

Faculty Staffing Request Form Year 2007~2008

For Academic Affairs Advisory Group Recommendation	Date(s) Considered:	
	<input type="checkbox"/>	Recommended to Approve (Indicate Ranking) →
	<input type="checkbox"/>	Do Not Recommend to Approve
	(To be completed by the Vice President of Academic Affairs)	

Directions: Complete a separate request for each position. Forms must be signed by the originating Division Chair/ Director and the appropriate supervising administrator. Use additional sheets as needed.

A. General Information

Position Title:	Matriculation Coordinator / Counselor
Department:	Counseling
Division:	Student Services

Check all that apply:	
<input checked="" type="checkbox"/>	New Position
<input checked="" type="checkbox"/>	Full Time (100%)
<input checked="" type="checkbox"/>	Replacement Position, Identify Faculty Being Replaced: Johnny Johnson, Bea Chacon
<input type="checkbox"/>	Consolidation of Existing Adjunct Positions <small>(i.e., adjunct funds will be proportionately reduced to create the full-time position)</small>

Review/Approval		
Department Chair:		
		Date
Division Chair or Supervising Administrator		
		Date
Dean, Academic Affairs or Student Services		
		Date

B. Description of the Position/Assignment

Include proportion of workload devoted to non-teaching assignments; specify any site-related duties, etc.

50% - Matriculation Coordinator: Develop, plan, and implement programs and activities in support of the college Matriculation plan. Matriculation is a process that enhances student access to MPC, and promotes and sustains the efforts of credit and non-credit students to be successful in their educational endeavors. The goals of matriculation are to ensure that all students complete their college classes, persist to the next academic term, and achieve their educational goals.

50% - Counselor: Provide academic (educational planning, academic success strategies, career counseling) and personal (goal identification, dealing with personal issues that interfere with academic performance) counseling with an emphasis on new students. Teach PERS classes.

C. Rationale for the Position

The categories listed below are intended to assist you in developing a clear and succinct context for your department/program area's staffing request(s), as well as to provide critical information to the Academic Affairs Advisory Group. Please mark the appropriate box for each category. If a category is deemed "Applicable," you must provide some specific information describing how the proposed position responds to the need indicated in the category.

I. Describe the Requested Position's Relationship to Planning

1. Program Review, Action Plan, Annual Update Applicable Not Applicable
Responsible for implementing and updating the college Matriculation plans (credit and non-credit) which support student success. The plan is what drives allocation of funding levels from the state.
2. Educational Master Plan Applicable Not Applicable
Uses student performance data to identify student needs in the areas of access, equity, college readiness, and basic skill development. Promotes efforts to address these needs.
3. MPC Institutional Goals [*Identify specific goal(s)*] Applicable Not Applicable
Increase access opportunities for underrepresented student populations in the community. Support college efforts in retaining students. Provide quality services to students at MPC Marina center.
4. External Needs Assessment(s) (*Specify type, e.g., Community Needs Assessment*) Applicable Not Applicable
Community access – reach out to underserved populations and promote pathways into and through MPC. Provide college readiness information, skills, and awareness to students who might not otherwise consider MPC as an educational option.
5. WASC Accreditation Report (Cite specific details) Applicable Not Applicable
6. Advisory Committee Recommendations(s) (*Specify*) Applicable Not Applicable
The Matriculation Advisory Committee recommends that this position be funded 100% by the college.
7. External Licensure/Accreditation Agency Requirement(s) (*Specify*) Applicable Not Applicable
8. Legal Mandate(s)/Requirement(s) (e.g., ADA, Title IX, etc. Do NOT include AB 1725 or the 75/25 ratio, which is a college-wide, not departmental, ratio) (*Specify*) Applicable Not Applicable
This position does provide a college-wide function, mandated by the Chancellors office, to develop and implement the Matriculation Plan, provide accountability, and ensure that state funding is utilized to provide for the programs and activities outlined in the Plan.

