astronomy has become a STEM gateway discipline especially over the last decade with increased interest thanks to scientific controversies over topics such as "dark matter," the increasing rate of expansion of the universe, and the highly publicized launch and captivating photos from the James Webb Space Telescope. Demand for astronomy classes has grown over the last decade and remains strong. Online course offerings in AST lecture and lab classes have also become increasingly popular and a full-time instructor is needed to ensure consistency, quality, and to manage continued growth. Students who take astronomy at VC are exposed to STEM concepts and skills which are expected to translate to higher enrollments and success rates in other STEM disciplines such as engineering, physics, mathematics, and computer science as examples.



Request Type: **Full-time Faculty**

Area: **AA**

**Program Review (P) - Social Sciences**

**HIS1301**

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**Objective:** Improve student completion of general education requirements for associate degrees and increase completion rate for ADT in the Social Sciences Disciplines

2023- 2024      **Estimated Cost:**150000

**Categorical funds available to fund this request:**

**New/Replacement:**                      **Priority:**

**Previously Requested in Years:**

**Primary Contact:** Dean Ronald Mules

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**Resource Request Description:** Full-time faculty hire in History

**Resource Request Justification:**



Request Type: **Full-time Faculty**

Area: **AA**

**Program Review (P) - Social Sciences**

**HIS2102**

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**Objective:** Improve student completion of general education requirements for associate degrees and increase completion rate for ADT in the Social Sciences Disciplines

2021-2022      **Estimated Cost:**\$70,000-\$80,000

**Categorical funds available to fund this request:**

**New/Replacement:** New

**Priority:** 2

**Previously Requested in Years:** 2017-2018; 2016-2017; 2015-2016; 2020-2021; 2019-2020; 2018-2019

**Primary Contact:** Michael Ward

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**Resource Request Description:** Full-Time Faculty position in History. This is sorely needed to help carry the workload (including needed SLO data collection and entry) of the few Full-Time Faculty Historians in our Department, most of whom split their teaching and service obligations with released or reassigned time for other duties (1 = .4 for Department Chair; 1 = .2 for faculty and curriculum development. Thus, we effectively have no Faculty member devoted exclusively to teaching and service in History alone, yet our FTES numbers demand such support.

**Resource Request Justification:**



Request Type: **Full-time Faculty**

Area: **AA**

**Program Review (P) - Social Sciences**

**POL1701**

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**Objective:** Improve student completion of general education requirements for associate degrees and increase completion rate for ADT in the Social Sciences Disciplines

2023- 2024      **Estimated Cost:**150000

**Categorical funds available to fund this request:**

**New/Replacement:**                      **Priority:**

**Previously Requested in Years:** 2017-2018; 2018-2019; 2019-2020; 2020-2021; 2021-2022; 2022-2023

**Primary Contact:** Dean Ronald Mules

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**Resource Request Description:** Full-time faculty hire in Political Science

**Resource Request Justification:**



Request Type: **Full-time Faculty**

Area: **AA**

**Program Review (P) - Social Sciences**

**POL2101**

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**Objective:** Improve student completion of general education requirements for associate degrees and increase completion rate for ADT in the Social Sciences Disciplines

2021-2022      **Estimated Cost:**\$70,000-\$80,000

**Categorical funds available to fund this request:**

**New/Replacement:** Replacement                      **Priority:** 1

**Previously Requested in Years:** 2017-2018; 2016-2017; 2020-2021; 2019-2020; 2018-2019

**Primary Contact:** Michael Ward

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**Resource Request Description:** Full Time Political Science Faculty and Global Studies. This is needed to help carry the workload (including needed SLO data collection and entry) of the two Full-Time Faculty Political Scientists in our Department. Our Political Science FTES numbers demand such support.

**Resource Request Justification:**



Request Type: **Full-time Faculty**

Area: SA

Program Review (S) - Career Center

**CAR1701 (See COU2201)**

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**Objective:** Increase Student Career Preparation

2023- 2024      **Estimated Cost:**95000

**Categorical funds available to fund this request:**

**New/Replacement:** New

**Priority:** 2

**Previously Requested in Years:** 2018-2019; 2017-2018; 2022-2023

**Primary Contact:** Raquel De Los Santos

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**Resource Request Description:** Dedicated Career Counselor to meet the needs of students and alumni including Career Education students that require services related but not limited to: career exploration, major exploration, career assessments, work-based learning opportunities, job preparedness, job placement, salary negotiations, re-entry/career change assistance, etc.).

