

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:
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

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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	730:1	690:1

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.)

Puente Counseling provides integrated academic, career, transfer, and personal counseling within a learning community model. Services include: development of comprehensive Student Education Plans (SEPs) aligned with CSU, UC, and transfer admission requirements, embedded counseling in Puente cohorts (linked English, PCN, and counseling curriculum), case management for Puente students, including intrusive counseling, progress monitoring, and early intervention, transfer counseling with a focus on UC pathways, including TAG (Transfer Admission Guarantee), coordination of mentoring, university visits, and culturally responsive programming, collaboration with instructional faculty to align counseling with coursework and student success strategies.

The Psychology-Counseling courses taught are PCN 20 (2 units), ENGL C1000 (3 units), STAT C1000 or MATH 21 (4 units) in the fall semesters, and ENGL C1001 (3 units) PCN 18 (1 unit), and MATH 1 (5 units) in the spring semesters.

- 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.

Facilities: Requires dedicated counseling space for confidential advising and cohort-based programming.

The courses that Puente students enroll in linked courses for their fall and spring semesters. The PCN courses are PCN 20 (fall) and PCN 18 (spring). These courses are linked with English (C1000 and C1001) and Math (21, 1, and Stat C1000).

The cap sizes for these course are limited to the English and Math caps.

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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.)

Puente Counseling directly supports student success across disciplines by:

- * Ensuring accurate course placement and sequencing, impacting enrollment and success in English, math, and major coursework.
- * Increasing transfer readiness, with proactive and consistent counseling ensuring that students are on track within their academic pathways.
- * Collaborating with Special Programs (EOPS/CARE, CalWORKs, NextUp, DSPS, and Veteran's First) and Learning Communities (Umoja and Movement API) ensuring that students in multiple programs are receiving the same level of service.
- * Improving retention and completion rates, which positively affects FTES (Full-Time Equivalent Students) and institutional funding.

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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 request is to replace a full-time position.

Puente operates a high-impact, equity-focused model with demonstrated outcomes: over 82% course success rates and significantly higher completion of transfer-level English and math compared to the college overall. Despite this, the program currently lacks a dedicated full-time counselor, limiting its ability to sustain case management, scale services, and maintain continuity.

Puente has expanded to multiple cohorts and continues to grow enrollment. With a full-time counselor, the program can:

- * Sustain multiple cohorts annually
- * Increase recruitment and retention
- * Expand transfer outcomes and completion rates
- * Continue robust collaboration with other Learning Communities and Special Programs

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.)

If the college does not fill this position request, we will face the following negative impacts:

- * Without a full-time Puente Counselor, LPC may need to cease it's support of the Puente Learning Community. The current model of a 50% reassigned full-time counselor is not sustainable.
- * Without a Puente Learning Community, the college may experience lower retention, completion, and transfer rates for disproportionately impacted students.
- * Without a Puente Learning community, the college loses a proven equity-centered student success strategy.
- * If the college continues with one Puente cohort, the current Counselor staffing model is not sustainable.
- * Without a full-time Counselor, the program's case management model (central to Puente's success) is weakened.
- * If there's an increased reliance on part-time counselors, the Puente team would lose institutional knowledge, and a potential loss of the MOU with the UC - Puente statewide program.

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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.

Puente is one of the college's most effective equity interventions, demonstrating strong outcomes for Latinx and disproportionately impacted students. However, the program is structurally dependent on stable, relationship-based counseling.

Unlike general counseling, Puente requires:

- * Embedded, cohort-specific counseling
- * Longitudinal student engagement over multiple semesters
- * Integration with instruction and mentorship
- * A full-time, dedicated Puente Counselor is necessary to institutionalize the program, sustain equity gains, and align with state and college priorities around Guided Pathways, Student Success Teams, and equitable completion.

Hiring a full-time Counselor for Puente is also critical to abiding by the Puente Statewide MOU requirements to expand the program to a second cohort through the Puente MaS grant, which prioritizes culturally responsive and Puertified math practices for Transfer Math Completion.

Signatures:

Michelle Zapata

Requestor

9/2/26

Date

Cristine Sidela 9/21/26

Dean

Date


Vice President

9/21/26
Date