

Full-Time Faculty Position Request Form 2027- 2028

This form is used by departments and programs to request new or unfilled faculty positions relying on Program Review and/or other justifications. Submit one form for each position requested. For multiple positions, indicate priority of request (e.g., Subject Position 1, Subject Position 2, etc.). Forms are due to Division Deans by September 16, 2026.

Position Requested:

Contact Person:

Discipline/Division: Starting Term: Fall Spring

This form requires the use Enrollment Management Tool data, which can be found at the following link: <http://www.laspositascollege.edu/researchandplanning/FacultyPrioritization.php> (If you have any questions about the data, please contact Rajinder Samra 925-424-1027 or rsamra@laspositascollege.edu) or your Dean. The data will be verified by the Dean. Do not attach data spreadsheets.

Check if position is a: Replacement ☐ or New ☒

If replacement: What is the position code? (see Dean)

Name of the person being replaced:

Length of time position(s) unfilled:

Date Retirement/Resignation is Board Approved:

If position is categorically funded, indicate source and duration of funding:

CRITERIA

1. Number of Full-Time Faculty currently in Discipline: ~~18~~ 17 
If requesting more than one position, add 1 to this number for each subsequent position requested.
2. Percentage of FTEF taught by full-time faculty as load for the past six semesters, and projected for one year assuming a successful hire. (Use data from link above. If requesting more than one position, see Rajinder Samra to determine the projected numbers.)

Projected

Fall 2023	Spring 2024	Fall 2024	Spring 2025	Fall 2025	Spring 2026	Fall 2027	Spring 2028
37.5	62	28.5	33	42.2	22.8	NA	NA

3. a. For Instructional Faculty: WSCH per FTEF for the past six semesters (use data from link above):

Fall 20233	Spring 2024	Fall 2024	Spring 2025	Fall 2025	Spring 2026
459.9	427.6	466.4	448.6	456.3	417.2

Full-Time Faculty Request Form 2024-25: FHPC Revisions May 3, 2012, Sept. 18, 2012, April 30, 2013, December 4, 2015, March 21, 2018; Presented to Academic Senate-January 27, 2016, April 11, 2018, April 27, 2019, May 13, 2020, May 4, 2021, May 14, 2022, May 10, 2023, May 17, 2023, May 8, 2024, May 23, 2025, May 19, 2026

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b. For non-instructional faculty (librarians and counselors): Student/Faculty ratio for the past six semesters, and projected for one year assuming a successful hire. Divide headcount by number of full-time faculty. For example: 8000 students divided by 3 full-time faculty. 1:2666

(If requesting more than one position, see Rajinder Samra to determine the projected numbers).

Projected

Fall 2023	Spring 2024	Fall 2024	Spring 2025	Fall 2025	Spring 2026	Fall 2027	Spring 2028
1:608	1:600	1:617	1:593	663:1	635:1	678:1	641:1

4. Program Characteristics:

- a. List the courses taught and/or work performed in the discipline.
(Be brief and specific. Use your Program Review to complete this section.)

The Counseling Department provides a variety of critical services for students including the following:

Academic Counseling - including Student Educational Plans (SEPs); assisting in the development of a pathway for graduation and/or transfer; transfer preparation for CSU/UC including Dual Admission, Transfer Admission Guarantee (TAGs) and Associate Degrees for Transfer (ADTs); probation and readmission counseling; embedded counseling in Basic Skills courses and other student populations; interpreting assessment results for accurate placement in English, Math, English as a Second Language (ESL), Chemistry, and foreign language.

Career Counseling - assisting students in preparing for the workforce; helping students identify personal and educational goals and developing a plan to achieve them.

Personal Counseling - Working with students to address personal issues as they relate to educational success; counseling students in crisis.

- b. Total number of primary sections as identified in data taught in the discipline in each of the last six semesters (use data link from page 1):

Fall 2023	Spring 2024	Fall 2024	Spring 2025	Fall 2025	Spring 2026
13	12	18	14	16	11

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c. Student enrollments (FTES) in the classes taught (use data link from page 1) or number of students served in each of the last six semesters:

Fall 2023	Spring 2024	Fall 2024	Spring 2025	Fall 2025	Spring 2026
32.68	19.95	39.94	25.31	35.99	20.39

d. List special characteristics of the discipline such as: (Be brief and specific. Use your Program Review to complete this section.)

- Mandated class size limits due to state, contract, and accreditation standards.
- Facilities
- Number of courses out of the total number of courses in the discipline that meet General Education Requirements
- Number of courses out of the total number of courses offered that are required as part of an associates degree, certificate or transfer
- Discipline provides basic skills courses
- Discipline provides mandated and specialized services to students
- If position is categorically funded please add source and duration of funding
- Other

Mandated services: Counseling services are required for onboarding, SEP completion, probation intervention, and transfer planning.

The Student Success Act of 2012 mandated many counseling and student support services, including orientation, assessment and interpretation, initial and comprehensive Student Educational Plans (SEPs). These core services are required to be provided to all students (full-time and part-time), completion of which impacts registration (including priority). Additional services provided in General Counseling include counseling for basic skills students, increased collaboration and outreach to local high schools, enhanced career counseling, financial aid counseling, at-risk student interventions, transfer counseling, and comprehensive follow-up.

