

Full-Time Faculty Position Request Form 2020 - 2021

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, 2019.

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SEP 12 2019
STEMPS Division
Las Positas College

Position Requested:

Contact Person:

Discipline/Division: Starting Term: Fall Spring

This form requires data. Most of the 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. For Instructional Faculty: 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 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Projected	Fall 2020	Spring 2021
44.3%	37.1%	39.1%	30.4%	36.9%	37.2%	■ 54.1	57.3	

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

Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
579.8	528.6	555.8	524.8	544.0	493.9

Full-Time Faculty Request Form 2019-20: FHPC Revisions May 3, 2012, Sept. 18, 2012, April 30, 2013, December 4, 2015, March 21, 2018; Presented to Academic Senate-January 27, 2016, April 11, 2018, April 29, 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 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Projected Fall 2020	Spring 2021

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.)

We teach all levels of math beginning with Prealgebra through Calculus, Differential Equations, Linear Algebra and Discrete Mathematics. Specifically:
 Basic Skills: Math 107, 110, 156 (Geometry - a new course!)
 AA/AS Degree-Applicable: Math 50, 55, 52, 53, 72
 Transfer Level: Math 40, 33, 34, 47, 39, 30, 1, 2, 3, 5, 7, 10
 Concurrent Support: 66C, 200C, 100C, 201C, 101C, 202C, 210C, 110C, 255C, 55C
 Math Jam: 261, 262, 263, 264, 265, 66

Our courses are taught in a variety of different modes and facility needs:
 Self-accelerated learning lab (Math Emporium), lecture/ hands-on workshops, distance education, concurrent support, Math Jam; lecture/computer lab (statistics, differential equations and linear algebra).

Non-Classroom activities: The Mu Alpha Theta Honor Society & Math Club encourages students to have fun with and explore math. The AMATYC Student Math League exam is offered and administered each semester to students as a competition. The department runs a graphing calculator rental program for students. The new concurrent support courses provide students with additional support and just-in-time math help. Math Jam serves students wanting to prepare for their math class. All of these activities (and others outside the discipline not mentioned here) require full-time faculty coordination and collaboration with part-time faculty. See the Math Department's Program Review for additional details.

*Several of our current full-time instructors are working alternative duties in conjunction with teaching, including Professional Development Chair, Basic Skills Committee Chair, and Guided Pathways Co-Coordinator. Please note that these alternative duties are not reflected in the projected numbers for Question #2.

- 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 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
89	93	88	91	102	102

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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 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
538	517	549	531	525	448

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/AD-T degree, certificate or transfer
- Discipline provides basic skills courses
- Discipline provides mandated and specialized services to students
- Other

Mathematics is a gateway course for our students and many courses serve as prerequisites for multiple science classes. We are continually improving the method and modes for which we offer all of our courses. We have implemented a more robust use of multiple measures for placement, which means our student profile may change in the next year within our classes. We have implemented AB705, which means our student profile will likely change over the few years within our classes.

Math is offering mirrored and full non-credit concurrent support courses, Math Jam, and mirrored non-credit basic skills courses in conjunction with our regular scheduled classes to allow students flexible and affordable options for their learning. The state mandated changes from AB 705 mean that more students need these supports than ever.

Math Jam, an award-winning, intensive one-week program the week prior to the start of Spring and Fall semesters, has been offered each Fall and Spring since Spring 2015. Math Jam is for ALL students, to help them achieve their math goals and prepare for their upcoming math courses. Math Jam is designed to help students complete their goal of a degree or transfer faster, while introducing them to a community of support and FREE resources at LPC. The new concurrent support classes (in addition to a necessary part of AB 705) are an extension of this philosophy.

Of our 35 different courses offered, 12 courses are approved for UC/CSU transfer; those 12 plus 11 additional are AA/AS degree-applicable and meet general education requirements. 11 are Basic Skills courses, and 12 others are support courses:

AA/AS Degree-Applicable: Math 50, 55, 52, 53, 72

Transfer Level: Math 40, 33, 34, 47, 39, 30, 1, 2, 3, 5, 7, 10

Concurrent Support: 66C, 200C, 100C, 201C, 101C, 202C, 210C, 110C, 255C, 55C

Math Jam: 261, 262, 263, 264, 265, 66

Special services to students include: Graphing Calculator Rental Program, Concurrent Supports Classes for additional support and just-in-time math help.

