

JUSTIFICATION FOR HIRING FULL-TIME FACULTY


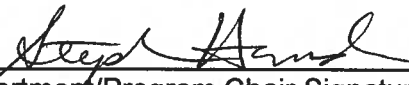
Academic Year 2011-2012

Faculty Hiring Prioritization Committee A Standing Committee of the Academic Senate

Title of the Full-Time Faculty Position Requested: GENERALIST COUNSELOR (Career Emphasis)

ACADEMIC UNIT - Check One

- | | |
|---|---|
| <input type="checkbox"/> Advanced Technology & Applied Science
<input type="checkbox"/> Business Science and Economic & Workforce Development
<input checked="" type="checkbox"/> Counseling Services & Special Programs
<input type="checkbox"/> Emeritus Institute
<input type="checkbox"/> Fine Arts | <input type="checkbox"/> Health Sciences & Human Services
<input type="checkbox"/> Learning Resources
<input type="checkbox"/> Liberal Arts
<input type="checkbox"/> Mathematics, Science & Engineering
<input type="checkbox"/> Kinesiology & Athletics
<input type="checkbox"/> Social & Behavioral Sciences |
|---|---|

Classroom <input type="checkbox"/>	OR	Library/Counseling/Coaching Instruction <input checked="" type="checkbox"/>
Name of Division: <u>Counseling Services and Special Programs</u>	Name of Department: <u>Counseling Services and Special Programs</u>	
 <hr/> Division Dean Signature Print Name of Dean: Jerilyn Chuman	 <hr/> Department/Program Chair Signature Print of Name Chair/Program: <u>STEPHEN HANDA</u>	
Date: 5/18/11	Phone: 582-4573	Date: <u>5/19/2011</u> Phone: <u>582-4472</u>

STATUS OF POSITION

A. Replacement position (For information only: Division retains the position automatically)

Name of faculty member who left position: _____ Date of Vacancy: _____

Divisions are not required to fill out the remaining pages for replacement positions.

OR

B. New position (Must complete all pages in the packet)

This Justification for Hiring form is composed of three parts.

Part A: OBJECTIVE DATA

Requires objective data-driven information and is divided into nine areas:

College Mission
Institutional Need
Supplemental Funding
Current Program/Discipline Data
Projected Program/Discipline Data

Program/Discipline Limitations
Census and Contact Data
Capacity Enrollment
Program Wait List

Part B: NARRATIVE

A narrative argument for the position is required. More detail on the structure of the Narrative is given in Part B below.

Part C: JOB DESCRIPTION AND ANNOUNCEMENT

Requires submission of the text for the job description and announcement in standard format to be used by Human Resources to publish and advertise the position.

PART A: OBJECTIVE DATA

1. COLLEGE MISSION, VISION AND VALUES

The College Mission is:

Saddleback College enriches its student and the south Orange County community by providing a comprehensive array of high-quality courses and programs that foster student learning and success in the attainment of academic degrees and career technical certificates, transfer to four-year institutions, improvement of basic skills, and lifelong learning.

The College Vision is:

Saddleback College will be the first choice of students who seek a dynamic, innovative, and student-centered postsecondary education.

The College Values are:

1. **Commitment**
We commit to fulfilling our mission to serve the south Orange County community.
2. **Excellence**
We dedicate ourselves to excellence in academics, student support, and community service.
3. **Collegiality**
We foster a climate of integrity, honesty, and respect.
4. **Success**
We place our highest priority on student learning and delivering comprehensive support for student success.
5. **Partnership**
We strive to develop strong and lasting partnerships among students, faculty, staff, and the community.

6. **Innovation**
We anticipate and welcome change by encouraging innovation and creativity.
7. **Academic Freedom**
We endorse academic freedom and the open exchange of ideas.
8. **Sustainability**
We promote environmental sustainability and use our resources responsibly to reduce our ecological impact.
9. **Inclusiveness**
We cultivate equity and diversity by embracing all culture, ideas, and perspectives.
10. **Global Awareness**
We recognize the importance of global awareness and prepare our students to live and work in an increasingly interconnected world.

Approved by Consultation Council 7/21/09

List the item number(s) of the relevant College Values the program/discipline fulfill.

