

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 14, 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.laspositacollege.edu/researchandplanning/FacultyPrioritization.php> (If you have any questions about the data, please contact Rajinder Samra 925-424-1027 or rsamra@laspositacollege.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 style="width: 50px;" type="text" value="N/A"/>	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>

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 style="width: 50px;" type="text" value="N/A"/>	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>	<input style="width: 50px;" type="text"/>

Full-Time Faculty Position Request Form 2019 - 2020

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
9208	8993	9326	9193	9372	9153	538	538

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.)

This counseling faculty position works with the counseling team, instructors, staff, and students to provide leadership for the career and transfer functions of Las Positas College, in accordance with Title 5 requirements for Transfer Centers. Representative Duties and Job Characteristics include, but are not limited to, the following:

- * Provide critical and comprehensive transfer information to students destined to transfer. Work closely with general counseling, special programs and academic divisions to keep them abreast of relevant transfer related events and information;
- * attend regional and statewide transfer meetings;
- * plan and lead workshops and seminars on transfer/career topics;
- * assist the Dean of Student Services in the development and implementation of a process of Program Review within the Student Services area to include the development and assessment of Service Area Outcomes for the Career/Transfer Center;
- * coordinate and provide educational activities including student field trips;
- * maintain and update computer information related to achievement record of students and notation of counseling services;
- * serve as liaison with the instructional/academic units, student support programs, area schools, community based organizations and special programs and projects as assigned;
- * teach and/or present workshops to groups on various counseling topics, i.e., college rules and regulations, career-technical education (CTE) programs, guaranteed transfer programs, career exploration, etc;
- * establish and maintain effective working relationships with faculty, staff, administrators, division colleagues, and students; compose clear and concise correspondence, communicate effectively and make effective oral presentations;
- * organize projects, write reports, represent the college in district, local and state committees dealing with community college counseling issues;
- * develop a training program for part-time and full-time counseling faculty to provide updated transfer information;
- * provide counseling and assistance to students having a great range of skills, motivation and educational goals; work with minimum supervision, accept a flexible work schedule that may include evenings or other alternate scheduling as needed, and perform other related duties as assigned by the Dean;
- * initiate and participate in ongoing professional development, innovation, and continuous improvement in the Psychology-Counseling discipline.

- 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
15	15	18	18	19	21

Full-Time Faculty Position Request Form 2019 - 2020

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
36	29	44	33	45	34

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

Local student data clearly indicate the need to support the Transfer function has grown. The mission of the Transfer Center, as required by Title 5, is to provide comprehensive services and resources to students - particularly students from traditionally underrepresented and disadvantaged groups - to help them more clearly navigate the pathway to transfer to baccalaureate colleges and universities. Data from the Office of Institutional Research shows that the year-to-year percentage of students at Las Positas College who have expressed transfer as a goal has grown to 65%. Students who submitted an UC Transfer Admission Guarantee application grew by 46% from 2015-2016 academic year to 2017-2018.

As noted in the Transfer Center Program Review, data show that "student groups identified as African American, American Indian/Native American, Filipino, Latino, Pacific Islander, and persons with disabilities were disproportionately less likely to transfer to a four-year college or university." This position will directly support the CCCC Vision for Success, which includes statewide goals of increasing by 35 percent the number of CCC students who transfer to UC or CSU, increasing by 20% the number of CCC students who earn a degree or certificate, as well as reducing equity and achievement gaps among traditionally underrepresented groups. This also directly related to the Title 5 requirements for Transfer Centers, which mandates a focus on enhancing services to historically disadvantaged groups.

Finally, this position will directly contribute to the completion and transfer outcomes which are directly associated with recent initiatives including Guided Pathways and the new community college funding formula, particularly with a focus on enhancing outcomes for low-income and educationally disadvantaged students.

Full-Time Faculty Position Request Form 2019 - 2020

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.)

Supporting student transfer directly supports ALL disciplines on campus. The level of support provided by this position would increase FTES on our campus by helping students stay on track (persistence = FTES). With the new funding formula, this position would directly support the outcomes that will now be tied to funding, including degree attainment and transfer, particularly among disproportionately impacted and low-income students who are mandated by Title 5 as a focus for Transfer Centers. The enhanced career focus of this position would enhance CTE student outcomes, and is directly related to the goals of Student Equity, Student Success and Support and Guided Pathways initiatives.

Full-Time Faculty Position Request Form 2019 - 2020

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.)

Failing to fill this position may result in a lack of dedicated leadership for Transfer function, as well as a lack of focused career counseling, for LPC students. Although a classified Career/Transfer/Employment Coordinator was recently hired, the position description that was utilized was originally developed in the context of having faculty (i.e., this position) providing leadership of the Transfer function. Failure to fill this faculty position may result in gaps in Title 5 mandated functions including the Transfer Center Annual Report, Transfer Advisory Committee, and other leadership functions as outlined in the Representative Duties and Job Characteristics earlier in this proposal. This may result not only in reduced outcomes and increasing equity gaps for our students, but also reduced funding and support for the campus as a whole.

Full-Time Faculty Position Request Form 2019 - 2020


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.

Notes:


The number of Student Services FTEF reported in #1 (15 total) and calculated student/faculty ratios do not account for counseling reassigned time (HSI Director, Guided Pathways, Online Education Initiative, Faculty Association, Student Area Outcomes Liaison). They also do not account for counseling assignments to dedicated student programs (DSPS, EOPS, CalWORKs, Veterans, Umoja, Puente, HSI Gateway to Stem Success). When factored in, the student/faculty ratio for students not affiliated with one of the aforementioned groups (the vast majority of our student population) is significantly higher.

Item 4c is a measure of headcount, since all students are subject to requirements for core services (including the Student Educational Plan) and outcomes this position would support.

Signatures:


Requestor


Dean

 for 9/25/18
Vice President