

**2021-2022 SRJC Faculty Staffing Process**

**Data Form**

**DUE WITH NARRATIVE FORM & CLUSTER RANKING – OCTOBER 15, 2021 by 5 PM**

Email all documents to Victor Tam ([vtam@santarosa.edu](mailto:vtam@santarosa.edu)) and

Megan Lowry Reed ([mlowryreed@santarosa.edu](mailto:mlowryreed@santarosa.edu))

**Submitter Information**

Name of Cluster Dean: Li Collier
Name of Department Chair: Andrea Alvarado
Name of Program Coordinator (if different): N/A
Cluster: Student Services

**CRITERION #1: DISCIPLINE/DEPARTMENT/PROGRAM NEEDS**

Department: Counseling
Discipline: Counseling
Instructional type (Check all that apply): <input type="checkbox"/> Credit <input type="checkbox"/> Non-Credit <input checked="" type="checkbox"/> Allied <input type="checkbox"/> CE
Site(s) of requested position: <input checked="" type="checkbox"/> SR <input type="checkbox"/> PET <input type="checkbox"/> PSTC <input type="checkbox"/> SWC <input type="checkbox"/> Shone
Is this request included in PRPP? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No • If no, please provide an explanation:
Is this a growth position (increase in current FT FTE)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Does target program currently have contract faculty? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Has the department identified external budgetary resources (grants, categorical state funding, etc.) to fund or partially fund this position? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No • If yes, please explain.
The new faculty position would teach courses in the following (check all that apply): <ul style="list-style-type: none"><li><input type="checkbox"/> in department's degree program</li><li><input type="checkbox"/> in department's certificate program</li><li><input type="checkbox"/> GE program</li><li><input type="checkbox"/> in prerequisites for core courses in programs in or outside of discipline<ul style="list-style-type: none"><li>○ Identify:</li></ul></li></ul>
Would this position provide expertise that current discipline faculty do not possess? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No • If yes, identify expertise and service or course need:

<b>CE Position Requests Only</b>
Current labor market demand in Sonoma County (or larger regional area, if appropriate).
Please cite source of data and include link.
Projected labor market demand in Sonoma County (or larger regional area, if appropriate) over the next 3-5 years.
Please cite source of data and include link.

## **CRITERION #2: STUDENT & STAFFING NEEDS**

**NOTE: Please use site specific data, where appropriate.**

<b>CONTRACT FACULTY (current data; Fall 2021)</b>
Number of contract faculty members in department: 29
Number of contract faculty in discipline: 29
Total FTE of contract faculty (data provided): 29
Total FTE of reassign time for contract faculty: 6.025
Total FTE of overload assignments (data provided): 2.95
Net loss/gain in number of discipline contract faculty from F18 to F21 (data provided): Net loss = 3
Net loss/gain in number of discipline contract faculty at target site from F18 to F21 (if different from department; data provided): Net loss = 4

<b>ADJUNCT FACULTY (current data; Fall 2021)</b>
Number of adjunct faculty members in department: 14 active adjunct for allied assignments (4 of which are retirees phasing out) 3 active adjunct that teach COUN classes only 5 active adjunct HUSV instructors
Number of adjunct faculty members in discipline:

14 active adjunct for allied assignments (4 of which are retirees phasing out)  
3 active adjunct that teach COUN classes only

Total FTE of adjunct faculty members (data provided): No data provided for allied assignments for Fall 2021. For Fall 2020, 2.03 for allied assignments based on departmental data.

#### **RATIOS (historic data provided)**

% of adjunct FTE in department:

- Spring 2021: 7.62% for allied assignments
- Fall 2020: 6.75% for allied assignments
- Spring 2020: 7.65% for allied assignments
- Fall 2019: 6.48% for allied assignments
- Spring 2019: No data
- Fall 2018: No data

% of adjunct FTE in discipline, if different:

- Spring 2021: N/A
- Fall 2020:
- Spring 2020:
- Fall 2019:
- Spring 2019:
- Fall 2018:

#### **ALLIED ASSIGNMENTS (Counseling, DRD, Athletics, Library, etc.)**

FTES/FTEF recommendations from national or state groups/associations: As of 2021, student-counselor ratio is 633:1, which is higher than the state average of 611:1.