**Resource Request Justification:** The Career Center has been understaffed and has gone through various coordinators and departments with each one consistently requesting the need for a dedicated Career Counselor each program review. The Career Center is severely lacking in providing comprehensive services to students, thereby creating barriers as we direct and redirect to other areas for assistance (i.e. academic counseling), making it easy for students to misstep on their pathway to success and completion. Though the current staff has increased student engagement through presentations and appointments this past year under their watch, many times that engagement is limited to the first appointment with advocacy for additional help/follow-up left up to the student due to understaffing. This is specifically detrimental to our underrepresented/underserved population as they don't allow advocate or know how to advocate for themselves. Additionally, there are limited number of a career prep/counseling courses being offered to students and the number of students that need these courses seem to be rising. In order to address the equity gaps, we would like a dedicated career counselor to offer courses in connection to summer/winter break sessions (i.e. boot camp, 8-week course) thus aligning with guided pathways initiative to see all students feel connected, guided and prepared.



Area: SA

**Program Review (S) - Counseling**

**COU1703**

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**Objective:** Increase success rate for Counseling classes by 5 percent

2023- 2024      **Estimated Cost:**90000

**Categorical funds available to fund this request:**

**New/Replacement:** New                      **Priority:** 6

**Previously Requested in Years:** 2020-2021; 2019-2020; 2018-2019; 2017-2018; 2016-2017; 2015-2016; 2021-2022

**Primary Contact:** Dan Walsh

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**Resource Request Description:** Request for a full-time Counselor to be the primary instructor assigned to teach our COUN courses and maintain CSLOs.

**Resource Request Justification:** 1) Has there been a reduction in the number of FT faculty in the past 2 years (e.g., FT faculty retirement)? Explain the impact of this reduction, and the ways this FT Faculty resource request will address this impact.

There has not necessarily be a reduction in the number of FT faculty however, there has seemingly been a reduction in availability of our counseling faculty to teach courses without the interference of our responsibilities to see students for academic counseling. As has been expressed in various parts of this document, counseling faculty have been impacted by several reassignments, relocations and further responsibilities such as college and district-wide committees/workgroups, etc. See the attached documents to

Furthermore, we have attempted to rely on adjunct counselors for teaching however, as it is not uncommon adjunct move on to other opportunities. This sometimes happens at the most inopportune times, as was the case this semester. As a result we had to rely on additional courses being taught in-load, which took teaching faculty away from scheduled time to see students for academic counseling.

Lastly, as we attempt to reintroduce in-person courses, we need faculty who are passionate about teaching 100% in person. Albeit, our counseling faculty are flexible there is a preference for asynchronous courses.



## Request Type: Full-time Faculty

Thus, hiring a full-time counselor to teach 100% and primarily in person will address the aforementioned impacts.

2) Has there been difficulty in hiring and retaining faculty? Explain how this FT faculty resource could address these staffing difficulties.

While the department may not have a difficult time recruiting candidates for a Counseling position, the department does have a challenging time recruiting applicants who are interested in teaching our COUN courses (Counselor: Initial Assignment COUN Instructor). In fall 2019, a multi-district recruitment for a part-time Counselor with initial assignment to teach counseling classes at Ventura College only received two applicants. By the time, we called the applicants to schedule interviews both were no longer interested in the position as they had already received an offer for part-time counseling with students at another college. In spring 2020, fall 2020 and spring 2021, we received zero applications for a similar announcements.

For this reason, historically our COUN classes (previously Guidance Workshops GW) have always been taught as overload by a couple of counselors and one or two part-time faculty but this is not a sustainable model. Even when counselors became eligible to teach COUN courses as part of load in Fall 2019 to assist in the new First Year Experience goals, we still had to recruit counselors as we did not have enough full time faculty who expressed a desired in teaching and as aforementioned that yielded little results.

Since then we still have struggled to retain a consistent list of part-time instructors for our COUN classes and fall 2021 one of our part-timers left to work full time at another district while the other one retired, leaving us with no available part-time instructor to teach courses this upcoming fall 2022. While full time Counseling Faculty can continue teaching these courses as part of load or overload, a dedicated Counseling Instructor is needed to address the declining success rates in the courses and provide consistency in how the material is taught as well as be innovative with the content.

3) Is this program small; does this program have few FT faculty? Explain how the program's small number of FT faculty impacts the workload and functioning of this program, and how the current FT faculty resource request will address these impacts.

