# Request for New/Replacement Faculty Position: 2024-25

The role of Academic Senates in the determination of the need for new faculty positions is contained in KCCD Board Policy 8703:

> **8703 Position Identification/Approval**
> a. The need for contract faculty positions shall be determined cooperatively through a well-defined, thoughtful planning process involving the College Academic Senate, faculty in the discipline, and College administrators. This process shall be agreed to by the College President and the Academic Senate.
> b. A contract faculty position requires the approval of the College President and the District Chancellor prior to the commencement of the selection process.

In keeping with the Academic Senate's role in the process, the Academic Senate requests that faculty making requests for new and replacement faculty positions submit their requests formally through the use of this form and the process outlined below.

This form is to be completed by the Academic Divisions and submitted by each Division Chair for *each* new faculty position being requested.  Completed forms are to be submitted *via email* to the Academic Senate President *no later* than **Monday, October 7ᵗʰ, 2024, at 5 p.m.**  Please answer all appropriate questions on this form and include as much relevant information as possible in support of your request.  Supplemental documentation may be included as separate documents; please clearly title any additional files such that they can be easily identifiable from the file name (such as 'PC Social Science Division New Faculty Position Request 2024-25').

**Oral presentations** in support of position requests will be made as part of the Academic Senate meeting on **Friday, October 11ᵗʰ**, starting at 8 a.m.  Presentations should be made by the Division Chair or their faculty designee.  *Each position request will receive a **maximum of 5 minutes**.*  Please submit any slideshows *before* the meeting or arrive early so that presentation time is not taken in transferring or uploading files.  All presentations will be recorded and posted to the PC Academic Senate webpage for later viewing.  *Discussion (including questions) of all position requests will take place immediately after all presentations have concluded.*

Per PC Academic Senate tradition, the Senate voting members will rank all of the positions requested by submitting individual Senate voting members' ballots of their ranking for all faculty positions requests directly to the Senate President *prior* to the next regular Senate meeting.  Division representatives should ensure time to confer with their divisions in preparing their ballots.  In coordination with requirements of the Brown Act, in which secret ballots are not permitted in Brown Act committees, ballots cast by members of the Academic Senate will be included as part of the Academic Senate meeting proceedings and indicate the rankings of each voting member of the Academic Senate.  The cumulative results of the rankings will be presented and discussed at the next regular Senate meeting subsequent to the presentations.  The Academic Senate President shall have the responsibility to promptly forward the Senate's cumulative rankings to the College President and College Council for review, along with all documents provided in support of each request.  The College President, in consultation with the KCCD Chancellor, will make the final decision regarding all faculty hires, and inform the Academic Senate in a timely manner about such decisions as part of the collegial consultation process.

**POSITION REQUESTED:**  General Counseling

     ___ New
     ___ Replacement: [list person(s) being replaced]

**DIVISION:**        _____

**DIVISION CHAIR:**     _____

**GENERAL INFORMATION REGARDING POSITION REQUEST:**

1. Which of the following areas of need will be addressed by this position? (check all that apply)
    ___ Transfer to 4-year colleges and universities
    ___ General Education
    ___ Vocational instruction
    ___ Instructional Support Services
    ___ Student Support Services

2. Is this position addressed in the college's Educational Master Plan and/or the most recent Program Review for the area?
    ___ Yes (please cite below)
    ___ No (please explain why below)

In the preparation of the most recent program review, we initially believed that our staffing levels were adequate to meet the needs of our student population. However, unforeseen circumstances arose that significantly impacted our staffing and resources. Specifically, we experienced unexpected staff resignations, creating gaps in our counseling services. Additionally, budget cuts reduced our available funding, further straining our ability to maintain current staffing levels. These developments were not anticipated during the program review process, which led to an incomplete assessment of our staffing needs.

It is also important to note that our Educational Master Plan highlights the necessity of increasing student support services and enhancing counseling sessions. These priorities are emphasized throughout the document, reinforcing the need for adequate staffing to achieve our institutional goals.

As a result of these factors, the position request was inadvertently omitted from the review. Moving forward, we recognize the importance of being proactive in addressing staffing challenges and will ensure that any future program reviews accurately reflect our current situation and align with the priorities outlined in our Educational Master Plan. We are committed to advocating for the necessary resources to support our counseling team and enhance the services provided to our students.

3. Identify any resources the hiring of this position will require. Do not include salary and benefits, but please list things such as a computer, office space, equipment, and other related resources the new faculty member would require.

This new position will require a computer, office space, equipment and professional development training by the state chancellor's office.

4. List any classes likely to be taught by this individual. If the position is primarily non-teaching, please describe the person's assignment.

   This position will be providing direct contact with students and will ensure that students complete the matriculation process.

