

## Full-Time Faculty Position Request Form 2022 - 2023

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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](mailto: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="NA"/>	<input type="text" value="NA"/>

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	1:494	1:483

#### 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.)

Counseling Faculty assist students in academic planning, career exploration and personal development, which leads to intellectual, emotional and social growth. Counselors work collaboratively with students to help them develop a pathway to successfully reach their educational and career goals. Counselors do this by working with each student as an individual--taking into account their unique backgrounds, interests, strengths, and circumstances. Counseling services provided include (but are not limited to):

1. Academic Counseling: Meet with students using a variety of modalities (in person, online, phone) by appointment and drop-in to develop Student Educational Plans (SEP). The SEPs document required courses that align with student goals (certificate/degree/transfer). Counseling services provided include intervention strategies for students on probation, outreach to prospective students, interpreting assessment results, assisting/reviewing/approving forms, completing SEPs for special programs such as Athletics and Financial Aid, in addition to other services critical for student success.
2. Career Counseling: Provide students with career and major exploration services including but not limited to career assessments and interpretation of results. Develop an SEP with the student to help them reach their major and career goals. Refer students to career and employment services on and off campus.
3. Personal Counseling: Work with students to address personal issues as they relate to educational success and refer to resources as appropriate. Counseling Faculty also work with students in crisis and refer to on-going therapeutic resources as appropriate.

In addition, Counseling Faculty also teach courses within the Psychology-Counseling discipline. Examples of such courses include PCN 10 - Career and Educational Planning (2 units) and PCN 30 - Student Success and the College Experience (3 units). Full description of PCN courses: <http://laspositascollege.edu/counseling/pcn.php>

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 8,340 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/CARE, 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 ~1:1,900.

Currently, our Department lacks a Counselor who would be considered a "specialist" in Career Counseling & Services. In addition, we lack a Counselor who is 100% dedicated to Career Counseling & Services. Career Counseling is offered by all General Counselors and Counselors assigned to Special Programs (i.e. DSPS, EOPS/CARE, CalWORKs and Veteran's First). This model puts students at a disadvantage when trying to access a Counselor for career exploration/confirmation services because Counselors tend to be booked for SEPs throughout the semester with few openings for career counseling.

In addition, our College is at a disadvantage in meeting the California Community College Chancellor's Office "Vision for Success" Goals. Specifically, without adequate Career Counseling support, it will continue to be a challenge for us to meet these specific goals: (Vision for Success Goals: <https://www.cccco.edu/About-Us/Vision-for-Success/vision-goals>)

- #1. Over five years, increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job;
- #4. Over five years, increase the percent of exiting CTE students who report being employed in their field of study; and
- #5. Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups.

Within the Counseling Department, we also play an essential role in the College's ability to meet its Guided Pathways goals. One of our goals is to support and move students from an "Undecided" major goal to a "Declared" major goal. In any given year, about 950 students (~10.5% of student body) identify an "undecided" goal, with this number even higher (>20%) among first-year students. Best practices have shown that dedicated Career Counselors can help move students from undecided to declared majors. Career Counselors can focus on a dedicated student population and they can provide essential career services that will help students find a compatible major and satisfying career.

Hiring a Career Counselor will help the College meet its student success and "Vision for Success" goals. A Career Counselor will: help students identify their academic and career goals more efficiently, increase student retention & completion rates; and have an impact of the Student Success Allocation from the State Funding Formula.

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Full-Time Faculty Request Form 2022-2023: FHPC Revisions May 3, 2012, Sept. 18, 2012, April 30, 2013, December 4, 2015, March 21, 2018; Presented to Academic Senate-January 27, 2016, April 11, 2018, April 29, 2019, May 13, 2020, May 4, 2021

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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.)

Hiring a Career Counselor position is critical to the support of all divisions and programs across the campus. With an average of 900+ "Undecided" students at any given time, the Career Counselor will utilize a combination of career assessment and counseling to get students into well suited programs and the corresponding courses. Thoughtful program declaration among our undecided students will drive up enrollment, persistence, and completion. In addition, moving students from undecided to declared majors will contribute to more efficient enrollment management processes.

LPC has long needed this position and the related services it provides. A Career Counselor will collaborate not only with other disciplines, but also with staff from other programs such as Athletics, CTE/Outreach Specialists, and Student Services. The Career Counselor will play a significant role in helping the college meet its planning priorities, the President's priorities, the Educational Master Plan goals, as well as the Vision for Success goals.

With the support of the President's Office and our GP leadership for the development of an independent Career Center staffed with the appropriate resources (including a designated Career Counselor), now is the perfect time to hire.

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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.

NA

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 consequences of not hiring a Career Counselor will continue to be:

- \* poor Student Success indicators (course success, retention, and program completion);
- \* limited access to Counselors for career counseling services (e.g. exploration, confirmation, readiness, etc.);
- \* challenges in meeting the President's priorities, College Planning Priorities and Educational Master Plan goals around equity;
- \* challenges in meeting the CCCCCO "Vision for Success" Goals around career exploration, readiness, and placement;
- \* challenges in meeting Guided Pathways Pillar 2 goals (Getting on the Path), i.e. high rates of students with Undecided Education Goals;
- \* reduced enrollment;
- \* students attempting and completing excessive units; and
- \* diminished Student Success Allocation funding.

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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.

Not having a designated Career Counselor poses equity questions for our campus and it has been a disservice to our students. Students at CCCs with similar population sizes as our campus have access to a counselor who specializes in Career Counseling. After researching similar CCCs, from a student headcount perspective, it has been concluded that 9 out of 10 colleges have a designated Career Counselor. Our students with clear need for career exploration should not receive anything less than what is offered at similar CCCs.

This position ranks \_\_\_\_ among the Counseling department faculty hiring needs, and has been submitted each year for the past 4 years.

**Signatures:**

**Joel Gagnon**

Requestor

9/7/21

Date

Dean



*Kristina Whalen*

Vice President