



REDWOODS COMMUNITY COLLEGE DISTRICT
Meeting of the
Academic Standards and Policies Committee

- Eureka: 7351 Tompkins Hill Road, FM 107
 - Del Norte: 883 W. Washington Blvd. - Room DN6
 - McKinleyville: 1328 Junker Road
- Friday, September 28, 2018

3:00 PM

AGENDA

1. Call to Order
2. Introductions and Public Comment: Members of the audience are invited to make comments regarding any subject appropriate to the Academic Standards and Policies Committee.
3. Discussion Items
 - 3.1. AP 4020 Credit Hour Calculations: Sean Thomas
 - 3.1.1 Credit Hour Definition (Attachment)
 - 3.1.2 Credit Hour Calculations (Attachment)
 - 3.2. BP/AP Veteran's Credit: Crystal Morse and Tatiana Robinson (Attachment)
 - 3.3. Faculty Prioritization Rubric
 - 3.3.1 Faculty Staffing Priorities Rubric (Attachment)
 - 3.3.2 AP 7217 Faculty Prioritization Process (Attachment)
 - 3.3.3 AP 7217A Rubric for Prioritizing Full-Time Faculty Positions (Attachment)
- 3 Announcements/Open Forum
- 4 Adjournment

Public Notice—Nondiscrimination:

College of the Redwoods does not discriminate on the basis of ethnicity, religion, age, gender, sexual orientation, color or disability in any of its programs or activities. College of the Redwoods is committed to providing reasonable accommodations for persons with disabilities. Upon request this publication will be made available in alternate formats. Please contact Academic Senate Support, 7351 Tompkins Hill Road, Eureka, CA 95501, (707) 476-4259, Office Hours: 8:00 a.m. to 5:00 p.m. M-F. Hours vary based on meeting times.

Next Meeting
October 12, 2018

This page intentionally left blank

Definition of a Credit Hour

1. **For purposes of federal financial aid eligibility, a “credit hour” shall be calculated according to the following ratios. For lecture courses, an amount of student work represented in the intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class work each week for approximately fifteen weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time. Relative to this 2:1 proportion of calculating total student work, activity courses with homework require two hours of in-class and one hour out-of-class per week, while laboratory courses require three hours of in-class work per week.**
2. The award of credit hours will be based on an amount of work implied by the paragraph above for other academic activities as established by the institution, internships, practica, studio work, and other academic work leading to the award of credit hours. **Cooperative work experience courses shall adhere to the formula for credit hour calculations identified in Title 5 Section 55256.5. For programs designated by the governing board as clock hour programs, units of credit shall be awarded in a manner consistent with the provisions of 34 Code of Federal Regulations part 600.2.**
3. For asynchronous online courses, where no classroom instruction takes place *per se*, the assignment of credit hour will be based on the equivalent amount of work as represented by the definition above. If approved by the Curriculum Committee, an existing course may be taught in an online format for the same credit hours provided the amount of work expected remains the same.
4. **The standard term length will be 16 weeks and the standard credit hour divisor shall be 54. Courses meeting fewer or more weeks will still meet the minimum total hours for credit. For the calculation of incremental units with the credit hour parameters outlined above, the hours of total student work (inside-of-class + outside-of-class hours) shall be divided by the standard term-length divisor.**

The CIO and the Curriculum Committee are charged with the responsibility to ensure that the curriculum adheres to this requirement. The CIO and the Curriculum Committee must make a reasonable determination that proposed assignment of credit hours for new courses conforms to commonly accepted practice in higher education.

Reference: Title 5 Sections 51021, 55000 et seq., and 55100 et seq.; Accreditation Standard II.A; California Community Colleges Chancellor's Office Student Attendance Accounting Manual – Chapter 3; 34 CFR 600.2

This page intentionally left blank

CREDIT HOUR CALCULATIONS

Erik Shearer

Interim Vice President of Instruction

Napa Valley College

Michelle Sampat

Associate Dean, Instruction

Mt. San Antonio College

Background on the Credit Hour

- Developed in late 19th century, broadly adopted in early 20th.
- Response to major shift in higher ed towards modular, elective curriculum.
- Made seat time a primary measure of learning; provided standardized measure of learning between institutions.
- Strongly denounced by many universities and colleges as an intrusion of industry and business into higher ed.
- Not codified in law; practices varied
- Linked to similar process in secondary education, i.e. establishment of the “Carnegie Unit”

Recent Issues with the Credit Hour

- Grades and seat time increasingly suspect as measures of learning...SLOs.
- Unit inflation.
- Normed for lecture / recitation – problematic when applied to other modes of instruction and learning, e.g. work experience, clinical, DE, athletics, etc.
- At inception, courses were typically standardized at 3-units, leading to the 120 unit baccalaureate c. 1900
- 2011 - US Department of Education takes the extraordinary step of defining the credit hour in federal law, linking it to federal funding and accreditation.

