



Architecture, Drafting, and Construction Technology

ARC2105

Objective: Increase student success rate

2023-2024

New/Replacement: New **Priority:** 02

Previously Requested in Years: 2023-2024; 2022-2023; 2021-2022; 2020-2021; 2019-2020; 2018-2019; 2017-2018; 2024-2025

Primary Contact: Ralph Fernandez

Categorical funds available to fund this request:

Resource Request Description: Architecture/Drafting Instructor.

The program currently relies on an unusually high number of adjunct faculty. Currently the Drafting/Architecture classes are taught by 75% adjunct faculty.

The high use of adjunct faculty limits the way we can offer classes. Almost all of the adjunct faculty in the program have day jobs that limit their availability

to teach during the day, many times creating scheduling difficulties. The program would also like to increase our Dual Enrollment classes, but we don't have

the staff that would allow us to do that. Over-reliance on adjunct faculty puts the program in a position that is hard to maintain. When adjunct faculty leave, it

is difficult to find a replacement instructor that has the skills needed in the program. It is important that a balance between adjunct and full-time faculty be

maintained.

This Position will increase the strength of the program and will help to increase the overall enrollment of the program and the college. Currently in the

Architecture/Drafting area we have one (1) full time faculty member and ten (10) adjunct faculty members, some of these instructors teach multiple classes in the program.

The position we are asking for is a full-time tenure track position.

Full-Time Faculty Considerations

(A) Currently the Architecture/Drafting program has one (1) full time instructor and ten (10) adjunct faculty members.



Request Type: Full-time Faculty

(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.

(C) The enrollment in the Architecture/Drafting program is a growing program. This position will help the program to continue to grow.

(D) 75% of the classes in the program are taught by adjunct faculty members.

(E) This position is more than just a faculty position. Being a small program, this position will have an enormous positive effect on the program and the college.

Faculty members in this program are required to support the program in more ways than just teaching, they work with student clubs, they help the program stay current

with industry requirements, and they provide community outreach to name a few.

(F) This position will work to help students in the program attain jobs in the community. The more students working in the community, the more exposure the program gains.

This program helps support the community employment needs.

(G) This position will help facilitate and coordinate university articulation and develop relationships with local schools for high school articulation to our program and the college.

How critical is this position to your program's ability to function? This position is critical for our program. The ratio of full time faculty to adjunct faculty is detrimental to our program. This position would allow the program to offer classes at times that adjunct faculty are not available to teach.

Any considerations unique to this position: This position would be able to support the program in articulation with both high schools and universities.

Impact of position on enrollment: This position would help increase the enrollment of the program and would also allow us to look at additional Dual Enrollment opportunities.

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area: It is very difficult to find a part-time instructor that have the skills needed in the program and are available the hours we need them.

Impact of this position on campus, as a whole: This Position will increase the strength of the program and will help to increase the overall enrollment of the program and the college. This position will have an enormous effect on the program and the college.

Impact of this position on the surrounding community: This position will work directly with the community to make sure the program is current in the community needs. The students will benefit by the community interaction. Potential student job opportunities will be developed.



Art

ART2201

Objective: Increase student enrollment, increasing FTES by 20%. Keep competitive in our high tech. programs.

2025-2026

New/Replacement: New **Priority:** 01

Previously Requested in Years: 2022-2023; 2021-2022; 2019-2020; 2020-2021; 2023-2024

Primary Contact: Sharla Fell

Categorical funds available to fund this request:

Resource Request Description: Full-Time Film Instructor

How critical is this position to your program's ability to function? Our film program has proven to be strong and in demand. We need a full time faculty to oversee the classes and equipment and stay current in a dynamic course of study. We are offering a stipend to faculty to rewrite and update our film program.

Any considerations unique to this position: A MFA or equivalent degree is required of our Film faculty. We also look for faculty who have experience in film making and producing;

Impact of position on enrollment: Enrollments would increase and we would be able to offer the entire program and award degrees.

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area:

Impact of this position on campus, as a whole:

Impact of this position on the surrounding community:



Athletics/Kinesiology

A/K2501

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

2025-2026

New/Replacement: **Priority:** 01

Previously Requested in Years: 2023-2024; 2024-2025

Primary Contact: James Walker

Categorical funds available to fund this request:

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

How critical is this position to your program's ability to function? This position was ranked at #3 by the Academic Senate in 2023-2024. The Men's & Women's Track & Field and Men's & Women's Cross Country programs relies on a full time coach to be on campus during the day to mentor student athletes, recruit new student athletes to Ventura College and help the current student athletes transfer to a 4 year institution.

Any considerations unique to this position: N/A

Impact of position on enrollment:

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area:

Impact of this position on campus, as a whole:

Impact of this position on the surrounding community:



Counseling

COU1703

Objective: Increase success rate for all Counseling classes by 10% percent

2025-2026

New/Replacement: New **Priority:** 06

Previously Requested in Years: 2023-2024; 2021-2022; 2020-2021; 2019-2020; 2018-2019; 2017-2018; 2016-2017; 2015-2016; 2024-2025

Primary Contact: Gema Sanchez

Categorical funds available to fund this request: No

Resource Request Description: Full-time tenure track Counseling Instructor

How critical is this position to your program's ability to function? This position is much needed in our programs ability to continue offering counseling classes particularly for newly matriculated students and students who are still exploring a career pathway. 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 counseling (COUN) courses. For this reason, historically our COUN classes 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. This model does not provide our department with the ability to have a dedicated individual with the expertise and experience to revamp our curriculum and make it current and culturally relevant.

Additionally, having to rely on part-time faculty to teach these courses means that our students may not always ended up being connected to resources they need on campus. Part-time faculty often teach at multiple campuses and are not always aware of policies or resources that can benefit our students because they only spend a small amount of time with our college. Thus, students taking courses from our part-time faculty often are at a disadvantage from being connected to services they need to be successful at VC. If we had a designated counselor teaching our courses, students would benefit from having a counselor in the classroom but would be connected to any service they need to be successful.

Any considerations unique to this position: This position would allow our department to satisfy requirements as specify by Vision 2030, Guided Pathways, VCs Student Equity Plan, Educational Master Plan, and AB 1705. Counseling courses are a great way to introduce our student to college life, understand college responsibilities, policies, procedures and provide them with the skillset they may need to be successful in other academic disciplines.

Impact of position on enrollment: Enrollment would be impacted in a way that these courses could serve as support to other academic areas like ENGL and Math which are traditionally courses that have an impact on the retention of students in college.



Request Type: **Full-time Faculty**

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area: It's rather difficult to find faculty who want to teach COUN courses as most counselors want to work directly with students through counseling sessions not necessarily with instruction.

Impact of this position on campus, as a whole: If we can hire a full-time tenure track dedicated counseling instructor for all our courses instead of relying on part-time faculty, our success rates in our classes will increase particularly for disproportionately impacted students on our campus. 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 would assist students with identifying a career path early at Ventura College.

According to the Guided Pathway Dashboard, there were 10.9% students enrolled in the 2023-2024 academic year who identify themselves within the Exploratory Major. This is a total of 1441 students that are enrolled who do not know what academic pathway they want to pursue and who are enrolled in less than full-time status. This number is higher to last year when we only had 8.8% of students under this CMC. Based on dashboard data, exploratory major students take an average of five years to complete a degree which means their time to degree completion, and they also have lower completion rates when it comes to English and math course.

Impact of this position on the surrounding community: In a time where community colleges are being asked to decrease the time to degree completion or transfer and ensure students are graduating with degrees that what would help them achieve economic mobility, investing in a position that could assist our college to clarify the path for students seems completely reasonable.



Counseling

COU2201(same as CAR1701)

Objective: Increase the number of Comprehensive Education plans for students with 15 units to 75%
2025-2026

New/Replacement: New **Priority:** 05

Previously Requested in Years: 2023-2024; 2024-2025

Primary Contact: Gema Sanchez

Categorical funds available to fund this request: No

Resource Request Description: Full-time tenure track Counselor with focus on Career

How critical is this position to your program's ability to function? The Counselor with a focus on Career is critical to our program's ability to function because per the Student Success and Support Program (SSSP) and Vision 2030, we are required to provide students with ample services for career exploration and help them define a goal that will lead to a degree and/or transfer.

Each year, most of our new students indicate a goal of exploring/general studies which is typical according to research for most college freshman. However, it is critical that we provide career exploration services to these students as early as possible to decrease the number of units they may end up enrolling while they are exploring possible career pathways.

Currently, our college offers a limited number of career exploration services to our students because we do not have a full-time dedicated counselor that can assist students with career exploration activities, and our career center staffing is dependent on grant funding. Hence, workshops and counseling that can assist students with researching careers, identifying strengths and interests, personal values and developing a plan is extremely limited. While most of the counselors are trained in career counseling, having a dedicated counselor with availability specifically for this can make a significant difference for students who are undecided on a career path. This could potentially shift a trend of having students declare an educational goal sooner than now and have a clear path towards success.

Any considerations unique to this position: Yes, career exploration services are an essential part of our Student Support Services Program (SSSP) and Vision 2030 but it can also affect when students can complete their transferable English and Math courses (AB 1705), and can enroll in courses that would be applicable to CalGETC (AB 928) or be on track for an Associate Degree for Transfer pathway (AB 928) if we offered a degree that they are interested.

Impact of position on enrollment: Direct support would be provided for students in the Exploratory CMC which are almost 1500. This would ensure these students get a more clarified path for their goals and decrease the time for degree completion.



Request Type: **Full-time Faculty**

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area: Position is not difficult to fill but difficult to retain due to low pay but high cost of living.

Impact of this position on campus, as a whole: This position can significantly impact the number of students who complete more than 15 units on our campus without having a clear path to a degree or transfer. Currently, many of our students are exploring career opportunities which means they enroll in primarily general education courses including English during their first year at VC but avoid completing math or sciences for fear that they may take the wrong ones. This often leads to undecided students completing a larger number of units prior to obtaining a degree or transferring which impact their time to degree completion but also their financial aid eligibility. If our campus had a counselor dedicated to support students in career exploration by clarifying their interests, values, and goals that lead to a meaningful career path, students would declare a major sooner. As a result, students will decrease the number of units they enroll, time to degree completion and would have a plan that would lead them to successfully achieving their educational goal.

Impact of this position on the surrounding community: Our community would see Ventura College as a pillar knowing students would be getting the best for their money and completing degrees or transfer in a reasonable amount of time.



Counseling

COU2202

Objective: Reduce the number of students on academic notice by 10%

2025-2026

New/Replacement: New **Priority:** 03

Previously Requested in Years: 2023-2024; 2022-2023; 2024-2025

Primary Contact: Gema Sanchez

Categorical funds available to fund this request: No

Resource Request Description: Full-Time tenure track Counselor with a focus on Retention

How critical is this position to your program's ability to function? The Counselor with a focus on retention is critical to our program's ability to function because per the Student Success and Support Program (SSSP), we are required to provide students with the necessary academic interventions to set up the student for success and degree completion within a timely manner. This means that counselors need to ensure students not only have a current comprehensive education plan on file but that we also maximize student's financial aid eligibility by decreasing the number of units students must take to complete a degree as outlined by our Vision 2030 goals.

Currently, our department has not been able to keep up with the needs of our students who unfortunately need early interventions due to counselor availability. Despite the perception that our department has close to 20 full-time general counselors, almost 50% of our counselors are currently reassigned to support different programs on campus including but not limited to the University Transfer Center, First Year Experience, Veterans Resource Center, Athletics, East Campus, Non-Credit Programs, Dual Enrollment, PACE and soon the bachelor's degree program. As a result, general counseling is often running with about 10 full-time counselors (when they are all on contract) that are expected to serve a population of over 10,000 students because even though some students are part of our categorical programs, they are still entitled to visit out offices for services.

Providing services for this number of students in a meaningful and intentional manner is unrealistic particularly for those students who are not doing well in courses. Each term Ventura College has close to 900 students who lose good academic standing due to their grades or for withdrawing from courses and end up receiving an academic or progress notice at the end the term. Depending on the notice, students then end up getting limitations on how many units they can enroll each term and if they are receiving financial aid this is affected. Because students can still register even if it's for less units, most students after they receive a notice from our college, they still do not come to see a counselor because they think may believe they can still turn things around on their own.



Request Type: Full-time Faculty

However, this is not the case for most students because once a student is not doing well academically, they automatically fall behind and extended their time to complete their goal for a degree or transfer. This in the long term can affect a student's financial aid eligibility and their motivation to be enrolled in college.

If we had a full-time counselor who was dedicated to work intentionally with students who are at risk of failing or already not in good academic standing, students would have a higher chance at success. They would be connected to the resources they need early on, and they would have a counselor that would be able to check in on them consistently. This would put the student on the best chance to complete a degree and/or transfer as well as ensure the student is gaining the necessary skills for the workforce which is what many of the new legislation including Vision 2030 is aiming for all our students.

Any considerations unique to this position: Our college is required to provide intervention services and resources for all students who are not doing well as indicated in the Student Success and Support Program (SSSP) and this is something we are currently doing at a minimal level. Additionally, with the implementation of Vision 2030, colleges should be increasing the number of associate degrees for transfer, transfer opportunities, reduce the number of units a student enrolls to receive a degree, maximize students financial aid eligibility and providing all necessary support to ensure our students thrive. This position will help our college and our department work toward achieving all these goals.

Impact of position on enrollment: Enrollment would be impacted by increase the number of students we retain by fall to spring and fall to spring.

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area: It is not difficult to find part-time faculty in this discipline but it's rather difficult to retain faculty in our area due to low pay within our district compared to our neighboring districts.

Impact of this position on campus, as a whole: This position would have a positive impact on our campus by helping decrease the number of students who fall out of good academic standing each term. As a result, our fall to spring and fall to fall persistence would increase and eventually this will lead to a higher number of students completing degrees from our campus. It will also help students maximize their financial aid eligibility and lead to a higher number of comprehensive education plans and degrees completed particularly for disproportionate impacted students and students who are able to only enroll on a part-time basis.

