**Monterey Peninsula College**

Faculty Position Request Form

Year 2010-2011

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| **For Academic Affairs Advisory**  **Group**  **Recommendation** |  | **Date(s) Considered:** | |  | |
| **(To be completed by**  **The Vice President of Academic Affairs)** | | | |
|  | **Recommended to Approve** | | |
|  | **(Indicate Ranking) ⮊** | |  |
|  | **Not Recommended to Approve ⮋** | | |
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| **Explanation:** | | | | | |

**Directions: Complete a separate request for each position. Forms must be signed by the originating Division Chair/Director and the appropriate supervising administrator. Use additional sheets as needed.**

**A. General Information**

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| Position Title: | **Math Learning Center Coordinator** |  | **Check all that apply:** | | |
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|  | New Position | |
|  |  | |
| Department: | **Mathematics – Math Learning Center** | **X** | Full Time (100%) | |
|  |  | |
| Division: | **Physical Sciences** | **X** | Replacement: Identical Position | |
|  |  | |
|  | |  | Replacement: Modified Position | |
|  | | |
| Identify faculty being replaced: | | **Joyce Treulieb** |
|  | | |
|  | Consolidation of Existing Adjunct Positions | |
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| **Review/Approval** | **Date** |

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| Department Chair: |  | **Robert Donovan** |  | **10/21/09** |
| Division Chair or Supervising Administrator |  | **Tracie Catania** |  | **10/21/09** |
| Dean, Academic Affairs or Student Services |  | **Laura Franklin, Michael Gilmartin** |  | **10/21/09** |
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| All conflicts/disagreements should be discussed prior to submission of this form. In the event the division chair or dean does not support the position, provide reasons: | | | | |
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**B. Description of the Position/Assignment**

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| 1. Describe all aspects of the position, including non-teaching assignments. | | |
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| * Provide leadership for the MLC * Direct and oversee all activities of the MLC (Monterey campus and at MPC Education Center in Marina) * Use and develop a variety of effective tutoring methods to engage student interest and support a variety of learning styles * Hire, train, and supervise all student tutors and other support staff * Work with math faculty to develop new curriculum and revise existing curriculum * Promote the MLC’s services to all math and science students * Review and revise the MLC’s policies practices and procedures to ensure compliance with Title 5 and the Education Code * Assist students in the use of technology * Provide direct math tutoring support to students in math and science courses * Maintain and submit accurate records according to published deadlines * Implement a continuous improvement model that includes collecting and analyzing data to ensure the center is meeting student needs. | | |
| 2. Aspects of college’s mission being addressed by position: | | |
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|  | **X** | Transfer to four-year colleges |
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|  | **X** | Basic skills instruction |
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|  | **X** | Vocational instruction |
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|  | **X** | Student support services |
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| 3. Is this position categorically funded? |  | Yes |  | **X** | No |

**C. Rationale for the Position**

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| 1. Description of need. Please include information on the effects on your division, the college, and the community of filling the position versus not filling it. |
| The presence of a full-time Math Learning Center Coordinator provides the leadership and continuity necessary to:   * offer extended tutoring hours (including evening and weekend hours) to serve more students, provide access to evening and online students, and increase FTES * ensure that the MLC is in compliance with Title 5 and the Education Code * hire, train, and supervise the student tutors in the Center * implement a continuous improvement model and advocate for additional staff and budget when appropriate * develop an innovative tutoring program and work with student on an ongoing basis to help improve success and retention in math and science classes * communicate with instructors who use technology in their classes in order to provide the appropriate assistance to students in the MLC * assist with the transition of the MLC to the expanded facilities that will be available when the Center moves to its new location in the Business building * work collaboratively with math faculty to develop new curriculum including possible online or lab based review courses that would increase FTES and MLC use * participate in the planning process for facilities for the MLC at the MPC Education Center in Marina.   The former MLC Coordinator resigned for personal reasons at the end of Fall 2008. The position was scheduled to be hired for the 2009/2010 school year, but was “chilled” at the very end of the process due to budget uncertainty. Currently, Lisa Chovick has 10 TLU per semester of reassign time to keep this program running. Leaving this position vacant is costing the math department 2/3 of a full time instructor each semester and is currently costing the college 22 hours per week of adjunct pay to backfill some of the line-of-sight supervision that would normally be done by the MLC Coordinator. This arrangement has stretched the math adjunct pool beyond its limit and forced the math department to cancel math classes due to lack of available qualified instructors. In addition the department has entered into annualized contracts with some adjunct faculty members in order to partially meet our staffing needs, leaving other instructional needs unmet. These annualized contracts add some flexibility to scheduling adjunct but do not increase the total overall available hours of instruction for the year. The maximum TLU an adjunct faculty member can have per year is 20. If an instructor is on an annualized contract and teaches more than 10 TLU in one semester, then the instructor must teach less than 10 TLU the following semester in order to remain at or under the 20 TLU per year maximum.  This position needs to be filled for the 2010-2011 academic year. The current arrangement to keep the MLC open while the full-time position is “chilled” has worsened the already serious staffing shortage in the math department. During Fall 2009 the math department had to cancel classes that would have otherwise filled due to the lack of instructors to teach the classes. This left us with many students unable to take a math class - some will even have to postpone graduation from MPC. We anticipate job openings in mathematics at many other community colleges next year will further deplete our adjunct pool. Lisa has done an extraordinary job keeping the MLC thriving in the absence of a full time coordinator, but the math department needs her to be teaching classes. Planning for the move to the new MLC facility in the Business building and the facility at the MPC Education Center in Marina will require the oversight of a full-time person who understands the needs of the MLC and is committed to the program’s success. This program cannot wait another year to bring in a new person to take on the full-time responsibilities of the MLC Coordinator. |