When considering the student to counselor ratio, the Counseling Department can seem like a small "program." With over 16,000 students, according to 21-22 data, and 18 counselors, many who are reassigned to other roles, the the availability of counselors to provide a robust schedule of academic counseling is rather limited. Counselors have multiple reassignments as well as relocations that affect



## Request Type: **Full-time Faculty**

counseling availability. This currently includes reassignments to AFT, Guided Pathways, STEM Grant, Dream Center and the University Transfer Center. We have counselors that serve areas outside of General Counseling such as Athletics, Veterans Resource Center, Dream Center and Ventura Colleges East Campus. This of course is in addition to the college committees and work groups counselors serve on. Please see the attached documents reflecting the aforementioned.

If we can acquire a dedicated full time counseling instructor for all our courses the need for full time Counseling faculty to teach these courses in the future would be minimal. This means, we will have more available appointments for students to meet with counselors one-on-one, which is what most students request. In a given semester, we can have anywhere from two to five full time faculty teaching at least one course as part of load which means that on average we have about 14-35 hours less in our counseling department for week. These are valuable hours that we can give back to our students to meet with our counselors, especially now that students have more options in modalities for their appointments.

4) Does this FT faculty resource request support any of the sections of any of the VC planning documents (e.g., Educational Master Plan, Strategic Implementation Plan, Student Equity Plan, etc.)? List the plan(s) and section(s) that support the current FT faculty resource request.

Master Educational Plan (EMP) & Strategic Implementation Plan

EMP Goal 1: Increase the success of our students while closing equity gaps

Strategic Implementation Plan-Objective 1: Increase the six-year completion rate to be within the top five in the state

Strategic Implementation Plan-Objective 2: Increase transfer-level English and Math completion rates to be within the top five in the state.

Strategic Implementation Plan-Objective 3: Increase the course success rate to be within the top five in the state.

Strategic Implementation Plan-Objective 4: Increase the fall-to spring persistence rate to 85%, and the fall-to-fall rate to 70%.

Strategic Implementation Plan-Objective 5: Ensure that at least 95% of first-time students receive Student Success and Support

Program (SSSP) services



## Request Type: **Full-time Faculty**

Strategic Implementation Plan-Objective 6: Ensure that fewer than 10% of students are on academic probation.

EMP Goal 2: Increase our community's access to transfer, workforce preparation, and basic skills education

Strategic Implementation Plan-Objective 3: Increase the percentage of eligible students who have completed the:

- FAFSA by the priority deadline to 75%.
- California Dream Act Application by the priority deadline to 75%.
- Board of Governors Fee Waiver Application by the priority deadline to 75%.

EMP Goal 4: Enhance institutional effectiveness and accountability to improve innovation and student outcomes

Strategic Implementation Plan-Objective 3: Ensure that all programs complete an annual review of institutional data and a program plan.

Strategic Implementation Plan-Objective 4: Ensure that all courses and programs adhere to their SLO/SUO rotational plan.

### Student Equity Plan

METRIC: Fall-Spring Retention

Faculty, Classified Professionals, ASVC and Management work towards building meaningful relationships with

students, including through initiative such as IEBC's Caring Campus.

Research and explore persistence from fall to spring, ways to better support students in course completion. Find

ways to ask students about their experiences with services and other factors, with the use of automating student

withdrawal surveys. Collect data across departments on the success rates for the targeted populations, and then



## Request Type: **Full-time Faculty**

collect information on best practices the department uses for retention, completion, and transfer.

Explore class size

impacts especially in areas in which relationship-development can play a significant role in retention, as well as how

hybrid classes correlate. Support and expand departmental retention and enrollment events/activities and

programs like STEM Harbor and Intro to Engineering Ed Plan program with counselors. Continue assessing and

expanding late-start support courses in English and math.

Promote the use of DegreeWorks and increase the accuracy of DegreeWorks for degree audits and education

plans

METRIC: Transfer

Support and expand college wide and departmental retention/enrollment events. Offer

departmental retention/enrollment events and activities, including support cohort

models.

METRIC: Completion

Promote the use of DegreeWorks and increase the accuracy of DegreeWorks for degree audits and education plans

Expand support for general counseling, with increased student-to-counselor appointment opportunities

5) Does the program have evidence or rationale that doesn't fit into one of the other criteria categories above? Explain other evidence or rationale that the program has in support of this FT faculty resource request.

