

Full-Time Faculty Position Request Form 2022 - 2023

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 10, 2021.

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 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2022	Spring 2023
<input type="text" value="17.3"/>	<input type="text" value="16.7"/>	<input type="text" value="36"/>	<input type="text" value="30.3"/>	<input type="text" value="19.4"/>	<input type="text" value="0"/>	<input type="text" value="N/A"/>	<input type="text" value="N/A"/>

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

Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

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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 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2022	Spring 2023
1:621	1:582	1:697	1:661	1:596	1:575	1:395	1:386

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.)

General counselors provide critical and required services for the campus including but not limited to:

1. Academic Counseling: In collaboration with students, create students' Student Education Plans (SEPs) required for CSU/UC/private/out of state/TAG transfer planning, completion of LPC degree/certificate programs, Financial Aid eligibility, Athletics eligibility, and for Middle College program. Work with probation and dismissed students on how to return to good standing. Interpret assessment results for accurate placement in English, math, ESL, chemistry and review/approve prerequisite clearances in a timely manner so that students can enroll in the appropriate courses.
2. Career Counseling: Assist students in preparing for the workforce, help students identify personal, career, educational goals and develop a plan to achieve them.
3. Personal Counseling: Work with students to address personal issues as they relate to educational success and refer to resources as appropriate. Counsel students in crisis.
4. A 50% Middle College counselor would support the program including but not limited to:
 - *assist in recruitment, application, enrollment of new Middle College (MC) students
 - *utilize their knowledge of high school counseling and college counseling to best serve each MC student to help them prepare for career, college, and/or transfer
 - *give underrepresented minority students an opportunity to pursue higher education.

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 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
21	16	20	15	12	8

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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 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
49	36	48	27	28	17

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 2021-22 program review, the Counseling department does not have an adequate number of full-time counselors to serve the campus need. In Fall 2020, LPC served 8340 students with only 4.4 full-time equivalent counselors in General Counseling to serve that need. While some of the 8,000+ students are being served by counselors in special programs (i.e. Veterans, EOPS, CalWORKs, and DSPS), the remainder (~7,000 students) are left to be served by a General Counseling team that is also limited through reassignment to various campus initiatives (including Guided Pathways) and PCN instructional responsibilities. This represents a General Counselor-to-student ratio of ~1:7,000.

From EOPS, Puente, Umoja, we know that learning communities and special programs work because they are using the case management system. However, with only 4.4 full-time equivalent counselors in General Counseling, it is challenging to serve the campus at large. It would be very difficult to implement successfully Guided Pathways/Student Success Teams and create challenges for successful onboarding of new incoming students. In addition, our Middle College students (140 students per year) are currently served by PT counselors. It would be beneficial to have institutional support by having a FT counselor who can work with Middle College students.

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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.)

The services in Counseling impact all disciplines. New incoming students should be able to talk to a FT counselor one on one who is well versed and knowledgeable about degree/certificate programs, transfer, assessment/multiple measures for placement in appropriate core courses that directly affect students' initial and subsequent Student Education Plan. By having a FT counselor (general/Middle College), students can be assured of getting the correct information and not having to rely on a PT counselor who may change year after year. Middle College students are eligible to enroll in up to 11.0 units per term and participate in courses across the campus in a variety of disciplines.

We have counselors, who used to be part of General Counseling office, who are partially reassigned to work on various important assignments such as Guided Pathways, Puente, etc. By adding another general counselor in the General Counseling office, we would have some replacement of counseling hours that we have lost. Currently, with only 4.4 full-time equivalent counselors staffing General Counseling, we are unable to serve all the students who need guidance regarding their educational, career, transfer goals nor can we successfully implement Guided Pathways/Student Success Teams. In addition, because we rely on part-time counselors to work with the Middle College program, we lose the continuity and institutional knowledge if we keep on having to replace the part time counselor who is assigned to the Middle College program.

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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.

A. Collaboration with K-12 partners is one of LPC President's Goals for 2021-22 (Goal #4). Reference: <http://www.laspositascollege.edu/gv/assets/docs/2021SeptemberPresidentPresentation.pdf>
Because of the success of this program, Middle Colleg continues to attract more applicants than they can admit. They plan on admitting 70 students every year. By institutionalizing counseling support for the program, LPC will be well positioned to continue building collaborative relationships with our local high school districts and potentially increase our concurrent enrollment of high school students.

B. There is no projected start up costs because there is a PT counselor's office with equipment already available. There may be a need for a laptop with webcam & mic if the counselor is working remotely.

C. This will allow the FT Middle College counselor to outreach to high schools as needed and create a strong relationship with the community. In addition, this FT counselor can also work on guided pathways and be part of the student success teams.

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.)

By continuing to support the Middle College program with part-time counselors, LPC is not providing long term, sustainable, institutional support for this excellent program. Every year, LPC has to seek out part-time counselors, with both community college and high school counseling background, whose availability matches the needs of Middle College students who are on fixed schedules.

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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.

Zero full-time counseling faculty are currently assigned to Middle College. All counseling services are provided by part-time counselors specifically assigned to Middle College program. Full-time, specialized counselor support is required to fully institutionalize the Middle College program.

The Counseling Department plans to submit faculty position requests for the following:

- #1 – General Counselor (KG replacement position)
- #2 – Career Counselor
- #3 – DSPS Counselor (RF replacement position)
- #4 – Athletic/General Counselor
- #5 – General Counselor #2
- #6 – Middle College/ General Counselor

Signatures:

Christina H. Lee

Requestor

9/7/2021

Date

Dean

Vice President