I. REVISED TITLE 5 REGULATIONS

New Title 5 Standards for Credit Hour

California Code of Regulations, Title 5 §55002.5(a)

“(a) One credit hour of community college work (one unit of credit) shall require a minimum of 48 semester hours of total student work or 33 quarter hours of total student work which may include inside and/or outside-of-class hours.”

Primary Change: *removed reference to lecture and lab, replaced with “total student work” and “outside-of-class hours.”*

New Title 5 Standards for Credit Hour

California Code of Regulations, Title 5 §55002.5

(b) A course requiring 96 hours or more of total student work at colleges operating on the semester system or 66 hours or more of total student work at colleges operating on the quarter system shall provide at least 2 units of credit.

Primary Change: *Replace lecture, lab, etc. with “total student work.”*

New Title 5 Standards for Credit Hour

California Code of Regulations, Title 5 §55002.5

(c) Cooperative work experience courses defined in section 55252 shall adhere to the formula for credit hour calculations identified in section 55256.5.

Primary Change: *Cooperative work experience was not included in this section in previous version.*

New Title 5 Standards for Credit Hour

California Code of Regulations, Title 5 §55002.5

(d) For programs designated by the governing board as clock hour programs, units of credit shall be awarded in a manner consistent with the provisions of 34 Code of Federal Regulations part 600.2

Primary Change: *Standards for clock hour programs were not included in any previous version of this regulation. Required for compliance with federal law and accreditation standards.*

New Title 5 Standards for Credit Hour

California Code of Regulations, Title 5 §55002.5

(e) Credit hours for all courses may be awarded in increments of one unit or less.

Primary Change: *Replaces prior language on incremental awards that required half-unit increments and permitted smaller increments. Permissive rather than prescriptive.*

New Title 5 Standards for Credit Hour

California Code of Regulations, Title 5 §55002.5

- (f) The governing board of each community college district shall establish policy, consistent with the provisions of this section, defining the standards for credit hour calculations. District policy shall specify the credit hour calculation method for all academic activities, expected ratios of in-class to outside-of class hours for each type of academic activity, standards for incremental award of credit, standard term length, calculation methods for short term and extended term courses, and provisions for monitoring compliance with state and federal regulations related to credit hour calculations

Primary Change: *New requirement for local policy. We will discuss in detail in this presentation.*

Additional Guidance in PCAH 6th ed.

- New regulations deliberately remove much of the detail in earlier iterations.
- Specific guidance on the application of these regulations is included in the 6th edition of the PCAH.
- PCAH is incorporated into Title 5 by reference and thus has the force of law, but is easier to modify.

II. APPLYING THE NEW REGULATIONS: STANDARD FORMULA

Three Calculation Formulas

- **Standard Formula**

- Derived from Title 5 §§55002-55002.5, the PCAH, and from 34 CFR 600.2
- Applies to the majority of credit course types (lecture, recitation, lab, activity, etc.)

- **Cooperative Work Experience**

- Title 5 §55256.5

- **Clock Hour Programs**

- 34 CFR §668.8(k)(2)(i)(A) and 668.8(l)

Standard Formula

Units of Credit =

$$\frac{[\text{Total Contact Hours} + \text{Outside-of-class Hours}]}{\text{Hours-per-unit Divisor}}$$

Round the result down to the nearest increment of credit awarded by the college. As this calculation can produce results below smallest unit threshold, college's must award lowest unit increment at a minimum. No zero-unit courses are permitted.

Definitions for Standard Formula

Total Contact Hours

- Sum of all contact hours for the course in all calculations categories.

Outside-of-class Hours

- Hours students are expected to engage in course work outside of the classroom.

Hours of Total Student Work

- Term used in the revised regulations to describe the sum of contact hours and outside-of-class (homework) hours.

Hours-per-unit Divisor

- Total student learning hours (contact + outside) for which the college awards one unit of credit.