This new position will assist in increasing the success rates of students in counseling classes. Currently, the success rate in our counseling classes is at 66.7% and while the decline over the last two years (67.7% 2020-2021, 70.4% in 2019-2020) could be attributed to various factors like COVID-19, having a



## Request Type: **Full-time Faculty**

full time instructor can make a significant impact. A full time instructor would have time to update the curriculum, Student Learning Outcomes and work collaborative across disciplines to ensure that our students are equipped with the necessary skills to be successful in other academic subjects. Particularly, at a time when the college is focusing on Guided Pathways with the assurance our students identify a pathway for a career early on, having an instructor dedicated to revamp the curriculum of our COUN V02: Career and Life Planning class would assist students with identifying a career path early at Ventura College. According to the Guided Pathway Dashboard, there are 10.7% students who identify themselves within the Exploratory Major. This is a total of 1, 394 students that are enrolled during the 2021-2022 and 42.6% of those students are first generation.

Counseling classes not only assist students with career exploration but they also provide students with an opportunity to develop tools such as time management skills, study skills, presentation skills, test taking preparation skills thus, supporting them to feel confident in higher education. A dedicated instructor can continue to update curriculum to ensure students needs are being meet and more importantly, ensuring that culturally relevant and inclusive material is being integrated into the classroom.



Area: SA

**Program Review (S) - Counseling**

**COU2201(same as CAR1701)**

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**Objective:** Adherence to the CSLO and SUO cycle.

2023- 2024      **Estimated Cost:**\$ 90, 000

**Categorical funds available to fund this request:**

**New/Replacement:** New

**Priority:** 3

**Previously Requested in Years:**

**Primary Contact:** Dan Walsh

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**Resource Request Description:** Requesting a full-time Career Counselor.

**Resource Request Justification:** 1) Is this program small; does this program have few FT faculty? Explain how the program's small number of FT faculty impacts the workload and functioning of this program, and how the current FT faculty resource request will address these impacts.

When considering the student to counselor ratio, the Counseling Department can seem like a small "program." With over 16,000 students, according to 21-22 data, and 18 counselors, many who are reassigned to other roles, the the availability of counselors to provide a robust schedule of academic counseling is rather limited. Counselors have multiple reassignments as well as relocations that affect counseling availability. This currently includes reassignments to AFT, Guided Pathways, STEM Grant, Dream Center and the University Transfer Center. We have counselors that serve areas outside of General Counseling such as Athletics, Veterans Resource Center, Dream Center and Ventura Colleges East Campus. This of course is in addition to the college committees and work groups counselors serve on. Thus, adding an additional counselor especially with a particular emphasis in Career Counseling, not only creates more availability to counseling for students, but also creates an internal resource for the Counseling Department who specializes in Career. Please see the attached documents reflecting the aforementioned.

2) Is this program new; has this program recently been formed? Explain the challenges faced because of this program's newness, and how the current FT faculty resource request will address these challenges.

Over many years Ventura Colleges Career Center has experienced many iterations. However, one thing that has remained consistent is the lack of a stable relationship between the Counseling Department and the Career Center. Within the last ten years, Counseling has been mostly absent from any firm relationship with the Career Center. Recently a "Career Center Taskforce" was developed that included



## Request Type: Full-time Faculty

Counseling Faculty. Among many of the points highlighted from this task group is how "...VC general counselors rotated through the Career Center for various activities." Again, reminding us of the inconsistencies of stable Counseling presence within the Career Center. Having an Academic Counselor imbedded in the Career Center is a win for students and a win for the staff serving students in the Career Center. There are many nuances to career paths that certainly include the insight of an Academic/Career Counselor. Looking at most California Community Colleges, there is often a designated Counselor committed to Career Counseling. The fact we have yet to establish such a cornerstone is unfortunate. Thus, is the Career Center a "new program?" No. However, the establishment of a permanent full-time Career Counselor dedicated to the Career Center would be a "new" pathway for Ventura College.

3) Does this FT faculty resource request support any of the sections of any of the VC planning documents (e.g., Educational Master Plan, Strategic Implementation Plan, Student Equity Plan, etc.)? List the plan(s) and section(s) that support the current FT faculty resource request.

### Educational Master Plan

Goal 1: Increase the success of our students while closing equity gaps

Strategic Implementation Plan-Objective 3: Increase the course success rate to be within the top five in the state.

Goal 2: Increase our community's access to transfer, workforce preparation, and basic skills education.