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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.)

There are several math courses that serve as a service course/prerequisite for sciences, computer science, engineering and the trades (ECE, welding, and automotive). Some of these math courses are infused with applications so that these students are seeing content in multiple classes. Developing trade-specific courses has required continued work from full-time faculty over the last few years.

Math courses serve as prerequisites/strongly recommended for the following courses outside of math: BIO 1A, BIO 1B, BIO 1C, BIO 2A, BIO 30, CHEM 1A, CHEM 30A, CHEM 31, CS 1, CS 17, ECON 1, ECON 2, ENGR 22, ENGR 25, ENGR 35, ENGR 37, NUTR 1, PHYS 1A, PHYS 1B, PHYS 1C, PHYS 2A, PHYS 10, PHYS 10L, PSYC 25, RADS 40A, SOC 13.

Math courses serve as requirements for the following degrees/certificates:

AA-T: Kinesiology, Journalism, Psychology, Sociology;

AS-T: Administration of Justice, Biology, Business Administration, Geology, Mathematics;

AA: Business Administration, Chemistry Education, Environmental Studies, Liberal Arts & Sciences: Math & Science Emphasis;

AS: Chemistry, Computer Science, Engineering Technology, Environmental Science, Occupational Safety & Health, Physics, Welding Technology;

Certificate of Achievement: Welding Technology.

Every student wanting to transfer to a university who comes to LPC must take at least one math class to satisfy transfer requirements, and many students take a math course to satisfy AA/AS degree requirements. In the past, most of our students came needing remediation in mathematics requiring from one to three classes. Due to changes in legislation from AB 705, there are no longer placement exams, and students (other than a very small number who opt to take basic skills classes) will start at Math 40 (Statistics) or Math 30 (College Algebra for STEM). This year, we have added concurrent support courses to meet the needs of these students, but we need additional full-time faculty to help develop and refine these.

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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.

N/A

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.)

Finding, mentoring and evaluating part-time mathematics faculty is a daunting task. We currently have 45 part-time faculty, and every semester we are scrambling to recruit and hire new part-time faculty to teach our classes, since many of them teach at multiple colleges and their schedules are limited very quickly with classes elsewhere. Having additional full-time faculty would reduce the need for part-time faculty, and allow current full-time faculty to spend less time on hiring and more time serving our students.

We have several new initiatives we are implementing starting Fall 2019, specifically as a result of AB 705, which requires CA community colleges to allow students to enroll in transfer-level mathematics. Multiple measures (High School GPA, last HS math class passed) are now used to place all new students into math courses in fall 2019; ACCUPLACER is no longer approved at the state level for placing our students into classes. We are now offering noncredit curriculum for basic skills courses (107, 110, 50, 55), to be offered as both noncredit and credit (mirrored) for students who still feel they need basic skills, as well as Math Jam noncredit curriculum to institutionalize the Math Jam Program, and certificates so that these noncredit courses can be approved for enhanced CDCP funding. We have replaced the Math Learning Center by concurrent support classes to serve the needs of students who are being placed directly into transfer level courses. AB 705 is a massive change, and we are already seeing students struggle with these higher level courses. We need to continually improve our supports offerings, however our existing faculty are already stretched thin.

Even though the Math Department has received seven new faculty in the past four years, only ONE of those seven is a "new" faculty - the other six are replacements for retirees. Our department is consistently offering more sections each year to accommodate our ever-growing student population, but it is not uncommon for us to teach classes of 45 or more students. As our student population grows, our course offerings grow, and department faculty work other assignments, our department becomes stretched thin with many department initiatives many without reassign time).

We need consistent leadership and support to fulfill and maintain our existing efforts, along with adapting to the changes from AB 705, and to do this we need to replace the full-time faculty position we lost last year.

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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.

Our first position request is to replace Craig Kutil who moved last year to a full-time curriculum position, however the need for additional full-time faculty existed even before his departure. As mentioned above, of the Math Department's last seven hires, six have been replacements and only one has been a truly new hire, which is simply not enough to keep up with growing demand. The number of changes necessitated by AB 705 has only made this worse. For these reasons, in addition to a replacement we are requesting a new position.

Signatures:

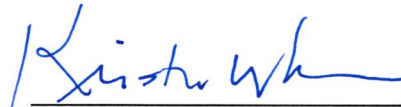


Requestor



Dean

9-12-19



Vice President