All of these values are required to be specified in local governing board policy and recorded on the COR

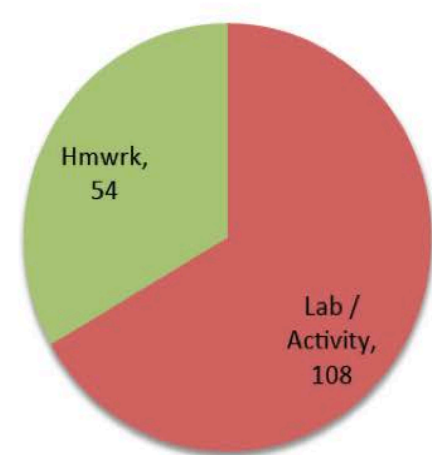
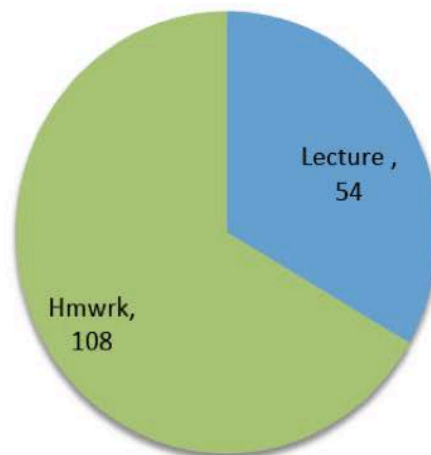
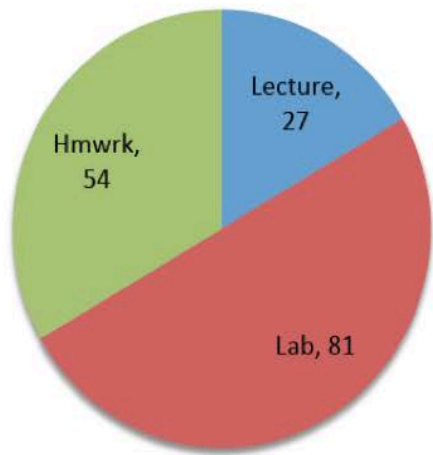
Standard Formula: Typical Ratios

The standard formula includes typical ratios for contact- to homework hours that are not specified in law, but are drawn from standard practices in higher education. The three typical ratios are as follows:

Academic Activity	Weekly Contact Hours	Weekly Outside-of-class Hours
Lecture (Lecture, Discussion, Seminar, and Related Work)	1	2
Activity (Activity, Lab/w Homework, Studio, and Similar)	2	1
Laboratory (Traditional Lab, Clinical, and Similar)	3	0

Principle Behind Standard Formula

Units of credit are awarded on the basis of total student time spent on learning. The ratio of contact to out-of-class hours can vary and still yield the same units of credit.



All three examples yield three units of credit for colleges using a 54 hour divisor.

Standard Formula: Hours-per-unit Divisor

- Total student learning hours (contact + outside) for which the college awards one unit of credit.
- Minimum of 48, maximum of 54. (Min 33, max 36 quarter)
- Can also be expressed as range, e.g. 48 – 54.
- Divisor and dividend in local calculations should match, e.g. if college bases the dividend on a $51 = 1$ unit model, the divisor should be 51.
- Colleges that indicate the minimum and maximum range of 48 – 54 should show that same range for the dividend in the equation and resulting unit calculation.

Standard Formula: Outside-of-Class Hours

- Hours students are expected to engage in course work outside of the classroom.
- New regulations require these hours to be included on the COR (Title 5 §55002(a)(2)(B) and (b)(2)(B))
- As a matter of standard practice, lecture and related course formats typically assume two hours of student work outside of class for every hour in-class. All other academic work, including laboratory, activity, studio, clinical, practica, TBA, etc. must provide an equivalent total number of student learning hours as required for lecture, with the ratio of in-class to outside-of-class work prorated appropriately for the academic activity.

Standard Formula: Fractional Unit Awards

- Title 5 allows colleges to award credit in increments of less than one unit.
- In using standard formula, each unit increment represents a minimum threshold. The next increment of credit is only awarded once the student passes the minimum number of hours for that increment.
- This is similar to grading systems where, for example, a student earns a “B” for any percentage between 80 and 89. The student is only awarded an “A” when they reach the minimum threshold of 90 percent.
- For example: a course may require 36 hours of classroom lecture, 72 hours of laboratory or studio instruction, and 72 hours of outside-of-class work for 180 total student learning hours. If the college uses a 54-hour divisor, this course would yield 3 units of credit as it has not crossed the 3.5 unit threshold of 189 hours.

III. OTHER CREDIT HOUR STANDARDS

Cooperative Work Experience

- 75 hours (50) of paid work experience = 1 unit
- 60 hours (40) of un-paid work experience = 1 unit

These standards are referenced in §55002.5, but are housed in §55256.5

Clock Hour Programs

Defined in federal regulations USDE 34 CFR §668.8(k)(2)(i)(A) and 668.8(l).