Currently, most students who are not in good academic standing are enrolled in less than 11 units with the majority being enrolled in 6 or less. This could be due to their status as it limits the number of units they can enroll but this could also be indicative of the enrollment trend on our campus where most of our students are enrolled on a part-time basis. Particularly for students on academic or progress notice having designated counselors makes a significant difference because they have a specific counselor to seek for help and that counselors gets to know them and understands their needs.

Impact of this position on the surrounding community: Our surrounding community would be able to have most graduates from our colleges ready to enter the workforce in various areas and it would also provide more value for the student's education which in our current economy would greatly help.



Counseling

COU2401

Objective: Increase Counseling Student Contacts Monday-Thursdays after 4pm, Fridays and weekends by 10%

2025-2026

New/Replacement: New **Priority:** 04

Previously Requested in Years: 2024-2025

Primary Contact: Gema Sanchez

Categorical funds available to fund this request: No

Resource Request Description: Full-Time tenure track Counselor focus Post Traditional Students

How critical is this position to your program's ability to function? This position is essential for our departments ability to provide services to post traditional students as required by Vision 2030 and our Student Success and Support Program. Post traditional students at Ventura College typically enroll on a part-time basis, work full-time, have familial responsibilities and often navigate higher education on their own because they are unable to seek services during regular office hours. Currently our office is open late only two days during the week (Monday and Tuesday), closes at 12pm on Fridays and does not offer any weekend appointments.

As a result, the number of post-traditional students with a clear pathway for degree completion or transfer, a current comprehensive education plan and in good academic standing is low. This is unacceptable because part-time students who are more than likely post traditional students are not being provided with the same opportunities as students who can enroll full-time and can utilize resources during hours of operation.

The focus of this position would be specifically to meet the needs of this population by having hours in the evenings Monday through Thursday, offering longer hours on Friday and some weekends both in person and remote options. Our department wants to meet our students where they are at but due to the limitations in our staffing, we are only able to provide minimal services to this population which means in the long term we would be unable to fulfill the goals of Vision 2030 just as we currently are with SSSP.

Any considerations unique to this position: As we navigate the implementation of AB 1111, AB 928, AB 1705 and Vision 2030, post traditional students are likely to be the ones who could be negatively affected if they do not receive access and information on a timely manner. This position would assist in mitigating this impact and would further assist our campus in reaching timely degree completion for our students and assisting them to reach their educational goals in an effective and efficient manner.



Request Type: **Full-time Faculty**

Impact of position on enrollment: This position would assist in the increase of enrollment for post traditional students as it would provide timely services at a time where students need it the most, truly meeting students where they are.

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area: It is not difficult to find part-time faculty in this discipline but it's rather difficult to retain faculty in our area due to low pay within our district compared to our neighboring districts.

Impact of this position on campus, as a whole: By providing this position to our program, the campus would benefit greatly as post traditional students would be able to receive academic and career exploration on a timely manner. Students would have current education plans that would ensure a timely degree completion or transfer, and students would be provided access, all of which are goals of our Educational Master Plan and our Student Equity. What is more, this would increase the number of degrees that we award and students that transfer to a four year-college or university which aligned to the goals of Vision 2030. What is more, this would increase the number of degrees that we award and students that transfer to a four year-college or university which aligned to the goals of Vision 2030.

Impact of this position on the surrounding community: This position would greatly benefit the surrounding community by providing academic and career services to post traditional students on a timely manner and ensuring they are able to complete their degree within a reasonable amount of time; providing academic mobility for the most needed communities in our areas like the Santa Clara River areas.



Criminal Justice

CRI2501

Objective: Create a Modern Police Science Degree to meet the requirement. The establishment of a Modern Policing Science Degree is requirement of CA Assembly Bill 89, mandating that all future Peace Officers to obtain this local degree in order to obtain Peace o

2025-2026

New/Replacement: New **Priority:** 01

Previously Requested in Years: 2022-2023; 2021-2022; 2024-2025

Primary Contact: Lazaro Salinas

Categorical funds available to fund this request:

Resource Request Description: As a requirement of Assembly Bill 89, all Graduates of Police Academy must obtain a AS in Modern Police Science within two years of graduation in addition to a BA of their choice. To best serve Ventura County law enforcement agencies and maintain long-standing partnerships with the Ventura County Regional Law Enforcement Academy, Ventura College will adopt an AS in Modern Police Science degree, keep existing criminal justice associates degree, and transfer degree to position itself as the local college providing this mandatory degree for all peace officers.

The above mentioned additional full-time faculty would also oversee the Forensic Science AS degree and Certificate of Achievement. This faculty member will assist program development, coordinate specialized curriculum, and ensure compliance with industry expectations and state transfer requirements. They will provide stability for this high-demand program, which launched in August 2025, and will serve as a critical anchor for student recruitment, retention, and completion in a STEM- and CTE-aligned discipline.

How critical is this position to your program's ability to function? Critical,

With full implementation of the State of California required Modern Police Science Degree in Fall 2025, we reasonably expect an increase in demand that current staffing cannot sustain.

The current forensic science courses we can offer are housed under Criminal Justice and/or Anthropology. Both disciplines currently only have two full-time faculty members, all of whom must take on overload to meet the staffing needs of their respected areas. The combined Fall 2024 course fill rate for these two areas is 84.3% (medium-high ranking) with only 47.5% of courses taught by Full-time faculty (medium priority).

Given the certification requirements and specialized nature of many of these courses, finding and keeping adjunct faculty proves difficult for both areas. We project that if it were even possible to bring



Request Type: Full-time Faculty

in enough Part-time faculty members moving forward, it would push the ratio of course taught by adjuncts to around seventy percent.

In short, without a Full-time faculty member who can oversee and serve in both Modern Police Science and Forensic Science, we will not have the ability to meet the needs of students, industry partners, and the community by offering these degrees.

demands

Any considerations unique to this position: The establishment of a Modern Policing Science Degree is requirement of CA Assembly Bill 89, mandating that all future Peace Officers to obtain this local degree in order to obtain Peace officer credentials. All Graduates of Police Academy must obtain a AS in Modern Police Science within two years of graduation in addition to a BA of their choice to maintain accreditation as a LEO in CA. To best serve Ventura County law enforcement agencies and maintain long-standing partnerships with the Ventura County Regional Law Enforcement Academy, Ventura College will adopt an AS in Modern Police Science degree, keep existing criminal justice associates degree, and transfer degree to position itself as the local college providing this mandatory degree for all peace officers.

Impact of position on enrollment: Enrollment is projected to rise significantly. A full-time faculty member will ensure sufficient course offerings and program coordination to serve growing student demand.

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area: Extremely difficult. Forensic Science requires specialized qualifications, and the local adjunct pool is very limited. This has already constrained course scheduling.

Impact of this position on campus, as a whole: High. The program is the first of its kind in the Tri-County area, serving both STEM and CTE pathways. A full-time faculty member will enhance program viability and reputation campus-wide.

Impact of this position on the surrounding community: Significant. The program prepares students for high-growth forensic careers, meets regional workforce needs, and supports transfer into CSU and UC pathways. It also enhances equity by opening forensic science opportunities to students from diverse backgrounds.



English

ENGL2503

Objective: Increase first-year transfer-level English completion rate to 51% or higher (as measured by the VC Office of Institutional Effectiveness or by equivalent data).

2025-2026

New/Replacement: New **Priority:** 01

Previously Requested in Years:

Primary Contact: Eric Martinsen

Categorical funds available to fund this request:

Resource Request Description: Full-Time English Faculty Hire – Gateway English Completion

How critical is this position to your program’s ability to function? FULL-TIME FACULTY GAP. Only 32 percent of English C1000 sections are taught by full-time faculty; 57 percent by adjuncts and 10 percent by overload. Overall English: 36 percent full-time vs 47 percent college-wide. Our adjunct colleagues are highly skilled educators who sustain access and quality for our students. However, the limited number of full-time faculty makes it difficult to provide consistent coordination, mentoring, and cross-term leadership for essential programs such as tutoring, embedded supports, and Writing Center collaboration.

WHY FULL-TIME FACULTY MATTER. Full-time instructors provide consistent availability, connect students to Counseling, Learning Resources, and the Student Equity and Success Advisory Committee, lead embedded-support models (J-Course and ENGL C1000E), and coordinate Writing Center services. For most students, English C1000 is their first college class—full-time presence builds belonging, mentorship, and persistence, complementing the work of our experienced adjunct faculty.

ENROLLMENT & DEMAND. English enrollment has increased about 9 percent since 2020, outpacing overall college growth. English C1000 fills at approximately 97 percent each term. On-ground and hybrid English enrollments have grown 46 percent since Fall 2022 (vs 21 percent college-wide). New sections fill immediately, demonstrating ongoing unmet demand.

AB705/1705 SUPPORT MODELS. Students entering with lower GPAs need co-requisite J-Courses, ENGL C1000E enhanced composition, and Writing Center support. These AB705/1705 requirements depend on full-time faculty for curriculum design, scheduling, assessment, and coordination with tutoring staff.

SHRINKING CORE CAPACITY. The department has 13.5 full-time faculty, down from 18 at peak and a more recent standard of 15. As enrollment, program leadership, and college service responsibilities expand (curriculum, assessment, tutoring integration, Writing Center coordination), limited full-time capacity constrains sustainability and innovation.



Request Type: Full-time Faculty

WRITING CENTER & AI SUPPORT. With AI now used across disciplines, the Writing Center must expand faculty-guided, process-based writing and academic-integrity instruction campus-wide. Full-time English faculty coordinate these efforts and mentor tutors to support writing across all disciplines.

DISTRICT EARLY COLLEGE ON-RAMP STRATEGY. District policy identifies a three-course CCAP sequence—college/career readiness, transfer-level English, and transfer-level math—offered at area high schools. English C1000 is one of these initial courses. Maintaining standards where On-Ramp intersects with English C1000 requires ongoing full-time leadership, mentoring, and assessment.

QUALITY & EQUITY RISK. Without added full-time capacity, Ventura College cannot sustain embedded tutoring, co-requisite delivery, Writing Center leadership, or AI-responsive writing support. This gap limits equitable, first-attempt completion in English C1000, a course that is essential to timely transfer and degree progress.

Any considerations unique to this position: STATE MANDATES – AB 705 / AB 1705. State law requires all students to have access to transfer-level English in their first year with appropriate supports. Meeting this mandate depends on full-time faculty capacity to staff and coordinate co-requisite J-Courses, ENGL C1000E enhanced support courses, and Writing Center integration.

CURRICULUM ALIGNMENT – AB 1111 / AB 928. These laws require consistent full-time faculty leadership for Common Course Numbering and Transfer Pathway alignment across the district and CSU/UC systems. English faculty ensure English C1000, C1001, and C1003 maintain consistency in curriculum, outcomes, and assessment.

EDUCATIONAL MASTER PLAN / STUDENT EQUITY PLAN. Ventura College's Educational Master Plan (2024–2030) sets a goal to raise first-year English completion to 60 percent by 2030. The 2025–2028 Student Equity Plan centers English in tutoring integration, re-enrollment supports, and equitable assessment—all of which rely on stable faculty leadership, particularly through the Writing Center and embedded-support models.

DISTRICT EARLY COLLEGE ON-RAMP STRATEGY. The district's Early College On-Ramp Strategy calls for a three-course CCAP sequence—college/career readiness, transfer-level English, and transfer-level math—offered at area high schools. English C1000 is one of these foundational courses. Responsible implementation requires full-time faculty to maintain curriculum integrity, mentor instructors, evaluate outcomes, and ensure English C1000 sections meet college and accreditation standards.

QUALITY ASSURANCE AND EQUITY. Full-time faculty are essential for aligning Writing Center services, co-requisite models, and AI-aware academic-integrity practices across modalities. Without additional full-time capacity, the college risks non-compliance with state mandates and inequitable outcomes for first-time students.

Impact of position on enrollment: HIGH DEMAND, LIMITED CAPACITY. English enrollment has grown nearly 9 percent since 2020, outpacing the college overall. English C1000 (previously V01A) fills at about 97 percent each term. Limited full-time faculty restrict the department's ability to schedule additional in-person and hybrid sections that meet student demand and achieve higher success rates.



Request Type: Full-time Faculty

GATEWAY TO COLLEGE PERSISTENCE. English C1000 is the gateway course for almost every first-time student and one of the strongest predictors of persistence. Students who do not pass English C1000 on their first attempt are much more likely to stop out of college altogether. Strengthened full-time leadership in English C1000—working alongside adjunct colleagues—improves first-attempt success, driving retention and long-term enrollment stability.

WRITING CENTER IMPACT ON RETENTION. Expanded Writing Center collaboration provides faculty-guided, process-based tutoring that raises pass rates in English C1000. When more students succeed in this foundational writing course, overall college retention rises. Full-time faculty are needed to coordinate tutor training, embed Writing Center support, and align writing strategies across disciplines.

EMBEDDED SUPPORT CAPACITY. A new full-time hire enhances the department's ability to sustain and, when possible, expand embedded-support options such as J-Course co-requisites and ENGL C1000E enhanced sections for students entering with lower high school GPAs. These models, required under AB705/1705, depend on consistent faculty coordination for scheduling and assessment.

DISTRICT ENROLLMENT STRATEGY. The District's Early College On-Ramp Strategy—a key enrollment growth initiative—includes transfer-level English (English C1000) as one of its three foundational CCAP courses. Because this strategy relies heavily on English faculty for instruction and oversight, Ventura College must maintain adequate full-time capacity to meet district expectations and sustain course quality.

DIRECT ENROLLMENT IMPACT. Adding one full-time English faculty member strengthens Writing Center and embedded-support coordination and increases first-attempt success—the most powerful driver of persistence and long-term college enrollment growth.

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area: ONLINE EASY, IN-PERSON HARD. Adjunct faculty are highly capable and readily available for online courses but are less available for daytime, hybrid, or on-campus sections where first-time students most often enroll.

