

2021-2022 SRJC Faculty Staffing Process

Data Form

DUE WITH NARRATIVE FORM & CLUSTER RANKING – OCTOBER 15, 2021 by 5 PM

Email all documents to Victor Tam (vtam@santarosa.edu) and

Megan Lowry Reed (mlowryreed@santarosa.edu)

Submitter Information

Name of Cluster Dean: Regina Guerra (Petaluma)/Benjamin Goldstein (Ag & Natural Resources)
Name of Department Chair: Kevin Sea
Name of Program Coordinator (if different): Dan Famini
Cluster: Petaluma Campus/Ag & Natural Resources

CRITERION #1: DISCIPLINE/DEPARTMENT/PROGRAM NEEDS

Department: Agriculture and Natural Resources
Discipline: Veterinary Technician
Instructional type (Check all that apply): <input checked="" type="checkbox"/> Credit <input type="checkbox"/> Non-Credit <input type="checkbox"/> Allied <input checked="" type="checkbox"/> CE
Site(s) of requested position: <input type="checkbox"/> SR <input checked="" type="checkbox"/> PET <input type="checkbox"/> PSTC <input type="checkbox"/> SWC <input type="checkbox"/> Shone
Is this request included in PRPP? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No • If no, please provide an explanation:
Is this a growth position (increase in current FT FTE)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Does target program currently have contract faculty? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Has the department identified external budgetary resources (grants, categorical state funding, etc.) to fund or partially fund this position? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No • If yes, please explain.
The new faculty position would teach courses in the following (check all that apply): <ul style="list-style-type: none">• <input type="checkbox"/> in department's degree program• <input checked="" type="checkbox"/> in department's certificate program• <input type="checkbox"/> GE program• <input type="checkbox"/> in prerequisites for core courses in programs in or outside of discipline<ul style="list-style-type: none">○ Identify:
Would this position provide expertise that current discipline faculty do not possess? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

- If yes, identify expertise and service or course need:

CE Position Requests Only

Current labor market demand in Sonoma County (or larger regional area, if appropriate).

1,992 Current Openings in California for Veterinary Technician

The recently renovated, specialized teaching classroom on the Petaluma campus allows for excellent, hands-on instruction in a location centralized to the 150 veterinary hospitals in Sonoma and Marin Counties.

Please cite source of data and include link. Sonoma County Job Link
<https://www.caljobs.joblinksonoma.org/vosnet/Default.aspx>

Projected labor market demand in Sonoma County (or larger regional area, if appropriate) over the next 3-5 years.

Employment (2018) 9,900 employees

Projected employment (2028) 12,000 employees

Projected growth (2018-2028) 21%

Projected annual job openings (2018-2028) 1,090

*California data

Please cite source of data and include link.
<https://www.onetonline.org/link/localtrends/29-2056.00?st=CA&g=Go>

CRITERION #2: STUDENT & STAFFING NEEDS

NOTE: Please use site specific data, where appropriate.

CONTRACT FACULTY (current data; Fall 2021)

Number of contract faculty members in department: 8

Number of contract faculty in discipline: 1

Total FTE of contract faculty (data provided): 0.74

Total FTE of reassign time for contract faculty: 20%

Total FTE of overload assignments (data provided): 0
Net loss/gain in number of discipline contract faculty from F18 to F21 (data provided): 0
Net loss/gain in number of discipline contract faculty at target site from F18 to F21 (if different from department; data provided): 0

ADJUNCT FACULTY (current data; Fall 2021)
Number of adjunct faculty members in department: 81
Number of adjunct faculty members in discipline: 14
Total FTE of adjunct faculty members (data provided): 1.53

RATIOS (historic data provided)
% of adjunct FTE in department: <ul style="list-style-type: none"> • Spring 2021: 75% • Fall 2020: 92% • Spring 2020: 100% • Fall 2019: 75% • Spring 2019: 80% • Fall 2018: 65%
% of adjunct FTE in discipline, if different: <ul style="list-style-type: none"> • Spring 2021: 75% • Fall 2020: 92% • Spring 2020: 100% • Fall 2019: 75% • Spring 2019: 100% • Fall 2018: 82%

ALLIED ASSIGNMENTS (Counseling, DRD, Athletics, Library, etc.)
FTES/FTEF recommendations from national or state groups/associations:n/a
Cite source for and provide link to above data:

STUDENT DEMAND (historic data provided)
Productivity (FTES/FTEF) over the past 3 years: <ul style="list-style-type: none"> • Spring 2021: 12.74