Goal 3: Strengthen local/regional partnerships and community engagement

Strategic Implementation Plan-Objective 1: Strengthen formal agreements and partnerships with K-12 schools, universities, and regional employers.

Strategic Implementation Plan-Objective 2: Establish a comprehensive career center and begin to quantify student internships and job connections.

### Student Equity Plan



## Request Type: **Full-time Faculty**

METRIC: Access-Enrolled in Same Community College

Create and implement a cohesive county-wide marketing plan that is intentional and targeted. The marketing plan should emphasize the value in program and degree completion and transfer, and Guided Pathways. Expand dual Enrollment opportunities, increase and improve high school recruitment/outreach, marketing, CTE highlights in curriculum, major and career talks - industry leaders.

METRIC: Fall-Spring Retention

Assess how Student Equity Plan goals dovetail with Perkins goals for underrepresented populations and adopt (more widely across other departments) best practices from Perkins goals in the in SEP.

METRIC: Completion

Expand support for general counseling, with increased student-to-counselor appointment opportunities

4) Does student demand in this program support the current FT faculty resource request (e.g., course fill rates by discipline, or total number of student contacts per FT faculty member)? List and explain all data that supports this FT faculty resource request related to student demand.

It is difficult to determine the number of contacts specific to career counseling as there is no one designated counselor for this task. It may be insightful to have data indicating career assessments taken, and even more significant these tests interpreted by a trained counselor. Yet, that information has not been sought. However, there is data related to our Counseling V02: Career Exploration and Life Planning course that currently indicates an 86.2% Fill Rate for the seven courses being offered. This is interesting data as counselors currently teaching those courses are teaching more in-load courses than we typically prefer because it significantly impacts the availability to see students on drop-by and appointments. This is the case due to our adjunct faculty who were expected to teach some of these sections transitioned to opportunities elsewhere. Our reliance on adjunct faculty to teach such critical courses is not the most sustainable approach to ensuring the long-term success of these courses. In addition to career counseling, the expectation for this FT position would be to also teach some of our COUN V02 courses, ensuring an increased fill rate and more importantly, completion rate.



## Request Type: **Full-time Faculty**

5)What is the community impact of this program? How does the current FT faculty resource request increase this impact?

Despite the continued focus and investment in Career Technical Education (CTE), as a college we have not provided the necessary services to students that reflect an overarching commitment to Career Technical Education. Typically, a Career Counselor is steeped in CTE, collaborating extensively with the respective campus departments and community resources so to best align our students with the available career opportunities related to the programs we offer. When we sit at the table with community employers as a full-service Career Center that includes a full-time Career Counselor it reflects our commitment to our community to ensure upward mobility for our students and support for our local economy.

6)Does the program have evidence or rationale that doesn't fit into one of the other criteria categories above? Explain other evidence or rationale that the program has in support of this FT faculty resource request.

Guided Pathways.



Area: SA

**Program Review (S) - Counseling**

**COU2202**

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**Objective:** Increase class visits and interactions with academic departments to emphasize the value of meeting with a counselor.

2023- 2024      **Estimated Cost:**90000

**Categorical funds available to fund this request:**

**New/Replacement:** New

**Priority:** 5

**Previously Requested in Years:** 2022-2023

**Primary Contact:** Dan Walsh

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**Resource Request Description:** Request for a full-time Academic Standing Counselor.

**Resource Request Justification:** 1) Is this program new; has this program recently been formed? Explain the challenges faced because of this program's newness, and how the current FT faculty resource request will address these challenges.

As indicated below, there has been inconsistencies in maintaining a college-wide workgroup that addresses issues of academic standing. As it is understood there has been varying iterations of a college level Academic Standing Workgroup with revolving leadership. Thus, it could be concluded that with each iteration of an academic standing "program" (workgroup) it is being recreated and therefore, is new. Some of the challenges are related to the regular turnover in administration and staff that has made up previous workgroups. Establishing a full-time Academic Standing Counselor as the lead for a cohort dealing with academic standing issues is more likely going to encourage stability and consistency of such a group.

2) )Is this program small; does this program have few FT faculty? Explain how the program's small number of FT faculty impacts the workload and functioning of this program, and how the current FT faculty resource request will address these impacts.