Cite source for and provide link to above data: CCC Chancellor's Office

#### **STUDENT DEMAND (historic data provided)**

Productivity (FTES/FTEF) over the past 3 years:

- Spring 2021: N/A for Allied Assignments
- Fall 2020:
- Spring 2020:
- Fall 2019:
- Spring 2019:
- Fall 2018:

Enrollment efficiency (fill rate) over the past 3 years (data provided):

<ul style="list-style-type: none"> <li>• Spring 2021: N/A for Allied Assignments</li> <li>• Fall 2020:</li> <li>• Spring 2020:</li> <li>• Fall 2019:</li> <li>• Spring 2019:</li> <li>• Fall 2018:</li> </ul>
<p>Is the department/discipline able to meet staffing demands with current adjuncts?</p> <p><input type="checkbox"/> YES    <input checked="" type="checkbox"/> NO</p> <ul style="list-style-type: none"> <li>• If no, when was the last adjunct hiring process and how many were hired? May 2019 for general counseling pool; 6 adjunct were hired (4 became active); we need a FT faculty to focus on our re-entry population and support newly established resource center and on consistent retention efforts for disproportionately impacted students.</li> </ul>
<p>If this position is not approved, will core classes be cancelled? <input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p> <ul style="list-style-type: none"> <li>• If yes, please explain:</li> </ul>

### CRITERION #3: STUDENT EQUITY NEEDS

- Data will be provided by OIR on October 15 to FSC and Clusters.
- The data provided will include the following:
  - Successful course completion rate at the discipline level compared to the District average
  - Demographic data of successful completers
  - Demographic data of non-successful completers
  - Demographic data is planned to include ethnicity data, financial aid status, and first-generation status.
- Although Clusters will not have this information for the narrative and data forms, it will be available in time for Cluster presentations.

### CRITERION #4: DISTRICT, STATE, AND SOCIETAL PRIORITIES

#### Degrees and Certificate Data (historic data provided)

Number of local AA/AS degrees awarded in discipline for each of the last 3 years (if applicable):

- 2018-2019: N/A
- 2019-2020:
- 2020-2021:

Number of ADT degrees awarded for each of the last 3 years (if applicable):

- 2018-2019: N/A
- 2019-2020:
- 2020-2021:

Number of certificates awarded in discipline for each of the last 3 years (if applicable):

- 2018-2019: N/A
- 2019-2020:
- 2020-2021:

### Program Review

When last was the program reviewed under Policy 3.6? N/A

What was the Policy 3.6 determination?

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Vital                    | <input type="checkbox"/> Further Information Require | <input type="checkbox"/> Discontinue           |
| <input type="checkbox"/> Voluntary Discontinuance | <input type="checkbox"/> Revitalize                  | <input type="checkbox"/> Evaluation Report Req |
| <input type="checkbox"/> Other                    |  |  |

% of SLOs assessed in discipline (data provided): N/A

### CRITERION #5: MANDATES

This position request is required to fulfill a licensing and/or accreditation mandate?

☐ YES ☒ NO

▪ If yes:

- Identify agency:
- Provide language of requirement:
- Provide link to relevant language:

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### Narrative Form

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Please use this section of the request process to provide additional information that the Data Form did not ask for, nuance, or explanations of responses on the Data Form that you believe should inform the Committee's consideration of your data.

In scoring each criterion, the Faculty Staffing Committee will consider the data that you provide for that section and the information that you provide in the text boxes below (250-word limit for each). Effective responses will be specific and, where information on the form does not already provide evidence for claims, will provide evidence.