DEMAND MISMATCH. Student demand for in-person learning continues to grow, while adjunct availability for these courses remains limited. Additional full-time faculty ensure that critical in-person English C1000 sections and Writing Center offerings are covered each term.

STRUCTURAL CAPACITY LIMITS. Writing Center coordination, tutor training, and embedded-support models require consistent, semester-to-semester leadership that part-time faculty cannot be expected to sustain. A new full-time position provides that stability while supporting adjunct-taught sections.

EQUITY IMPACT. Students who benefit most from direct instruction and embedded supports—first-generation, veterans, students with disabilities, and multilingual students—need predictable full-time faculty coordination to ensure equitable access and success.

Impact of this position on campus, as a whole: HIGH CAMPUS IMPACT. Nearly every transfer and degree-seeking student takes English. Fill rates remain consistently 95–97 percent, well above the college average.



Request Type: Full-time Faculty

EDUCATIONAL MASTER PLAN AND SEA ALIGNMENT. This hire supports the EMP goal of 60 percent first-year English completion and the SEA Plan's emphasis on tutoring integration, re-enrollment, and equitable assessment.

CAMPUS-WIDE WRITING CENTER BENEFIT. Expanded Writing Center coordination and AI-aware instruction benefit not only English students but all disciplines that assign writing. Full-time English faculty lead tutor training, academic-integrity initiatives, and embedded writing support collegewide.

CAL-GETC COVERAGE AND EARLY COLLEGE ON-RAMP STRATEGY. English delivers two Cal-GETC requirements—1A English Composition (C1000) and 1B Critical Thinking and Composition (C1001/C1003)—all central to district and state transfer pathways. The Early College On-Ramp Strategy identifies English C1000 as one of three foundational CCAP courses and depends on strong full-time faculty leadership to maintain quality and alignment with Math (Area 2) and Oral Communication (Area 1C).

INSTITUTIONAL STABILITY. With the program down one full-time line, one faculty member on half retirement, and additional retirements likely, this hire restores stability in curriculum leadership, tutoring integration, assessment, and essential college service work that sustains institutional effectiveness.

Impact of this position on the surrounding community: TRANSFER PIPELINE. Completion of English C1000 and C1001/C1003 is essential for CSU and UC transfer. Reliable staffing in these gateway courses keeps local students on track for timely completion and strengthens Ventura County's college-to-university pipeline.

WORKFORCE READINESS. Written communication and critical reasoning are core skills across professions. English faculty teach the analytical and workplace communication competencies regional employers prioritize, supporting long-term economic mobility for students and the community.

COMMUNITY TRUST AND PARTNERSHIPS. Stable full-time English leadership sustains relationships with local high schools, transfer universities, and community organizations. Full-time faculty collaborate with adjunct colleagues on curriculum alignment and tutor integration to ensure early-college and on-campus English prepare students for college-level expectations. Reliable faculty presence signals Ventura College's ongoing commitment to access, equity, and excellence.



ESL

ESL2402

Objective: Increase enrollment by at least 20% each year.

2025-2026

New/Replacement: **Priority:** 01

Previously Requested in Years: 2024-2025

Primary Contact: Jennifer Kagawa

Categorical funds available to fund this request: No

Resource Request Description: New full-time credit ESL instructor

How critical is this position to your program's ability to function? The addition of a second full-time faculty member in Fall 2025 marked an important milestone in stabilizing the ESL/ENGM program after four consecutive years of growth. However, the program continues to operate beyond sustainable capacity, and this new position remains critical to maintaining quality, consistency, and access as ESL serves a rapidly expanding and highly diverse student population.

Sustained Growth with Higher Instructional Load

- FTES: 10 (Fall 2021) ? 51 (Fall 2024) ? 45 (Fall 2025) — still 4.5 times the 2021 baseline.
- Sections: 10 (Fall 2021) ? 27 (Fall 2024) ? 30 (Fall 2025) (+11%).
- FTEF: 9.06, up from 8.43, confirming sufficient load to sustain multiple full-time faculty lines.
- Enrollment: 541 students (Fall 2025) with 69.9% fill, compared to 87% in Fall 2024; the short-term dip reflects external factors, not declining demand.

Program Scale and Faculty Workload

Even with two full-time faculty members, ESL/ENGM remains one of Ventura College's largest and most labor-intensive programs relative to full-time staffing.

- Two full-time faculty now oversee 30 classes, 541 students, and more than 9 FTEF of instruction, the majority still taught by adjuncts.
- The workload includes curriculum development, assessment, dual enrollment coordination, tutoring expansion, and community outreach, particularly at East Campus.
- Without the second position, this breadth of responsibility would be unsustainable; with it, the program can now begin to build a stronger infrastructure and long-term stability.



Request Type: Full-time Faculty

Staffing and Equity Imbalance

- Even after the new hire, full-time coverage rose only from ~10% to roughly 20%, still well below the college average of 47%.
- Adjuncts continue to teach approximately 80% of sections, and turnover remains high due to small applicant pools and long commutes.
- Sustaining at least two full-time faculty is essential to reach parity with institutional norms and maintain instructional continuity across both campuses.

East Campus and Program Integrity

- ESL/ENGM continues to anchor East Campus enrollment and FTES production—a key component of the Center Status application.
- A permanent full-time presence is vital for scheduling, faculty mentoring, employer talks, and outreach to local schools and community partners.
- New and expanding initiatives—ESL N130A Digital Literacy, English for Work, and mirrored credit/noncredit pathways—require consistent full-time oversight to ensure quality and alignment with college goals.

Summary

The Fall 2025 data confirm that the ESL/ENGM program remains a major driver of access, equity, and FTES growth. The newly added full-time faculty position is critical to the program's ability to function effectively, to manage more than 9 FTEF of instruction, and to sustain Ventura College's leadership in serving multilingual and immigrant populations. Maintaining this position—and ensuring future parity in full-time coverage—is essential to the program's long-term viability and the college's mission of equitable access.

Any considerations unique to this position: This full-time faculty position remains uniquely significant due to a combination of legislative, institutional, and programmatic factors. These considerations highlight how the position supports state mandates, college mission goals, and the continued development of high-impact offerings for multilingual and adult learners.

Legislative Compliance – AB 1705

- The ENGM V01A course, taught by ESL/ENGM faculty, fulfills Ventura College's obligation under AB 1705 to ensure that students have access to transfer-level English within one year.
- The course provides a supported pathway for multilingual learners who would otherwise face barriers to timely completion.
- ESL/ENGM faculty maintain placement practices, curriculum alignment, and assessment processes consistent with AB 1705's intent to streamline and accelerate student progress.
- Ongoing faculty leadership is essential to ensure compliance and coordination between noncredit ESL sequences and the transfer-level English pathway.



Request Type: **Full-time Faculty**

Strategic Role in East Campus Advancement

- ESL/ENGM continues to serve as a primary FTES driver for East Campus, anchoring enrollment and access in the Santa Clara River Valley.
- The program's growth from 10 FTES in 2021 to 45 FTES in 2025 has contributed significantly to East Campus's progress toward Center Status, a key institutional goal.
- Sustaining a stable full-time faculty presence at East Campus is vital for scheduling, outreach, and partnerships that maintain this momentum.

Institutional Goals and Requirements

- The position directly supports Ventura College's status as a Hispanic-Serving Institution (HSI) and advances Educational Master Plan Goal 1: Equity in Access.
- ESL/ENGM courses serve as the entry point to college for many first-generation, immigrant, and working-adult students.
- Maintaining strong full-time instructional leadership ensures that these students receive consistent academic support, clear transitions to English and Career Education pathways, and a sense of belonging within the college community.

Programmatic Needs

- The ESL/ENGM faculty lead several innovative initiatives, including English for Work, ESL for Life, and mirrored credit/noncredit offerings that expand access and align instruction with regional workforce needs.
- These projects require ongoing full-time oversight to manage curriculum development, employer input, assessment, and faculty coordination.
- As the program continues to grow in scope and partnerships, maintaining sufficient full-time faculty is essential for quality assurance and sustainability.

Long-Term Staffing Strategy

- With the addition of a second full-time faculty member in Fall 2025, full-time instructional coverage increased from about 10 percent to roughly 20 percent—still far below the college-wide average of 47 percent.
- The second position provides critical stability but does not yet bring the program to staffing parity with comparable divisions.
- Maintaining and supporting this position is an essential step toward a balanced and sustainable faculty structure capable of meeting ongoing community demand and institutional equity goals.

Summary:



Request Type: Full-time Faculty

This position continues to carry unique legislative and institutional significance. It ensures Ventura College remains compliant with AB 1705, supports East Campus's strategic development, advances HSI and equity objectives, and provides the consistent faculty leadership required to sustain high-quality, career-connected English-language instruction for the region's multilingual community.

Impact of position on enrollment: The addition of a third full-time faculty position is essential to sustaining the ESL/ENGM programs growth, stabilizing enrollment across both campuses, and restoring the programs upward trajectory following the temporary enrollment dip in Fall 2025. With two full-time faculty currently overseeing more than 9 FTEF of instruction and 30 sections, the program has reached a point where growth and quality are constrained not by student demand but by instructional capacity.

Program Scale and Recent Trends

- " Fall 2025 snapshot: 30 classes, 541 enrolled students, 45 FTES, and a 69.9% fill rate.
- " While this represents a slight decline from Fall 2024 (51 FTES, 87% fill), the program remains 4.5 times larger than in 2021 (10 FTES).
- " The 2025 dip was driven by external community fears following immigration enforcement actions, not by a decrease in demand for ESL instruction.
- " Enrollment has proven consistently resilient when classes are available and well-supported.

Impact of a Third Full-Time Faculty Position

Adding a third full-time faculty member would have an immediate, positive effect on enrollment in three key areas:

1. Increased Scheduling Capacity

- " Two full-time faculty currently coordinate all 30 sections, limiting opportunities to open new course times or add high-demand levels.
- " A third full-time faculty member would allow the program to expand offerings by 35 additional sections per term, restoring growth to the 2024 trajectory and supporting demand at East Campus.
- " This added stability would also reduce the risk of course cancellations due to adjunct unavailability.

2. Strengthened Outreach and Community Re-engagement

- " Following the 2025 external climate challenges, rebuilding trust and visibility in the community requires sustained, in-person engagement.
- " A third full-time faculty member would provide dedicated leadership for outreach and partnerships with adult schools, libraries, and community organizations that serve multilingual learners.



Request Type: Full-time Faculty

" Expanded faculty presence would directly translate into stronger re-enrollment from returning students and new enrollment from community referrals.

3. Improved Retention and Student Persistence

" With an additional full-time instructor, the department can strengthen tutoring, mentoring, and transition programs connecting noncredit ESL, ENGM, and Career Education.

" More consistent faculty contact improves student persistence, particularly among first-generation and working-adult populations who rely on trusted relationships.

" These improvements are projected to increase term-to-term retention by 58 percentage points once the position is filled.

Projected Enrollment Impact

" With three full-time faculty, the program can reasonably project an increase of 57 FTES within the first full year, returning totals to or above 50 FTES by Fall 2026.

" Expanded outreach and section offerings will raise the average fill rate to 80.85%, returning the program to pre-2025 efficiency levels.

" Increased full-time capacity will also enable sustained enrollment growth at East Campus, supporting its advancement toward Center Status.

Summary:

This third full-time faculty position is pivotal to restoring and sustaining ESL/ENGMs growth trajectory. It will expand scheduling capacity, re-engage community partners, and strengthen student persistence, ensuring that enrollment remains robust and that the program continues to serve as a cornerstone of Ventura Colleges equity and access mission.

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area: Short answer: Difficult and getting harder. We can usually staff a term, but the pool is thin, turnover is high, and availability rarely aligns with when/where we need sections (Ventura + East Campus, evenings, off-site).

What were seeing (Fall 2024/Fall 2025)

" Small applicant pools: Recent postings yielded <5 qualified applicants per cycle; several had limited availability or conflicting loads elsewhere.

" Geography/commute: Many strong candidates live in Los Angeles/Santa Barbara, making East Campus and off-site placements impractical.

" High churn: New adjuncts often teach one term and then leave for closer or better-paid assignments.

" Coverage imbalance: Even after adding a second FT faculty in Fall 2025, ~80% of sections remain adjunct-taught (FT coverage ~20%, vs. college avg. 47%).



Request Type: Full-time Faculty

" Scheduling gaps: Late changes and limited evening availability risk last-minute cancellations or reduced offerings precisely where demand is strongest (entry levels, East Campus, workplace/off-site).

Why ESL adjunct hiring is uniquely challenging

" Specialized qualifications: Preferred MA TESOL/Applied Linguistics, adult ESL expertise, and comfort with HyFlex/remote delivery narrow the field.

" Dual-site model: Ventura + East Campus + community locations (workplaces, libraries, K12 sites) require flexible travel and hours.

" Competing markets: Neighboring colleges frequently offer more sections per load or higher pay, pulling candidates away midyear.

Impact on students and enrollment

" Capacity is throttled by staffing, not demand. We offered 30 sections in Fall 2025 but could not open several additional, high-interest times/levels.

" Continuity costs: Turnover strains SLO assessment, tutoring coordination, and transitions from noncredit to ENGM V01A.

Why a third full-time position helps (measured, practical gains)

" Stability where it matters: Anchors high-demand levels and time blocks (including East Campus/evenings), reducing exposure to adjunct no-shows or late withdrawals.

" Pipeline building: A third FT can recruit/mentor adjuncts, formalize a university pipeline (e.g., TESOL programs), and standardize onboarding so adjunct time is used where they're most effective.

" Quality and retention: More consistent FT presence improves persistence and reduces the re-staffing cycle that erodes enrollment and student trust.

Bottom line: We value our adjunct colleagues, but the combination of thin pools, commute barriers, and high churn makes it difficult to maintain a stable part-time roster. A third full-time faculty member is the most reliable way to protect access, prevent cancellations, and meet demonstrated demand at both campuses.

