

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 style="width: 50px;" type="text" value="0"/> | <input style="width: 50px;" type="text" value="0"/> | <input style="width: 50px;" type="text" value="0"/> | <input style="width: 50px;" type="text" value="0"/> | <input style="width: 50px;" type="text" value="0"/> | <input style="width: 50px;" type="text" value="0"/> | | <input style="width: 50px;" type="text" value="45%"/> | <input style="width: 50px;" type="text" value="45%"/> |

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 style="width: 50px;" type="text" value="741"/> | <input style="width: 50px;" type="text" value="743"/> | <input style="width: 50px;" type="text" value="654"/> | <input style="width: 50px;" type="text" value="766"/> | <input style="width: 50px;" type="text" value="801"/> | <input style="width: 50px;" type="text" value="773"/> |

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 style="width: 50px;" type="text"/> | <input style="width: 50px;" type="text"/> | <input style="width: 50px;" type="text"/> | <input style="width: 50px;" type="text"/> | <input style="width: 50px;" type="text"/> | <input style="width: 50px;" type="text"/> | | <input style="width: 50px;" type="text"/> | <input style="width: 50px;" type="text"/> |

Full-Time Faculty Position Request Form 2015 - 2016

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.)

EMS offers courses including entry level First Responder (EMS 61), Emergency Medical Technician (EMS 81), Emergency Medical Technician Refresher (EMS 91), and Medical Terminology (EMS 62). Additionally, a Paramedic Program (EMS 50, 51, 52, 53, 54, 55, 56, 57, 58) is offered yearly.

- 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 |
|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| <input type="text" value="8"/> | <input type="text" value="4"/> | <input type="text" value="9"/> | <input type="text" value="8"/> | <input type="text" value="4"/> | <input type="text" value="4"/> |

- 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 |
|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| <input type="text" value="35"/> | <input type="text" value="35"/> | <input type="text" value="35"/> | <input type="text" value="36"/> | <input type="text" value="37"/> | <input type="text" value="36"/> |

- 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

Full-Time Faculty Position Request Form 2015 - 2016

EMS currently offers 1.4 FTEF of credit classes each semester. EMS also offers another 1.4 FTEF worth of Paramedics classes in a fee-based, not-for-credit format. Because the paramedics courses are currently fee-based (students pay the full cost of instruction), the college does not submit these courses for apportionment, nor take into account these courses when calculating FTEF or FTES. When this FTEF is taken into account, it brings the Projected % of FTEF taught by FT Faculty actually down to 45% (from 71% as calculated by IR) if one FT faculty is hired.

The intention has always been to offer the Paramedics program as a credit program, but due to budget cuts 4 years ago, the paramedic program has been offered only in a fee-based, not-for-credit format, in which students pay \$10,000 for the 18 month career technical training program. Our intention is to bring the Paramedic program into credit, making the program accessible to all students (not just those who can afford it). Moving the Paramedic program to credit would capture an additional 25 FTES for the college starting Fall 2016.

The EMS program also has field internships, which generate an additional 9000+ hours of student internships, which would generate even more FTES for the college if the program was not fee-based.

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.)

EMS 61 meets degree requirements for the A.S. Administration of Justice and the AS-T Kinesiology. Both EMS 61 and EMS 81 are required for the A.S. Fire Service Technology and the Certificate Fire Service Technology.

EMS 50-58 (which makes up the Paramedics program) require BIO 50, as well as EMS 61, 62, and 81, as pre-requisites for entrance into the Paramedic program. As the program is currently offered in a fee-based, not-for-credit option, students essentially move out of the college's FTES generating credit program and into a non-apportionment generating program. The college is losing out on collecting FTES for students who are already sitting in seats on our campus.

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.

There is a tremendous need for a full time faculty member in EMS. There are 2.35 FTEF on schedule EACH SEMESTER in the EMS program (including paramedics). This is a huge amount of FTEF to try to staff with only part time faculty. All the equipment is already on site.

Each semester, there are already 3 sections of EMS 61 30 students each on schedule; 1 section of EMS 62 with 80+ students; 1 section of EMS 81 with 48 students; and another 15 full time Paramedics students enrolled.

The program already generates 36 FTES EACH semester. Plus another 25 FTES sitting in classes for which we could be generating FTES.

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.)

Full-Time Faculty Position Request Form 2015 - 2016

Without full time faculty in the EMS department, professional responsibilities such as Program Review may or may not get completed; curriculum updates, recruitment of new students, instructional equipment requests, participation at high school career fairs, etc... fall on part time faculty; and coordination of the program falls to the Dean.

Without full time faculty, EMS students have limited access to faculty and the important guidance that full time faculty can provide. EMS students should be able to progress through the entire EMS sequence (EMS 61 > EMS 81 > Paramedics) and have access to full time faculty office hours, guidance, and input along the way. This is ESPECIALLY important for a CTE field such as EMS in which all students will complete field internships including time in Emergency Departments, Trauma Centers, and Ambulances. Additionally, most students will enter a high skill, high stress workforce immediately after completion of EMS 81 or the Paramedics program. It is important that the students have access to faculty support along the way. This is critical to the students' health and welfare, academic progress, and school to career transition.

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.

At the EMT-Basic level (EMS 81), coursework emphasizes emergency skills, such as managing respiratory, trauma, and cardiac emergencies, and patient assessment. Lecture is combined with laboratories, and eventually with time in an emergency room, trauma center, or ambulance. The program provides instruction and practice in dealing with bleeding, fractures, airway obstruction, cardiac arrest, and emergency childbirth. Students learn how to use and maintain common emergency equipment, such as backboards, suction devices, splints, oxygen delivery systems, and stretchers. All of this content and lab work, requires ALOT of equipment, which the college already has. A full time faculty member would assist with the oversight of the equipment. Graduates of our approved EMT-Basic training program have completed accredited coursework which qualifies them to take the written and practical examination administered by the State certifying agency or the NREMT.

At the EMT-Paramedic level, students learn how to provide advanced life support care to patients who are ill and/or injured. Students learn to transport and transfer patients and assess the extent of an illness or injury to establish and prioritize medical procedures. Paramedics apply artificial respiration or administer oxygen in cases of suffocation and asphyxiation, they dispense antiseptic solution to prevent infection, start and administer intravenous fluids, and perform other emergency medical procedures during the ambulance ride. Teaching this content and the corresponding laboratories requires additional equipment, which is also already on site. Again, a full time faculty member would assist with equipment oversight.

All of the EMS curriculum aligns with County, State, and National Emergency Medical standards, licensures, and accreditation standards. Maintaining this alignment and currency; filing licensure verifications, and preparing accreditation reports takes a full time faculty member.

Signatures:

R. Johansen

Requestor

L. G. G. G.

Dean

R. Bie

Vice President