Full-Time Faculty Position Request Form 2018 - 2019

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: Administration of Justice

Contact Person: Mark Tarte

Discipline/Division: MSEPS   **Starting Term: Fall** 18   **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) 3FSS13
Name of the person being replaced: Mark Tarte
Length of time position(s) unfilled: 0

CRITERIA

1. Number of Full-Time Faculty currently in Discipline: 1
   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	Projected Fall 2018	Spring 2019
75%	50%	55.6%	62.5%	44.4%	50%	55.6%	62.5%

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
725.6	663	650	525	550	463

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 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2018	Spring 2019

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.)

Taught by the only full time faculty:
AJ 50 (2 Sections) - Intro to AJ - AA and ADT(also fulfills Social Science GE requirement for AA)
AJ 54 - Investigative Reporting - AA
AJ 55 - Intro to Corrections - AA and ADT
AJ 64 - Patrol Procedures - AA
AJ 66 - Juvenile Procedures - AA and ADT
AJ 70 - Community Relations - AA and ADT

Additional Duties:
Liaison to Alameda County Sheriffs Office for the Instructional Service Agreement with the Regional Training Center/Sheriff's Academy - this agreement generates a minimum of 106,400 hours of FTES towards our enrollment management targets. Outreach/Recruiting at local High Schools, Career Fairs, Women in Public Safety Day, Program review, Discipline Plans, Course Scheduling, Budget Development, Curriculum Development, Part time faculty recruitment, scheduling and evaluations,

Additional Courses: AJ 56, 59, 60, 61, 63, 68, 69, 71, 74, 79, 88, 89.
The AJ instructor also updates 20 "99" level professional courses taught through the Instructional Service Agreement with Alameda County Sheriff's Office that has served nearly 4000 students since its inception. The AJ Instructor also consults with the RTC commander to create new accredited in-service training courses for peace officers.

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
8	8	9	8	9	8

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
38	35	39	28	33	25

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 Administration of Justice curriculum offers 4 our of 18 courses that meet general education requirements including:

AA Degree - AJ 50 and 60
AS Degree - AJ 50 and 60
CSU GE Requirements - AJ 50, 56, 60, 66

100% of the 18 AJ courses satisfy the AA or ADT degree in AJ.

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 2 degrees in AJ requires students to complete 2 out of the following, PSYC 1, SOC 1, Math 40 + all GE requirements including ANTHRO, CNT, and EMS.

AJ 50 is articulated with multiple highs schools and ROP (Regional Occupational Programs) and those students often enroll at LPC to further their educations.

Administration of Justice provides a clear career path beginning in high school, continuing to LPC, the police academy, and career development via professional education.

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.)

A full time AJ instructor allows for program continuity, student access, program growth, and course development. Virtually all curriculum updates, modifications in degree requirements, and new course development are completed by the current full time faculty member. The Public Safety Program Manager is not faculty and cannot perform these tasks by contract.

Left unfilled this would be a 100% adjunct operated program that graduates 30 AA and ADT's per year in addition to 100 police academy graduates who will be soon earning Certificates of Completion.
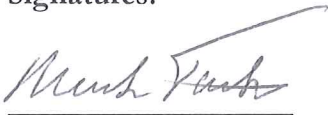
The current adjunct cadre, except for one, are all full-time law enforcement or district attorney employees and would not be able to teach the day course sections, consequently limiting pathways to completion for our students.

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.**

The AJ Instructor currently liaisons not only with the Regional Training Center but also local agencies to assist with their in-service training. This position also works with ASCO during their annual training cycle for Urban Shield and as well as the other public safety coordinators (FST and EMS) in developing a planned Public Safety Training Center at LPC. The Training Center is a Board of Trustees Approved project that will provide a venue for all Public Safety Programs and up to date clinical and practical skills labs and classrooms. This work cannot be done by part time faculty.
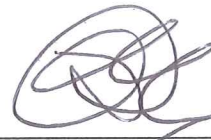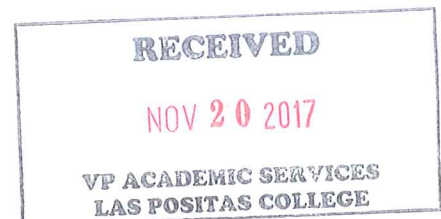
Signatures:

_____   _____   _____
Requestor   Dean   Vice President

Total Full-Time Equivalent Faculty Hiring Prioritization Data: Fall 2014 to Spring 2017
(Data Subset for Administration of Justice)

[Item 2] - Faculty (FTEF) from Full-time Faculty, by Primary Semesters

Subject	Fall 2014			Spring 2015			Fall 2015			Spring 2016			Fall 2016			Spring 2017		
	FTEF from FT Faculty	Total FTEF	% FTEF from FT Faculty	FTEF from FT Faculty	Total FTEF	% FTEF from FT Faculty	FTEF from FT Faculty	Total FTEF	% FTEF from FT Faculty	FTEF from FT Faculty	Total FTEF	% FTEF from FT Faculty	FTEF from FT Faculty	Total FTEF	% FTEF from FT Faculty	FTEF from FT Faculty	Total FTEF	% FTEF from FT Faculty
AJ	1.2	1.6	75.0%	0.8	1.6	50.0%	1.0	1.8	55.6%	1.0	1.6	62.5%	0.8	1.8	44.4%	0.8	1.6	50.0%

Note: Percent FTEF from Full-time Faculty is the FTEF generated by full-time faculty as load (i.e., excluding overload) divided by the total FTEF.

Projections of FTEF taught by full-time faculty: fall 2018 and spring 2019

Subject	Fall 2018			Spring 2019		
	FTEF from FT Faculty	Total FTEF	% FTEF from FT Faculty	FTEF from FT Faculty	Total FTEF	% FTEF from FT Faculty
AJ	1.0	1.8	55.6%	1.0	1.6	62.5%

[Item 3a] - Weekly Student Contact Hours (WSCH) per Full-Time Equivalent Faculty (FTEF), by Primary Semesters

Subject	Fall 2014			Spring 2015			Fall 2015			Spring 2016			Fall 2016			Spring 2017		
	Total WSCH	Total FTEF	WSCH/ FTEF	Total WSCH	Total FTEF	WSCH/ FTEF	Total WSCH	Total FTEF	WSCH/ FTEF	Total WSCH	Total FTEF	WSCH/ FTEF	Total WSCH	Total FTEF	WSCH/ FTEF	Total WSCH	Total FTEF	WSCH/ FTEF
AJ	1,161	1.6	725.6	1,062	1.6	663.8	1,170	1.8	650.0	840	1.6	525.0	990	1.8	550.0	741	1.6	463.1

[Item 4b] - Total Number of Primary Sections, by Primary Semesters

Subject	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Total
AJ	12	8	9	8	10	8	55

[Item 4c] - Full-Time Equivalent Student (FTES), by Discipline and Primary Semesters

Subject	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
AJ	38	35	39	28	33	25

Note: These tables include only data from AJ 50 through AJ 89 courses.
Source: Argos Enrollment Management Tool; Latest Data (Accessed: August 7, 2017; Modified: October 26, 2017)

Las Positas College Office of Institutional Research and Planning