Impact of this position on campus, as a whole: Adding a third full-time faculty position in ESL/ENGM would have a significant, campus-wide impact by improving instructional stability, advancing institutional equity goals, and strengthening Ventura College's connection to the broader community.

1. Strengthening Institutional Equity and Access

" ESL/ENGM is often the first point of entry for multilingual, first-generation, and returning adult students who later transition into degree and transfer pathways.



Request Type: **Full-time Faculty**

" The program directly advances Educational Master Plan Goal 1: Equity in Access and supports the college's mission as a Hispanic-Serving Institution (HSI).

" With nearly 45 FTES in Fall 2025 and students representing dozens of language backgrounds, ESL/ENGM remains one of the largest and most diverse learning communities on campus.

" A third full-time faculty member ensures consistent support for this population and prevents service gaps when sections run concurrently across Ventura Campus, East Campus, and community locations.

2. Expanding Capacity and Stability

" Two full-time faculty currently manage 30 sections totaling 9.06 FTEF, plus curriculum coordination, SLO assessment, tutoring, and mentoring of a large adjunct pool.

" A third full-time position would:

" Allow 3–5 additional sections per term to be offered in high-demand levels and time slots, directly increasing FTES.

" Reduce course cancellations caused by adjunct shortages.

" Improve scheduling coordination across both campuses, resulting in steadier enrollment and higher fill rates.

" These gains benefit the college's overall productivity and FTES targets, not just the ESL/ENGM discipline.

3. Supporting Collegewide Initiatives and Collaboration

" ESL/ENGM faculty routinely collaborate with English, Counseling, Career Education, and Student Services to support students transitioning from noncredit to credit study and from education to employment.

" A third full-time faculty member would enhance participation in:

" Equity and Student Success committees and initiatives.

" Professional development on culturally responsive and HyFlex instruction that benefits instructors across disciplines.

" Increased capacity also strengthens data collection, program review, and assessment reporting, supporting accreditation and institutional effectiveness metrics.

4. Advancing East Campus Growth

" ESL/ENGM remains a primary FTES driver for East Campus, critical to its Center Status application.



Request Type: Full-time Faculty

" A third full-time faculty member would provide sustained presence for outreach, employer partnerships, and evening/weekend scheduling, aligning East Campus offerings with community demand.

" This stability directly supports the college's long-term strategy to balance enrollment between campuses and expand access in underserved areas of the county.

5. Campus Climate and Student Belonging

" ESL students and their families contribute vibrancy to campus life through cultural events, certificate celebrations, and community engagement.

" A larger full-time faculty core enables more program-wide events, recognition ceremonies, and inter-department collaborations, enriching the overall college environment.

Summary:

Adding a third full-time ESL/ENGM faculty position would positively affect the entire college by expanding access, improving retention, and reinforcing Ventura College's identity as an equity-driven, community-anchored institution. The impact extends beyond one program—enhancing institutional stability, meeting FTES goals, and strengthening Ventura College's mission to serve the full diversity of its students and region.

Impact of this position on the surrounding community: Heres a strengthened and fully integrated version of Section 5: What impact would this position have on the surrounding community?

It now weaves in the East Campus vs. Ventura Campus distinctions and emphasizes the Santa Clara River Valley (SCRV) impact while maintaining your factual, measured tone.

;

5. What impact would this position have on the surrounding community?

Adding a third full-time ESL/ENGM faculty position would significantly deepen Ventura Colleges impact across Ventura County particularly in the Santa Clara River Valley (Santa Paula, Fillmore, Piru) by expanding educational access, strengthening community partnerships, and stabilizing the colleges growing East Campus presence.

1. Expanding Educational Access in the Santa Clara River Valley

" The East Campus in Santa Paula has become a regional access hub, with its footprint expanding by roughly 48 percent since 2021.

" This location brings college-level ESL instruction within reach of thousands of working-age adults who live closer to East Campus than to the main Ventura site.

" A third full-time faculty member would provide the consistent leadership needed to offer more off-site, evening, and workplace-based classes across Santa Paula, Fillmore, and Piru reaching students who cannot easily commute.



Request Type: Full-time Faculty

" Stable full-time presence ensures that ESL remains visible, trusted, and responsive to the regions linguistic and cultural diversity.

2. Strengthening Community Trust and Belonging

" Following the 2025 immigration-enforcement climate that caused temporary enrollment hesitancy, rebuilding community trust is critical.

" Consistent full-time faculty presence signals continuity and safety, helping multilingual and mixed-status families regain confidence in returning to college.

" Faculty who are regularly on site at East Campus can strengthen partnerships with adult schools, libraries, faith-based organizations, and nonprofits that refer new learners.

" Expanded outreach will restore the personal, relationship-based recruitment that has historically driven growth in the SCRIV.

3. Supporting Workforce and Local Business Development

" ESL/ENGM already partners with Reiter Affiliated Companies, Ojai Valley Inn, and the Ventura County Farmworker Resource Program to deliver contextualized English instruction.

" Employers throughout the River Valley continue to request English for Work and workplace-specific language training, but staffing limits have slowed expansion.

" A third full-time faculty member would coordinate these partnerships, design new contextualized curricula, and ensure consistent assessment and follow-up with employers linking language development to regional workforce mobility and business needs.

4. Enhancing Family, Cultural, and Civic Engagement

" ESL events certificate ceremonies, family literacy nights, museum visits, and day-trip activities have become valued community traditions in the River Valley.

" Additional full-time faculty capacity will allow the department to expand these bilingual, intergenerational events, which often bring new students and family members into contact with the college for the first time.

" These gatherings strengthen civic connection and educational aspiration across generations, deepening Ventura Colleges role as a cultural center for the region.

5. Balancing Regional Access Between East Campus and Ventura Campus

" East Campus serves as the growth engine for the SCRIV, while the Ventura Campus anchors advanced levels, transitions to transfer-level English, and connections to Career Education.

" A third full-time faculty member would maintain stability at both sites ensuring balanced scheduling, reliable SLO assessment, and continuous support for students moving between campuses.

" This balanced approach benefits the entire county: expanding opportunity in the River Valley while maintaining program quality and visibility at the main campus.



Request Type: **Full-time Faculty**

Summary

The addition of a third full-time ESL/ENGM faculty member would solidify Ventura Colleges standing as the educational hub of the Santa Clara River Valley, ensuring that language education, workforce preparation, and college pathways remain accessible to all. It would rebuild trust after a difficult year, extend instruction into new community sites, and sustain the partnerships that connect education to regional economic vitality strengthening both East Campus and the colleges county-wide mission of equity, inclusion, and opportunity.



Ethnic Studies

ETH2102

Objective: Support Students Graduation Requirements

2025-2026

New/Replacement: New **Priority:** 01

Previously Requested in Years: 2023-2024; 2022-2023

Primary Contact: Rubisela Gamboa

Categorical funds available to fund this request:

Resource Request Description: Hire an additional Academic Instructor Full Time. Ensure students can meet the Ethnic Studies requirement for Cal-GETC and AA/AS degrees while allowing the department to maintain sufficient course offerings across all four ethnic core areas.

How critical is this position to your program's ability to function? This position is critical for the Ethnic Studies program to function as a cohesive, fully representative department. Full-time coverage in all four core areas is necessary not only for course offerings but also for faculty collaboration, curriculum development, mentorship, committee participation, and program planning, responsibilities that part-time faculty cannot fully undertake. Full-time representation ensures the department operates effectively, reflects the diversity of the student body, and maintains integrity in its academic mission. Representation across all four core areas, as identified by the state, is critical not only for course offerings but also for full participation in curriculum development, committee work, student mentoring, and program planning, responsibilities that part-time faculty are not obligated to fulfill. Full-time faculty provide leadership, institutional memory, and sustained engagement, ensuring the department operates as a fully integrated team that reflects and supports the diversity of the student body and the surrounding community.

Any considerations unique to this position: Yes. This hire is critical for supporting Ventura College students in meeting their Ethnic Studies graduation requirement for transfer, as mandated by AB 1460, AB 928, and now Cal-GETC and AA/AS degrees require students to complete the Ethnic Studies requirement. Meeting this requirement depends on sufficient courses being offered each semester. Focusing on identity, culture, and AAPI experiences ensures that students engage deeply with diverse perspectives, strengthens cultural competency, and directly supports students in fulfilling their graduation requirements. While part-time faculty partially support the program, consistent course availability, particularly in Asian American and Pacific Islander studies, requires a full-time faculty member. Having full-time faculty representing all core areas supports the ETHS Department and the college's commitment to equity, diversity, and inclusion and aligns with broader state and accreditation expectations for inclusive curricula.



Urgency and Political Context

Academic Senate Resolution 2020-3 recommends hiring four full-time Ethnic Studies faculty by 2024. We are behind on this urgent hire. Additionally, the current political climate may present additional challenges for AAPI-focused hires in the future, making timely recruitment essential. Hiring now ensures representation and equity in Ethnic Studies, supports compliance with legislation, and strengthens DEI initiatives campus wide.

Impact of position on enrollment: Enrollment in the Ethnic Studies program has grown dramatically 13-fold over the past five years. This rapid growth demonstrates the urgent need for additional full-time faculty to meet student demand. Adding a full-time faculty member would allow the department to expand course offerings to meet student demand, helping students complete graduation requirements on time. Increased availability of courses would likely improve retention, persistence, and enrollment in the Ethnic Studies program overall. This increased availability would reduce bottlenecks, helping students fulfill graduation requirements on time, likely improving retention, persistence, and overall enrollment in the Ethnic Studies program.

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area: While the department currently has three part-time faculty supporting the program, finding qualified instructors for the AAPI area is difficult due to a limited candidate pool and high demand in other institutions. Relying solely on part-time faculty is insufficient to ensure consistent coverage and meet student needs.

Impact of this position on campus, as a whole: This position would have a significant impact on the campus by closing equity gaps, strengthening diversity and inclusion, and promoting cultural competency. Full-time faculty in all four core areas can engage in mentorship, program planning, and committee work, which part-time faculty are not obligated to do. Representation in AAPI studies enhances interdisciplinary collaboration, enriches curriculum, and ensures that the department serves as a model of equitable, culturally responsive education for the entire campus community.

This hire would strengthen diversity and inclusion initiatives, support faculty collaboration, and allow for interdisciplinary enrichment programming. By providing representation and access across all areas, the department can better serve underrepresented students and enhance cultural competency for the entire campus community.

Impact of this position on the surrounding community: Hiring a full-time Ethnic Studies faculty member focused on Asian American/Pacific Islander Studies will support students from underrepresented communities, improve retention and graduation rates, and enrich the campus academic culture. The AAPI student population in Ventura County has grown 17.1%, comprising approximately 8.3% of the county's population. This hire will enable culturally responsive teaching, mentorship, and community engagement.

Adding a full-time faculty member in AAPI studies would allow the department to engage more effectively with local communities, build partnerships with cultural organizations, and develop programming that reflects diverse histories and experiences. This position would help cultivate informed, culturally competent graduates who can positively impact the community, and ensure that



Request Type: **Full-time Faculty**

Ventura College fulfills its mission to provide equitable access to education, representation, and community engagement for historically underrepresented groups.

Ethnic Studies at Ventura College

Request for FT Faculty in
Ethnic Studies *
and
Equipment, Technology, and Facilities Requests*

Chair Rubisela Gamboa, M.A.

*In compliance with CCC's new graduation requirements, CSU's GE Area F, Area 7, Area 6 and Academic Senate Resolution 2020-3.

Recent or anticipated legislation

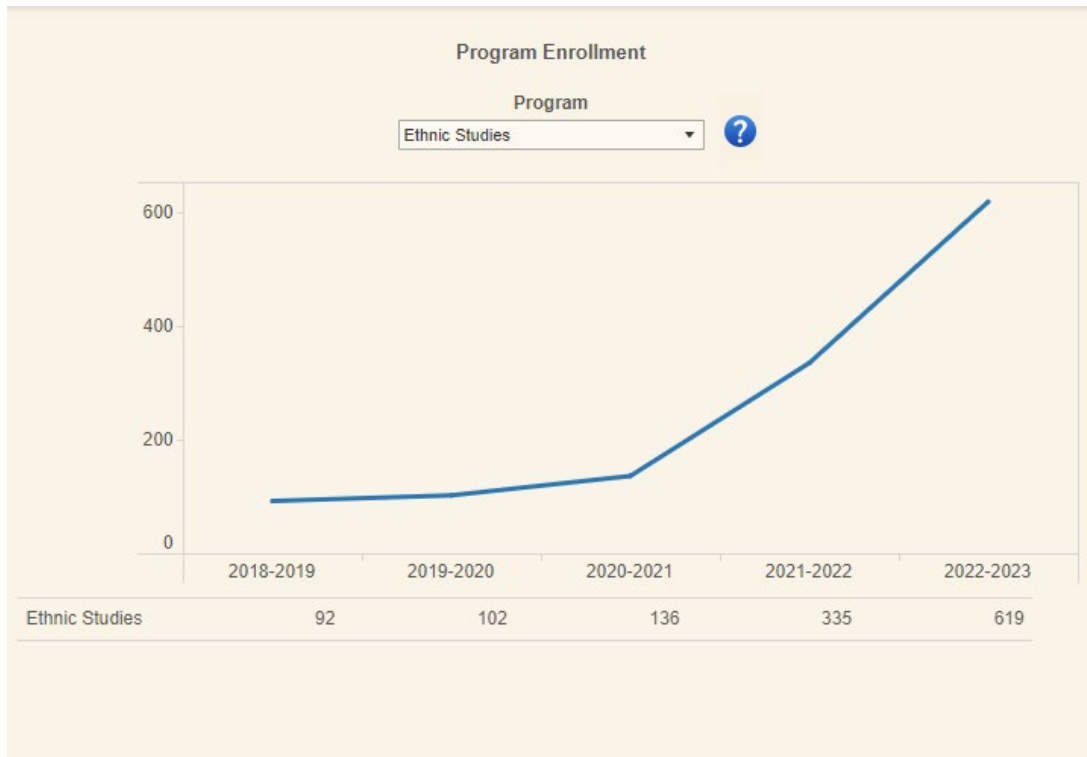
Ethnic Studies courses have been impacted by new legislation AB 1460 and **AB 928*** which consolidates two existing general education pathways for California Community College students into a single pathway to either the CSU or UC system. Both will require Ethnic Studies as a graduation requirement. Also, under AB 101 high school students are required to complete a semester-long course in Ethnic Studies to earn a high school diploma. The entire educational pipeline is seeing a high demand for Ethnic Studies educators, degrees and certificates.