37.5 clock hours = 1 unit of credit

Because...

- 1 hour = 50 minutes for credit hour calculations
- 1 unit of credit = minimum of 45, 50-minute hours
- $45 \times 50 = 2250$ minutes
- $2250 / 60 = 37.5$

Newer regulation and definition that is just now being reviewed under 2014 ACCJC Standards (II.A.9).

Nursing Programs

Governed by regulations in Title 16 §1426

(g) The course of instruction shall be presented in semester or quarter units or the equivalent under the following formula:

- (1) One (1) hour of instruction in theory each week throughout a semester or quarter equals one (1) unit.
- (2) Three (3) hours of clinical practice each week throughout a semester or quarter equals one (1) unit. With the exception of an initial nursing course that teaches basic nursing skills in a skills lab, 75% of clinical hours in a course must be in direct patient care in an area specified in section 1426(d) in a board-approved clinical setting.

Open Entry / Open Exit

- Covered in Title 5 §58164
- 48 – 54 hours, but units based on average calculated time for student completion. Individual students may take more or less time, but are awarded credit when they complete all course work.
- OE / OE may designate hours to in-class or outside-of-class using common ratios.

Other Academic Activities

These variations are not covered in CCC regs and have created some difficulties for colleges in our system:

- Allied health (non-nursing!) examples Directed Clinical Practice in:
 - Radiologic Technology
 - Dental Assisting
 - Medical Assisting
 - Health Information
- Intercollegiate Athletics
- Music performance
- Theater production
- Distance education
- Internships
- Field experiences

Our other systems of higher ed in California use a different calculations for these areas, instead of the standard formula, frequently awarding far fewer units of credit than a similar class in the CCC system. Prevented by §55002.5(b), which requires the award of a second unit of credit

III. SAMPLE CALCULATIONS

	Contact Hours						
Example Course Type <i>All examples use 54 hours = 1 unit</i>	Lecture Hours	Activity	Laboratory	Other	Outside-of-class Hours	Total Student Learning Hours	Units
Traditional Lecture Course #1	54	0	0	0	108	162	3
Traditional Lecture Course #2	72	0	0	0	144	216	4
Traditional Lab Course #1	0	0	108	0	0	108	2
Traditional Lab Course #2	0	0	162	0	0	162	3
Lab Course #1	0	0	175	0	0	175	3
Lab Course #2	0	0	980	0	0	980	18
Lab Course #3	0	0	40	0	0	40	0.5
Activity Course #2	0	72	0	0	36	108	2
Activity Course #3	0	108	0	0	54	162	3
Lecture / Laboratory Course #1	54	0	54	0	108	216	4
Lecture / Laboratory Course #2	36	0	72	0	72	180	3
Lecture / Laboratory Course #3	27	0	81	0	54	162	3
Lecture / Activity Course #1	36	36	0	0	90	162	3
Lecture / Laboratory / TBA	27	0	54	18	54	162	3

IV. LOCAL IMPLEMENTATION

Local Governing Board Policy

Now REQUIRED by new Title 5 regulations - §55002.5(f)

District policy shall specify:

- the credit hour calculation method for all academic activities (lecture, activity, lab, clinical, discussion, studio, work experience, etc.)
- expected ratios of in-class to **outside-of class hours** for each type of academic activity
- standards for incremental award of credit
- standard term length (number used to determine divisor in calculation)
- calculation methods for short term and extended term courses
- provisions for monitoring compliance with state and federal regulations related to credit hour calculations

Local policy is an academic and professional matter and should fall under your 10+1 process.

V. SAMPLE CALCULATIONS AND RESOURCES

Sample Calculations: Lecture

Lecture	48 = 1 unit		
Units	Contact Hours	Homework Hours	Total Student Learning Hours
0.5	8	16	24
1	16	32	48
1.5	24	48	72
2	32	64	96
2.5	40	80	120
3	48	96	144
3.5	56	112	168
4	64	128	192
4.5	72	144	216
5	80	160	240
5.5	88	176	264
6	96	192	288

54 = 1 unit		
Contact Hours	Homework Hours	Total Student Learning Hours
9	18	27
18	36	54
27	54	81
36	72	108
45	90	135
54	108	162
63	126	189
72	144	216
81	162	243
90	180	270
99	198	297
108	216	324

