

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	Projected Fall 2016	Projected 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="38.17"/>

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	Projected Fall 2016	Projected 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="1:1967"/>	<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.)

This counselor position will be dedicated to the Veterans Program which is under Enrollment Services. The work performed - academic, career, personal counseling - will be aligned with the philosophy and processes of the Counseling Department. However, emphasis for this position will be to facilitate the transition of servicemen and women from military to college life, and to assist them with academic, career, financial and personal student support services. With nearly 600 student veterans, the counselor will support College plans to build program capacity to develop innovative services and educational opportunities to help student veterans achieve their educational goals.

- 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 style="width: 90%; height: 20px;" type="text"/>	<input style="width: 90%; height: 20px;" type="text"/>	<input style="width: 90%; height: 20px;" type="text"/>	<input style="width: 90%; height: 20px;" type="text"/>	<input style="width: 90%; height: 20px;" type="text"/>	<input style="width: 90%; height: 20px;" type="text"/>

- 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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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 program reviews for the Veterans, EOPS/CARE, International Students and Financial Aid Departments all address the need for an additional counselor to support their program and students. This request is specifically focused on the Veterans Program. The program serves over 587 veterans (unduplicated count). A dedicated counselor is needed to provide consistent on-going support that is so critical in defining goals and strategies that maximize the Veterans' skills, experience, and determination to succeed. Academic support and career-readiness training for veterans at our college are insufficient to meet the growing demand and need for these services. With the increasing student veteran population and the new Veterans Resource Center, the program is increasingly becoming a regional veterans' center serving veterans from over 50 cities around the Bay Area. The program currently has one full-time coordinator who is responsible for developing and implementing innovative services that go far beyond certifying VA benefits. Currently, Veterans are not assigned to a specific counselor for educational and career planning. By not having a dedicated counselor who is knowledgeable in Veterans issues and compliance requirements, it is often difficult for the Veteran to establish a connection and sense of trust that are so essential for this special population. Some Veterans have strong PTSD or other challenges that affect their transition from military to college life. Therefore it is very important for them to develop a strong relationship with a counselor who will also serve as their advocate. Through the use of California categorical funding that addresses student success (Student Equity and Student Success and Support Plan) – the College can leverage these resources to support a dedicated counselor position that will help build program capacity to develop innovative services and educational opportunities to help student veterans achieve their educational goals. This position serves as the bridge between veteran services, mental health, counseling and ultimately student success in the classroom.

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

Enrollment Services is requesting a Veterans Counselor or Student Retention and Support Services (SRSS) counselor who will be responsible for providing orientation, educational planning, and follow-up services which will include intrusive counseling for veterans identified as at-risk in regards to their academic performance and/or academic progress. Developing various academic support services, i.e. individual and group counseling, workshops, case management, connecting students with multiple on-campus resources in addition to collaborating with various departments on campus to promote the student's re-engagement into the LPC community are only a few of the duties of the SRSS counselor.

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 ways the students can be negatively impacted by not filling the position:

- The Veterans First Program is recognized as an exemplary program throughout the State of California. The primary program goal is to provide a "One Stop Shop" environment where student veterans will receive customized, high quality, and comprehensive services that recognize their unique experiences and needs as they pursue their educational and career objectives. The critical position that is missing is a dedicated counselor whose office will be located at the new Veterans Resource Center. Our veterans will have immediate access to this counselor who will help facilitate educational planning for appropriate course placement/registration and timely benefits payment.
- The program will not have a counselor who is knowledgeable in Veterans benefits eligibility (36 months) and compliance requirements. The likelihood of having inconsistent support services and student educational plans that do not meet audit and benefits eligibility requirements increases.
- Completion and/or success rates will be impacted without a dedicated counselor to ensure the veterans are following required courses to maximize their benefits which are limited to 36 months.
- Initiatives to develop follow-up services and an early alert system to identify veterans "at-risk" will be stalled.
- Students who are unable to complete SSSP core service requirements, which includes an educational plan from the counselor, will not be eligible for priority registration for which Veterans are entitled to.
- Less likely to identify an educational goal within the 15 units mandated by the state.
- Delayed/suspended/Overpayment issues due to incorrect course selection.

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.

In an online survey conducted recently in the spring semester 2015, our veterans (33% - 156 students response rate) indicated that while 35% of them have experienced depression and 51% anxiety, only 14.4% have visited counseling and psychological services. Similarly, of veterans who suffer from an injury due to military service, only 55% are receiving treatment. In addition, only 9.4% of our veterans have received assistance from our disabled student services program. These numbers indicate the need for a dedicated counselor to enhance opportunities to connect our veterans to available services through better communication, workshops, and follow-up services. In terms of improving completion and persistence rates in academics, a dedicated counselor (working with the Program Coordinator) will help define needed services and implement program initiatives and intervention strategies that are targeted to move the needle on completion rates or educational goals/objectives. Current practices are insufficient to support our 587 veterans.

In addition, the program has identified developing early warning and intervention strategies to support the high percentage of LPC veterans (68%) who are not prepared for college-level English and (79%) who do not qualify for college-level math courses. The data is based on a cohort study of new first-time veteran college students from fall 2011 to fall 2014. Such statistics indicate a high magnitude of need and support the request for a dedicated Veterans counselor.

There has been discussion at the State level to designate the Veterans Program as a categorical program. As more colleges implement Veterans Resource Centers throughout the State - momentum to establish Veterans services as a categorical program will increase. College plans are to model the Veterans Program similar to EOPS.

Signatures:

Requestor

Dean

Vice President