

Full-Time Faculty Position Request Form 2015 - 2016

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 11, 2015.

Position Requested:

Contact Person:

Discipline/Division: Starting Term: Fall Spring

This form requires the use of 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.

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

Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	<u>Projected</u>	Fall 2016	Spring 2017
<input type="text" value="19.4"/>	<input type="text" value="14.7"/>	<input type="text" value="9.3"/>	<input type="text" value="5.0"/>	<input type="text" value="27.3"/>	<input type="text" value="6.4"/>		<input type="text" value="31.2"/>	<input type="text" value="38.7"/>

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

Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015
<input type="text" value="N/A"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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.

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

Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	<u>Projected</u>	Fall 2016	Spring 2017
<input type="text" value="1:980"/>	<input type="text" value="1:950"/>	<input type="text" value="1:993"/>	<input type="text" value="1:996"/>	<input type="text" value="1:1001"/>	<input type="text" value="1:967"/>		<input type="text" value="1:1187"/>	<input type="text" value="1:1184"/>

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4. 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:

5. 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 and often required services for our students including the following:
 -Academic Counseling - writing Student Educational Plans (SEPS); assisting in developing a pathway for graduation or transfer; evaluating transcripts; transfer preparation including Transfer Guarantee Agreements (TAG) and the new AAT/AST degrees; probation counseling; embedded Counseling for basic skills students and other special populations; Athletic counseling; and interpreting test results for accurate English and Math placement.
 -Career Counseling- assisting students in preparing for jobs, Associate degrees and transfer majors by helping students identify personal and educational goals and then developing a plan to achieve them.
 - Personal and Crisis Counseling - Counselors and continuously working with students in crisis in collaboration with the Health Center (see attachment 5a)

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

Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015
N/A					

- c. FTES in the classes taught or number of students served in each of the last six semesters (use data from link above):

Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015
25	38	26	16	36	27

- 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 AA/AS degree, certificate or transfer
- Discipline provides basic skills courses
- Discipline provides mandated and specialized services to students
- Other

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AB 1456, the Student Success Act 2012 (3SP) is major legislation which replaces the former matriculation process. The 3SP now mandates many Counseling and student support services. We have always provided Orientation, Assessment, and an SEP but the 3SP requires that we provide these 'core' services to all students and that the registration priority for students will be determined by the completion of the 3 mandatory core services. In addition, new mandates include services to basic skills students, increased outreach to local high schools including curriculum alignment for Math and English, in reach to students in career areas, financial aid SEP's, transfer degrees with providing clearly identified pathways, implementation of Degree Works, and comprehensive follow-up to name a few.

Most importantly, 60% of the funding LPC will receive from the state will directly be tied to the numbers of services provided. Current counseling staff levels do not support the ability to provide mandated services. We are still 2 Counselors short from the 2009 level before budget cutbacks. At the same time, we have more students and mandates that we will not be able to meet without hiring Counselors for 3SP implementation.

6. 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.)

The services in Counseling impact all disciplines. Assessment ensures correct placement in Math and English courses as well as other courses that have prerequisites. Orientation services assist students to learn how to select classes to meet their educational goals, how to select and register for those classes, and how to find other resources on campus. Counseling appointments provide the opportunity to individualize an educational plan to fit the students' personal and academic needs. Counselors impact basic skills English and Math classes by also providing embedded counseling in the classroom.

Counseling services are key components to student success and retention. The 3SP Act now mandates these services for every student. With existing Counseling staff levels, it will be very difficult to reach every student. We have a new course 'College Success' which we plan to teach next fall. We would like to offer multiple sections but we need additional Counselors in order to do it.

7. 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.

We are requesting 3 General Counseling positions. The first position is critical to staffing levels which is to replace a retirement. The second position replaces a Counselor who moved to a Dean's position which was never replaced and the third position is new. Two positions can be funded through 3SP dollars. These positions will enable us to meet the 3SP mandates in order to receive future funding and to expand our services in order to meet mandates, for example: expand Embedded Counseling to CTE areas which we have not been able to do. Also, provide student success services to other student groups such as ESL, Athletes, Veterans, STEM, and ECD.

8. 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.)

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There are several areas that will be negatively impacted if we don't fill these positions.