1,2,4,5,7,9,10

2. STRATEGIC PLAN ALIGNMENT

List the Strategic Direction(s) or Strategic Goal(s) from the current Strategic Plan which justifies the hiring of this position.

I. Improve Student Preparedness

Saddleback College will ensure that student gain the foundational skills necessary to complete college level work and achieve career goals.

I.1 80% of all students who seek certificates, associate degrees, and declare transfer as a goal will be assessed, placed and complete a professional educational plan.

I.2 by 5% the number of individuals with an identified career goal who receive career assessments and job acquisition skill development services.

I.3 Improve the progression rate of students in Math, English and the ESL program sequence from levels 300 to 200 and from 200 to transfer courses by 5% in each level.

II. Excel in College Transfer

Saddleback College will increase student transfers to four-year colleges and universities.

II.1 Improve by 5% student transfers to four-year institutions.

II.2 Improve by 15% the number of students classified as transfer ready.

II.3 Increase by 20% the number of students in the Honors Program.

III. Enhance Resources

Saddleback College will improve its ability to expand and develop alternative sources of revenue to support college priorities.

III.1 Increase external foundation contributions to \$1 million annually.

III.2 Realize a minimum of \$1 million in savings per year through the implementation of college efficiencies.

III.3 Meet funding requirements to fulfill the “20-year Facilities and Scheduled Maintenance Plan”.

IV. Foster Innovation

IV.1 Double the training services offered to faculty in the areas of teaching innovation and best teaching practices.

IV.2 Improve by 20% the efficiency of college-wide communications in marketing strategies through a centralized system.

Approved by Consultation Council 2/9/10

List the item number(s) of the relevant Strategic Direction(s) or Strategic Goal(s).

I.2, II.1

3. INSTITUTIONAL NEED

Check all appropriate statements explaining the college-wide role of the program or discipline:

- Basic Language Skills:** The program/discipline provides basic language skills necessary for success in all courses.
- Student Support Services:** The program provides essential student support services such as library, counseling and disabled student services affecting all areas of instruction or the program.
- Relevance to General Education Requirements:** The program/discipline provides courses that are required of students as part of the General Education requirement.
- Relevance to Other Certificates or Majors:** Applicable to an AA degree or transfer requirements. The program/discipline offers a certificate or a major.

If applicable, please check ONE of the following:

- The program/discipline provides courses which are prerequisites to **two or three** certificates and/or majors. List the certificates and/or majors:

- The program/discipline provides courses which are prerequisites for **four or five** certificates and/or majors. List the certificates and/or majors:

- The program/discipline provides courses which are prerequisites for **six or more** certificates and/or majors. List the certificates and/or majors:

The program/discipline provides services for student retention and success in **all** areas.

4. SUPPLEMENTAL FUNDING FOR POSITION

Full time faculty positions are paid from the college's allocation of the general fund.

Is any part of this position to be permanently funded by an outside source? No Yes

If yes, what is the source: _____ What percentage: _____

Add further information to the Narrative.

5. CURRENT PROGRAM/DISCIPLINE DATA

For classroom faculty position:

What is the percentage of full-time load (%FTLD) for the **program/discipline** in which the position is requested?

Program/Discipline CTR WFCH divided by TOT WFCH: 54 / 92 = .59%

What is the WSCH/FTE for the **program/discipline**? 482

For faculty assigned to library/counseling/coaching instruction:

What percentage of direct student contact and services is provided by full-time faculty for load in the program (library, counseling, etc.) for which the position is requested? 60%

6. PROJECTED PROGRAM/DISCIPLINE DATA

For classroom faculty position:

If this position is filled, what will be the NEW percentage of full-time load for the program/discipline (%FTLD)?

Formula: (C TR WFCH + 15) divided by TOT WFCH: _____ / _____ = _____%

For faculty assigned to library/counseling/coaching instruction:

If this position is filled, what will be the NEW percentage of direct student contact and services provided by full-time load in the program (library, counseling, etc.)? 100%

7. PROGRAM/DISCIPLINE LIMITATIONS

A. Mandates

Is the program/discipline *mandated* to limit class or lab size due to state requirements, college/board approved caps, or accreditation regulations? _____

If yes, by whom? _____

Is there a *mandated* faculty to student ratio for the program/discipline? _____

If yes, by whom? _____

What is that ratio? _____

B. Recommended

Is there a *recommended* faculty to student ratio for the program/discipline?