Sample Calculations: Activity or Lab with Homework

<i>Activity, Lab w/Homework</i>	48 = 1 unit		
Units	Contact Hours	Homework Hours	Total Student Learning Hours
0.5	16	8	24
1	32	16	48
1.5	48	24	72
2	64	32	96
2.5	80	40	120
3	96	48	144
3.5	112	56	168
4	128	64	192
4.5	144	72	216
5	160	80	240
5.5	176	88	264
6	192	96	288

54 = 1 unit		
Contact Hours	Homework Hours	Total Student Learning Hours
18	9	27
36	18	54
54	27	81
72	36	108
90	45	135
108	54	162
126	63	189
144	72	216
162	81	243
180	90	270
198	99	297
216	108	324

Sample Calculation: Lab, Activity, Clinical, etc. without homework.

<i>Lab, Clinical, Activity, etc.</i>	48 = 1 unit		
Units	Contact Hours	Homework Hours	Total Student Learning Hours
0.5	24	0	24
1	48	0	48
1.5	72	0	72
2	96	0	96
2.5	120	0	120
3	144	0	144
3.5	168	0	168
4	192	0	192
4.5	216	0	216
5	240	0	240
5.5	264	0	264
6	288	0	288

54 = 1 unit		
Contact Hours	Homework Hours	Total Student Learning Hours
27	0	27
54	0	54
81	0	81
108	0	108
135	0	135
162	0	162
189	0	189
216	0	216
243	0	243
270	0	270
297	0	297
324	0	324

Sample Calculation Table:

for colleges that use 48 – 54 range

Lecture	48 - 54 = 1 unit		
Units	Contact Hours	Homework Hours	Total Student Learning Hours
0.50	8-9	16-18	24-27
1.00	16-18	32-36	48-54
1.50	24-27	48-54	72-81
2.00	32-36	64-72	96-108
2.50	40-45	80-90	120-135
3.00	48-54	96-108	144-162

Credit Hour Regulations

- **COR Requirements:** Title 5 §§55002(a)(2)(B) and (b)(2)(B)
- **Credit Hour Definition and Policy:** Title 5 §55002.5
- **Work Experience:** Title 5 §55256.5
- **Open Entry / Open Exit:** Title 5 §558164
- **Nursing Programs:** Title 16 §1426
- **Independent Study:** Title 5 §55232
- **Accreditation Standards:** 2014, ER 10, Standards II.A.9 and II.A.10
- **Federal Regulations**
 - 34 CFR 600.2
 - 34 CFR 668.8

Resources

- Westlaw website with text of Title 5 §55002.5:

[https://govt.westlaw.com/calregs/Document/IA9719B60D48411DEBC02831C6D6C108E?viewType=FullText&originatio nContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/IA9719B60D48411DEBC02831C6D6C108E?viewType=FullText&originatio nContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

- Program and Course Approval Handbook, 6th Ed.

<http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit.aspx>

- Text of federal regulations:

<https://www.ecfr.gov/cgi-bin/text-idx?rgn=div8&node=34:3.1.3.1.1.1.23.2>

- US Department of Education Q&A on credit hour

<https://www2.ed.gov/policy/highered/reg/hearulemaking/2009/credit.html>

This page intentionally left blank

BP/AP Veteran's Credit (Rough Preliminary Notes)

BP Veterans' Credit

The President/Superintendent shall establish procedures that assure appropriate credit is given for veteran military service, experience and education.

The procedures shall address: the use of a student's Official DD-214 in meeting California State University General Education Area E (Lifelong Learning and Self-Development); and military service transcripts, including Defense Activity for Non-Traditional Educational Support (DANTES)/ College Level Exam Program (CLEP) and Joint Service Transcript (JST) or American Council on Education (ACE) transcript evaluation.

AP Veterans' Credit

The awarding of military credit for student veterans is necessary to ensure success in completion and transfer by aligning with transfer institutions, and to help reduce time to degree for students who have existing experience and education pertinent to their educational goals and to the requirements of the College.

- I. DD-214: Certificate of Release/Discharge from active duty military service.
 - i. In order to be used for this process, an official DD-214 must be submitted to the College of the Redwoods Admissions and Records office. The DD-214 must indicate that basic military training has been completed.
 - ii. Credit will be applied to the student's transcript as 3 units towards CSU GE Area E.
- II. Transcript Evaluation:
 - a. Joint Services Transcript (JST) /American Council on Education (ACE)/Community College of the Air Force (CCAF) transcript: compilation of course designation and descriptions of military training completed by a service member during their contract term(s) of service with the United States Military.
 - i. Official JST/ACE/CCAF transcript must be submitted to the College of the Redwoods Admissions and Records office.
 - ii. JST/ACE/CCAF coursework will be submitted to the appropriate academic department for evaluation of appropriateness.
 - b. Defense Activity for Non-traditional Education Support (DANTES) / College Level Exam Program (CLEP): A group of standardized tests that assess college-level knowledge in several subject areas.
 - i. Official DANTES/CLEP transcripts must be submitted to the College of the Redwoods Admissions and Records.