<ul style="list-style-type: none"> • Fall 2020: 9.05 • Spring 2020: 11.72 • Fall 2019: 14.37 • Spring 2019: 12.14 • Fall 2018: 12.97
<p>Enrollment efficiency (fill rate) over the past 3 years (data provided):</p> <ul style="list-style-type: none"> • Spring 2021: 108% • Fall 2020: 100% • Spring 2020: 95% • Fall 2019: 113% • Spring 2019: 94% • Fall 2018: 89%
<p>Is the department/discipline able to meet staffing demands with current adjuncts?</p> <p><input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p> <ul style="list-style-type: none"> • If no, when was the last adjunct hiring process and how many were hired?
<p>If this position is not approved, will core classes be cancelled? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <ul style="list-style-type: none"> • If yes, please explain:

CRITERION #3: STUDENT EQUITY NEEDS

- Data will be provided by OIR on October 15 to FSC and Clusters.
- The data provided will include the following:
 - Successful course completion rate at the discipline level compared to the District average
 - Demographic data of successful completers
 - Demographic data of non-successful completers
 - Demographic data is planned to include ethnicity data, financial aid status, and first-generation status.
- Although Clusters will not have this information for the narrative and data forms, it will be available in time for Cluster presentations.

CRITERION #4: DISTRICT, STATE, AND SOCIETAL PRIORITIES

Degrees and Certificate Data (historic data provided)

Number of local AA/AS degrees awarded in discipline for each of the last 3 years (if applicable):

- 2018-2019:

<ul style="list-style-type: none"> • 2019-2020: • 2020-2021:
Number of ADT degrees awarded for each of the last 3 years (if applicable): <ul style="list-style-type: none"> • 2018-2019: • 2019-2020: • 2020-2021:
Number of certificates awarded in discipline for each of the last 3 years (if applicable): <ul style="list-style-type: none"> • 2018-2019: 20 • 2019-2020: 19 • 2020-2021: 25

Program Review
When last was the program reviewed under Policy 3.6? 2021 What was the Policy 3.6 determination? <input checked="" type="checkbox"/> Vital <input type="checkbox"/> Further Information Require <input type="checkbox"/> Discontinue <input type="checkbox"/> Voluntary Discontinuance <input type="checkbox"/> Revitalize <input type="checkbox"/> Evaluation Report Req <input type="checkbox"/> Other
% of SLOs assessed in discipline (data provided): 24.32%

CRITERION #5: MANDATES
This position request is required to fulfill a licensing and/or accreditation mandate? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO ▪ If yes: <ul style="list-style-type: none"> ○ Identify agency: ○ Provide language of requirement: ○ Provide link to relevant language:

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Narrative Form

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Please use this section of the request process to provide additional information that the Data Form did not ask for, nuance, or explanations of responses on the Data Form that you believe should inform the Committee's consideration of your data.

In scoring each criterion, the Faculty Staffing Committee will consider the data that you provide for that section and the information that you provide in the text boxes below (250-word limit for each). Effective responses will be specific and, where information on the form does not already provide evidence for claims, will provide evidence.

CRITERION #1: DISCIPLINE/DEPARTMENT/PROGRAM NEEDS (0 – 10) points

Please address the overall well-being of the Department's programs, the existing faculty's disciplinary expertise in relation to program needs (services, courses), and any plans for strategic growth.

A career healing animals is a profoundly fulfilling vocation. Furthermore, Registered Veterinary Technicians (RVT) are desperately needed by understaffed local veterinary hospitals. The Santa Rosa Junior College's Veterinary Technician program serves as the only educational option in Sonoma, Napa, Marin, Lake, and Mendocino Counties to provide students with this career pathway and provide local hospitals with needed trained staff. Our Veterinary Technician Program is a robust program with excellent enrollment, a successful track record of student completion and impressive numbers of students becoming registered Veterinary Technicians (RVT) for many years.

There is extreme demand for veterinary support staff in Sonoma County and surrounding areas. To illustrate this point, only 30% of students starting core Veterinary Technician courses are already working at a veterinary facility. By the time students complete the core curriculum 90% have found employment.

The relevant regulating agency for Veterinary Technician education is the California Veterinary Medical Board (VMB). The VMB has approved sweeping changes, tentatively set to be implemented in 2-3 years. These changes include both major modification to course content, and a requirement of over 2,000 hours of clinical experience prior to starting core classes. The new experience requirement means the Veterinary Technician Program can no longer serve both experienced and interested students. This will require creating a Veterinary Assistant certificate, an entry-way into the veterinary field, as well as continuation of the Veterinary Technician program for experienced students.