Discipline enrollment trends

Looking at a five-year time period the Department of Ethnic Studies has seen an increase in enrollment, student success and fill rates. Data in graphs 1 & 2 reflect:

- Enrollment has increased by 673%.
- The top enrollment fill rate was 93%.
- On average courses had 53 students per class.

Graph1



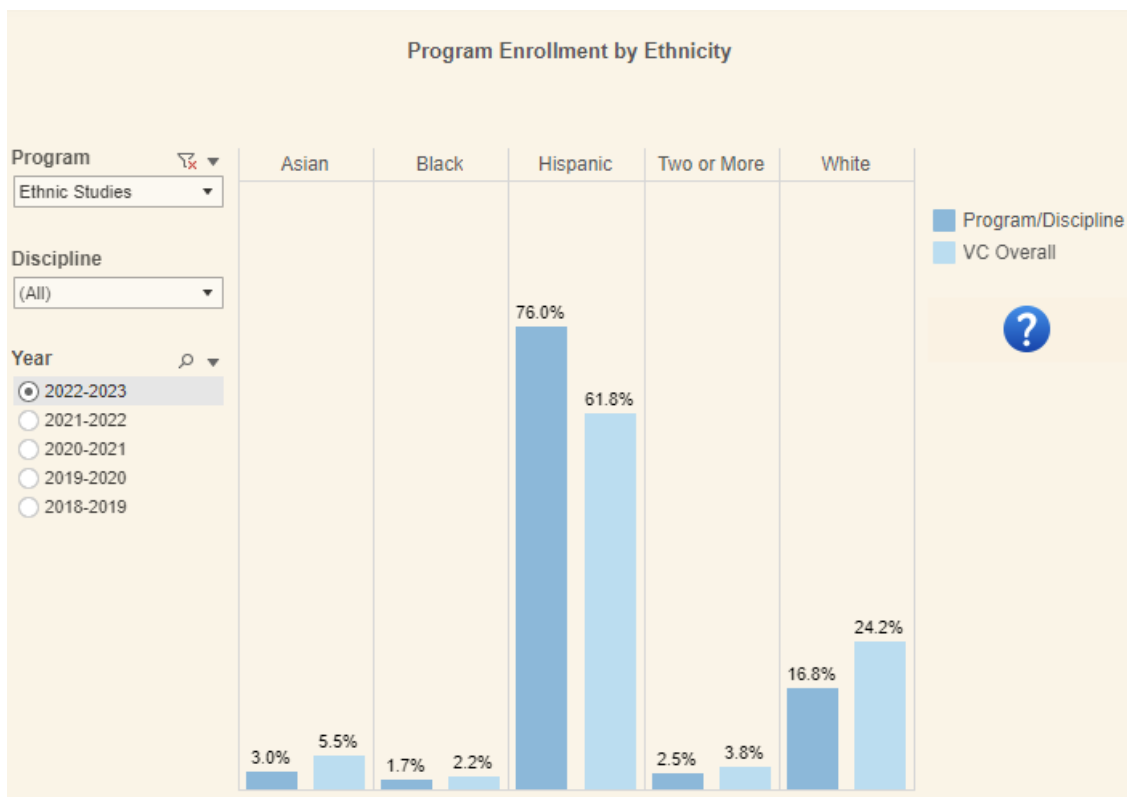
Graph 2

AES ENROLLMENT & FILL RATE			
Course	CRN	Enrolled	Fill Rate
CHST V01	70639	52	95%
	71922	34	85%
	71931	68	91%
	71947	75	100%
	72413	50	91%
CHST V02	71965	75	100%
CHST V03	71995	34	85%
ETHS V01	70761	70	93%
	71699	40	100%
ETHS V02	71713	34	85%
Average Enrollment		53	
Average Fill Rate			93%

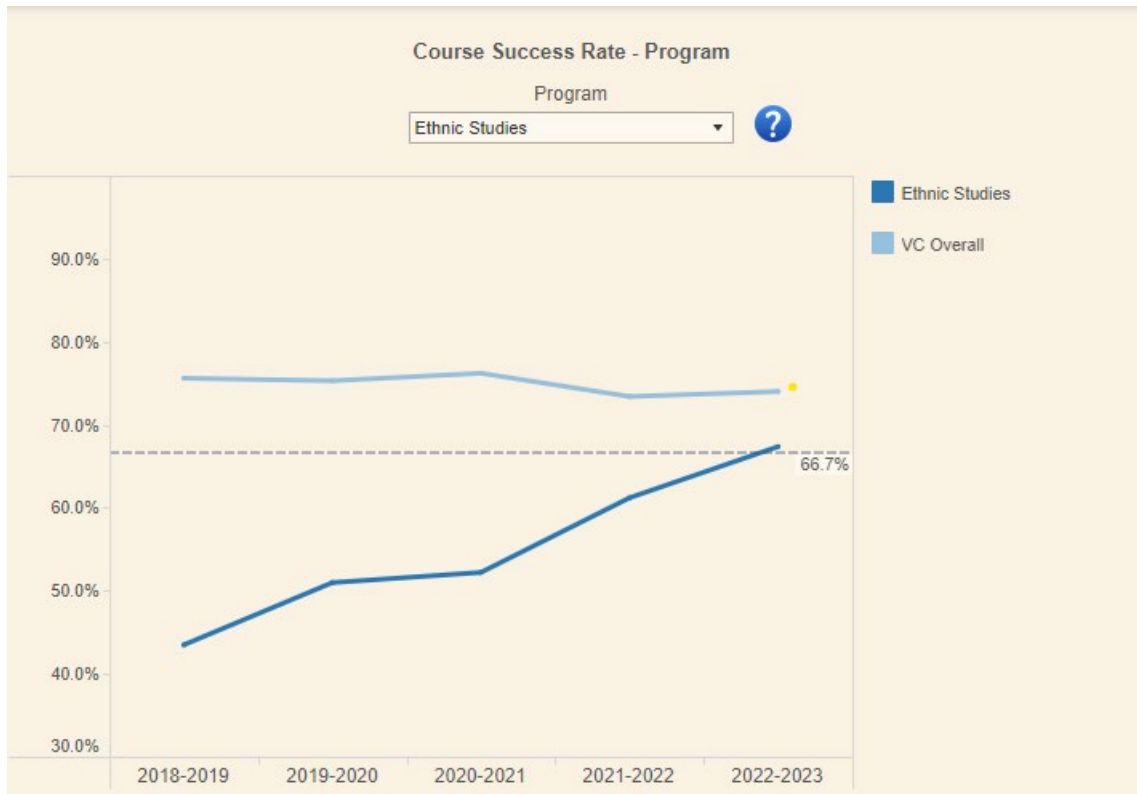
Success Rates

In a five-year analysis Ethnic Studies courses are showing academic gains in supporting our campus as an HSI. Overall Ethnic Studies courses are serving our Hispanic student population at a rate of 76% (graph 3). This percentage is 14.2% above the overall campus. Ethnic Studies courses are also reflecting increased success rates by 23% (graph4).

Graph 3



Graph 4



Section Capacity

Our department is currently at capacity. Our enrollment has increased by 673%. Full-time faculty have taken on more courses and larger classes. Due to high enrollment faculty struggle to meet the pedagogical demands of the course work and build the program. The intensive nature of the courses and the challenging subject matter on anti-racism require classes to be set at lower CAPs. In order for the program to remain successful in meeting student demand and transfer requirements more faculty are required.

The department of Ethnic Studies currently offers five courses that fulfill the Ethnic Studies graduation requirement along with two degrees in Chicana/o Studies. **Social Justice Studies—Chicana/o Studies, Associate in Arts for Transfer (AA-T) & Chicana/o Studies, Associate in Arts (AA)**. With the high enrollment rate faculty are able to teach multiple sections of the available courses.

- CHST V01 Introduction to Chicana/o Studies
- CHST V02 Chicana/o/x and Latina/o/x Studies Issues
- CHST V03 Chicana Contemporary Issues
- ETHS V01 History of Racism in the U.S.

- ETHS V02 Introduction to Ethnic Studies

New curriculum is underway but has been difficult to complete. Given that our full-time faculty is going through the tenure review process and newest hire is not on as a full-time faculty until Spring of 2024. There has not been enough support or time to develop new curriculum as this area should be treated as a new program. The lens that Ethnic Studies faculty provide has been crucial in the support of administration efforts to make Ventura College an anti-racist and welcoming campus but has also had an impact on faculty's mental health. The demand for Ethnic Studies faculty within DEI and HIS efforts has been overwhelming and exhausting. With no resources and limited faculty, the time and energy to complete new curriculum has not been available.

Recently the department has been granted funds to support these efforts and we are excited to welcome our 2nd Ethnic Studies faculty. She is currently teaching part-time at VC and will begin the tenure process Spring of 2024. Faculty are motivated to continue working on new curriculum and expect to complete and submit curriculum by the end of Spring 2024.

Percentage of sections in the discipline taught by full-time and part-time faculty

We currently have 1 full-time, 2 part-time and a split in disciplines with the chair of the department. As of Fall 2023, 36% of Ethnic Studies courses are being taught by part-time faculty and 63% are taught by full-time faculty.

As visually represented in the enrollment graph, the institutional need to meet the new graduation requirements is substantial. Department faculty have had a high interest based on max enrollment and increased number of emails asking for add codes to courses that are full. This increased enrollment has pushed for the Department to add CRNs in 2020-23, and open new part-time positions, even during the overall campus enrollment difficulties associated with COVID.

There is a substantial enrollment increase and a necessity to increase sections. The requirements of the course work demand intensive reading and writing. To increase success rates and transfer rates more sections need to be added and faculty full-time and part-time need to be hired. Full-time faculty in particular are needed to handle the increasing student enrollment, to meet success and transfer goals, and to continue to build the program.

Academic Senate ranking

The academic Senate is committed to hiring Ethnic Studies Full-time faculty. In Spring of 2021 the Academic Senate passed a Resolution which recommends as a high priority the hiring of four full-time tenure track Ethnic Studies faculty by 2024.* The Academic Senate has also prioritized

an Ethnic Studies Hire within the hiring prioritization committee evaluations. Ethnic Studies has been prioritized within the top three hire recommendations for 3 consecutive years. Last year Ethnic Studies was ranked as the highest prioritized position. However, this was rejected in the final decision with administration.

<https://www.venturacollege.edu/committees/academic-senate/resolutions> *

Ethnic Studies department has had difficulty hiring part-time faculty. We also struggle with the class sizes due to the intensive reading and writing requirements of the course work. It is necessary to have smaller class sizes to discuss challenging topics about race and racism. To meet the Mission Statement of VC as an anti-racist institution more FT faculty need to be hired

Difficulty in hiring adjuncts

Within the past 5 years the department has opened several part-time positions within Ethnic Studies. Most of which have not been successful. The latest being this past summer of 2023. Unfortunately, it has been difficult to fill these positions with faculty that meet the required minimum qualifications.

faculty resource request will address these impacts.

A full-time tenure track position within Ethnic Studies is a culturally responsive equity hire for the campus and an institutional necessity to increase completion rates by all students and close equity gaps among underrepresented populations in higher education.

Ethnic Studies faculty contribute heavily to the efforts of diversity, equity and inclusion. We have seen this work in many facets including but not limited to, creating and promoting anti-racist curriculum, faculty development workshops/presentations, presenting annual cultural events, and stepping into mentor and advisory roles with student clubs/organizations on campus.

In summary, hiring a full-time faculty member in the Department will address logistical course demands, operational course and program development, lack of cultural representation in faculty hiring, graduation and transfer requirements, equity initiatives and anti-racist policies, and repair community relations and enrollment of underrepresented student populations.


Equipment Facilities Requests

Another way to support student success is to recognize that Ethnic Studies courses require intensive, reading and writing. Providing lower capped classrooms with moveable tables and chairs is the best environment for learning.

Ethnic studies courses teach students the breadth and depth of social issues in the United States and allows them to examine how activism and social movements can rectify inequality. In ethnic studies courses, faculty encourage students to analyze and evaluate theories, concepts, and historical and current events. Students don't simply regurgitate course material and concepts. They learn to think critically about how race, class, gender, and other social identities impact how different groups experience oppression and discrimination. To achieve curriculum comprehension Ethnic Studies faculty assign and grade a minimum of two essays worth of weekly written work. These can be presented in the form of responding to prompt questions, written reflections, online class discussions, identifying key information from primary sources etc.

Ethnic Studies courses focus on the ability to interact, and work together in groups as they consider their own roles in alleviating inequality. How will students have these conversations if their classroom is not equipped to allow them to conversate among their peers? In order to have these meaningful conversations students must have the ability to be in groups. As of now Ethnic Studies faculty are put into classrooms that are overcrowded with long tables or lecture style that make it difficult for students to move and interact. Currently there are not enough classrooms on campus that meet this need. Faculty and programs have a strong desire to continue to use classrooms with moveable furniture which makes it very competitive to be placed into one.

MCW 205 has been regularly assigned to Ethnic Studies faculty. This classroom could have a lower student cap of 40 once the desired moveable furniture is placed in it. Below is an estimated quote on the amount it would cost to purchase new furniture. Ventura College has previously purchased group work tables from bkm office environments.