When taking into consideration the student to counselor ratio, the Counseling Department can seem like a small "program." With over 16,000 students, according to 21-22 data, and 18 counselors, many who are reassigned to other roles, the the availability of counselors to provide a robust schedule of academic counseling is rather limited. Counselors have multiple reassignments as well as relocations that affect counseling availability. This currently includes reassignments to AFT, Guided Pathways, STEM Grant, Dream Center and the University Transfer Center. Additionally, we have counselors that serve



## Request Type: **Full-time Faculty**

areas outside of General Counseling such as Athletics, Veterans Resource Center, Dream Center and Ventura Colleges East Campus. This of course is in addition to the college committees and work groups counselors serve on. Thus, hiring an additional counselor especially with a focus on academic standing, not only creates more availability for counseling students, but also establishes a specialist in an area that can focus on research related to current and best practice in addressing student populations faced with academic standing issues.

3) Does this FT faculty resource request support any of the sections of any of the VC planning documents (e.g., Educational Master Plan, Strategic Implementation Plan, Student Equity Plan, etc.)? List the plan(s) and section(s) that support the current FT faculty resource request.

Educational Master Plan (EMP) & Strategic Implementation Plan

EMP Goal 1: Increase the success of our students while closing equity gaps

Strategic Implementation Plan-Objective 1: Increase the six-year completion rate to be within the top five in the state.

Strategic Implementation Plan-Objective 2: Increase transfer-level English and Math completion rates to be within the top five in the state.

Strategic Implementation Plan-Objective 3: Increase the course success rate to be within the top five in the state.

Strategic Implementation Plan-Objective 4: Increase the fall-to spring persistence rate to 85%, and the fall-to-fall rate to 70%.

Strategic Implementation Plan-Objective 5: Ensure that at least 95% of first-time students receive Student Success and Support

Program (SSSP) services.

Strategic Implementation Plan-Objective 6: Ensure that fewer than 10% of students are on academic probation.

EMP Goal 2: Increase our community's access to transfer, workforce preparation, and basic skills education

Strategic Implementation Plan-Objective 3: Increase the percentage of eligible students who have completed the:



## Request Type: Full-time Faculty

- FAFSA by the priority deadline to 75%.
- California Dream Act Application by the priority deadline to 75%.
- Board of Governors Fee Waiver Application by the priority deadline to 75%

EMP Goal 4: Enhance institutional effectiveness and accountability to improve innovation and student outcomes.

Strategic Implementation Plan-Objective 1: Improve campus-wide communications and collegiality through the implementation of the “Six

Success Factors” [Beacons of Success].

- Six Success Factors: Connected, Directed, Focused, Engaged, Nurtured, Valued.

Strategic Implementation Plan-Objective 5: Increase student-success-, equity-focused-, and distance-education-related professional

development opportunities for, and participation by, faculty and staff.

### Student Equity Plan

METRIC: Fall-Spring Retention

\*...Assist students in their success by providing guidelines on what it takes to succeed in college

\*Increase college employee awareness of student support services\* and apply student-centered language and

student-driven practices. Deploy an Equity Summit, Guided Pathways, and Cohort Models to address retention and

support issues. Investigate funding to compensate faculty for equity driven professional development. Develop an

institutionalized referral system for campus services from enrollment information (e.g. student clubs) as well as

course performance (e.g. tutoring services). Expand the use of Starfish (or related system), including actions taken

when flags/indicators are presented. Optimize advising technology use, establish “on-demand” student support.



## Request Type: **Full-time Faculty**

\*Faculty, Classified Professionals, ASVC and Management work towards building meaningful relationships with

students, including through initiative such as IEBC's Caring Campus.

\*Develop a simplified process that ensures that students can get in touch with needed office/professional, without

numerous website clicks or transferred calls. Keep in mind that systems need to assist in ease of access to college

resources rather than create added barriers to resources.

\*Research and explore persistence from fall to spring, ways to better support students in course completion. Find

ways to ask students about their experiences with services and other factors, with the use of automating student

withdrawal surveys. Collect data across departments on the success rates for the targeted populations, and then

collect information on best practices the department uses for retention, completion, and transfer. Explore class size

impacts especially in areas in which relationship-development can play a significant role in retention, as well as how

hybrid classes correlate. Support and expand departmental retention and enrollment events/activities and

programs like STEM Harbor and Intro to Engineering Ed Plan

METRIC: Transfer

\*Support and expand college wide and departmental retention/enrollment events. Offer departmental retention/enrollment events and activities, including support cohort models.

METRIC: Completion



## Request Type: **Full-time Faculty**

\*Expand support for general counseling, with increased student-to-counselor appointment opportunities.