#### **CRITERION #1: DISCIPLINE/DEPARTMENT/PROGRAM NEEDS (0 – 10) points**

Please address the overall well-being of the Department's programs, the existing faculty's disciplinary expertise in relation to program needs (services, courses), and any plans for strategic growth.

The Counseling Department is losing two full-time positions this academic year. There were two retirements in 2018 and 2019, which were not replaced. This cumulative loss of full-time faculty impacts the department's overall capacity to address students' needs. Most counselors hold responsibilities to programs beyond providing counseling to the general student population. Over 6.0 FTEF is spent with specific student cohorts: Career Education, PUENTE, UMOJA, APASS, Transfer, Student Athletes, EOPS/CalWORKS, MESA, International, ESL, Veterans.

The student population at SRJC has shifted towards students 25 or older. As of Spring 2021, a total of 16,560 students are in this age group, almost 56% of the total students across the district. Considering this demographic along with the launch of SRJC's Re-Entry & Student Resources program, a need to support nontraditional age students has evolved. It's been over 15 years since SRJC offered a re-entry program. Targeting counseling services to facilitate students re-entering college is essential in addressing their unique needs.

"Engagement" would be the term used in referring to working with re-entry students and the position title to create a positive connotation.

Another area of development is retention. With the challenges facing students in the last few years, supporting students more intrusively to stay in college and persist in their education is critical. Focus must be given to developing strategies in proactively wrapping services around students, especially those in equity groups. The Counseling Department has committed to conducting an

equity audit and targeting interventions appropriately (i.e. students on probation and dismissal status).

**CRITERION #2: STUDENT & STAFFING NEEDS (0 - 10 points)**

Please describe how this position will provide necessary FTEF and contract faculty positions to meet the program's FTES demand and contribute to the work of the department.

With current counselors already committed to various student populations, this position would fulfill the need to focus on our re-entry and high-risk students. This faculty member would be able to lead our efforts in identifying barriers these students face and collaborate with other departments in interventions and services for a more coordinated and organized approach to these equity groups in addition to providing more counseling.

Both students re-entering college and those at high risk for discontinuing their studies need more instrusive and proactive counseling services. This position can contribute to these targeted efforts. Even though counselors conduct regular in-reach to our overall student body, typically, students seek out guidance from counselors. The focus on re-entry and retention will involve more in-reach directly to these students as well as outreach efforts in concert with the Resource Center and Outreach Team.

**CRITERION #3: STUDENT EQUITY NEEDS (0 – 10 points)**

Please describe how this position will allow the Department or Program to effectively serve disproportionately impacted populations, help students to overcome barriers, and close equity gaps.

According to local research, disproportionate impact (groups that are more than 2% lower than district average) exists in the metrics of persistence, course retention (staying through the end of a semester) and successful course completion (C or better). Students who are disproportionately impacted include low income, homeless, foster youth, African American, Native American, LGBTQ, and other groups.

State and local research has consistently proven the positive impact of counseling and education planning on student retention and completion. The position requested will strengthen the Counseling Department's focus on serving disproportionately impacted students, including but not limited to providing timely intervention for students who are on probation or dismissal as well as reaching out to students who need to partake in counseling services and develop education plans for their goal completion.

In addressing the re-entry (engagement) component of this position, students re-entering college often need high-touch services for a variety of reasons: becoming re-acquainted with

college (might be first time attending), understanding how previous coursework may or may not still count, needing support with resources for childcare and obtaining employment in order to return to college, feeling that they belong in college at a nontraditional age and that their needs are understood.

**CRITERION #4: DISTRICT, STATE, & SOCIETAL PRIORITIES (0 - 10 points)**

Please address how this position will support District priorities, statewide initiatives, and societal well-being.

With SRJC student enrollment declining, this position will be working in direct response to the district need to retain and bring back students that have stopped out. Targeting these populations also addresses equity gaps.

Supporting students re-entering college and remaining committed to their educational goals until completion leads to the attainment of new employment and/or career advancement. Higher education along with gainful employment contributes to our local economy and a more informed society.