 816 Via Alondra Camarillo, CA 93012 877.256.1256 p 805.339.9131 f	
Description	Quantity
Moveable tables 22Dx33W	337.92 X 40 13,516.8
Chairs	476.01 X 40 19,040.40
Installation	3,700.00
Ventura County tax 7.25	2,628.65
Total	38,885.85



Geosciences

GEO2301

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

2025-2026

New/Replacement: **Priority:** 01

Previously Requested in Years: 2023-2024; 2024-2025

Primary Contact: Steve Palladino

Categorical funds available to fund this request:

Resource Request Description: Full-time Geology Faculty

How critical is this position to your program's ability to function? We do not currently have a full-time Geologist and have been struggling to maintain what has been a solid degree-offering program in this discipline. Each year we don't replace this position, the strength of this program fades.

Our Geology program with its extensive resource collection (rocks, models, geologic maps, 3D model printer, and other tools and educational supplies) is adrift without a full-time Geologist.

For decades VC was known for its geology instruction with multiple full-time instructors. After retirements in the mid-1990's, there was a period that we only had one full-time faculty member from another discipline with a minor in Geology and a few part-timers keeping the program going. It was recognized that this was inadequate, and we were able to get a full-time Geology position. This led to significant growth in the discipline, the geologic resources were organized and utilized in classes, and the students were engaged.

With the sudden, unannounced departure of our Geology professor in August of 2023, we limped through the first year assuming she would be replaced the following year. But despite a high ranking on the faculty hiring list, this important position was passed over. The next year we were ranked by the campus-wide committee as the #3 position. Our previous college president completely removed it from consideration responding to queries why with an inadequate response. This was very upsetting to many of the faculty as it showed a disconnect and perhaps disrespect for the process that the campus had collaboratively developed to create greater transparency, understanding, and unanimity for filling positions.

The passing over of this position may be in-part due to a misunderstanding of the separateness of the Geology and Geography disciplines. Or other perceived priorities just pushed it out of the lime-light, but even small programs need their day in the "sun". While our degree numbers for Geology are currently low, many Geology "majors" opt not to finish all their math and other science while at VC, thus don't



Request Type: Full-time Faculty

earn a degree. Despite this, there were still many engaged students planning to get BS degrees in Geology despite transferring without the AS-T in Geology. This may explain why the degree numbers were not always high.

To address the degree accounting for funding, a full-time Geologist could work with other faculty and counselors to create a supportive pathway that would enable students to complete the AS-T in Geology while at VC. If we only have part-time instructors, this will not likely get done.

Our only remaining Geosciences program full-time instructor is in Geography/ESRM and is not qualified to teach Geology nor to manage the resources. (As noted, Geology and Geography are sufficiently distinct disciplines). Our Geology program was doing very well under our previous full-time Geologist, Chloe Branciforte, despite some minor bumps during/after COVID. The online courses that had been developed prior to COVID thrived during and after the pandemic. The on-campus elements did decent and were recovering, but the course offerings were cut back due to staffing difficulties (it is hard to find part-time faculty). Most recently we had to back off our plan to offer a key major's course, Historical Geology, due to none of the adjunct faculty members being willing to teach this class that is known for its "high prep" nature.

Since much in geology benefits from a hands-on approach, at least for the lab component, having more classes take place at the college is important. Getting a full-time instructor to rebuild the on-campus dynamic is vital.

Our three PT instructors are capable, but none are willing to teach full semester on-campus courses, less one Geology lab (Of the three instructors, one is fully remote, another instructor has to commute from the hills above Santa Barbara and teaches at other colleges, so can only teach on our campus once a week, leading to a hybrid format, the final instructor, due to health concerns, can only come to campus once a week for a 12-week course.). That latter instructor has given 100s of hours of free labor to our department over the almost 3-decades she has been with us, but she is not able to keep doing so (and is talking about retiring, which will be a huge loss!)

Part-time instructors can't replace what a full-time instructor can accomplish especially with respect to the extensive collection of resources we have (e.g., we have thousands of rocks that need a "champion").

Our vital Geology program will continue to wither without a strong full-time presence to guide it. That would be very detrimental and serve as a barrier to students who want to learn about this subject as part of their studies and in some cases major in this field. For our students from disadvantaged backgrounds, not having a robust program shepherded by a full-time Geologist at VC could prevent them from pursuing this field which will lead to our helping perpetuate inequity in this discipline.

It is imperative we fill this position before the last full-time Geosciences faculty member (a GEOG/ESRM professor) retires. Despite not being very knowledgeable about our Geology resources, that full-time faculty member who is retiring soon, can help orient a new Geologist and get the tenure process started next year.

Any considerations unique to this position:



Request Type: Full-time Faculty

Impact of position on enrollment: Geology enrollment would be strengthened if a field program is developed. Also, having a consistent presence by the full-time faculty member would encourage students to take classes in this discipline and help with class, program, and degree persistence.

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area: In our part-time recruitment last year, we had a small pool and of the handful we invited to interview (that didn't reject the interview because we wanted some on-campus presence), there was only one good candidate, who we hired. The one other acceptable candidate, who hadn't taught outside of a TA role in her master's program, ended up rejecting us!

Impact of this position on campus, as a whole: Traditionally full-time faculty in the sciences, and Geosciences in particular, have been very involved in campus matters and committee work. I anticipate this will be the case of a new hire. With knowledge of soils/earth structure and processes, this faculty member could be a good partner to the Agriculture, Engineering, Water Science, Environmental Science, other Sciences, and courses across campus that have to do with social and environmental policies. It is likely that this instructor will be able to advise FM&O and serve on the FOG committee.

Impact of this position on the surrounding community: There is a strong community interest in the geology of our region and beyond. It is very common for students and community members to seek out our Geologist (which we don't have right now) to get input on interesting rock specimens, geologic processes (like earthquakes, flooding, landslides, and resource use such as local fracking). There is also a strong interest in paleontology (dinosaurs and in our area, more recent fossilized species.)

We are hoping to establish a Geologic field studies program which is typical for geological studies. There are existing connections with Santa Barbara City College Geology department. These may give us access to their extensive and popular field studies program. We could either learn from or perhaps coordinate with that school, but only if we had a Geologist to lead that effort.

Many of our new green technologies require rare earth materials. These are resources where geology is vital in location and extraction. It will also take Geologists to help us transition away from fossil fuels in a coordinated and safe manner. The need for Geologist in a modern economy is a continued one. We need to provide the opportunity for students to pursue this field of study. A full-time instructor is vital to this effort.



Life Sciences

LIF2402

Objective: Exec Team1: Increase in lab capacity (both at main campus and east campus) is needed to meet the high student enrollment demands.

2024-2025

New/Replacement: New **Priority:** 03

Previously Requested in Years: 2023-2024

Primary Contact: Kammy Algiers

Categorical funds available to fund this request:

Resource Request Description: Faculty - Biology (full-time) in ANAT/PHSO

How critical is this position to your program's ability to function? This is extremely critical. We cannot increase lab capacity without additional faculty trained in anatomy and physiology (ANAT/PHYSO). It is challenging to recruit and retain part-time faculty with these skills, as many individuals with anatomy and physiology degrees find higher-paying jobs in allied health fields. Lab pay is also lower than lecture pay, which further discourages part-time faculty. Data attached in related documents show our department has a fill rate of 97.7% (and could increase further at both the main campus and VCEC). We are to offer ANPH (two sections, 6 hours of lab each which would be a 0.88 load) for the SLPA program and have no faculty that can teach this course. Furthermore, we have a new anatomy lab coming (partially with HSI STEM funding to increase access) that will be here soon (assuming spring 2026). All of this will increase lab space. But we don't have the faculty to teach the additional courses. Currently, only 45% of our classes are taught by full-time faculty. With the demand of SLPA program, with the new modular building, and need to increase sections, we are not meeting student needs. Without more full-time instructors, we cannot meet student demand or sustain program growth.

Any considerations unique to this position: Yes. Anatomy and physiology courses are foundational for nursing and allied health programs. Accreditation and transfer requirements mandate that these courses be consistently available, but our ability to offer enough sections has been limited by faculty shortages. These courses feed into our nursing program as well as other health programs. And the need for ANPH for the new SLPA program will require a FT faculty to teach the course.

Impact of position on enrollment: Enrollment would increase and programs could be offered. We have been canceling anatomy sections and unable to add enough new sections due to lack of available faculty. Demand is very high—anatomy and physiology sections are filling more than 100 days before the semester begins. With the modular building opening soon, our capacity for anatomy courses will expand significantly—but only if we have enough qualified faculty to teach them And we won't be able



Request Type: Full-time Faculty

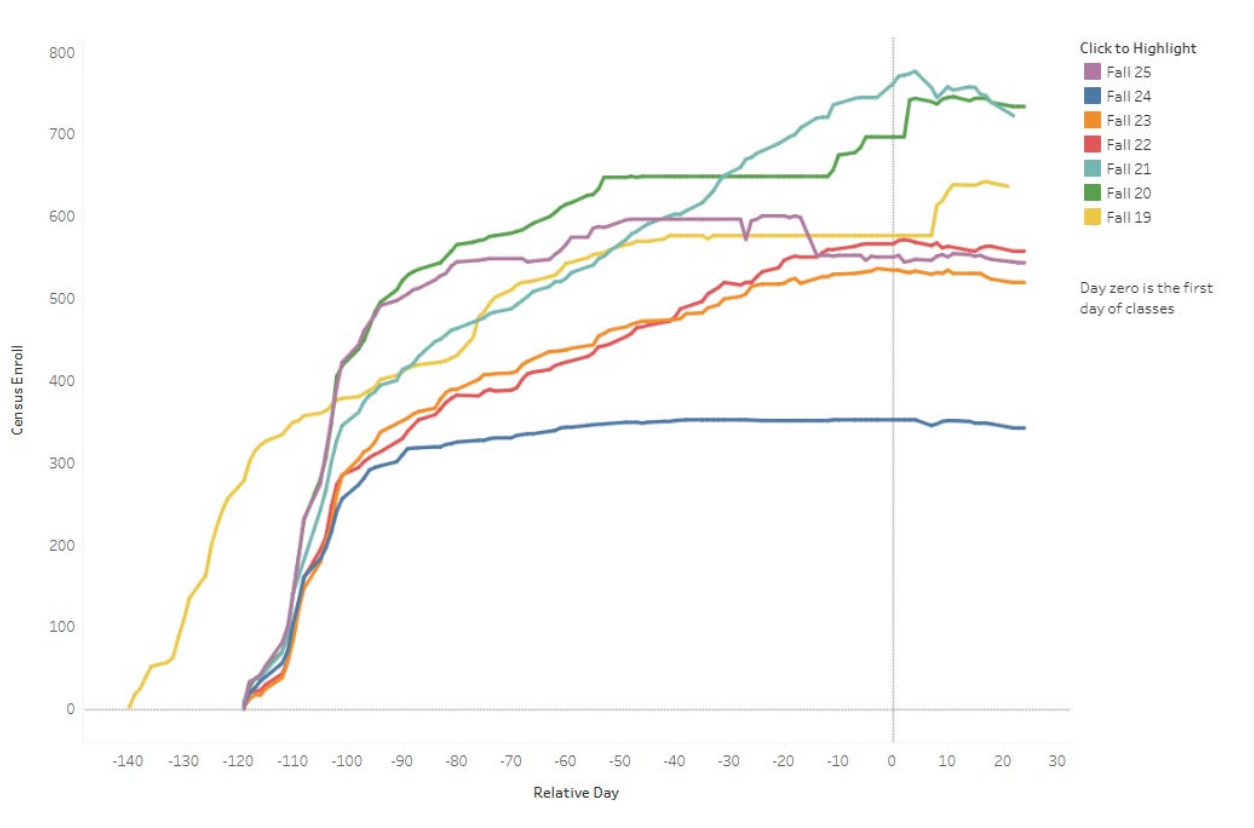
to offer ANPH needed for the SLPA program without another FT instructor as the load for the one 5.0 unit class is 0.88.

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area: It is very difficult. Adjuncts with anatomy and physiology expertise can earn significantly more in the health field. Because lab assignments pay less than lecture, our adjunct positions are especially unattractive. In our most recent hiring cycle (during summer 2025), we interviewed three adjunct candidates, but only one was able to accept the time slots we needed. As a result, we had to cancel other sections.

Impact of this position on campus, as a whole: This position would significantly strengthen our ability to meet student demand. This would allow the SLPA program to continue. Furthermore, Anatomy sections are consistently in high demand and fill quickly, especially among pre-nursing students. Adding more faculty would allow us to offer more sections, increasing access for students preparing for nursing and other allied health programs. Furthermore, the campus has supported our need to increase sections with the anatomy modular lab that has been purchased. Now, we need the faculty to teach the courses.

Impact of this position on the surrounding community: The community would benefit from a larger pool of trained nurses and allied health specialists—fields where demand remains high. By expanding our anatomy and physiology offerings, we can better support students pursuing these career paths and contribute to the region's healthcare workforce.

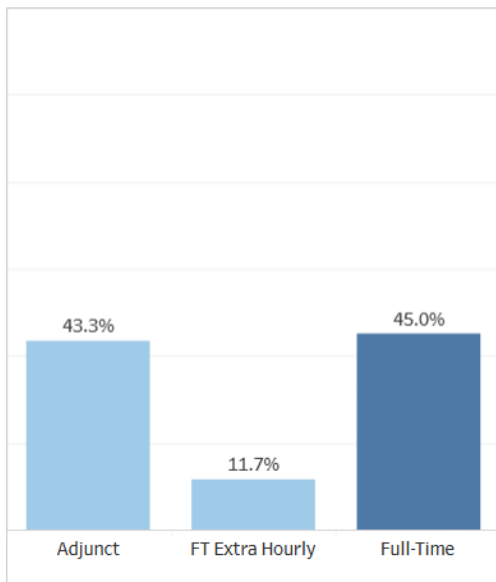
Life Sciences_LIF2402_Faculty Request



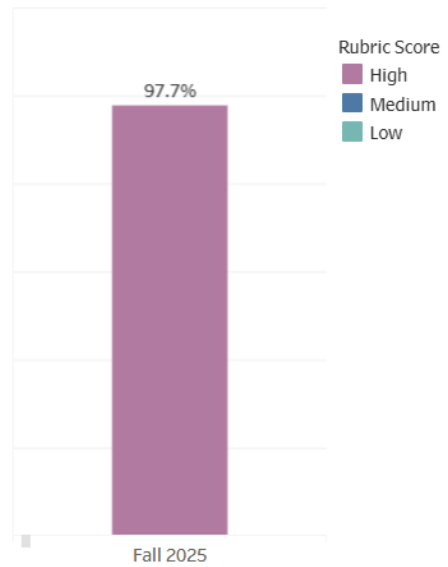
Instructional Faculty Prioritization - Quantitative Data

Discipline(s)
 Course(s)

Fall 2025 Classes Taught by Full-Time Faculty



Fall 2025 Course Fill Rate





Life Sciences

LIF2501

Objective: Exec Team1: Increase in lab capacity (both at main campus and east campus) is needed to meet the high student enrollment demands.