1. The College will lose funding if we do not meet the mandates of the 3SP legislation. We are required to provide the mandated 3 core services (assessment, orientation, and a Student Educational Plan) for every student. We do not have a choice. There are also many other mandated services including services for Basic Skills, establishing career pathways for transfer and AA/AS degree majors, Degree Works, technology and data reporting, and numerous new follow up services. Most importantly, 60% of the funding will be directly tied to the numbers of services provided.

2. Student Success. The intention of the 3SP was to improve the success of our students. With increasing numbers of students it has been difficult to provide orientation, assessment, and an SEP to the students we currently have. Research shows that students need direction and a plan of action. Some students, especially at the basic skills level, need extra help in order to be successful. Many basic skills students drop out before they even complete the basic Math and English classes. Counselors can help by developing new strategies for intervention and follow-up. The Counselor positions are urgently needed not only for implementation of 3SP but just to maintain our current level of services due to an unexpected retirement.

3. Student demand for counseling services has increased dramatically. Counselors have currently reached their capacity to provide services to students and the campus community. During peak registration times the wait time in counseling has exceeded 2 hours. Students often feel rushed and unable to receive the direction they need. (From surveys in our Program Review). In addition, financial aid students with excessive units, veterans, and athletes are currently required to have a Student Educational Plan. When we add the mandates from the Student Success Act for additional orientations and Ed Plans, our current faculty will not be able to support all of these program needs.

4. Counseling has reached a critical point where we cannot provide all of the services required by the state without additional faculty. Student needs will not be met and the college will lose funding.

9. 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.

There are two major areas that impact the necessity of this general Counselor position.

1. While we have 9 Counselors listed in the department, we only have 6.5 Counselors in general Counseling.

- Angella Ven John	100% Student Interventions Developer	-0-
- Chris Lee		1
- Joel Gagnon		1
- Mike Schwarz	50% Transfer/50% Counseling	.5
- Heike Gecox		1
- Rafael Valle	50% Puente/50% Counseling	.5
- Gabriel Discua		1
- Marina Lira	50% Articulation/50% Counseling	.5
- Michele Zapata		1

Total 6.5 general Counselors

The Counselor to Student ratio is approximately 1:1307. The state recommends 1:1100.

SARS DATA

Total Students Seen Per Academic Year

7/1/12 to 6/30/13	7/1/13 to 6/30/14	7/1/14 to 6/30/15
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Total: 12,424	Total: 14,872	Total: 16,450
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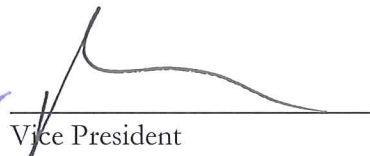
Ed Plans: 1,029	Ed Plans: 4,146	Ed Plans: 10,567
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(See Attachment)

Signatures:


Requestor


Dean


Vice President

FHPC application 2015-16 supplemental questions

Question 5a.

Counselors perform these activities in a variety of ways: individual appointments and drop-in counseling; probation workshops; transfer workshops; embedded Counseling; TAG appointments and workshops; on-line Counseling; on-line and in person orientations. Counselors teach PSCN courses. Health and Human Services Certificate including PSCN 3, 5,6, and 13. All courses are transferable; PSCN3 and 13 also satisfy the multicultural requirements for the AA/AS degrees and transfer GE. We also provide support courses such as College Study Skills, Career and Educational Planning, and college Success which are not mandated by 3SP.

9. Additional Information

2. Under the Student Success Act, students lose enrollment priority if they:

- do not follow their original or a revised educational plan
- are placed for two consecutive terms on Academic Probation and/or Progress Probation
- fail to declare a program of study
- accrue 100 or more units, not including basic skills and ESL courses

All of these mandates require a variety of counseling services and interventions. With our current staff, student access to these services will be limited and many students will not be able to maintain their priority status and to achieve their goals in a timely manner. In particular, this leaves special populations further at risk for being underserved jeopardizing financial aid waivers (BOG), foster youth, veterans, and athletic eligibility.

Documented from Program Review: "At least 2 additional full time general Counselors are needed not only to restore the department to pre 2009 staffing levels, but to serve increasing numbers of students and meet additional 3SP mandates.