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| 2. If this position is new or modified, is it addressed in MPC planning documents, such as the college’s Educational Master Plan, the Division’s most recent Program Review or Program Review Update, and/or the Department’s Action Plan? | | | | |
|  | | | | |
|  |  | Yes (Please cite below.) |  | No (Please explain below.) |
|  | | | | |
| This is an identical replacement position. It is not new or modified. | | | | |

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| 3. Is this position required by external licensure, accreditation, or legal mandates? If so, please explain. |
| The following accreditation standards support the need for a high-quality Math Learning Center program under the direction and supervision of a full-time Coordinator:    Accreditation Standard 2C1: The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.  Accreditation Standard 2B3: The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs. |

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| 4. If this is a CTE position, please provide LMI (Labor Market Information). Is this position recommended by a CTE (Calif. Technical Education) advisory group? If so, please explain. |
| A Math Learning Center with a full-time coordinator is considered a Basic Skills Initiative “best practice”. |

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| 5. Program size (To be completed in conjunction with Institutional Research Office):  ***Please see Rosaleen’s data (included on pages 6 and 7) for her comments and further detail.*** | | | | | | | | | | |
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| a. | Enrollment history (FTES Credit and Noncredit) | | | | | | | | | |
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|  | | |  | | **FTES (Credit)** | | **FTES (Noncredit)** | |  | |
|  | | | 2006-2007 | | **394.59** | | **9.49** | |
|  | | | 2007-2008 | | **406.85** | | **14.11** | |
|  | | | 2008-2009 | | **495.96** | | **24.74** | |
| b. | | FTE | | | | | | | | |
|  | | | | | | | | | | |
|  | | | |  | | **Full-time** | | **Adjunct** | |  |
|  | | | | 2006-2007 | | **9.2** | | **5.1** | |
|  | | | | 2007-2008 | | **9.75** | | **5.81** | |
|  | | | | 2008-2009 | | **9.99** | | **7.76** | |

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| 6. Program plans for this and future years |
| The Math Department is facing a number of changes in the near future that will seriously impact our program.     * There are plans for the MLC to move to larger facilities in Fall 2011 (or possibly as soon as Spring 2011). This will create the opportunity for the MLC to serve many more students and provide an atmosphere more conducive to learning. * The AA graduation requirement for math has been raised from Beginning Algebra (Math 261) to Intermediate Algebra (Math 263), so we are seeing an increase in enrollments in this course and, as a result, need to provide expanded outreach and tutoring support for algebra students. * The math department is committed to offering math courses at the MPC Education Center in Marina and the MLC offers drop-in supervised tutoring in Marina. The MLC Coordinator is responsible for staffing and overseeing the math tutoring at the Marina site. * A mandatory math assessment has been implemented (starting Fall 2009) in an effort to more accurately place students in MPC math courses and, therefore, improve success and retention. |

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| 7. First two years’ assignment for this position | |
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| a. | Teaching responsibilities: |