2025-2026

New/Replacement: Replacement – position has been vacant for less than 1 year **Priority:**

Previously Requested in Years:

Primary Contact:

Categorical funds available to fund this request: No

Resource Request Description: Full-Time Biology Faculty - ANAT/PHSO Emphasis

How critical is this position to your program's ability to function? o Extremely critical - this position supports the degree requirements for multiple programs

o ANAT, PHSO, MICR are pre-allied health courses that support VCCCD's pre-allied health certificate, are pre-reqs for the nursing program, dental hygiene program at OC, Kinesiology program, radiology tech program at MCreq

o ANAT, PHSO, MICR course also support 4 year university for programs such as: Occupational Therapy program, physical therapy respiratory therapy, Sonography program, and Physical assistant program

Any considerations unique to this position: Yes - the new modular STEM building provides additional much-needed space to accommodate additional student enrollment.

Impact of position on enrollment: We are currently unable to offer sections that are needed. All existing sections are full 6-9 weeks before each semester begins.

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area: It is almost impossible to find qualified part-time faculty in this area

Impact of this position on campus, as a whole: Large impact - multiple programs depend directly on the capacity in Life Sciences

Impact of this position on the surrounding community: o Healthcare sectors (which include nurses) in Ventura County are expected to grow over 11% in the next five years. RNs in the US are projected to grow by 6% between 2022 and 2032.

o Dental Hygiene and Veterinary Technician assistants will also be increasing.

o Demand for our courses, including labs, will only increase with time.



Manufacturing Technology and Welding

WEL2506

Objective: Increase Student Success

2025-2026

New/Replacement: New **Priority:** 06

Previously Requested in Years:

Primary Contact: Sean Roper

Categorical funds available to fund this request:

Resource Request Description: Enrollment growth and expanded lab capacity have created strong demand for a new full-time Welding faculty position. This addition will allow the program to offer more sections, ensure safe student-to-instructor ratios, and maintain high-quality, industry-aligned training.

How critical is this position to your program's ability to function? This position is essential to the Welding programs ability to function effectively and safely. Enrollment has grown steadily, and current faculty are operating at maximum capacity while managing large lab sections that require continuous supervision around high-heat, high-risk equipment. Without an additional full-time instructor, the program cannot expand course offerings or adequately support the growing number of students seeking certification and employment in welding. A new full-time faculty member is critical to maintaining safe student-to-instructor ratios, ensuring instructional quality, and sustaining the programs alignment with industry and accreditation standards.

Any considerations unique to this position: Yes. Welding instruction involves unique safety and compliance requirements governed by Cal/OSHA regulations, NFPA 51B (Hot Work Safety), and institutional safety policies. Students work with high temperatures, electrical currents, pressurized gases, and metal fumes conditions that require constant supervision by qualified instructors. Maintaining appropriate student-to-instructor ratios is critical to ensuring a safe learning environment and compliance with state and college safety standards. In addition, the colleges accreditation standards emphasize adequate staffing to support program quality and student success. A new full-time Welding faculty position is therefore necessary to meet both regulatory safety expectations and accreditation commitments while supporting continued program growth.

Impact of position on enrollment: Adding a new full-time Welding faculty position would have a direct and positive impact on enrollment. The program is currently at or near capacity, with demand exceeding available instructional resources. A new faculty member would enable the addition of more course sections, extended lab hours, and specialized welding courses such as TIG and Dual Shield areas of strong student and employer interest. This expansion would allow the program to serve more students safely, reduce waitlists, and improve retention by providing consistent instructional support. In short, this



Request Type: Full-time Faculty

position would allow the program to grow responsibly while maintaining the high-quality, hands-on learning environment that drives its success.

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area: It is increasingly difficult to find qualified part-time faculty in Welding. Most individuals with the necessary technical skills and industry certifications are employed full-time in the trade, where wages are typically higher than part-time instructional pay. Additionally, welding instruction requires specialized safety training, teaching experience, and familiarity with college-level curriculum and equipment, further limiting the available pool. As a result, the program often struggles to fill adjunct positions or maintain long-term continuity among part-time instructors. A new full-time faculty position is essential to provide program stability, ensure consistent instruction, and support continued enrollment growth.

Impact of this position on campus, as a whole: The addition of a new full-time Welding faculty member would have a significant positive impact on the campus as a whole. Welding is one of Ventura Colleges flagship Career Education programs and plays a key role in advancing the colleges mission of workforce development and community engagement. Expanding full-time faculty capacity will improve student access to high-demand courses, strengthen cross-disciplinary collaboration with programs such as Manufacturing, Construction, and Automotive, and enhance the colleges reputation for providing industry-relevant technical training. This position also supports campus safety, equity, and completion goals by ensuring smaller class sizes, greater student support, and a stronger instructional presence in a high-risk lab environment.

Impact of this position on the surrounding community: The addition of a new full-time Welding faculty member would have a substantial and lasting impact on the surrounding community. Ventura County and the broader region face a persistent shortage of qualified welders, and local employers rely on Ventura College to supply a skilled, safety-conscious workforce. Expanding faculty capacity will allow the program to train more students, offer advanced certifications, and strengthen partnerships with regional industries, unions, and apprenticeship programs. This position directly supports local economic development, helping graduates secure stable, well-paying careers while meeting the labor needs of manufacturers, fabricators, and construction firms throughout the community.



Paramedic/EMT

PAR2401

Objective: EMT Program maintenance & Second Paramedic Cohort Continuance

2024-2025

New/Replacement: **Priority:** 05

Previously Requested in Years: 2023-2024; 2022-2023; 2021-2022; 2024-2025

Primary Contact: Tom O'Connor

Categorical funds available to fund this request: No

Resource Request Description: Growth Hire:

Hire a full-time tenure-track faculty for the paramedic program.

How critical is this position to your program's ability to function? A third full-time faculty is needed to maintain the operation of the two cohorts of paramedics annually. With changes to the clinical and field access windows, the cohorts now operate year-round, overlapping semesters as a nonconforming course. To effectively manage this schedule and ensure the program continues to advance, consistent faculty involvement is crucial.

Any considerations unique to this position: Not at this time.

Impact of position on enrollment:

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area:

Impact of this position on campus, as a whole:

Impact of this position on the surrounding community:



Paramedic/EMT

PAR2402

Objective: EMT Program maintenance & Second Paramedic Cohort Continuance

2024-2025

New/Replacement: **Priority:** 03

Previously Requested in Years: 2024-2025

Primary Contact: Tom O'Connor

Categorical funds available to fund this request: No

Resource Request Description: Growth Hire:

Hire a full-time tenure-track faculty for the EMT program.

How critical is this position to your program's ability to function? A full-time faculty is essential to improving the operation of EMT program. Currently, 10 adjunct faculty are needed to team teach two cohorts of EMT students each semester. This has led to inconsistencies in content delivery, contributing to a decline in student success rates.

In the past, a lead adjunct faculty member coordinated a team of 5 adjuncts, achieving a course success rate above 80%. As the number of adjuncts increased and coordinated teaching efforts diminished, success rates dropped to nearly 70%. A full-time faculty dedicated to this role would ensure consistent content delivery, create a more coordinated approach to instruction, and provide individualized attention to students, significantly improving their chances for success.

The EMT program currently lacks sufficient faculty support in terms of office hours, as adjunct faculty have minimal requirements for holding office hours. A full-time faculty member would bridge this gap by giving students greater access to support outside of class.

Any considerations unique to this position: Not at this time

Impact of position on enrollment: Retention rates would improve with a consistent faculty presence who knows each student and can guide and assist them in their educational journey, including meeting with students during office hours.

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area: For many years, we have hired adjunct faculty multiple times each year to ensure that all course sessions are adequately covered. Each year, the incoming adjunct faculty replace those who have left, which means we have to restart the training process on how the program operates and where their roles fit within the system. Having a full-time faculty member in this position would offer students the continuity and support that adjunct faculty cannot provide.



Request Type: **Full-time Faculty**

Impact of this position on campus, as a whole: Having a full-time faculty member in the EMT program would significantly enhance the student experience and improve success metrics. Research consistently shows that a higher ratio of full-time to part-time faculty is linked to better retention rates, enhanced instruction and engagement, and improved career preparation. A full-time faculty member provides the essential stability and leadership necessary for a specialized, high-stakes program like EMT. This position would also engage in activities that benefit the college as a whole, which is typically not an expectation for adjunct faculty.

Impact of this position on the surrounding community: This position will enhance the local workforce by providing qualified EMS professionals to Ventura County and the surrounding areas. The individual in this role will strengthen community partnerships and create job opportunities for graduates of the program. For students, this will increase their potential to earn family-sustaining wages and provide a pathway for further career advancement in healthcare and public safety, as paramedics, nurses, or in other allied health fields.



Performing Arts

PER1720

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

2025-2026

New/Replacement: New **Priority:** 02

Previously Requested in Years: 2023-2024; 2022-2023; 2021-2022; 2020-2021; 2019-2020; 2018-2019; 2017-2018; 2024-2025

Primary Contact: Brent Wilson

Categorical funds available to fund this request: No

Resource Request Description: Full-time Music Faculty

How critical is this position to your program's ability to function? A new full-time music faculty position is critical because the current full-time faculty teach only 20% of classes, which limits their ability to engage deeply with students and the curriculum. Increasing full-time faculty will provide consistency in teaching, enhance curriculum development, and allow for more mentorship and student engagement. It will also stabilize the program, support departmental growth, and align better with institutional goals like diversity and community outreach. Expanding full-time faculty presence is essential to ensure long-term success and to foster new initiatives, collaborations, and external partnerships. Preference on a guitarist for this position as that is the most requested path for instrumental music majors at VC with the area's strong ties to Mariachi and Flamenco performance practices.

Any considerations unique to this position: Departmental Leadership and Institutional Alignment: Full-time faculty are essential in shaping the department's direction and aligning with the colleges strategic goals, such as diversity and student success. They also play key roles on institutional committees.

Community and Industry Engagement: Expanding full-time faculty enables greater involvement in community outreach, partnerships, and professional networking, which are essential for the departments visibility and relevance beyond campus.

These considerations highlight the pressing need for more full-time faculty to maintain quality, promote growth, and fulfill the departments potential.

Impact of position on enrollment: Adding a new full-time music faculty position with a general emphasis(guitar preference) would have a significant positive impact on enrollment by allowing the department to expand course offerings, increase student access to required classes, and provide more consistent faculty presence for recruitment and retention. With enrollment in music steadily growing, additional faculty will enable us to schedule more sections across GE, major, and ensemble courses, reducing bottlenecks that limit student progression. A new faculty member would also strengthen



Request Type: Full-time Faculty

outreach to local schools and communities, support program visibility, and enhance student advising—key factors in attracting and retaining students long-term.

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area: It is increasingly difficult to find qualified part-time faculty in music, particularly those with the breadth of skills to teach both academic and performance-based courses. Many potential adjunct instructors maintain active performance schedules or hold multiple teaching positions, which limits their availability and consistency. Additionally, specialized areas such as theory, history, and music technology require instructors with advanced training, and the pool of candidates who meet these qualifications and are available locally is limited, making staffing challenging and often unpredictable.

Impact of this position on campus, as a whole: This position would have a significant campus-wide impact by supporting the growth of a highly visible and collaborative discipline that engages students and the community through performances, interdisciplinary partnerships, and GE course offerings. Music courses serve a broad student population, fulfilling transfer and degree requirements while fostering campus culture and community engagement through concerts and events. A new full-time faculty member would strengthen institutional outreach, contribute to shared governance and campus initiatives, and help sustain a vibrant performing arts presence that enhances the overall student experience and elevates the colleges public profile.

Impact of this position on the surrounding community: This position would have a strong positive impact on the surrounding community by expanding the departments capacity to offer public performances, outreach programs, and educational partnerships with local schools and organizations. A dedicated full-time faculty member would help strengthen recruitment pipelines, build sustained community relationships, and increase the number and quality of concerts, festivals, and cultural events hosted on campus. This increased visibility and engagement would position the college as a cultural hub, enriching the communitys artistic life while fostering deeper connections between students, faculty, and the broader region.



Performing Arts

PER2102

Objective: Improve department equity gaps

2025-2026

New/Replacement: New **Priority:** 04

Previously Requested in Years: 2022-2023; 2021-2022; 2020-2021; 2019-2020; 2018-2019; 2017-2018; 2024-2025

Primary Contact: Brent Wilson

Categorical funds available to fund this request: No

Resource Request Description: A replacement FT Music faculty position that has a specialization in commercial music/technology.

How critical is this position to your program's ability to function? A new full-time faculty position focused on commercial music and music technology is essential for modernizing the curriculum and expanding career opportunities for students. Currently, only 20% of our courses are taught by full-time faculty, which limits consistency and mentorship. This position would enable the department to develop new courses in music technology, equipping students with critical skills in music production, sound design, and digital media fields that are in high demand.

Additionally, this emphasis can attract a more diverse student body, support cross-disciplinary collaborations, and build industry connections for internships and career placements. Strengthening the department's offerings in commercial music and technology ensures that students are prepared for today's evolving music industry, making the program more competitive and relevant.