- ii. DANTES/CLEP scores will be evaluated in alignment with designations determined by the California State University (CSU) System or as determined by the College of the Redwoods for internal degrees and certificates.
- iii. A maximum of 6 units of ungraded elective credit may be granted for each general examination.
- iv. CLEP and DANTES do not transfer to the University of California (UC) system.
- v. Credit is not granted in the same field for both the Advanced Placement (AP) and CLEP examinations.

Comment [CR1]: This is copied from the catalog...interestingly, it is specifying "elective credit", so what do we do with this? Does this mean a max of 6 units for elective credit, but no max for courses used for program or GE? (Whatever we do with it, it seems like it may need to be written more clearly, or am I just confused?) Perhaps eliminate the word "elective"?

Additional Considerations:

The start of this as a new AP/BP may trigger some additional work to be done. We have listed those items to be reviewed below:

- There are existing guidelines for the use of CLEP exam scores awarded for both CSU and CCC GE patterns. However, some additional work may need to be done to identify specific courses.
- There is currently a note in the CR Catalog that states:
 - "CLEP – College Level Examination Program: Students may petition to the Vice-President of Instruction and Student Development for approval of ungraded elective credit for each general examination. *Note: Credit is not granted in the same field for both the AP and CLEP exams.*"
 - This note will need some adjustments.
 - Note on AP currently regarding questions about this.
- AP 4235: Credit by Exam:
 - Currently states, under "General Provisions for all other Credit by Examination methods: "A maximum of nine units earned from credit by examination may apply to the Associate's Degree."
 - A discussion and decision may need to take place about whether this should be the case for CLEP.

This page intentionally left blank

<p style="text-align: center;">Faculty Staffing Priorities Committee</p> <p style="text-align: center;">Rubric for Evaluation of Requests for Faculty Growth Positions</p>			
	Low Priority = 0 points	Medium Priority = 1 point	High Priority = 2 points
<p>CRITERION 1 Percentage of courses taught/services provided in the department/program by full-time faculty</p> <p>A high reliance on part-time faculty in a department/program can have negative effects on the success of the department/program and the students it serves.</p>	<p>Instructional programs: More than 60% of the sections in the department/program are taught by full-time faculty members.</p> <p>Non-Instructional: More than 60% of services provided are by full-time faculty.</p>	<p>Instructional programs: 30-60% of the sections in the department/program are taught by full-time faculty members.</p> <p>Non-Instructional: 30-60% of services provided are by full-time faculty.</p>	<p>Instructional programs: Less than 30% of the sections in the department/program are taught by full-time faculty members.</p> <p>Non-Instructional Units: Less than 30% of services provided are by full-time faculty. Additional priority for departments/programs that have additional accreditation/licensing requirements.</p>
<p>CRITERION 2 The productivity/efficiency of sections offered in the department/program, OR documented unmet institutional need.</p> <p>High efficiencies (FTES/FTEF) and/or fill rates indicate that additional sections may be necessary to satisfy student demand.</p>	<p>The department/program may be unable to adequately fill the sections it currently offers (fill rate < 70%), or department/program may not contribute adequately to the efficiency necessary for the college (FTES/FTEF < 22). The department/program does not have any unmet institutional needs.</p>	<p>The department/program has a good fill rate (>70%) for the sections it currently offers, The department/program is good in terms of FTES/FTEF efficiencies (> 22 FTES/FTEF)..</p>	<p>The department/program has a good fill rate (>80%) for the sections it currently offers or it is efficient in terms of FTES/FTEF (>24 FTES/FTEF). The department/program has substantial unmet institutional needs.</p>

