# #3

COMPLETE

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Page 1: Full-Time Faculty Position Form

## Q1

Please enter the following:

| | |
|---|---|
| Department | **Business & Professional Studies** |
| Position Title | **BOT Instructor** |

## Q2

1. Which program review goal(s) is this request supporting? Please state how the position will help advance the specific goals. (Rubric Criterion 3) (300 words or less)

In the last comprehensive program review the BOT program set a goal of closing equity gaps in success and retention. We are very proud of the progress made on this goal with the elimination of equity gaps for African American/Black and Hispanic/LatinX students in 2021 and we want to keep the momentum going. This progress occurred in light of the pandemic and the additional challenges that posed for students. The only full-time BOT instructor is retiring in December 2022, with no plans to return as an adjunct. Without a full-time BOT instructor, the program will lack the leadership and program knowledge to support student success efforts and maintain all gains made in closing equity gaps. In addition to all regular responsibilities for the BOT program, this position is needed to accomplish all new program review goals. BOT anticipates an increase in enrollments with new Afghan immigrants in East County and wants to prepare for a potential influx of students, which is what happened at the height of the Iraqi immigration when BOT experienced a surge in enrollments. This position is needed to increase enrollments for 18-24 age demographic, which is an underserved population. The position is also needed to promote and encourage ongoing equity training for all faculty.

## Q3

2. Which strategic priority/priorities is this request supporting. Please state how the position will help advance the specific priority/priorities and the College's mission. (Rubric Criterion 4)  Acceleration  Guided Student Pathways Student Validation and Engagement  Organizational Health (300 words or less)

Organizational Health
Cuyamaca and Grossmont BOT programs work together and are supportive of each other's efforts. Without a full-time BOT instructor, it will be very difficult for a part-time BOT instructor or a non-discipline full-time faculty trying to do this coordination. Cooperatively making decisions and driving the programs together ultimately is in the students' best interests. Curriculum is aligned. The BOT Advisory Committee is a joint effort. Instructional information is shared. Decisions on when to change to the newest software are made together which allows students to seamlessly take classes back and forth at either college without purchasing different textbooks. Additionally, BOT seeks partnerships with other programs at Cuyamaca. BOT collaborated with the Arabic Studies program to create a computer skills course that will incorporate typing in Arabic along with computer skills needed to be successful in the Arabic Studies degree. This course is cross listed in Arabic Studies and BOT.

Guided Student Pathways
Cuyamaca and Grossmont BOT coordinate class rotation schedules so students can complete their career path in a timely manner. This position is critical to guide and mentor students in choosing a path and navigating it to completion because BOT offers 3 degrees and 11 stackable certificates.

Student Validation and Engagement
This position will support Student Validation and Engagement by incorporating work-based learning activities into all courses through the curriculum process to make learning more meaningful to students. This position will help BOT expand efforts in the Strong Workforce Initiative by engaging with employers and help close the middle skills job gap by increasing student placements into good paying jobs in the workforce. The position will also support the College Vision, Mission and Values.

## Q4

3. How will this position improve student student learning and achievement, and close equity gaps in access and outcomes in your program. (Rubric Criterion 2) (300 words or less)

BOT retention rates averaged 90% and success rates averaged 84% in the most recent years which is something we want to maintain. It is especially noteworthy that BOT eliminated equity gaps for success and retention in 2021 for African American/Black and Hispanic/LatinX students. BOT is also making progress in eliminating equity gaps for Asian and Middle Eastern students. Without a full-time BOT instructor, we risk losing all the gains made in eliminating equity gaps

The BOT data for enrollments and fill rates from the Faculty Hiring Dashboard needs historical context to fully understand it. An administrative decision in Spring 2015 raised the cap for all BOT sections to 50 although the room capacity was 34. With a stroke of the pen, increasing caps to 50 for all sections almost doubled maximum enrollment figures and cut BOT fill rates and productivity nearly in half. In the 2016 BOT comprehensive program review, we reported that we were uncertain if we would survive to the next comprehensive program review. This program was turned upside down by an administrative decision to cease offering courses in open-entry/open-exit (OE/OE) format. We had "the paddles ready to resuscitate the program". One use of the paddles was to move 95% of the classes online rather than lecture because 1-unit lecture classes could not complete with 3- and 4-unit classes. We set up a course rotation so that students could have a path to complete their degree in two years. Enrollments stabilized, and degrees/certificates awarded increased 61% from 81 (2011-2015) up to 209 (2016-2021). This position is needed to react to situations and keep the program viable and moving forward.

**Q5**

4. Has there been or is there any evidence to demonstrate that there will be an increase in demand for your programs and/or services? How are students being adversely impacted without this position? 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. (Rubric Criterion 2)(300 words or less)

Even with the college-wide decrease in enrollments during the pandemic, BOT increased the number of degrees and certificates awarded last year by 31%.

