

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.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.

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 |
|-----------|-------------|-----------|-------------|-----------|-------------|------------------|-----------|-------------|
| N/A | | | | | | | | |

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 |
|-----------|-------------|-----------|-------------|-----------|-------------|
| N/A | | | | | |

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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 | 458 | 458 |

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

- 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 | 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

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

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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

Signatures:


Requestor


Dean


Vice President