If yes, by whom? California Community College Counselors Assoc.

What is that ratio? 1:1,000

For faculty assigned to library/counseling/coaching instruction:

What is the program's faculty/student ratio? 1:2000

For ***Counseling***: Does FTEC1/2H - SHCx2 indicate a deficit? Yes

If yes, what is the deficit? 12

For ***Special Services***: Does FTEFH - SHCx4 or FTEFAH - NSHCx4 indicate a deficit? _____

If yes, what is the deficit? _____

8. CENSUS AND STUDENT CONTACT

For classroom faculty positions:

What is the census enrollment (C1 ENR of the Enrollment Summary Report) for the **program/discipline** in the last three Fall semesters (Census date may be different for late start classes)?

Fall 2008 _____ Fall 2009 _____ Fall 2010 _____

For faculty assigned to library/counseling/coaching instruction:

What is the number of service contacts in the last three fall semesters?

Fall 2008 11,576 Fall 2009 12,469 Fall 2010 12,041

Describe the types of contact:

<u>2008-2009</u>	<u>2010-2011</u>
<u>3,026 Sched.Appts.</u>	<u>5,259 Sched.Appts.</u>
<u>84 E-Advise</u>	<u>312 E-Advise</u>
<u>6,179 Walk-In Appts.</u>	<u>6,158 Walk-In Appts.</u>
<u>2,287 Grp. Advise Appts.</u>	<u>312 Group Advise Appts.</u>
<u>11,576 - Total Appts.</u>	<u>12,041 - Total Appts.</u>

2009-2010

5,107 Sched.Appts.
435 E-Advise
5,864 Walk-InAppts.
1,063 Grp. Advise Appts.
12,469 - Total Appts.

9. CAPACITY ENROLLMENT

Looking at this fall semester's **program/discipline** enrollment statistics, what percentage of capacity enrollment was reached?

Formula: C1 ENR divided by CRS CAP: 968/ 1555 = 70%

PART II NARRATIVE
GENERALIST COUNSELOR (CAREER EMPHASIS)
ACADEMIC YEAR 2011-2012

Students pursue higher education for many reasons. Some come with a clear objective in mind and receive direction in coursework that will lead them to their educational goal. However, the number of students who enter the community college with a definite and defined goal is small. More and more, we see increasing numbers of “at risk” students who enter college with no idea about their educational major or educational goal. Additionally, with the California unemployment rate reaching unprecedented highs over the past few years and the 2011 rate at 12%, Saddleback College has experienced a similar increase in new students who are seeking assistance in identifying a new career and job direction due to unemployment and underemployment. A marked increase in demand for professional career counseling from both groups of Saddleback College students reflects these trends over the past years.

With the dynamically changing economy and job market, careers disappear weekly and new careers appear just as often. Many of the most viable new careers today did not exist five years ago! With so many changes and options, how does a student choose their career and major? This question often creates student angst and if a student cannot figure out what they want to major in, then what is the need for the general education coursework or wasting time and money in college? This uncertainty and indecision leaves a student vulnerable to leaving college. Many students who do not have a clear educational and career direction will decide to “stop out” of college until they can figure things out.

With these important issues in mind, Saddleback College developed and approved strategic goal 1.2 under the area of “Improve Student Preparedness”. This strategic goal requires the college to “increase by 5% the number of individuals with unidentified career goals who receive career assessments and job acquisition skills development”. This Career Counselor position would allow Saddleback College to make a legitimate effort to carry out the stated strategic goal. This position would help provide focused leadership (like the Matriculation, Transfer and Articulation Programs) in the area of career counseling. As an expert in career counseling, this individual would take the lead in both assisting students, as well as overseeing on-going training of generalist counselors in keeping apprised of changes, innovations and service delivery within the field. The additional coordination, training and direct career counseling provided by this new position would also lead specifically to an increase in the number of students receiving direction and guidance into Career Technical Education areas. There would also be an increase in the number of students pursuing Occupational Skills Awards, Certificates and Associate Degrees.