II. Describe Requested Position's Relationship to Departmental/Programmatic Factors.

1. Enrollment Factors Applicable Not Applicable
 - a. Provide departmental/programmatic overview of current and projected enrollment, student demand, headcount/contact, etc.
See overview of # students served by matriculation activities 2004-2006 (attached)

- b. Provide a brief summary of how this position helps to address learning needs of students from different ethnic, cultural, racial, and/or socio-economic backgrounds.

The primary area of focus for matriculation is access. In support of the Student Equity Report, this position will continue to develop pathways for underrepresented populations into, and through, MPC.

- c. Provide a summary of the proposed assignment for this position the first two years, i.e., a listing by semester of the course he/she would be expected to teach, along with an enrollment history of the previous three (3) years of courses listed in the proposed assignment (use format provided).

2. Program Growth/Changes – Describe emerging areas needing to be addressed, magnitude of change, student needs, etc. Applicable Not Applicable

As enrollment increases, there is an increased demand for matriculation services.

When enrollment is down, there is an increased need for counseling in support of student retention.

As our presence in Marina / Ft. Ord continues to grow, we will need to duplicate our services off-site.

3. New Program Development – Describe the nature and size of the program, expected student demand, (i.e., cite Labor Market Information, etc.) Applicable Not Applicable

Develop and promote summer activities designed to address specific student needs that prepare students for college success and support their efforts to achieve their goals. (Ex. Summer Bridge for HS students transitioning into college – one pilot class Summer '06, two classes scheduled for Summer '07.)

4. Anchor Position – Describe the need and defining responsibilities (An Anchor Position is one that fulfills a special duty or responsibility associated with a specific program. For example, one that coordinates a specific project or partnership or one that oversees a grant.) Applicable Not Applicable

This position is responsible for coordinating the college Credit and Non-Credit Matriculation plans, which are funded through the Chancellors office, and depend on successful implantation for continued funding levels (ie. as we expand our plans, we will be able to increase our funding levels.)

5. One full-time faculty program/department Applicable Not Applicable

This is the only position charged with this responsibility. In the absence of the coordinator, the Dean assumes this role.

6. Other – Describe any needs not covered above Applicable Not Applicable

III. Describe Requested Position's Relationship to Additional Factors

1. Are adjunct faculty readily available? Yes No Applicable Not Applicable
Briefly describe issues regarding adjunct availability.

2. Number of faculty in the discipline: 5 F/T P/T Applicable Not Applicable
2 Partial Assignment Applicable Not Applicable

Location: **Counseling**

What, if any, are the impacts of these numbers/ratio?

3. Is the requested position categorically-funded? Yes No Applicable Not Applicable

50% of the position will be funded with (categorical) Matriculation funds from the Chancellor's Office.

IV. Describe the Goals/Objectives for the Requested Position.

What specific things would your areas want this faculty member to accomplish in his/her first through third years? Please address not only likely teaching assignments, but also programmatic responsibilities, such as program/curriculum development, program coordination, facilities oversight, outreach, etc., as well as any expectations regarding departmental participation, college service, professional development, etc.

Note: The goals identified here will be carried over to the job announcement if the position is approved.

First Year:

- Communicate and promote the value of out-of-classroom learning
- Support Student Services Student Learning Outcomes (ex. That students become Informed, Self-Aware, Engaged, Self-Managed, and Self-Advocates)
- Use student performance and other institutional data to identify areas of need
- Utilize Santa Rosa (SIS) to maximize access to Student Services data (ex. Track the number of students who apply → assess → attend orientation → register for classes → continue into the next term to see where, along this continuum, students are not transitioning; ID the effectiveness of each step)
- Develop activities and programs to support access, enrollment, and retention.
- Coordinate outreach efforts (K-12 and community) to provide information about the availability and possibility of a college education to feeder groups and underrepresented students
- Assist in the development of a college-wide Assessment plan that provides for drop-in, computerized assessments to better determine proper course placement
- Help develop a pilot prescriptive orientation model with a cohort of students who will be provided with a “First Semester Experience” to include data collection and follow-up

Second Year:

See above, plus:

- Re-visit the college Matriculation Plan – expand as indicated by student performance data
- Fully develop a “First Semester Experience” program as indicated by results from the pilot
- Develop an effective program in local High Schools to better inform and prepare students for MPC
- Create a drop-in Assessment / Testing Center for the college.