\*Support programs that offers targeted and specialized services including FYE, MESA, EOPS, DSPS/EAC, while avoiding

duplications of services. Support groups/clubs\* like Black Student Union, etc.

4) Does student demand in this program support the current FT faculty resource request (e.g., course fill rates by discipline, or total number of student contacts per FT faculty member)? List and explain all data that supports this FT faculty resource request related to student demand.

As of last academic year the number of students that were faced with some level of academic probation or academic dismissal exceeded 1000 students. Our efforts to address this student population AND the matter of academic standing has been predominantly reactive. Despite the Colleges emphasis on persistency and retention there is no one designated individual within Student Services that specifically addresses this student population in a holistic manner. To ensure a robust strategy to address academic standing issues we need to seriously consider the resources we have in place. A holistic approach would include intentional counseling/in-reach services, pre-probation/dismissal workshops, monitoring early alert/red flags and responding accordingly, regular follow-up with probation/dismissal students, post-probation/dismissal workshops and follow-up, financial aid workshops, current/best practices research, etc.

Establishing such a program for this student population with the current responsibilities of the Counseling Department is unreasonable. Currently the time we can afford is a workgroup that meets once a month for two hours. Implementing a truly holistic model is a considerable undertaking that would ideally require more than just one full-time Counselor. There has been an Academic Standing Workgroup at Ventura College that has been inconsistent in its leadership and in its presence. Unless we institutionalize a position on the ground level, i.e. a full-time counselor, that understands the nuances of academic standing issues and how to address them, we will continue with our issues of academic standing.

So not only is the there student demand, but there is a campus demand for establishing a sustainable model to combat the issues of academic probation and dismissal.

5) What is the community impact of this program? How does the current FT faculty resource request increase this impact?



## Request Type: **Full-time Faculty**

If the general belief is that our community benefits from students completing a degree or certificate because it provides greater opportunity for upward mobility, especially through employment, then our institution needs to be committed to supporting this belief in an effort to make the greatest impact on our community. The way an academic institution makes such an impact is to ensure the successful continuation of ALL our students education and the completion of their academic goals. To make such an impact we can follow through with our commitment to address academic standing issues, which begins with the hire of an Academic Standing Counselor.

The aim of the Academic Standing Counselor would be to establish and institute proactive measures that deter our students from the inauspicious path to probation and dismissal. Additionally, the role of this position would be to establish and institute reactive measures that ensure the most swift recovery from probation or dismissal status. Finally, this position would be responsible for establishing and instituting follow-up services to safeguard these students from future derailment from the completion of their academic and career goals while at Ventura College.

Thus, by embedding an Academic Standing Counselor in the Counseling Department, who will create a model for persistence and retention that is truly a cornerstone of our college, we will be supporting our students upward mobility, one of the greatest impacts we can have.



Area: SA

Program Review (S) - Counseling

**COU2301**

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**Objective:** Adherence to the CSLO and SUO cycle.

2023- 2024      **Estimated Cost:**100000

**Categorical funds available to fund this request:**

**New/Replacement:** Replacement

**Priority:** 2

**Previously Requested in Years:**

**Primary Contact:** Dan Walsh

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**Resource Request Description:** Requesting a full-time Transfer Center Counselor Coordinator

**Resource Request Justification:** "Transfer" is a core mission of the California Community College system and a Title V program. The State Guidelines recommend a full-time Faculty Coordinator to lead the campus' transfer services. At Ventura College, a full-time Transfer Center coordinator was hired in 1993 and that person left VC in 1996. Since that time, administration reassigned a general counselor and has allowed various percentages to coordinate (50%,; 25%; 22.8%) . Most students are first-generation students of color who need direction on how to transfer. They seek transfer services. The college needs to provide 12-month year round services so that students can be assisted with the complex transfer process.

A FT Counselor Coordinator is essential in leading the campus towards a comprehensive "transfer going" culture and implementation. Currently, the FT counselor is on loan from general counseling. VC hired a FT Coordinator in 1996. Since then, a FT Coordinator has not been rehired, instead a FT counselor has been reassigned from general counseling. The role is vital towards the comprehensive implementation of a transfer program.

70% of all VC students indicate transfer as their educational goal. The University Transfer Center serves more students than several student services programs. Transfer Centers were created to serve under represented students of color. While the UTC targets these populations, more staffing will improve services to these student populations, as more follow up attention could be implemented. As of now, there is extremely limited staffing and only day services offered.

