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Page 1: Full-Time Faculty Position Form

Q1 Please enter the following:

Department	Automotive Technology
Position Title	Brad McCombs Faculty

Q2 How will the position support or advance one or more of the goals your department/discipline identified in this year's program review? (200 words or less) (Rubric Criterion 3)

We have four Automotive programs, and Electronics:

1. General Automotive
2. General Motors (1faculty full time required)
3. Ford (1 faculty full time required)
4. ASCCA
5. Electronics (1 faculty full time not required by 4 full sections)

One faculty is teaching Electronics full time (4 Sections).

One faculty is coordinating and teaching Ford.

One faculty is now going to coordinate and teach General Motors.

We have two full time faculty to manage four programs. Meanwhile Ford is showing tremendous growth potential for 2021 implementing the distance education grant funded projects, and by Ford's adoption of the project. We may need two full time faculty for ASSET.

If we are able to have the time and energy to perform the curricula and program changes in our department plan, all of our programs will have equal weight by credit and courses will be interchangeable. This might help manage our manufacturer programs using part time faculty.

Q3 How will this position specifically support or advance one or more of the College's four strategic priorities? Acceleration Guided Student Pathways Student Validation and Engagement Organizational Health (200 words or less) (Rubric Criterion 4)

1. Acceleration: A full time faculty will be able to manage one of the two unmanaged degree programs. Our plan suggests creating new course additions, and lower credit hour degrees with stackable certificates. However with the growth of Ford ASSET we have not been able to perform the complete curriculum redesign necessary to make each degree program course interchangeable, and we have not had the time to write the new laboratory courses necessary to maximize the laboratory hours for students to have increased availability of the lab, so that a student may complete competencies with more time flexibility completing their degree faster.

2. We have two of the oldest pathways on campus ASSET and ASEP. We recently added ASCCA, but we did not expect another retirement. It takes extra work for a faculty to manage a pathway. This is especially true when a major car manufacturer is sponsoring the pathway requiring more communication with management, and the cohort of students also requires more time and effort to keep them on track, make adjustments, counsel, et.

3. A student completing our robust degree programs has outstanding wage gains. This allows a student to have more than an average wage. Our Ford ASSET students have been validated by Ford Motor Company. We were able to train a student from El Centro, and now we are expanding our program to other parts of CA to serve many students who do not have access to our exceptional partnership with Ford competency based learning. Additional faculty in our program insures student success rates will increase dramatically. We intend to deliver these same methods to our GM ASEP students, and to our ASCCA (general program) students.

4. We realize one faculty was added to our department, which still leaves us lacking one full time faculty. When we account for the Electronics course, we lack two faculty. This lack of FTF is not sustainable. The growth potential of the department will be realized by the addition of two full time faculty. Minimally one will increase FTES and student success rates.

Q4 Describe why this position is essential to your program and/or service area and how it will improve student learning and achievement. (200 words or less) (Rubric Criterion 3)

With two full time faculty, and two manufacturers training programs requiring both faculty, it is difficult to schedule daytime classes for general program students. There is a training gap in our schedule for those students who need to take daytime classes. Offering general program daytime classes will increase student learning and certification by offering both lecture and laboratory. If we measure existing hours available for laboratory instruction and the actual hours the lab is used, we are operating less than 30% efficient. There are $3.5/5 = 17.5\%$ capacity lecture empty classrooms and the lab has 9 hours available 8:00 a.m.- 5:00 p.m. per day(5) = 45 hours. We are using of 20 service bays only 1/2 of them. At all day time hours half the bays are empty = 50%. Of the classes we currently teach we use 23 of 45 available hours. 51% of 10 service bays.

Daytime lecture classroom efficiency based on capacity 17.5%

Laboratory is 25% efficient during the daytime. We average 21% daytime capacity Laboratory.

The evening classes are full 4 days a week. We are operating above 70% capacity.

Our growth opportunities are daytime, Friday evenings, and Saturdays.

When we are able to find a daytime instructor, we are able to fill our core classes.

Q5 How has the lack of this position impacted your program and/or service area? What will be the impact to the program and/or service area if this position is not filled? (150 words or less) (Rubric Criterion 3)

We will most likely not be able to expand our base of instruction for our Ford ASSET program. Our general program has been suffering for some time. A stop gap measure is the reduction of credit hours for those students who specialize. However, the real solution is full time faculty. We use to have four, and now we actually have two faculty for four degree programs. We might consider removing the ASCCA degree.

Q6 Has there been or is there any evidence to demonstrate that there will be an increase in demand for your programs and/or services? Please discuss supporting data from recent semesters. For example, enrollment trends, waitlist pressures, or wait time for appointments and support services as they apply to this position. (150 words or less) (Rubric Criterion 2)

Our Ford ASSET distance education program was adopted by Ford and supported by grant funding. Our market base is now California. Our Ford program has global implications and potential. Our Ford innovations have strained our department and support services. We see near term increases in enrollments starting in Spring 2021.

Q7 Is this a new position, replacement for a retirement/upcoming retirement or replacement for internal promotion (faculty to administrator), or replacement for other circumstances? Please explain. (100 words or less) (Rubric Criterion 3)

We need a replacement for Jim Custeau, Pat Garity, Chris Branton, and Jim Hannibal (moved to electronics). We had three retirements and one strategic FTES movement. We need two more full time faculty to place the department back to other departments in the state of similar size and enrollment.

Q8 Please confirm that you have discussed this faculty position request with the Division Dean and that you understand that Division Deans will be providing feedback to help inform the prioritization process.

Yes, I have discussed this position request with the Division Dean