**PROGRAM REVIEW DATA-BASED JUSTIFICATION:**

Provide the following data measures for the past 5 academic years in classes/subjects to be taught by the faculty (as applicable). Program review data can be obtained by subject from the Institutional Research web page below (include with supplemental materials any additional data or relevant past program review content). Faculty needing assistance with collecting relevant data are encouraged to contact our Institutional Research Director, Michael Carley. Programs with a substantial number of cross listed (piggyback) classes should also contact Michael Carley for customized data on the number of sections and students per section.

https://www.kccd.edu/institutional-research/annual-program-review-data.html

|  |  | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|---|---|---|
| Enrollment at Census | | 6,180 | 5,506 | 5,037 | 5,716 | 6,590 |
| Average number of students per section | | | | | | |
| First Day Waitlist | | | | | | |
| FTEF | TOTAL | | | | | |
| | Full-Time | | | | | |
| | Overload | | | | | |
| | Adjunct | | | | | |
| | Summer | | | | | |
| FTES | | 3,324 | 2,627 | 2,439 | 2,858 | 3,209 |
| Degrees & Certificates | | 1,005 | 949 | 933 | 825 | 972 |

**Total Enrollment (unique student headcount) at PC Census:**

Source:  https://ir.kccd.edu/data-directory/historical-unduplicated-headcount-dashboard/index.html

**PC Degrees & Certificates awarded: Includes a few JSCs and Non-credit/ESL awards**

Source:  https://ir.kccd.edu/data-directory/historical-program-award-dashboard/index.html

**OTHER JUSTIFICATION:**

Provide here qualitative/narrative information that supports hiring this full-time position:

We currently have 6 full-time general counselors of which one is COF, and all have either other roles and/or specific student populations they all focus on as part of their responsibility.

Full-Time General Counselors:
1) General/ Teacher Education
2) General/Transfer Resource Center/Division Chair/ Guided Pathways Lead (**PURPLE**)
3) General/Probation & Disqualification/Puente
4) General/Veteran Resource Center/American Indian & Alaskan Native/Umoja/ Guided Pathways Lead (**BLUE**)
5) General/Career & Health Education /Guided Pathways Lead (**ORANGE**)
6) General/Articulation Officer/Mesa

We have 5 Part-Time Adjunct Counselors all but 1 are COF (24-28 hours a week) that have specific roles including liaison to the local high schools in our service area.

Part-Time General Counselors:

1) General/HS/SSSP
2) General/Promise/Title V
3) General/HS
4) General/HS
5) General/HS

# ☰ Counseling

Hover over info icon for more information.
2023-24 data will be available soon.

ⓘ

| College Name | 🔍 ▾ | Student Type | | Fraud Hold Indicator | |
|---|---|---|---|---|---|
| ○ Bakersfield College | | First-time student | ▾ | No Fraud Hold | ▾ |
| ○ Cerro Coso Community College | | | | | |
| ◉ Porterville College | | | | | |

## Student Headcount, Unduplicated

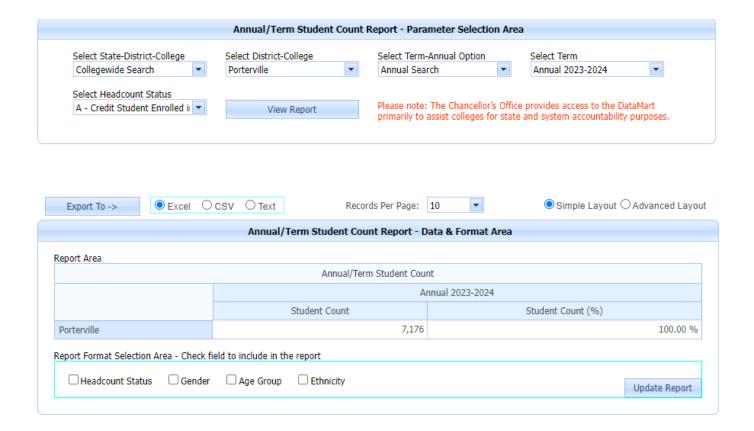| | 2018-19 | | 2019-20 | | 2020-21 | | 2021-22 | | 2022-23 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | N | % Diff | N | % Diff | N | % Diff | N | % Diff | N | % Diff |
| First-time student | 1,167 | 3.37% | 1,177 | 0.86% | 751 | -36.19% | 850 | 13.18% | 970 | 14.12% |

## Assessment

| | N | % of Total | N | % of Total | N | % of Total | N | % of Total | N | % of Total |
|---|---|---|---|---|---|---|---|---|---|---|
| Completed | 1,077 | 92% | 1,015 | 86% | 713 | 95% | 794 | 93% | 901 | 93% |
| Exempt | 1 | 0% | | | | | | | | |
| Not Completed | 89 | 8% | 162 | 14% | 38 | 5% | 56 | 7% | 69 | 7% |

## Orientation

| | N | % of Total | N | % of Total | N | % of Total | N | % of Total | N | % of Total |
|---|---|---|---|---|---|---|---|---|---|---|
| Completed | 1,016 | 87% | 874 | 74% | 567 | 75% | 515 | 61% | 581 | 60% |
| Exempt | 1 | 0% | | | | | | | | |
| Not Completed | 150 | 13% | 303 | 26% | 184 | 25% | 335 | 39% | 389 | 40% |