In a memo in response to AB 928, the CCCCCO noted that the "Student Equity and Achievement Act requires Student Education Plans (SEPs) for all enrolled California Community College (CCC) students. As part of the matriculation process (all) students must visit with a counselor at least once and develop some version of a SEP. If this is not accomplished... a hold would be placed on the student's enrollment process" (CCCCCO 9-25-2023, p.2).

With increasing demands on counseling to provide comprehensive student support services, current counseling levels are not able to fully support our student population. Requests for counselor support from across campus (i.e., Honors Program, International Students, Financial Aid, to name a few) increase the demand to provide mandated counseling services. Grant and categorical funds are exhausted - for example, during summer where new students visit Counseling for their required Student Educational Plans, there are insufficient categorical funds to provide comprehensive SEP's to all new students as requested by the CLPCCD Chancellor, and mandated by state law.

Furthermore, with the college's enrollment target growth, there are insufficient available General Counseling appointments to meet the requirement for comprehensive SEPs, let alone to do additional forms of counseling and student support interventions that are known to impact student enrollment and success. A General Counselor who specializes in developing Student Educational Plans for new students would address current and future needs for provision of essential core services and to the achievement of student success.

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5. Describe how courses and/or services in this discipline impact other disciplines and programs. (Be brief and specific. Use your Program Review to complete this section.)

Counseling services impact enrollment across *all* disciplines. Within Student Services, counselors play a vital role in the onboarding process of new and returning students. Counselors are charged with assisting students throughout the orientation process, providing context for assessment results, crafting Student Educational Plans for future enrollment, confirming choice of major and educational pathway, and supporting registration and success both short and long-term.

Counseling appointments are required to ensure a meaningful and accurate Student Educational Plan to fulfill each student's individual academic and career goals within the context of their own lives. Recently, Student Educational Plans have also been utilized by LPC as an enrollment management tool, to reflect potential student demand for courses in future semesters. Our Chancellor has set a goal of SEP completion for 2026-2027 at 5% increase over the previous year, but Counseling has two fewer full-time counseling faculty to achieve this.

Counseling services are also provided to support the following student cohorts: Middle College, Athletics, Dual Enrollment, Movement, Puente, Umoja, Veterans, EOPS, MESA, DSPS, Cal Works, Credit for Prior Learning, Student Interventions, and within Academic and Career Pathways (as part of the Guided Pathways Initiative). Additionally, Counselors provide support in the following areas: Mental Health, Behavioral Intervention, Crisis Counseling, and community outreach. Counselors also provide embedded counseling in classrooms of various disciplines across campus.

Counseling services are key to student persistence and success, and are mandated by state law. Current staffing levels are not on par with student demand in General Counseling, and enrollment growth will continue to increase the pressure to provide required services, which impacts the ability of students to begin and complete educational goals across all disciplines at LPC.

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6. If this is the first full-time position in the discipline, discuss: (Be brief and specific. Use your Program Review to complete this section.)

- a. Justification for the position.
- b. Projected start-up costs for equipment, facilities, and support staff for the first three years.
- c. Projected enrollment growth for the next three years, starting with the first semester of the projected faculty hire.

This position will not only augment General Counseling, but will provide some flexibility to provide additional support services. There is currently no dedicated counselor on campus to provide Student Educational Plans during the onboarding process for new students. This counselor would provide needed support, outreach and in-reach to students, and other high impact support services as suggested by the Guided Pathway framework, and required by law.

This position would reside within the General Counseling office, and would require no additional equipment or facilities beyond those that are established in the general counseling program.

Growth: While the estimated number of students in need of support services increases with AB 928 implementation, as well as a paradigm shift in support services (Guided Pathways), and targeted growth in enrollment, the demand for Student Educational Plans for new students will continue to increase and impose an even greater demand of time and need for additional Counselors, particularly during peak enrollment periods.

7. What are the impacts on students, the discipline and the college of NOT filling this faculty position? What are the programs/courses/services that have not been or cannot be offered due to the vacancy? (Be brief and specific. Use your Program Review to complete this section.)

This is the second year in a row this position has been requested, and student demand for counseling services has continued to increase. Counselors are exceeding capacity to provide required and recommended services, particularly during Summer and peak enrollment periods, to students and the campus community. Counseling appointments are completely booked, and daily counseling drop-in lists close hours early due to high demand. Although recent efforts to expand summer SEP appointments for new students have been successful, demand continues to outpace supply.

If this position is not filled, available Student Educational Plan appointments for new students will continue to be insufficient to meet statewide mandates of 100% SEP attainment, and local goals of 5% annual increase in SEPs will be a challenge to achieve.

Student Equity and Achievement (SEA) funding, as well as other grant and categorical funds, have largely supported summer counseling. However, with continued enrollment growth, counseling support for new students, particularly during peak enrollment periods including summer, will be insufficient to meet demand. Without additional, institutionally funded support, demand for Student Educational Plans and services for students will exceed availability, potentially impacting student enrollment, persistence, success and completion.

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8. Any additional information that addresses justification of the position. If multiple positions are being requested, this is an opportunity to differentiate the justifications for additional positions.

This counselor would be hired as a "New Student Support Specialist". This position would be proposed to provide full-time, general counseling services including during the summer to help new students develop Student Educational Plans, to meet the legal mandates as stated in the CCCCCO memo regarding AB 928, as well as support local goals to increase comprehensive SEPs by 5% per year.

Signatures:

Jared Howard

Requestor

9/9/26

Date

Michael Schwarz 9/21/26

Dean

Date

Joel Gagnon 9/21/26

Vice President

Date