

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:

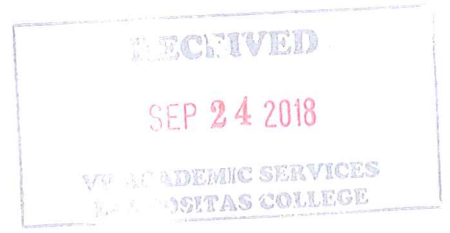
CRITERIA

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
<input type="text" value="81.5%"/>	<input type="text" value="100%"/>	<input type="text" value="70.8%"/>	<input type="text" value="100%"/>	<input type="text" value="100%"/>	<input type="text" value="100%"/>		<input type="text" value="57.2%"/>	<input type="text" value="68.6%"/>

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
<input type="text" value="431.1"/>	<input type="text" value="497.9"/>	<input type="text" value="413.3"/>	<input type="text" value="442.6"/>	<input type="text" value="497.4"/>	<input type="text" value="411.5"/>



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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

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 Computer Networking Technology program (CNT) prepares students for a variety of career opportunities including the networking field. CNT classes prepare students for industry certifications such as Cisco CCNA, Microsoft MCSE and MCSA, and CompTIA Net+, Security+, and A+. Beginning in the fall of 2018, the CNT program is incorporating the Google IT Support Professional Certificate curriculum into four of CNT classes as part of a pilot program to bring the Google IT Support Professional certificate into credit based community college program across the nation. LPC's CNT program is one of only two community college networking programs in California to be part of this pilot program working with Jobs for the Future (JFF), Google, and Coursera. When this program was announced, enrollments in the first two courses in the program (CNT 51 and CNT 52) doubled.

The CNT program is comprised almost exclusively of specialized courses that provide current, industry-relevant training in up-to-date technologies, protocols, techniques and software packages.

Because of the nature of the education and training provided by CNT courses, the discipline utilizes a variety of specialized facilities, including physical hardware as well as "virtual" facilities, all of which require ongoing attention and facilitation by skilled full-time faculty.

- 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
6	3	5	6	5	6

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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
19	16	28	24	28	19

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 CNT program currently has an AS degree with several areas that students can pick to specialize in as well as numerous certificates. The degree and certificates were created to provide students with the skills and knowledge needed to be prepared to take (and pass) several industry certifications, e.g., CCNA, CompTIA Network+ and Security+, etc. The CNT program also has a Certificate of Achievement Cisco Network Associate, and several Career Certificates. Last year, the CNT program updated the majority of their AS degree and a significant number of their courses to ensure that our curriculum meets industry needs.

As mentioned earlier, being fall 2018, the CNT program has incorporated the curriculum needed for the Google IT Support Professional Certificate into four existing courses (CNT 51, 52, 55, and 69). By enrolling and successfully completing four CNT courses, students will be able to earn the Google IT Support Professional Certificate, be prepared to take the CompTIA A+, Network+, and Security+ certification test and earn 13 CSU transferable units. Students will also be enrolled in the Coursera modules that are part of the Google IT Support Professional Certificate program. The CNT program is also creating a IT Support Professional Certificate of Achievement to be active fall 2019.

Due to the hands-on nature of the CNT curriculum, class sizes are limited to 30 students. This allows instructors to work individually with students either in person or virtually to ensure that students have the skills and knowledge needed to be effective in the workplace and be able to confidentially take and pass industry certifications, which are key to opening employment opportunities and for advancement within the networking field.

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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.)

Multiple CNT courses are cross-listed with the related Computer Science (CS) and Computer Information Systems (CIS) disciplines. In addition, transfer-oriented students completing our core sequence of courses in CS often express a need and/or interest in adding credits in CNT sub-areas such as Linux/Unix, security, networking, cloud computing, and forensics. Basic networking skills are useful for students entering into careers in many fields including, Business, the Sciences, Arts, and Administration of Justice. The computer forensics course, CNT 68 is an elective in the AJ AA degree. With the new Computer Information Technologist degree, we will be working closely with the Internship and Work Experience programs.

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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.

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 CNT discipline, in order to serve demands for training from current and prospective students, particularly veterans and other returning students in the community, needs to include sufficient faculty skill and capacity across multiple areas of focus. If this position is NOT filled, it will become necessary to remove multiple areas of focus from the set of CNT courses offered at LPC. This will likely cause a shift in enrollment to peer institutions that do offer these.

The Computer Studies disciplines, which includes CNT, has created a degree, Computer Information Technologist, which includes CNT, CS, and CIS courses. Not filling this position will make it difficult to offer the CNT courses in this degree and to provide the interns and skilled workers. In addition, the Computer Studies disciplines are looking to develop a program in CyberSecurity (we hope to partner with Sandia's CyberDefenders program and with LLNL). It is critical to have a full-time CNT Faculty member to help with this effort.

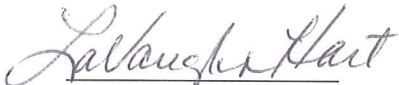
As noted earlier in the document, the CNT program is part of the effort to bring the Google IT Support Professional Certificate to community colleges. It is critical to have a full-time CNT faculty member to coordinate this effort. This program has the potential to attract and serve a significant number of underrepresented student populations. Providing them with career paths that provide above average starting pay and significant opportunities for advancement in the field.