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| Fall 2010 | Spring 2011 | Fall 2011 | Spring 2012 |
| **MLC Coordinator** | **MLC Coordinator** | **MLC Coordinator** | **MLC Coordinator** |
| Line of sight MLC supervision plus additional scheduled hours on campus for program coordination. This is a full time 35 hour per week position | Line of sight MLC supervision plus additional scheduled hours on campus for program coordination. This is a full time 35 hour per week position | Line of sight MLC supervision plus additional scheduled hours on campus for program coordination. This is a full time 35 hour per week position | Line of sight MLC supervision plus additional scheduled hours on campus for program coordination. This is a full time 35 hour per week position |

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| b. | Other duties and/or programmatic responsibilities (i.e. program/curriculum development, program coordination, facilities oversight, outreach, etc.): |
|  | * Research courses that could be offered for credit through the MLC, then develop curriculum as appropriate * Advertise the MLC’s services to all math and science students and promote MLC attendance by visiting classes * Hire, train, and supervise student tutors * Ensure the MLC is in compliance with Title V and the Ed Code * Provide direct tutoring support to students in math courses and students in science courses who need assistance with their math skills * Collaborate with directors and coordinators of learning centers and academic support services on campus * Serve on the Basic Skills Initiative committee to advocate for the needs of basic skills math students. |

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| 8. Office/location to be assigned: |
| There is an office numbered “PS205B” adjacent to the current MLC location (PS 205) already equipped with a desk, computer, and file cabinet. There are plans to move the MLC to the space now occupied by Fiscal Services in 2011. The remodeling plans include an office for the MLC Coordinator. |

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| 9. Other related resources needed: |
| None. |

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| 10. Other considerations: |
| The following comments are based on the e-mail from Dr. Garrison dated Oct 14 and distributed at AAAG regarding the Faculty Prioritization Process.   * We have been directed by the Legislature to make reductions in areas other than basic skills, general education/transfer, and career and technical education. The Math Learning Center serves students in all of these areas and is an important component in increasing student success and retention in all of these areas. * Dr. Garrison has asked us to take into consideration areas of the curriculum with no full-time faculty members. The MLC has no full time faculty associated with it. The tutoring hours are staffed by an ever-changing group of adjunct faculty members and student tutors. This year the MLC is fortunate to have one part-time instructional specialist (funded by the BSI), but this is a temporary position. A full-time faculty member is necessary to provide training and continuity from semester to semester. * Dr. Garrison has reminded us that the educational program at Marina continues to grow incrementally, construction is about to begin on the permanent facility, and all planning (including faculty staffing) should be based on district wide issues. The MLC is already providing a few hours per week of drop-in tutoring in Marina. A full-time MLC coordinator should be involved in the planning process for a space for the MLC in the permanent Education Center facility and needs to be continuously monitoring the MLC program at Marina to ensure the needs of math students in Marina are effectively being met. |