<p>CRITERION 3 Difficulty in recruiting adequate part-time faculty to address the staffing needs of the department/program.</p> <p>Some areas find it especially challenging to solve its staffing needs through part-time</p>	<p>It is not difficult to find adjunct faculty in this discipline. All necessary offerings can be scheduled or the offerings are not filled to capacity.</p>	<p>It is moderately difficult to find adjunct faculty in this discipline. More sections could be offered if more part-time faculty were available, but sections of all courses students need for their programs are being offered.</p>	<p>It is very difficult to find part-time faculty in this discipline. Classes are routinely cancelled. The division routinely doesn't offer necessary courses because of a lack of part-time faculty, or additional sections of needed courses are not offered.</p>
<p>CRITERION 4 Educational expertise</p> <p>Students may demand curriculum requiring specialty areas and those needs can't be met by current faculty.</p>	<p>Current faculty in the department have the necessary expertise to support student success in all areas of the curriculum.</p>	<p>Over time, current faculty could develop the needed expertise to meet the needs with professional development or a sabbatical.</p>	<p>Lack of the position would significantly impact the program's ability to support student success. There is not adequate expertise currently in the department to successfully complete mission-critical initiatives or develop needed programs.</p>
<p>CRITERION 5 Department/program/services area has special SLOs/ circumstances that require special consideration. Program is/was impacted in areas that were beyond their control (e.g changes in regulations, program or funding cuts, legal mandates, etc).</p> <p>It is expected that ALL departments/programs are making satisfactory progress in development/assessment of SLOs, otherwise requests for growth will be DENIED.</p>			

This page intentionally left blank

Book Board Policies

Section Chapter 7 - Human Resources

Title Faculty Prioritization Process

Number AP 7217

Status Active

Adopted February 7, 2012

Last Revised July 11, 2017

Last Reviewed July 11, 2017

Faculty prioritization is a key process aimed at strengthening our college, engaging community needs and fostering student success. Because prioritization cannot be reduced to one rubric, the process is multifaceted, and decision making will consider qualitative and quantitative data from program review, legal mandates, accreditation, and student education goals to come from large and small groups across transfer, career technical and student development areas. This process relies on collegial consultation between the administration and the academic senate.

Process:

1. Each academic year, as part of Program Review, the administration and faculty will have the opportunity to fill out a faculty position request form, providing relevant data and a narrative justifying the need for a fulltime position. All faculty request forms will be forwarded to the Academic Senate Co-presidents and to the Chief Instruction Officer (CIO) who will then prepare the requests for distribution to the Faculty Prioritization Committee. Faculty position requests and the faculty prioritization process are completed each year. Position rankings developed during the faculty prioritization process do not carry over into the faculty prioritization process in following years.
2. Faculty requests will include both teaching and non-teaching faculty positions. Replacement requests due to tenure track attrition during the four year probationary period for that position are not part of this process and are filled automatically, unless there is mutual agreement to the contrary.
3. Requests shall be campus and site specific.
4. Temporary grant-funded positions will not be included in this process. Proposals to convert grant-funded to tenure-track faculty positions will be included in the process.
5. The data required on the Faculty Request forms and the criteria used for ranking on the Prioritization Rubric will be articulated and revised as necessary by mutual agreement of the Academic Senate and the Administration.
6. Each year, prior to the evaluation of the faculty requests, members of the Faculty Prioritization Committee (FPC) will be trained (normed) in using the criteria on the rubric. Data will be used as much as possible in evaluating the requests, but as every program is different, qualitative factors must be considered. Not all criteria are hierarchical in nature.
7. The FPC will review the data from the request forms and will evaluate each request on the basis of the specified criteria (See Prioritization Rubric and Directions).
8. The co-chairs of the Faculty Prioritization Committee are voting members.
9. In the event that the Faculty Prioritization Committee needs more information, the Co-Chairs of the committee may ask for a representative from the discipline in question to come

forward to answer questions about the position; however, no formal presentations will be made.

10. All faculty requests will be ranked, regardless of how many positions may be available.
11. The initial ranking will be done by ballot as follows: each member will assign a score to each rubric category for each position request. Each member will then use their scores to determine an initial ranking of the (e.g. 10) positions, where a ranking of 1 indicates the position with the lowest priority, and a ranking equal to the total number of positions (e.g. 10) indicates the position with the highest priority. The ranking that results shall not include ties.
12. Once the individual committee members' rankings been completed all the rankings will be added together to create an overall ranking for all positions, any member of the Faculty Prioritization Committee can request an override of a ranking where there is significant statistical discrepancy of 5 total points or more with any of the members initial ranking scores. Overrides can move a ranking by one position, and are permitted when a majority votes to re-rank a single position
13. Faculty positions will be forwarded to the President/Superintendent by the committee Co-Chairs as a recommendation for action.
14. The President/Superintendent acts on the committee's recommendations and forwards positions to the District as appropriate (timing maybe affected by available funding or information regarding the fulltime faculty obligation [FTO]). Should the President/Superintendent override any of the ranked positions, he or she must present a written explanation of that decision to the FPC.
15. The timeline shown below is for typical prioritization and faculty hiring cycle. The process will also apply to out-of-cycle faculty requests.
16. In the event that the recruitment for an approved faculty position results in a "failed search", the funding for that position remains in the budget and the search process will normally continue until filled. However, during this period, exigent circumstances may cause the President/Superintendent, in mutual agreement with the Academic Senate, to eliminate the position.

