

Full-Time Faculty Position Request Form 2019 - 2020

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, 2018.

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) 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 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018		<u>Projected</u> Fall 2019	Spring 2020	
<input style="width: 50px;" type="text" value="N/A"/>	<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"/>	<input style="width: 50px;" type="text"/>

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

Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
<input style="width: 50px;" type="text" value="N/A"/>	<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"/>

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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 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	<u>Projected</u>	
Fall 2019	Spring 2020						
9208	8993	9326	9193	9372	9153	572	572

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.)

The Counseling Department provides a variety of critical and often required services for students including the following:

Academic Counseling - including Student Educational Plans (SEPs); assisting in the development of a pathway for graduation and/or transfer; transfer preparation including Transfer Admission Guarantee (TAGs) and Associate Degrees for Transfer (ADTs); probation and readmission counseling; embedded counseling in Basic Skills courses and other student populations; interpreting assessment results for accurate placement in English, Math, English as a Second Language (ESL), chemistry, and foreign language.

Career Counseling - assisting students in preparing for the workforce, helping students identify personal and educational goals and developing a plan to achieve them.

Personal Counseling - Working with students to address personal issues as they relate to educational success; counseling students in crisis.

- b. Total number of primary sections as identified in data taught in the discipline in each of the last six semesters (use data link from page1):

Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
15	15	18	18	19	21

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c. Student enrollments (FTES) in the classes taught (use data link from page 1) or number of students served in each of the last six semesters:

Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
36	29	44	33	45	34

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

The Student Success Act of 2012 mandates many counseling and student support services, including orientation, assessment and interpretation, initial and comprehensive Student Educational Plans (SEPs). These are core services that are required to be provided to all students, completion of which impacts registration priority. Additional services provided in General Counseling include counseling for basic skills students, increased collaboration and outreach to local high schools, enhanced career counseling, financial aid counseling, at-risk student interventions, transfer counseling, and comprehensive

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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.)

The services in Counseling affect all disciplines. Assessment and multiple measures ensure proper placement in core courses that impact the Student Educational Plan. Orientation assists students to learn how chosen courses impact their educational goals, as well as how to register for those classes, and an introduction to support resources on campus. Counseling appointments provide an educational plan to fulfill each student's individual academic and career goals within the context of

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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 counselor on campus to provide retention efforts to disproportionately impacted students, student on probation, and student with other challenges affecting their academics. Student Services is requesting a retention counselor who will be responsible for providing services focused on retention efforts, intrusive interventions and other high impact support services as suggested by the Guided Pathway framework and student success implemented assembly bills. This position would reside within the counseling office, and would require no additional equipment or facilities beyond those

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.)

Student demand for counseling services has dramatically increased. Counselors are exceeding capacity to provide services to students and the campus community. Counseling appointments are completely booked; although recent efforts to expand appointment offerings have been successful, demand continues to outpace supply. Providing retention efforts and interventions to students in need of such services are not adequately provided due to counseling demands and time constraints of serving the entire college population. SSSP and Student Equity funding, as well as other grant and categorical funds, have helped provide support to specialized student populations however, with continued enrollment growth, counseling support for the general LPC student population has lagged. Without additional, institutionally funded support, demand for required services for students will not be met, potentially impacting student enrollment, persistence, success and completion.

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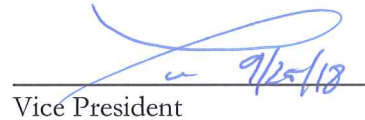
8. Any additional information that addresses justification of the position. If multiple positions are being requested, this is an opportunity to differentiate the justifications for additional positions.

Historical student:counselor ratios based on load assigned to full-time general counseling only, and does not account for faculty assignments to special programs or other assignments. A Counselor that can focus on retention and intervention is critical to providing the support to the most vulnerable student populations. Disproportionately impacted students, low income, probation students, dismissal students, and first generation, are just a few student populations that would benefit from direct

Signatures:


Requestor


Dean


Vice President