Any considerations unique to this position: Several unique considerations underscore the necessity of a full-time music faculty position focused on commercial music and music technology. This role requires specialized expertise in both fields to modernize the curriculum and keep pace with industry standards. The faculty member will be essential for developing and implementing new courses, ensuring they reflect current practices and meet student demand.

Additionally, the position must balance academic rigor with real-world training, preparing students for careers in music production and sound engineering. Strong industry connections will be crucial for this, as will effective oversight of specialized resources such as recording studios and software. Finally, the faculty member will need to focus on building partnerships with local studios and media companies to create internships and collaborative opportunities, enhancing student experiences and strengthening ties with the community.



Request Type: Full-time Faculty

Impact of position on enrollment: Enrollment would be significantly strengthened and expanded by adding a full-time faculty position in commercial music and music technology. This position would allow the department to offer new courses in high-demand areas such as music production, sound design, and digital media, attracting students who might not otherwise enroll in traditional music programs. These offerings appeal to a broader and more diverse student population, including those interested in contemporary music careers and interdisciplinary pathways.

Moreover, a dedicated faculty member would provide consistent mentorship, help retain students through clearly defined academic and career pathways, and support growth in both GE and specialized courses. This expansion positions the program as a regional leader in commercial music education, driving sustained enrollment growth over time.

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area: It is very difficult to find qualified part-time faculty in commercial music and music technology, as these areas require specialized technical expertise, industry experience, and the ability to teach using current production software and hardware. Many professionals with these skills work full-time in the industry, limiting their availability for adjunct teaching, and those who are available often have limited time or inconsistent schedules. Additionally, few local candidates possess both the pedagogical background and the up-to-date technical proficiency needed to build and sustain a comprehensive curriculum, making it challenging to staff and grow these courses with part-time faculty alone.

Impact of this position on campus, as a whole: This position would have a substantial campus-wide impact by modernizing the music curriculum and catalyzing interdisciplinary collaboration with film, media, theatre, and digital arts. It would strengthen GE enrollment through high-demand, skills-based courses that appeal to a broad student population, not only music majors. In addition, dedicated leadership for recording projects, live sound support for campus events, and media collaborations would provide practical, industry-aligned experiences, elevate the college's public profile, and advance institutional goals related to workforce development, student success, and community engagement.

Impact of this position on the surrounding community: This position would have a meaningful and far-reaching impact on the surrounding community by expanding access to relevant, industry-aligned music education and strengthening partnerships with local schools, arts organizations, and media industries. A full-time faculty member focused on commercial music and technology could lead community workshops, foster internship opportunities, and build pipelines that connect students with real-world career paths. Additionally, increased public performances, recording projects, and collaborative events would position the college as a creative hub, enriching the cultural landscape and deepening community engagement.



Social Sciences

HIS2102

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

2024-2025

New/Replacement: **Priority:** 02

Previously Requested in Years: 2020-2021; 2019-2020; 2018-2019; 2017-2018; 2016-2017; 2015-2016; 2022-2023; 2023-2024

Primary Contact: Colleen Coffey, Department Chair for History, Political Science, and Economics

Categorical funds available to fund this request:

Resource Request Description: Full-time faculty member in History. History lost one full-time faculty member to sudden death back in 2015. Another full-time faculty retired in 2016. Neither position has been restaffed despite being asked for every year since. Indeed, the last hiring took place way back in 2011. Taking into account release time for department chair responsibilities and faculty professional development, the full-time faculty in History has been reduced to 1.5. Of note, the 1 referred to in that last sentence is now age 70. It doesn't take a statistician to conclude that individual will also retire sooner rather than later. And that will leave us with 1/2 a full-time faculty member devoted to teaching and every other administrative, service, student support, and community outreach task that requires doing. Obviously, that is not workable. History's numbers were laid out exhaustively in the comprehensive review completed 2022/2023; they have only grown since that time with an additional 500+ students served in just the last 12 months. At the risk of stating the obvious: no one receives a college degree without completing at least one History course; many degrees require more than one. All that said, it has started to feel like a waste of precious bandwidth and time to spend any more of it asking for and trying to justify this request to successive executive teams. VC values the Humanities or it does not. As Yoda would say: "Do or do not, there is no try."

How critical is this position to your program's ability to function? Already explained above.

Any considerations unique to this position: Yes:

1) Ventura College's 2023 Quality Focus Project Plan contains two objectives -- "Increase the six-year completion rate to be in the top five in the state of California, and increase the course success rate to be in the top five in the state of California." The History program's student success, equity and retention numbers greatly assist the College in fulfilling these objectives.

2) California Code of Regulations (CCR) Title 5, Section 51025: Fall 2023 Full Time Faculty Obligation Compliance Percentage is 61%. As of Fall 2024, History was at 44%. It is anticipated that by Spring 2026



Request Type: **Full-time Faculty**

the History number will drop to approximately 22% (i.e. 1 full-time faculty) indicating non-compliance and possible punitive measures regarding state funding for the College

3) AB 1111 - further faculty involvement with the CCC Common Course Numbering process is required

4) AB 928: History courses key to improving VC transfer rates: All History courses fulfill IGETC/Cal-GTCE Area 4 & CSU General Education Breadth (Area D) requirements, and the UC Transfer Course Agreement (Area B)

Impact of position on enrollment:

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area:

Impact of this position on campus, as a whole:

Impact of this position on the surrounding community:



Social Sciences

POL1701

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

2024-2025

New/Replacement: **Priority:** 01

Previously Requested in Years: 2017-2018; 2018-2019; 2019-2020; 2020-2021; 2021-2022; 2022-2023; 2023-2024

Primary Contact: Dr. Corinna McKoy

Categorical funds available to fund this request:

Resource Request Description: Full-time faculty hire in Political Science. Although this request presents as new, in fact--with the already announced retirement of Robert Porter at the end of this school year--this hire would provide merely a proactive replacement (as opposed to the usual waiting 6-8 years to fill a position). In 2017 when this position was first requested, it would have grown the Political Science department. Now--at best--it will be merely treading water.

The Political Science Program has grown immensely since the last new hire (2011). The Program now houses two AA-Ts, one AA and a Certificate of Achievement. The program achieves high course fill rates (90.8%), high productivity (567), equity across ethnicities (for example 78.9% for Black students and 77.3% for Hispanic students), and equity across gender scores (78.8% Female and 81.3% Male) --- out-performing college scores across all measures. Yet, in the upcoming year, full-time faculty will fall to 1. This will result in an anticipated 78.1%+ of courses taught by part time faculty in the upcoming 2025-2026 academic year. The obvious corollary of that statistic is that most sections will be taught online. Additionally, POLS V01 and POLS V03 are the only two courses that fulfill the CSU United States History, Constitution and American Ideals Group 2 Requirement, while POLS V01 is the 5th most popular course in the state, and all POLS courses fulfill Cal-GETC Area 4. Yet, the inability to increase enrollment, sustain high rates of student success across various metrics, and expand the program's involvement in additional campus and community initiatives is due to the lack of full-time faculty to support this work. There are simply not enough full-time POLS faculty to meet these demands for growth, or address student needs, persist with outreach to the community, and ensure continued student success, and retention rates. The program is at a critical juncture. It needs VC's support in the form of full-time faculty restaffing to ensure its survival. Here again, VC values the vital fields of Political Science and Global & International Studies, or it does not. As Yoda would say: "Do or do not, there is no try."

How critical is this position to your program's ability to function? This is critical to the program's ability to function. One faculty member cannot manage a program with three degrees, a specialized certificate, and two very active student clubs. A 2018 Replacement hire was never granted while an upcoming



Request Type: Full-time Faculty

retirement will place an unrealistic burden on the remaining faculty member. Issues of equity regarding College support is also of concern for this remaining faculty member.

Any considerations unique to this position: Yes:

- 1) CA TMC -- C-ID POLS 170 requirement: State government mandates the creation of a new Politics of Race and Ethnicity Course fulfilling CalGETC Area 4 and potentially Area 6 if cross-listed with AES
- 2) CSU American Institutions Requirement: POLS V01 and POLS V03 are the only two Ventura College courses that fulfill the CSU United States History, Constitution and American Ideals Requirement Area 2
- 3) Ventura College's 2023 Quality Focus Project Plan contains two objectives -- " Increase the six-year completion rate to be in the top five in the state of California, & " Increase the course success rate to be in the top five in the state of California. The Political Science Program's student success, equity and retention numbers greatly assist the College in fulfilling these objectives.
- 4) California Code of Regulations (CCR) Title 5, Section 51025: Fall 2023 Full Time Faculty Obligation Compliance Percentage is 61% but POLS Fall 2024 FON is 43.5% and it is anticipated that by Fall 2025 that number will drop further to approximately 22% indicating non-compliance and possible punitive measures regarding state funding for the College
- 5) AB 1111 - further faculty involvement with the CCC Common Course Numbering process is required
- 6) AB 928: POLS Courses key to improving VC transfer rates: All (11) POLS courses fulfill IGETC/Cal-GTCE Area 4 & CSU General Education Breadth (Area D) requirements, and 8 POLS courses meet the UC Transfer Course Agreement (Area B)

Impact of position on enrollment:

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area:

Impact of this position on campus, as a whole:

Impact of this position on the surrounding community:



University Transfer Center

UTC2401, UTC1902, TRA1701

Objective: Coordinate counseling transfer services during day, evening, peak, summer throughout the calendar year.

2025-2026

New/Replacement: Replacement – position has been vacant for 1-2 years **Priority:** 01

Previously Requested in Years: 2023-2024; 2022-2023; 2021-2022; 2020-2021; 2019-2020; 2018-2019; 2017-2018; 2016-2017; 2015-2016; 2014-2015; 2013-2014; 2012-2013; 2011-2012; 2024-2025

Primary Contact: Sergio Gonzalez

Categorical funds available to fund this request: No

Resource Request Description: Full-time Transfer Center Counselor Coordinator

How critical is this position to your program's ability to function? 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.

Any considerations unique to this position: Yes, the University Transfer Center is a required Title 5 program created specifically for the historically underrepresented. On campus we have over 70% student population who are historically underrepresented and need transfer counseling.

Impact of position on enrollment: 70% of all VC students indicate transfer as their educational goal. The University Transfer Center serves more students than several student services programs.

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area: No, but transfer coordination requires the individual to be a seasoned counselor with a specialty in transfer.

Impact of this position on campus, as a whole: 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. If we had a full-time coordinator with staff and at least another counselor, services could be offered at various time of the day and evenings allowing students particularly our largest and in most need, part-time students, to have access to services that they need.

Impact of this position on the surrounding community: Our community would be able to have services year round and always have support for our students.



University Transfer Center

UTC2402

Objective: Improve and Increase direct service to students in-person, on telephone, on Zoom by 10%
2025-2026

New/Replacement: New **Priority:** 02

Previously Requested in Years: 2024-2025; 2023-2024

Primary Contact: Sergio Gonzalez

Categorical funds available to fund this request: No

Resource Request Description: Full-time Transfer Counselor (tenure track)

How critical is this position to your program's ability to function? This position is vital to our program's ability to provide transfer counseling on a timely and efficient matter that would allow our students to be able to eligible to apply for transfer and ultimately gain admissions to their college or university of choice. The mission of our college indicates that Ventura College will "support our diverse community, helping them transform their own lives by offering degrees, certificates, transfer, and workforce preparation opportunities." Yet, our University Transfer Center has no permanent full-time dedicated staff to serve our students who indicate a goal of transfer which for the last ten years has been over 70% of our student population.

Currently, our UTC is staffed by one full-time counselor on 100% reassignment from general counseling to serve as a coordinator and transfer counselor and a counselor reassigned from EOPS for 0.2 load for transfer counseling. This provides our UTC with about 30 hours of counseling services per week which is minimal to serve the needs of our thousands of students who wish to transfer. According to section 51027 of Title 5, community college governing boards need to prioritize transfer as a main goal in college's mission but also provide necessary staffing, clerical support and coordination services for the center to be able to fulfill its requirements. Currently, our college has only identified transfer as a key goal within our mission statement but has failed to provide adequate support and staffing.

As a result, our department has been unable to provide proper support to our transfer students and our numbers of transfers to CSU and UC continue to be low in comparison to how many students indicate a goal of transfer.

Any considerations unique to this position: Absolutely! In the next few years transfer services are about to be majorly impacted with the implementation of AB 1111, AB 928 and AB 1705. In addition, the implementation of CSU Transfer Success Pathways (TSP) and UC Dual Admission Programs in Fall 2023 has forced transfer center across the state to re-envision how we offer transfer services because now students can have different transfer options and timelines. Transfer is changing and as such the need for permanent dedicated staff is critical if we want our students to fulfill their transfer goals.



Request Type: Full-time Faculty

Impact of position on enrollment: If our campus had a designated permanent full-time tenure track transfer counselor, there would be a constant number of counseling hours available for our students. The UTC would be able to offer more workshops and outreach efforts for our students who indicate a goal of transfer. Transfer services would be more robust than what we currently are offering, and it would also show our surrounding and campus community that our college truly is committed to our transfer mission and ensuring students are able to apply to their university of choice within a reasonable timeframe. I am certain that by providing more services to our students, our transfer numbers and transfer degrees awarded would also increase. When departments have dedicated permanent staff departments are able to provide more opportunities for our students and this is something we have been trying to accomplish for a while, but it is rather difficult when staffing is only on a temporary basis.

Faculty Requests Only – Difficulty in finding part-time faculty in this discipline/area: It is not difficult to find part-time faculty in this discipline but it's rather difficult to retain faculty in our area due to low pay within our district compared to our neighboring districts. In addition, transfer counseling is a specialty within counseling that requires specific training and year of experience in the field.

Impact of this position on campus, as a whole: This position would allow students to receive timely services towards meeting their goal of transfer.

Impact of this position on the surrounding community: Our surrounding community would be able to see Ventura College as a successful transfer institution and would more likely send their students and family members to start their higher education journey here than at a four-year knowing they are making a good investment with a high rate of return.