Membership of the Prioritization Committee:

Academic Senate Co-Presidents or designees (2) (1 of whom is Co-Chair)
 Program Review Committee faculty representatives (2)
 At-large faculty representatives selected by the Academic Senate Co-Presidents (3)
 Chief Instruction Officer (CIO) (Co-Chair) Deans (4)
 Director of Counseling and Student Development
 At least one member of the committee shall be a non-Eureka representative

Timeline:

Nov Administration and faculty fill out faculty request forms as part of Program review. Faculty Prioritization Committee evaluates and ranks the requests. Ranked list is forwarded to the President/Superintendent.

Dec President/Superintendent announces the number of positions to be funded for the next academic year. HR initiates the process for faculty hiring. Faculty Prioritization Committee reconvenes, debriefs, and evaluates the process (in order to improve it).

Jan Screening committees review applications.

Feb Candidates interviewed; finalists selected.

March/April Board of Trustees approves contracts

Directions for Using the Rubric:

Prior to the Faculty Prioritization Committee meeting, each Co-Chair will be tasked with determining three interests from the faculty and administrative groups they represent and then meeting to collectively bring forward a single shared interest.

During the Faculty Prioritization Committee meeting, the single shared interest will be scored under the category "Other."

All faculty requests will fall into one of the first three blocks on the rubric: Faculty Replacement Positions (for programs/disciplines that have lost full-time faculty due to retirement or other reasons); Growth Positions (for established programs requesting full-time faculty); New Program/Discipline Position (for programs/disciplines not yet established or newly established with no full-time faculty).

Within the appropriate block, each request will be assigned 0-5 points based on the criteria listed.

All requests will be evaluated in blocks four, five and, if applicable, six. In each of these blocks, each request will be assigned 0-5 based on the criteria listed. NOTE: Not all criteria within a block are hierarchical in nature. Requests must be evaluated holistically within each block, based on a variety of factors.

The positions will then be ranked in order of the total points earned. In the case of ties, the committee will vote to rank the positions; a simple majority is all that is required for this procedure.

Approved by Board of Trustees: February 7, 2012 Revised: October 6, 2015; Interim October 2016
Approved: July 11, 2017

This page intentionally left blank

Book Board Policies

Section Chapter 7 - Human Resources

Title Rubric for Prioritizing Full-Time Faculty Positions

Number AP 7217 A

Status Active

Adopted October 6, 2015

Last Revised October 6, 2015

Last Reviewed October 6, 2015

Faculty Replacement Position

Stable or growing discipline or program needs replacement for FT faculty who have left within this academic year

Stable or growing discipline or program needs replacement for FT faculty who have left within 1-2 years

Stable discipline or program needs replacement for FT faculty who have left within three- (05):
four years

Stable discipline or program can justify replacement for FT faculty who have left within five years or more

Outside accreditation is at risk without FT hire

OR

Growth Position

Enrollment data over past two years indicate program is growing

Enrollment data over past two years indicate program is stable

Enrollment data over past two years indicate program is declining

Independent marketing or other data indicate growth potential

OR

New Program/Discipline Position

Program Initialization process complete

State curriculum approval complete

New program has shown significant growth without FT faculty

Independent marketing data suggest viability of new program

FT/PT Ratio

Program has no full-time faculty

FT/PT ration below 50/50 percent

FT/PT ratio below 60/40 percent

FT/PT ratio below 75/25 percent

FT/PT ratio results in critical lack of effective oversight for associate faculty

Reliable pool of well-qualified associate faculty is unavailable

(In the case of non-teaching faculty positions, the criteria will be the deviation from norms obtained from like institutions)

Program/Student Outcomes

Narrative justification demonstrates clear need for FT faculty in order to maintain program outcomes (05):

Narrative justification demonstrates clear need for FT faculty in order to achieve student learning outcomes

Other (Shared Interest)

Shared interest determined by the Faculty Prioritization Committee. Scoring rubric will be mutually agreed and will be based on the nature of the shared interest.

Points
(0-5):

TOTAL

Rubric Approved: 10/6/2015