## Counseling

| | N | % of Total | N | % of Total | N | % of Total | N | % of Total | N | % of Total |
|---|---|---|---|---|---|---|---|---|---|---|
| Completed | 1,101 | 94% | 1,127 | 96% | 713 | 95% | 739 | 87% | 898 | 93% |
| Not Completed | 66 | 6% | 50 | 4% | 38 | 5% | 111 | 13% | 72 | 7% |

## Ed Plan

| | N | % of Total | N | % of Total | N | % of Total | N | % of Total | N | % of Total |
|---|---|---|---|---|---|---|---|---|---|---|
| Abbreviated | 251.0 | 22% | 121.0 | 10% | 84.0 | 11% | 81.0 | 10% | 113.0 | 12% |
| Both (Abbrev. and Comp.) | 407.0 | 35% | 450.0 | 38% | 219.0 | 29% | 182.0 | 21% | 319.0 | 33% |
| Comprehensive | 195.0 | 17% | 337.0 | 29% | 294.0 | 39% | 327.0 | 38% | 291.0 | 30% |
| No Ed Plan | 260.0 | 22% | 180.0 | 15% | 140.0 | 19% | 227.0 | 27% | 207.0 | 21% |
| Non Credit Ed Plan | 54.0 | 5% | 89.0 | 8% | 14.0 | 2% | 33.0 | 4% | 40.0 | 4% |

## Fully Matriculated

| | N | % of Total | N | % of Total | N | % of Total | N | % of Total | N | % of Total |
|---|---|---|---|---|---|---|---|---|---|---|
| Fully Matriculated | 831.0 | 71% | 754.0 | 64% | 476.0 | 63% | 437.0 | 51% | 490.0 | 51% |
| Not Fully Matriculated | 336.0 | 29% | 423.0 | 36% | 275.0 | 37% | 413.0 | 49% | 480.0 | 49% |

## Follow-up

| | N | % of Total | N | % of Total | N | % of Total | N | % of Total | N | % of Total |
|---|---|---|---|---|---|---|---|---|---|---|
| Completed | 1,087 | 93% | 1,081 | 92% | 688 | 92% | 745 | 88% | 899 | 93% |
| Not Completed | 80 | 7% | 96 | 8% | 63 | 8% | 105 | 12% | 71 | 7% |

## Annual/Term Student Count Report - Parameter Selection Area

Select State-District-College
Collegewide Search

Select District-College
Porterville

Select Term-Annual Option
Annual Search

Select Term
Annual 2023-2024

Select Headcount Status
A - Credit Student Enrolled i

View Report

Please note: The Chancellor's Office provides access to the DataMart primarily to assist colleges for state and system accountability purposes.

Export To ->   ● Excel  ○ CSV  ○ Text     Records Per Page: 10     ● Simple Layout ○ Advanced Layout

### Annual/Term Student Count Report - Data & Format Area

Report Area

| | Annual/Term Student Count | |
| --- | --- | --- |
| | Annual 2023-2024 | |
| | Student Count | Student Count (%) |
| Porterville | 7,176 | 100.00 % |

Report Format Selection Area - Check field to include in the report

☐ Headcount Status  ☐ Gender  ☐ Age Group  ☐ Ethnicity

Update Report

**Proposal for a New Counseling Position at Porterville College**

**Introduction**

In the academic year 2023-2024, Porterville College had an enrollment of 7,176 students. After accounting for those served by specialized programs such as EOPS, CalWORKs, Veterans, and the Disabled Student Resource Center (DRC), we identified 5975 students utilizing the general counseling services provided by 6 full-time and 5 part-time counselors. This results in a counselor-to-student ratio of approximately 1:703, significantly higher than the statewide average of 1:508.



**1:703** Porterville College

**1:508** State Average

**1:370** ASCC Recommended

**Counselor-to-Student Ratio Analysis**

The recommended counselor-to-student ratio established by the Academic Senate for California Community Colleges (ASCCC) is 1:370. Research consistently demonstrates that lower counselor-to-student ratios are correlated with improved student persistence and retention rates. For instance, programs like EOPS, CARE, and

CalWORKs thrive due to their lower ratios, enabling counselors to form meaningful relationships with students. This approach fosters an environment where students feel valued as individuals, allowing their aspirations to be recognized and supported.

**Impact of Legislation: AB 928**

The need for enhanced counseling support is further underscored by the implications of AB 928. This legislation mandates that all students pursuing an Associate's Degree for Transfer (ADT) must have a Student Educational Plan (SEP) completed by the census date in the Fall semester to enroll for the subsequent Spring semester. Failure to complete an SEP results in a matriculation hold, complicating appointment availability and prioritization for returning students who may need to address academic holds.

**Conclusion**

Given the current counselor-to-student ratio of 1:703, which exceeds the ASCCC recommendation and statewide averages, and considering the legislative requirements posed by AB 928, it is imperative to advocate for the establishment of an additional counseling position. This role would not only help alleviate the burden on existing staff but also enhance the quality of support provided to students, ultimately improving retention and success rates. The Student Services Division appreciates your time and consideration.