Third Year:

See above, plus:

- Teach PERS classes
- Continue to review data and address needs related to access and retention

Projected Schedule and Enrollment History *(Continued)*

ADDITIONAL INFORMATION/COMMENTS about the projected schedule and/or enrollment history:



Tips for Addressing the Criteria and Questions in the Faculty Staffing Request Form

The Academic Affairs Advisory Group strives to make prioritized recommendations for faculty staffing requests that will result in the best possible decisions for the institution, particularly in times of extremely limited resources. As players on the same College team, division chairs, coordinators, directors, and supervising administrators support the Committee by presenting the most complete and compelling information for those faculty staffing requests presented to AAAG.

If the request being developed is to replace a position, then particular care must be taken to demonstrate that there is a continuing priority need for maintaining that position. That is, stating that the department used to have the position is insufficient evidence in itself to support the request for that position. Other evidence, such as the information identified below, is required.

Also, please note that a request can be made to “replace” a position in a division even if the new position requested is not exactly the same type as that vacated. For example, if a French instructor in the Humanities Division has retired and the division has greater need in the Spanish program, then a request for a Spanish position should be presented.

Essential Criteria/Information

- Enrollment information (standard format provided)
- Duties/goals of the position
- Program growth
- New program development
- Anchor position
- Legal requirements/mandates (citations required)
- Relationship of position to FTES generation (i.e., proposed assignment schedule with related enrollment trend information; standard format provided)
- For occupational programs: Industry need and advisory committee endorsement of position (citations required)

Information that provides a context for the position

- Availability of adjuncts
- Past hiring information (both full-time and adjunct recruitment / hires; standard format provided)
- How the position request is supported by the planning process (i.e., Educational Master Plan, institutional goals, accreditation reports, etc., citations required.)
- Any unique needs or circumstances should be expressed clearly so that AAAG members understand their nature and relationship to the request, as well as their institutional context.

What to look for in the Division Chairs' presentations

- The demonstration of an intimate understanding of the position and how it fills program, department, division, and College needs.
- A candid response to the consequences of not filling the position—both short and long term.
- An ability to honestly and completely answer probing questions about the position.

The role of the Division Chair is not merely one of a conduit of verbal information to the Committee—throughout the development and presentation process—it is rather one of informed advocate, critic, editor, quality controller, and contributor of the “bigger picture.”

A Word about the Criteria/Indicators

It is difficult for each criterion to stand alone because background information and context are vital to understanding the nature of the position and its need. The criteria/indicators are important to think about and clearly communicate because they provide a comprehensive overview of the position and its departmental context, as well as its relationship to other aspects of the College. For example, the specific criterion of number 11—New Program Development—cannot be addressed without first explaining enrollments and program growth (i.e., criteria 9 and 10), and how these interrelate with and inform/create new program development opportunities (criterion 11).

Criteria Used by AAAG in the Faculty Replacement Prioritization Process

1. **Program Review Self Study, Action Plans and Annual Updates**
2. **Educational Master Plan**
3. **MPC Institutional Goals**
4. **External Needs Assessment(s)** (i.e., Seaside and other Community Needs Assessment results)
5. **WASC Accreditation Report or MPC Self-Study**
6. **Advisory Committee Recommendations** (Elaborate on specific recommendations)
7. **External Licensure/Accreditation Agency Requirement(s) and/or Regulation(s)** (Specify)
8. **Legal Mandate(s)/Requirement(s)** (e.g., ADA, Title IX, etc.) (Specify)
9. **Enrollment Factors** (Provide current and projected enrollment, student demand, headcount / contact, etc.)
10. **Program Growth / Changes** (Describe emerging area(s) that need(s) to be addressed, scope of change, student needs, etc.)
11. **New Program Development** (Describe the nature and size of the program, expected student demand, etc.)
12. **Anchor Position** (Describe the need and defining responsibilities)
13. **Categorically Funded Position** (Describe need/context)
14. **Other** (Describe any needs, data, or conditions not covered above)