Job opportunities are abundant for BOT graduates ranging from entry-level general office clerk to higher-level executive administrative assistant. The California Employment Development Department (edd.ca.gov) lists the top 10 occupations with the most job openings in California for 2016-2026. In the top 10 are three office administrative jobs (office clerks, customer service representatives, and stock clerks/order fillers).

College-wide enrollments declined in the 2 semesters following the closure of the campus during Covid. Many BOT students chose to sit out for the semesters when the BOT lab was closed. First, they didn't have a computer at home that would run the required software for our classes. Second, they wanted in-person help in the BOT lab. During the semesters with remote learning we provided a drop-in zoom room 5 days a week for students to meet with lab assistants, but that did not overcome the issues for students who needed a computer. We told these students about the loaner laptops available from the college, but only a handful wanted to do this. A good number are waiting to take more BOT classes until we reopen the lab in Spring 2022. We have begun calling and emailing students to let them know the lab is reopening and are met with cheers on the phone.

We are offering the Arabic/BOT 180 computer class for the first time in Spring 2022. It is a required class in the Arabic Studies major. We plan to add additional sections in subsequent semesters due to the high number of students in the Arabic Studies program. We further expect that students taking this class will become interested in the BOT program and we will see an increase in BOT enrollments by extension.

## Q6

5. What are the racial and gender demographics of the faculty within the program? What steps will your program take to ensure that the recruitment for this position will encourage/promote faculty diversity? (Rubric Criterion 1)(300 words or less)

BOT has historically been taught by a racially diverse group of instructors. Males are an under-represented group in BOT, both students and instructors. Increasing the male student base has been a Perkins key indicator for BOT, therefore we have made it a priority to have at least one male instructor who has also often been racially diverse.

The BOT adjunct hiring history demonstrates the program's commitment to racial and gender diversity. The program is committed to continued diverse hiring practices for both full- and part-time staff to support student success and equity.

In Fall 2021 the BOT adjunct faculty is a diverse group consisting of:
* 1 – Pacific Islander female
* 1 – Hispanic female
* 1 – Chaldean female
* 1 – white female (retiring in Dec 2021 and is being replaced by 2 Chaldean females in Spring 2022)
* 1 – white male (male students and instructors are an under-represented population in BOT)

BOT classes have been taught 100% by adjunct instructors since January 2021 while the full-time BOT instructor served as Business & Professional Studies department chair as 100% of her load. Although all classes were taught by part-time instructors, the coordination of the BOT program was done by the full-time BOT instructor as chair of the department. From 2015-2020, 76% of BOT classes were taught by adjunct instructors while the full-time BOT instructor was co-chairing the department, coordinating BOT, and teaching a few classes.

## Q7

6. Describe why this position is essential to your program and/or service area. 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? (Rubric Criterion 1,3)(300 words or less)

The program requires a full-time faculty member to maintain the elimination of equity gaps and to improve student success and equity efforts in BOT. Over the last 5 years BOT success rates have improved 6 points in fall to 84%, and held steady in spring at 83%, both of which are higher than college-wide success rates of 74% in fall and 75% in spring. It is especially noteworthy that BOT eliminated equity gaps in 2021 for African American/Black and Hispanic/LatinX students. Without a full-time BOT instructor, we risk losing all the gains made in improving success and retention, and in eliminating equity gaps.

A full-time faculty member is needed to handle the significant workload necessary to grow and sustain not only the BOT discipline but also the overall department. BOT is in the Business & Professional Studies (B&PS) department which is comprised of 9 programs and 6 distinct disciplines (Accounting, Business, BOT, Economics, Paralegal, Real Estate). It is a large department with the highest LED reassign time for a chair yet one of the smallest full-time faculty cohorts. After Pat Newman retires, the B&PS department will be down to three full-time faculty from a high of 7 full-time and none of them have a BOT background. There is a full-time Business, Accounting, and Paralegal instructor. The disciplines without full-time are the ones that find innovation, curriculum, etc. slowed. B&PS generates a lot of WSCH and is efficiently run. The department cannot afford to lose another full-time position.

B&PS data from the Faculty Hiring Dashboard shows how efficiently the department has been run for the past 5 years:
* Load cushion for B&PS department is 9.14
* % change in FTES is UP 14% in Fall and 26% in spring
* WSCH/FTEF is above the institution set standard of 460 for every semester the last 5 years, averaging 516.5
* WSCH trended upward every semester for the past 5 years reaching a high of 5876 in Fall, and 6541 in Spring

**Q8**

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

This is a replacement for Pat Newman who is retiring in December 2022. She is not planning to return as an adjunct; therefore, there will be no transition time because she will be gone before anyone from this cycle can be hired to replace her. The remaining three full-time instructors in the B&PS department will handle scheduling, student complaints, and manage the day-to-day issues, but none of them are subject matter experts to lead the BOT program and keep it current and innovative. Filling BOT makes the most sense for B&PS at this time. The other 2 position requests are for additional instructors in Accounting and Business which each have full-time instructors.

**Q9**

7. 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**