With only one full-time faculty, it will be extremely difficult to maintain current program teaching and coordination roles while also adapting to regulatory changes and program expansion.

CRITERION #2: STUDENT & STAFFING NEEDS (0 - 10 points)

Please describe how this position will provide necessary FTEF and contract faculty positions to meet the program's FTES demand and contribute to the work of the department.

The Santa Rosa Junior College's Veterinary Technician Program has been operating understaffed for many years and has been in need of a second faculty member to take on teaching and program work. Dr. Dan Famini is this vibrant program's only full-time faculty member. For over 6 years there has been greater than 2.0 FTEF of AnHlt courses within the program, the majority of which has been taught by a rotating pool of adjunct faculty.

While we have some wonderful, committed adjunct faculty, excellence in teaching a college course requires a fundamentally different (and in some ways more advanced) skill set than practicing veterinary medicine. This results in adjunct turnover every semester. It has remained a constant challenge to continually recruit new adjunct from industry to meet this need while also maintaining the program and teaching classes.

Additionally, only full-time faculty members have the level of involvement that allows for insight into the program in its entirety. Full-time faculty are immersed in the day-to-day needs of the program and the students, giving them the ability to guide students through the extensive VMB application process, direct students to SRJC resources and communicate program and college policies.

Finally, as the sole anchor faculty for the program (and the Ag & Natural Resources department as a whole) on the Petaluma Campus, the weight of carrying the program and maintaining a teaching load prevents Dr. Famini from engaging in campus-wide collaborations and advocacy.

CRITERION #3: STUDENT EQUITY NEEDS (0 – 10 points)

Please describe how this position will allow the Department or Program to effectively serve disproportionately impacted populations, help students to overcome barriers, and close equity gaps.

The structure of the Alternate Route to RVT licensure inherently provides a career path for students in need. These programs are designed for full-time employment and part-time academic status concurrently. This is in contrast to other types of RVT programs, or many other CTE disciplines, which would require a student to stop or reduce work hours to advance academically. Students who cannot afford to stop full-time work, let alone the high tuition of for-profit RVT programs, are among the target demographic for our program. Students new to the field are connected to employers through our Job Shadow Program (AnHlt122), SRJC/VCA paid externship program and other collaborations with employers. Through the SRJC Veterinary Technician program students can enter the aspirational career field of veterinary care, improve their skill level, and meaningfully increase their salary (average increase of + \$7/hour) all while still making ends meet.

The SRJC Veterinary Technician program is taught with student-centered, hands-on learning techniques with a specific career focus. These pedagogical approaches are well established to improve student equity.

As a program consisting of evening courses, it can be difficult for students to feel connected to SRJC in general, which is a hindrance to student success. Both the program's part-time students and adjunct faculty are often disconnected from overall SRJC culture and support services. When Veterinary Technician courses are taught by a full-time faculty, the insight and advocacy regarding the districts operations markedly improves utilization of support services and student success.

CRITERION #4: DISTRICT, STATE, & SOCIETAL PRIORITIES (0 - 10 points)

Please address how this position will support District priorities, statewide initiatives, and societal well-being.

Improving the quality and availability of animal health care through the training of Veterinary Technicians allows for society to benefit from pet companionship. The bond between a person and their pet has been shown to provide huge benefits including decreased blood pressure, anxiety, increased outdoor exercise and even improved cognitive function in older adults. Graduates also gain a greater sense of purpose knowing their efforts are critical to healing pets and thereby helping their people.

As per the Education Code: The primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement. The SRJC Veterinary Technician Program embodies that goal by providing a straightforward path to a rewarding career. Additionally, with the support of another full-time faculty member, the Veterinary Technician program could expand outreach and dual enrollment opportunities for high school students, a strategic goal of the District.

Currently the local veterinary industry cannot meet the demand for services due to the lack of skilled employees, both DVMs and RVTs, and so our program has a direct, essential role in the function of the veterinary sector. Furthermore, a student who uses the SRJC to upgrade their position from veterinary assistant to RVT will earn an increased income into the range of a living wage. Providing a means for students to pursue a career healing animals that they are passionate about, and can make ends meet, improves the well-being of veterinary patients, the students, and the community at large.