

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

### 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
<input type="text" value="N/A"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>		<input type="text"/>	<input type="text"/>

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
<input type="text" value="N/A"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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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
PT only	PT only	PT only	PT only	PT only	PT only		140:1	140:1

\* Projections for Middle College. General Counseling projections are 1:878 with 3 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.)

Middle College is an full-time equivalent student (FTES) generating alternative education collaboration between the Tri-Valley Regional Occupational Program and Las Positas College. Middle College provides a supportive, academically rigorous environment for self-directed learners looking for a non-traditional collegiate pathway. Middle College gives students an opportunity to achieve high school and college academic success, to explore and pursue vocational and career aspirations, and to prepare themselves for future college experiences in a supportive, academically-challenging environment. Working in collaboration with Las Positas College, Middle College students pursue post-secondary goals through a highly engaging instructional program that is based on critical thinking, collaboration, and effective communication.

A full-time counselor with a 50% assignment to the Middle College program would support the following:

- supporting recruitment, application, and enrollment of new Middle College students
- helping students adequately prepare themselves for college
- helping students adequately prepare themselves for a career
- exposing students to several career opportunities and courses not available to typical high school students
- providing students the support services needed to be successful in high school and college courses
- giving students a solid foundation for "life as a college student"
- emphasizing that college can be "for all students"
- giving underrepresented minority students an opportunity to pursue higher education.

Source: Las Positas College Middle College web page

- 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					

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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
35	35	70	70	105	105

\* Middle College students; 35 per cohort.

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

Since the program involves junior and senior high school students enrolled in LPC courses, the Middle College counselor is required to have specialized knowledge and training when working with minors in a community college setting. The Middle College counselor will frequently collaborate with the LPC Middle College coordinator, LPC instructors, on-site Middle College high school teachers, as well as counselors and teachers in Livermore, Pleasanton, and Dublin school districts. Counseling is intense and the program continues to expand, with plans to add a fourth cohort of 35 students during 2018-2019. Middle College is extremely popular among the local school districts with more applications than may be accommodated. Data from the first cohort show that approximately 3/4 of Middle College students who graduated the program continued as regular Las Positas College students, further highlighting the potential for enrollment growth generated by the Middle College program. At this time, however, the program is supported only by two part-time counselors, working inconsistent schedules. A dedicated counselor who is part of the full-time counseling faculty team would cement LPC institutional support for this rapidly-emerging, enrollment generating program, and allow Middle College students to build and maintain a connection that would greatly enhance their chances of continuing with LPC and completion of their educational goals.

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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.)

Middle College students are eligible to enroll in up to 11.0 units per term, and participate in courses across the LPC campus in a variety of disciplines. LPC instructors in disciplines including Math, English, Psychology, and many others routinely praise Middle College students as making the most of the opportunity to attend college while in high school, often citing Middle College students as among the hardest working, top performing students in their classes.

As a newer program, the Middle College program does not currently have a dedicated program review; however, the 2017-2018 final draft of the Counseling Program Review update is scheduled to be completed in Spring 2018 and will include reference to the need to institutionalize support for Middle College.

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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.

The Student Success Task Force - whose recommendations upon which the Student Success Act of 2012 are based - cited collaboration with K-12 education as one of its top recommendations for community colleges. Middle College is a perfect example of how LPC is meeting that recommendation. Because of the success of the program, Middle College continues to grow by a cohort of 35 students per year. Student demand currently outpaces availability, as well as available counseling support. By institutionalizing counseling support for the program, LPC will be well positioned to continue to support collaborative relationships with our local high school districts.

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.)

By continuing to support the Middle College program with only part-time counselors, LPC runs the risk of failing to capitalize on the success of the program. Simply put, without consistent counseling support, the program would be in jeopardy. The Counseling Department was fortunate to identify and hire two part-time counselors with both a community college and high school counseling background, as well as availability that matched the specific needs of Middle College students who are on a fixed schedule. (This was not an easy task as counselors who meet these criteria are a relative rarity in the field; many work at high schools during the same hours, for example.) Having our part-time counselors has allowed the program to continue to grow, generate immediate FTES for the college, and introduce LPC to a cohort of students who are proven to be more likely to continue than not upon completion of the program. Given the success of the program, the next logical step will be to hire a full-time counselor to support Middle College, rather than run the risk of losing one or both of the part-time counselors to positions in other districts, and losing out on the benefits of the Middle College 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.

Zero full-time faculty are currently assigned to Middle College. All counseling services are provided by part-time counseling faculty specifically assigned to Middle College program. Full-time, specialized counselor support is required to fully institutionalize the Middle College program.

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