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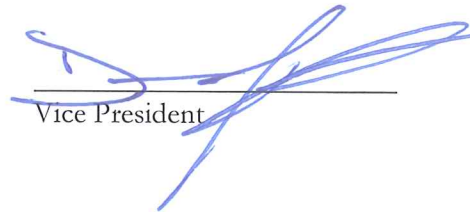
8. Any additional information that addresses justification of the position. If multiple positions are being requested, this is an opportunity to differentiate the justifications for additional positions.

There are several regional consortium that the Computer Studies disciplines are currently working with including, NetLabs, Information and Communication Technologies (ICT), BACCC, etc., which all have networking components. While CIS and CS faculty are working with these consortia, we need a CNT faculty member to address the networking curriculum development, define equipment needs, and develop industry partner relationships in the networking field.

Signatures:


Requestor


Dean


Vice President

Here's my explanation for why there is a misreporting of the primary sections.

Total number of sections taught by CNT faculty including those that are cross-listed with CS and CIS.
(Data provided by IR excludes sections taught by CNT faculty because of miscoding of primary section information.)

Fall 15	8
Spring 16	5
Fall 16	7
Spring 17	8
Fall 17	7
Spring 18	7

From: Rajinder Samra

Sent: Thursday, September 20, 2018 3:54 PM

To: LaVaughn Hart <LHart@laspositascollege.edu>; Nan Ho <NHo@laspositascollege.edu>

Cc: Linda Cross <lcross@laspositascollege.edu>; David Rodriguez <JDRodriguez@laspositascollege.edu>

Subject: Re: Revised - Primary Section Data for Faculty Position Request Form

Thanks for the feedback, LaVaughn. Consistent with what you said below, this is just one item among multiple items that are used for the Faculty Position Request Form. However, I encourage anyone who would like to revise the primary section information to work with Andrea and ITS. We are happy to re-run the primary section data after changes have been made.

Rajinder

Rajinder Samra, M.S.

Director of Research, Planning, and Institutional Effectiveness

Chair, Institutional Planning and Effectiveness Committee

Las Positas College

E-mail: rsamra@laspositascollege.edu

From: LaVaughn Hart

Sent: Thursday, September 20, 2018 2:21 PM

To: Rajinder Samra; Nan Ho

Cc: Linda Cross; David Rodriguez

Subject: RE: Revised - Primary Section Data for Faculty Position Request Form

It seems that the designation of which is the Primary section when classes are xlisted is at best random. It would seem to me that the logical way to determine this would be by the faculty teaching the class. For example, a CIS PT instructor teaches the xlisted CIS/CNT/CS 43 so the primary section would be the CIS 43. But in the data shown, the primary section was defined as CS 43 (and that is the class that usually has the lowest number of students). I understand that the Computer Studies area probably has the most xlisting that involve courses in our separate disciplines. Perhaps not that important in the big picture.

LaVaughn

From: Rajinder Samra

Sent: Wednesday, September 19, 2018 6:44 PM

To: Nan Ho <NHo@laspositascollege.edu>; LaVaughn Hart <LHart@laspositascollege.edu>

Cc: Linda Cross <lcross@laspositascollege.edu>; David Rodriguez <JDRodriguez@laspositascollege.edu>

Subject: Re: Revised - Primary Section Data for Faculty Position Request Form

Hi Team,

Thanks for the question. All enrollment management data that is reported for the Faculty Position Request Form is gathered from Argos data. In the data file from Argos, there is a column that indicates which sections are cross-listed and another column that indicates which is the primary section. The cross-listed information is entered by Andrea Migliaccio, but it's still to be determined who enters the primary section column info (Andrea informed me that she will be asking ITS when she gets a chance).

Attached is Spring 2018 data from the Argos data file for CNT and CS; it also includes pertinent cross-listed sections for CIS and MATH. A primary section is indicated by a '1' in the Primary Section column.

Hi LaVaughn,

Please let us know your thoughts regarding how accurate the attached information is from Argos.

Rajinder

Rajinder Samra, M.S.

Director of Research, Planning, and Institutional Effectiveness

Chair, Institutional Planning and Effectiveness Committee

Las Positas College

E-mail: rsamra@laspositascollege.edu

From: Nan Ho

Sent: Tuesday, September 18, 2018 10:14 PM

To: Rajinder Samra

Cc: Linda Cross; LaVaughn Hart

Subject: Re: Revised - Primary Section Data for Faculty Position Request Form

Hi Rajinder,

We have an interesting question regarding primary sections when there are cross-lists. Would you be able to look at LaVaughn's question?

Thank you,
Nan

On Sep 18, 2018, at 2:53 PM, LaVaughn Hart <LHart@laspositascollege.edu> wrote:

I don't think that the CNT one is correct because I don't think that it includes the xlisted classes between CIS and CNT (a CNT instructor normally teaches most of these).

I went back and reviewed CNT classes in Class-web for all the semester. Excluding ones that are taught by CIS faculty or CS faculty, I come up with the following. We should be able to count xlisted classes. If we are excluding all xlisted classes then we are misrepresenting the number of classes that CNT faculty normally teach.

Fall 15	8
Spring 16	5
Fall 16	7
Spring 17	8
Fall 17	7
Spring 18	7

Haven't had a chance to look at CS but I think I need some clarification about what is meant by Primary Section.

LaVaughn