\*Note: Though this request has not been made in recent Program Reviews from the Counseling Department it has been requested in years past by the Transfer Center.



Request Type: **Full-time Faculty**

This position is currently funded through the general fund. Area: **SA**

**Program Review (S) - EAC**

**EAC2302**

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**Objective:** Increase success rate for LS classes by 10%

2023- 2024      **Estimated Cost:** 140000

**Categorical funds available to fund this request:** This position is currently funded through the general fund.

**New/Replacement:** Replacement

**Priority:** 2

**Previously Requested in Years:**

**Primary Contact:** Patty Wendt, Coordinator

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**Resource Request Description:** Hire a FT Learning Disability Specialist to assist with course instructor and learning disability assessments.

**Resource Request Justification:** This position is to replace Tom Dalton. We had a failed search in replacing him for 2020 and then COVID hit. Our overall numbers went down and classes had to be cancelled so we didn't have the need to replace at that time. Now, we have rising numbers and our classes are full. This position is still funded in the EAC General fund (111 3006401110 493030) and I attached a report that confirms this.



Request Type: **Full-time Faculty**

Area: SA

**Program Review (S) - First Year Experience**

**FYE2101**

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**Objective:** Transfer Ready Math and English 1 year with Comprehensive Ed Plan by end of Year One

2023- 2024      **Estimated Cost:**50000

**Categorical funds available to fund this request:**

**New/Replacement:**                      **Priority:** 2

**Previously Requested in Years:** 2021-2022; 2019-2020; 2022-2023

**Primary Contact:** Gema Sanchez

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**Resource Request Description:** Part-Time FYE Counselor

**Resource Request Justification:** First Year Experience is a high touch student services program. FYE student need to see their counselor to ensure proper enrollment in classes for their first year and the first semester for their second year. With the current enrollment of 387, it is almost impossible for one counselor to be able to meet with all students without missing critical enrollment deadlines. This request is to hire a part-time counselor that can assist the current full time counselor assigned to FYE to be able to meet with all its enrolled student in a timely manner. By doing so, student will be able to have a better chance of fall to spring persistence and spring to fall going into their second year. This will align with current initiatives like AB 1705 that encourage completion of English and math in the first year and eventually can lead to higher degree and transfer completion.



Request Type: **Full-time Faculty**

Area: SA

**Program Review (S) - University Transfer Center**

**UTC1902, TRA1701**

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**Objective:** Coordinate counseling transfer services during day, evening, peak and summer.

2023- 2024      **Estimated Cost:**140000

**Categorical funds available to fund this request:**

**New/Replacement:** Replacement

**Priority:** 1

**Previously Requested in Years:** 2020-2021; 2019-2020; 2018-2019; 2017-2018; 2016-2017; 2015-2016; 2014-2015; 2013-2014; 2012-2013; 2011-2012; 2021-2022; 2022-2023

**Primary Contact:** Marian Carrasco Nungaray

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**Resource Request Description:** Full-time Transfer Center Counselor Coordinator

**Resource Request Justification:** "Transfer" is a core mission of the California Community College system and a Title V program. The State Guidelines recommend a full-time Faculty Coordinator to lead the campus' transfer services. At Ventura College, a full-time Transfer Center coordinator was hired in 1993 and that person left VC in 1996. Since that time, administration reassigned a general counselor and has allowed various percentages to coordinate (50%,; 25%; 22.8%) . Most students are first-generation students of color who need direction on how to transfer. They seek transfer services. The college needs to provide 12-month year round services so that students can be assisted with the complex transfer process.



Request Type: **Full-time Faculty**

Area: SA

**Program Review (S) - University Transfer Center**

**UTC2201**

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**Objective:** Improve and Increase direct service to students in-person, on telephone, on Zoom.

2023- 2024      **Estimated Cost:**90000

**Categorical funds available to fund this request:**

**New/Replacement:** New                      **Priority:** 2

**Previously Requested in Years:**

**Primary Contact:** Marian Carrasco Nungaray

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**Resource Request Description:** Deliver direct services to students in compliance with recommended CCC Transfer Center Program Requirements Title IV Section 51027.

**Resource Request Justification:** Our current Office Assistant has been working out-of-class for over 3 years and has increasingly accepted more tasks to meet the delivery of direct student services. As part of the CA Community College Transfer Center Title V Minimum Program Standard a Classified full time support staff is required to provide direct student services. The current staffing has been working out-of-class for numerous years and in order to meet the needs of direct student services a new position and classification needs to occur.