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: Tutorial Center Faculty Coordinator / Instructor

Contact Person: Michael Schwarz

Discipline/Division: Student Services   **Starting Term: Fall** [X] **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: **0**
   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 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2018	Spring 2019
0	0	0	0	0	0	100	100

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
691.4	481.5	439.8	500.0	451.8	911.8

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 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Projected Fall 2018	Spring 2019
N/A						II	

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.)

Classes taught: TUTR 17A, TUTR 17B, TUTR 17C - Tutoring Theory and Practice I, II, III

Work performed: Supervise and work with students in TUTR 200; inreach to instructional faculty; collaborate with faculty to meet needs of students; outreach to LPC students; conduct class orientations; develop new and innovative tutorial programs, materials, and curriculum; participate in on-campus meetings; collaborate with Basic Skills, Career-Technical Education (CTE), Veterans, Hispanic Serving Institution (HSI) Gateway to STEM Success program; Student Equity, and Student Success and Support Program (SSSP) to provide tutoring resources for students. Oversee basic daily operations of LPC Tutorial Center.

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
4	4	3	3	3	11

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
4476*	5818*	4411*	6761*	5917*	6915*

Total Semester Tutoring Hours

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

Tutoring remains a planning priority for LPC: "Expand tutoring services to meet demand and support student success in Basic Skills, CTE, and Transfer courses."

Tutoring is tied to Basic Skills, SSSP mandates, and HSI Grant mandates.

The Tutorial Center is overseeing the implementation of NetTutor, in order to meet accreditation standards for equity of service to DE students.

A strength of the LPC tutoring program is that tutors are trained within a TUTR course and are able to approach student learning in a professional manner using current and best practices in the field.

Tutoring focuses on helping students achieve completion goals, graduate, and transfer.

Tutoring provides one-on-one and small group learning sessions to supplement what is done in the classroom.

The Tutorial Program is dedicated to the educational success of our students. It provides services that will help students become independent, active, learners and function successfully in an academic environment.

The Tutorial Center provides a positive and encouraging atmosphere for all who use the services.

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 LPC Tutorial Program and courses impact all disciplines on campus. It is a multi-faceted program that provides tutoring for courses in all divisions and for over 100 courses, including CTE, Basic Skills, degree applicable and transfer courses.

All tutoring is free to LPC students and many instructors recommend tutoring and refer individual students to the program.

Tutoring hours increased 154% between Fall 2014 and Spring 2017, increasing from 4476 hours (Fall 2017) to 6915 hours (Spring 2017).

The success of Math Jam and Math Emporium created an even greater need for math tutoring during the school year and the Tutorial Center supports Math Jam in between semesters and during the summer.

The Tutorial Center provides learning resources and a helpful website to all students and faculty. The Center also provides a location for instructors to tutor students when desired.

In accordance with Accrediting Commission for Community and Junior Colleges (ACCJC) standards and the LPC Planning Priority on Accreditation, the Tutorial Center offers equitable access to tutoring for distance education (DE) students via the NetTutor platform.

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 Tutorial Center opened in Fall 1996. In Spring 1997, a part-time instructor was hired to recruit and select student tutors, and teach the tutor training classes. Since then, the program has grown from employing 18 student tutors who provided 1300 tutoring hours, to over 100 tutors who provided 12,832 tutoring hours (2016-17). During Fall 2017, so far the Tutorial Center has provided over 1000 more tutoring hours than at the same time last year. Student demand for tutors continues to significantly increase and a part-time faculty coordinator/instructor working 18 hours per week is no longer sufficient to manage the program, let alone grow the Tutorial Center to meet student demand.

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.)**

In order for the Tutorial Center to function and grow to meet student demand, a full-time faculty coordinator/instructor is needed. Without one, new and innovative programs will be limited; tutor training will be unable to meet the need for new student tutors to meet demand; supervision, training, and development of student tutors will be inadequate; Basic Skills, CTE, and Transfer will remain under-supported; and overall student success will fail to reach the full potential that may be achieved with full-time faculty oversight of the Tutorial Center.
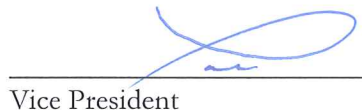
8. **Any additional information that addresses justification of the position. If multiple positions are being requested, this is an opportunity to differentiate the justifications for additional positions.**

The Tutorial Center is in a crisis mode due to the incredible growth, popularity, and necessity of the program. The Tutorial Center struggles to meet the demand of the current number of students requesting tutoring, and yet demand is growing exponentially. Increasing support for the Tutorial Center is not only an LPC planning priority, it is critical for the students we serve. In addition, a full-time Tutorial Center faculty coordinator would play a key role in collaborating in the creation of a truly integrated learning center - to include Open Math Lab, Reading and Writing (RAW) Center, and the Integrated Learning Center (ILC) - that has been proposed as LPC continues to grow and develop additional facilities to meet the needs of students.

Signatures:

_____   _____   _____
Requestor   Dean   Vice President