

## Full-Time Faculty Position Request Form 2018 - 2019

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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 15, 2017.

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.laspositacollege.edu/researchandplanning/FacultyPrioritization.php> (If you have any questions about the data, please contact Rajinder Samra 925-424-1027 or [rsamra@laspositacollege.edu](mailto:rsamra@laspositacollege.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:

### 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.)

Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	<u>Projected</u>	Fall 2018	Spring 2019
N/A								

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

Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
N/A					

## Full-Time Faculty Position Request Form 2018 - 2019

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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).

Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	<u>Projected*</u>	Fall 2018	Spring 2019
1:1001	1:967	1:1315	1:1284	1:1166	1:1149		1:300*	1:300*

\*Based on projected Student Athletes. Projected general counseling ratios estimated at 1:1073 for 2018-2019 with 1 new FTEF.

#### 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.)

This counselor position will focus on serving the growing student athlete population. 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 work with student athletes from matriculation to graduation in the following ways:

- Provide academic counseling, educational planning, and follow-up support ensuring completion of all of Student Success and Support Program (SSSP) components for student athletes.
- Consider varying LPC, transfer, and National Collegiate Athletic Association (NCAA) eligibility requirements when assisting students with creating and updating the educational plans.
- Counsel incoming athletic recruits to provide an overview of available academic and student support resources.
- Develop various academic support services, i.e. individual and group counseling, workshops, case management, and connecting students with multiple on-campus resources.
- Serve as liaison with college employees to enhance the academic success of student athletes and promote their engagement within the campus community.
- Stay abreast of and assure adherence to California Community College Athletic Association (CCCAA) and NCAA rules and regulations.

- 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 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
N/A					

## Full-Time Faculty Position Request Form 2018 - 2019

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

Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
6808	6970	7090	6962	7686	7541

\*Total student contacts, General Counseling only.

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

Per the 2017 Counseling Program Review:

"Additional staffing continues to top the list of program needs. Despite hiring new adjunct counseling faculty and a new full-time counselor for the DSPS Program, the need for counseling faculty continues to outpace program growth. To address the current and future staffing needs, the Program requests the following positions:

- Athletic Counselor: The LPC Athletic Program has grown to over 200 students (with special eligibility and enrollment requirements). This high demand population requires a dedicated athletic counselor."

An athletic counseling position has also been a priority for the Business, Health, Athletics, and Work Experience (BHAWK) Division. When asked for the anticipated 2017-2018 counseling demands for student athletes across the academic year, the Dean of BHAWK provided the following:

"Student athletes are required to have their comprehensive ed plan completed and on file by Oct. 15 (Fall and Winter sports) and March 1 (Spring sports). It is essential that student athletes meet with their counselor as soon as possible, so as to not create a log-jam near the completion date. If students do not have an Student Educational Plan(SEP) on file by the above dates, they are ineligible to compete until they do.

a. Summer 2017 – Incoming students need to meet with a counselor to discuss classes and develop their SEP. The soccer, water polo, and cross country teams will be filling out their rosters as we approach August with some students starting close to and/or after the first day of classes. Additionally, the basketball, swim, and dive teams need support. Finally, LPC conducts a mandatory student athlete orientation. So being able to put a face to "counseling" for our students will go a long way in making them feel connected to campus.

b. Fall 2017 – Support services and workshops geared towards success in the classroom. Assistance with Spring registration and SEPs for incoming Swim and Dive transfer students joining the team for the spring term.

c. Spring 2018 – Support services and workshops geared towards success in the classroom. Spring is recruitment season for all sports. [Counseling] has been phenomenal this spring in coordinating with coaches, [and being] available to meet with students as they were on campus preparing to enroll in classes. There is an additional mandatory orientation for students competing in spring sports at the start of the term.

With approximately 200 student athletes, there is a need for them to have access to reliable and dedicated counseling and support services that is on par with our categorical programs. " -(06/05/2017)

## Full-Time Faculty Position Request Form 2018 - 2019

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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.)

From the Kinesiology and Athletics Program Review Update (Short-term Planning):

"To utilize the facilities and resources that we already have by adding intercollegiate Volleyball and Intercollegiate Track and Field in the 2018-2019 academic year."

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When growing student athletic programs, it is essential to concurrently grow the services required for student athletes to not only compete, but also to be successful as students. A dedicated counselor is needed to provide consistent on-going support that is so critical in defining goals and strategies that maximize the student athlete's motivation and determination to succeed. With student athletes studying in most disciplines across campus, support is insufficient to meet the growing demand and need for services. Currently, athletes are not assigned to a specific counselor for educational and career planning. By not having a dedicated counselor who is knowledgeable in requirements, it is often difficult for the student athletes to establish a connection and sense of trust that are so essential for this population. Like most other community colleges, LPC should leverage resources to support a dedicated counselor position that will help build program capacity to develop innovative services and educational opportunities to help student athletes achieve their educational goals. This position serves as the bridge between athletics, mental health, transfer, counseling and ultimately student success in the classroom.

## Full-Time Faculty Position Request Form 2018 - 2019

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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.)

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

There is currently no dedicated athletic counselor on campus. Student Services is requesting an athletic counselor who will be responsible for providing orientation, educational planning, and follow-up services, which may include intrusive counseling for student athletes. This position would reside within the 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 student athletes served each year is 200, the program is project to add an additional 75 -100 student athletes over the next couple of years. With facilities already built to house Track and Field and Volleyball, those programs are likely additions in the foreseeable future.

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.)

There are several ways in which student athletes are negatively impacted by not filling the position:

- Student athletes need to 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, with whom student athletes can have immediate access to help facilitate educational planning for appropriate course placement and registration.
- Student Athletes will not have a counselor who is knowledgeable in athletic eligibility requirements. The likelihood of having inconsistent support services and student educational plans that do not meet athletic eligibility and transfer requirements will remain problematic.
- Completion and/or success rates will be impacted without a dedicated counselor to ensure that student athletes maximize their academic opportunities here at LPC within the limits of their athletic "clock".
- Students who are unable to complete SSSP core service requirements, which includes an educational plan, will be unable to compete. With the demands placed upon general counseling, without this position student athletes will be forced to compete with the general student population for counseling appointments, putting a strain on the ability to effectively serve all students.

## Full-Time Faculty Position Request Form 2018 - 2019

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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.

There are currently no dedicated counselors for student athletes, who are primarily served by current part-time and full-time general counseling faculty. Historical student:counselor ratios based on load assigned to FT general counseling only, and does not account for faculty assignments to special programs or other assignments. For example, for 2015-2016, ratio was calculated using 7.0 full-time equivalent general counselors. For 2016-2017, three new general counselors were hired and assigned as follows: 1.0 HSI, 1.0 General, .5 Umoja, .5 Puente. Thus ratio was calculated using 8.0 full-time equivalent general counselors; actual ratio may be slightly lower when accounting for the small cohorts of students in HSI (59 students), Puente (91 students), and Umoja (24 students). However, future student:counselor ratio projections based on adding 1.0 full-time counseling faculty regardless of breakdown of requested assignment. Additional information available upon request.


The Counseling Department plans to submit new faculty requests for the following:

1. 50% Athletic Counselor / 50% General Counselor
2. 100% General Counselor
3. 50% Middle College Counselor / 50% General Counselor
4. 100% General Counselor
5. 50% Non-Credit / 50% General Counselor

Signatures:

  
Requestor

  
Dean

  
Vice President

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Full-Time Faculty Request Form 2016-17: FHPC Revisions May 3, 2012, Sept. 18, 2012, April 30, 2013, December 4, 2015; Presented to Academic Senate-January 27, 2016

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