

Full-Time Faculty Position Request Form 2023 - 2024

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 16, 2022.

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:

Date Retirement/Resignation is Board Approved:

If position is categorically funded, indicate source and duration of funding:

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.)

Projected

Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2023	Spring 2024
N/A	N/A	N/A	N/A	N/A	N/A	X	X

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

Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022

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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).
Projected

Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022		Fall 2023	Spring 2024
1:697	1:661	1:596	1:575	1:527	1:505		1:484	1:431

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 Puente program at LPC extended its model to include the Math componet. The program is now called: The Puente Más Program which includes Counseling, English, Math, and Mentoring.

The Puente Counselor assist students in academic planning, career exploration and personal development, which leads to intellectual, emotional and social growth. The Puente Counselor work collaboratively with the English and Math Departments and responsible to recruit mentors in the community and at the insitution.

The Puente Counselor also help students develop a pathway to successfully reach their educational and career goals. Counselors do this by working with each student as an individual--taking into account their unique backgrounds, interests, strengths, and circumstances. Counseling services provided include (but are not limited to):

1. Academic Counseling: Meet with students using a variety of modalities (in person, online, phone) by appointment and drop-in to develop Student Educational Plans (SEP). The SEPs document required courses that align with student goals (certificate/degree/transfer). Counseling services provided include intervention strategies for students on probation, outreach to prospective students, interpreting assessment results, assisting/reviewing/approving forms, completing SEPs for special programs such as Athletics and Financial Aid, in addition to other services critical for student success.
2. Career Counseling: Provide students with career and major exploration services including but not limited to career assessments and interpretation of results. Develop an SEP with the student to help them reach their major and career goals. Refer students to career and employment services on and off campus.
3. Personal Counseling: Work with students to address personal issues as they relate to educational success and refer to resources as appropriate. Counseling Faculty also work with students in crisis and refer to on-going therapeutuc resources as appropriate.

In addition, The Puente Counselor also teach courses within the Psychology-Counseling discipline. Examples of such courses include PCN 18 - University Transfer Planning (1 unit) and PCN 30 - Student Success and the College Experience (3 units). Full description of PCN courses: <http://laspositascollege.edu/counseling/pcn.php>

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 page 1):

Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
20	15	12	8	16	10

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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 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
50	29	28	17	31	22

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 associates degree, certificate or transfer
- Discipline provides basic skills courses
- Discipline provides mandated and specialized services to students
- If position is categorically funded please add source and duration of funding
- Other

Per our 2018-19 program review, we stated the following: "Begin laying the groundwork for a second cohort, as we could easily fill it, find and train another instructor willing to teach in the second cohort, explore finding and training another counselor to teach in the program, explore possible need for and possibility of securing a larger space for the learning communities' center".

We noticed the interest of students trying to join the Puente program. We have stated repeatedly for the past five years that over 250+ students are not able to join Puente. In fact, we do not advertise the Program during any of the outreach events because it defeats the purpose since we can't offer students the opportunity to participate or join. Our outreach specialists consistently ask for Puente brochures, and we are firm in not marketing due to our inability and limitation to offer students the necessary support.

In addition, our College is at a disadvantage in meeting the California Community College Chancellor's Office "Vision for Success" Goals. Specifically, without adequate Counseling support, it will continue to be a challenge for us to meet these specific goals: (Vision for Success Goals: <https://www.cccco.edu/About-Us/Vision-for-Success/vision-goals>)

#1. Over five years, increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job;

#4. Over five years, increase the percent of exiting CTE students who report being employed in their field of study; and

#5. Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups.

Within the Counseling Department, the Puente Counselor plays an essential role in the College's ability to meet its Guided Pathways goals. One of our goals is to support and move students from an "Undecided" major goal to a "Declared" major goal. In any given year, about 950 students (~10.5% of student body) identify an "undecided" goal, with this number even higher (>20%) among first-year students. Best practices have shown that dedicated Counselors can help move students from undecided to declared majors. .

Hiring a second Puente Counselor will help the College meet its student success and "Vision for Success" goals. A Puente Counselor will: help students identify their academic and career goals more efficiently, increase student retention & completion rates; and have an impact of the Student Success Allocation from the State Funding Formula.

At the current time, we have one Puente counselor assigned 50% to Puente and 50% to General Counseling. If we commit to having a second cohort, we need to hire a full time counselor assigned 100% to Puente and keep the current Puente counselor assignment at 50%.

Community colleges with two cohorts have two full time Puente counselors and a part-time administrative assistant. other modes have one full time Puente counselor and a two adjuncts assign to Puente and they also have an administrative assistant working as part time or full time.

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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.)

Hiring a Puente Counselor position is critical to satisfy the needs of our students. We will be able to allow more students to participate in the program. We should also be able to support the "Undecided" students.

Remind you, we have an average of 900+ "Undecided" students at any given time.

LPC has long needed this position and the related services that Puente provides. The Puente Counselor will play a significant role in helping the college meet its planning priorities, the President's priorities, the Educational Master Plan goals, as well as the Vision for Success goals.

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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.)

- a. Justification for the position.
- b. Projected start-up costs for equipment, facilities, and support staff for the first three years.
- c. 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.)

The consequences of not hiring a Puente Counselor will continue to be:

- * Inability to allow more students to participate in the Puente program.
- * Allow students to continue having an undeclared major.
- * Allow undesirable equity barriers to underrepresented communities.
- * Poor Student Success indicators (course success, retention, and program completion);
- * Challenges in meeting the CCCCO "Vision for Success" Goals around career exploration, readiness, and placement;
- * Challenges in meeting Guided Pathways Pillar 2 goals (Getting on the Path), i.e. high rates of students with Undecided Education Goals;
- * Reduced enrollment;
- * Students attempting and completing excessive units

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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.

Not offering a second Puento cohort to students poses equity questions for our campus and it has been a disservice to our unerrepresented students.
Students at CCCs with similar population sizes as our campus have access to this type of programs who specializes in closing the gap.

Signatures:

Rafael Valle

Requestor

09/02/2022

Date

Dean

Vice President