Math data from Rosaleen’s office

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| **MATH (All)** | |  | **FTES** | |  |  | **FTE** | |  |  | **FTES/FTE** |  |
|  |  |  | **Credit** | **Noncredit** |  |  | **Full-time** | **Adjunct** | **TOT** |  |  |  |
|  | 2006-07 | Fall | 199.52 | 4.74 |  |  | 9.15 | 5.07 | 14.22 |  |  | FTE corrected |
|  |  | Spring | 195.07 | 4.75 |  |  | 9.24 | 5.13 | 14.37 |  |  | FTE corrected; 4.89 incl .66 overload |
|  |  | **TOTAL** | **394.59** | **9.49** |  | **Avg.** | **9.20** | **5.10** | **14.30** |  | **28.27** |  |
|  | 2007-08 | Fall | 212.91 | 6.96 |  |  | 9.54 | 5.94 | 15.48 |  |  | FTE corrected |
|  |  | Spring | 193.94 | 7.15 |  |  | 9.96 | 5.67 | 15.63 |  |  | FTE corrected |
|  |  | **TOTAL** | **406.85** | **14.11** |  | **Avg.** | **9.75** | **5.81** | **15.56** |  | **27.06** |  |
|  | 2008-09 | Fall | 249.62 | 11.48 |  |  | 10.95 | 6.42 | 17.37 |  |  |  |
|  |  | Spring | 246.34 | 13.26 |  |  | 9.03 | 9.09 | 18.12 |  |  |  |
|  |  | **TOTAL** | **495.96** | **24.74** |  | **Avg.** | **9.99** | **7.76** | **17.75** |  | **29.34** |  |
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| **MATH (300 level)** | | | **FTES** | |  |  | **FTE** | |  |  | **FTES/FTE** |  |
|  |  |  | **Credit** | **Noncredit** |  |  | **Full-time** | **Adjunct** | **TOT** |  |  |  |
|  | 2006-07 | Fall | 11.12 |  |  |  | 0.33 | 0.99 | 1.32 |  |  |  |
|  |  | Spring | 12.87 |  |  |  | 0.33 | 0.66 | 0.99 |  |  |  |
|  |  | **TOTAL** | **23.99** | **0** |  | **Avg.** | **0.33** | **0.825** | **1.16** |  | **20.77** |  |
|  | 2007-08 | Fall | 12.89 |  |  |  | 0.33 | 0.66 | 0.99 |  |  |  |
|  |  | Spring | 12.51 |  |  |  | 0.33 | 0.66 | 0.99 |  |  |  |
|  |  | **TOTAL** | **25.40** | **0** |  | **Avg.** | **0.33** | **0.66** | **0.99** |  | **25.66** |  |
|  | 2008-09 | Fall | 12.83 |  |  |  | 0 | 1.32 | 1.32 |  |  |  |
|  |  | Spring | 18.99 |  |  |  | 0.33 | 0.99 | 1.32 |  |  |  |
|  |  | **TOTAL** | **31.82** | **0** |  | **Avg.** | **0.17** | **1.16** | **1.32** |  | **24.11** |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| **MATH (200 level)** | | | **FTES** | |  |  | **FTE** | |  |  | **FTES/FTE** |  |
|  |  |  | **Credit** | **Noncredit** |  |  | **Full-time** | **Adjunct** | **TOT** |  |  |  |
|  | 2006-07 | Fall | 101.26 |  |  |  | 3.63 | 1.98 | 5.61 |  |  |  |
|  |  | Spring | 95.83 |  |  |  | 3.63 | 2.64 | 6.27 |  |  | 2.64 incl .33 overload |
|  |  | **TOTAL** | **197.09** | **0** |  | **Avg.** | **3.63** | **2.31** | **5.94** |  | **33.18** |  |
|  | 2007-08 | Fall | 108.59 |  |  |  | 3.96 | 2.97 | 6.93 |  |  |  |
|  |  | Spring | 92.79 |  |  |  | 4.29 | 2.64 | 6.93 |  |  |  |
|  |  | **TOTAL** | **201.38** | **0** |  | **Avg.** | **4.13** | **2.81** | **6.93** |  | **29.06** |  |
|  | 2008-09 | Fall | 123.65 |  |  |  | 3.63 | 3.96 | 7.59 |  |  |  |
|  |  | Spring | 121.11 |  |  |  | 3.3 | 3.96 | 7.26 |  |  |  |
|  |  | **TOTAL** | **244.76** | **0** |  | **Avg.** | **3.47** | **3.96** | **7.43** |  | **32.96** |  |

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| **MATH (higher level)** | | | **FTES** | |  |  | **FTE** | |  |  | **FTES/FTE** |  |
|  |  |  | **Credit** | **Noncredit** |  |  | **Full-time** | **Adjunct** | **TOT** |  |  |  |
|  | 2006-07 | Fall | 87.14 |  |  |  | 5.19 | 1.2 | 6.39 |  |  |  |
|  |  | Spring | 86.37 |  |  |  | 5.28 | 1.59 | 6.87 |  |  |  |
|  |  | **TOTAL** | **173.51** | **0** |  | **Avg.** | **5.24** | **1.395** | **6.63** |  | **26.17** |  |
|  | 2007-08 | Fall | 91.43 |  |  |  | 5.25 | 1.41 | 6.66 |  |  |  |
|  |  | Spring | 88.63 |  |  |  | 5.34 | 1.47 | 6.81 |  |  |  |
|  |  | **TOTAL** | **180.06** | **0** |  | **Avg.** | **5.30** | **1.44** | **6.74** |  | **26.73** |  |
|  | 2008-09 | Fall | 113.14 |  |  |  | 5.52 | 1.14 | 6.66 |  |  |  |
|  |  | Spring | 106.24 |  |  |  | 5.4 | 2.34 | 7.74 |  |  |  |
|  |  | **TOTAL** | **219.38** | **0** |  | **Avg.** | **5.46** | **1.74** | **7.20** |  | **30.47** |  |