Students have the greatest chance of succeeding when their educational and career goals are well thought out and their educational and career decisions are based on concrete information they have about themselves, the college programs available and the work world. At the present time, the

PART II NARRATIVE
GENERALIST COUNSELOR (CAREER EMPHASIS)
ACADEMIC YEAR 2011-2012

counselors at Saddleback College split their time between educational, career and personal counseling duties. There is no one counselor who has been able to take the lead in the research and creativity necessary to establish a college-wide career planning program. Hiring a counselor with this expertise, interest and focus in career counseling would allow the counselors to increase their effectiveness working with all students in the area of career counseling and would enable the division to implement a college-wide career planning program that would empower the college to achieve strategic goal 1.2.

SADDLEBACK COLLEGE

GENERALIST COUNSELOR (CAREER EMPHASIS)

MINIMUM QUALIFICATIONS

The successful candidate must meet one of the following criteria:

- Master's degree or higher in counseling, rehabilitation counseling, clinical psychology, educational psychology, counseling psychology, guidance counseling, educational counseling, social work, or career development from an accredited college or university, or California License in marriage, family and child counseling (MFCC); **OR**
- A combination of education and experience that is **at least** the equivalent of item 1 above (candidates making application on the basis of equivalency **must** submit the Supplemental Application for Equivalency Determination form in addition to all other required materials).
- Valid California Community College instructor credential appropriate to the subject per Education Code 87355 (issued prior to July 1, 1990;

EXPERIENCE REQUIRED

- Minimum of two (2) years full-time (or part-time equivalent) recent and successful community college counseling experience including personal, career, academic and group counseling. Knowledge of articulation agreements, academic policies, requirements and procedures that impact community college students.
- Evidence of sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.

DESIRABLE QUALIFICATIONS

Preference will be given to those candidates demonstrating a high level of professional expertise on the basis of:

- Knowledge of paper and pencil and on-line assessments/career inventories
- Understanding and application of job search techniques and strategies

- Familiar with on-line career and job search resources
- Experience teaching career planning courses at the college level
- Demonstrated knowledge of curriculum development and understand the role of articulation in career transitions
- Strong counseling, communication, and problem solving skills
- Demonstrated ability to work as a team member within a collegial setting
- Demonstrated knowledge of state-mandated matriculation policies, procedures, and regulations
- Experience in the use of computer technology as a teaching tool, a student tracking system, a communications network and with counseling and articulation activities
- Knowledge of and ability to integrate computer technology in the classroom and to offer curriculum and instruction through diverse delivery and distance education delivery modes as appropriate
- Bilingual and /or bicultural

SUMMARY OF DUTIES AND RESPONSIBILITIES

Provide individual and group counseling for students with academic, career, and personal concerns. Help students in developing and achieving academic and career goals. Assist student in defining personal and educational plans and goals. Create an environment for students that develop self-direction capabilities. Develop proficiency and maintain competency in the use of computer applications used in counseling, teaching, and articulation related activities. May instruct Applied Psychology courses and counseling-related workshops. Assignments may include evening and/or weekend courses and locations other than the main campus. Maintain knowledge of and ability to integrate computer technology in the classroom, and ability to offer counseling, curriculum and instruction through distance education delivery modes as appropriate. Perform other duties as contractually required.



Enrollment Comparison By Department
Saddleback College

ININSTR0007

Comparing Fall Terms (Data for past terms is as of end of term.)

5/18/2011
10:48 AM

Excludes Canceled Classes

TERM	IOI SEC	CTR WFCH	QL OSH	PT OSH	LL OSH	IS OSH	IOI OSH	TOT WFCH	TOT FTEE	CRS CAP	RM CAP	MAX ENR	C1 ENR	CUR ENR	CUR WSCH	CEN WSCH	CEN FTES	WSCH FTEE	ENRL SEC	CRS FILL RATE	RM FILL RATE	MAX FILL RATE
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Department: Applied Psychology

<u>Fa 10</u>	35	54	0	38	0	0	38	92	6.06	1555	1417	1000	1089	968	2604	2922	103	482	31	70.0	76.9	108.9
<u>Fa 09</u>	33	50	0	35	1	0	36	86	5.69	1455	1260	930	990	864	2326	2660	91	468	30	68.0	78.6	106.5
<u>Fa 08</u>	34	50	0	34	0	0	34	84	5.55	1483	1500	985	1045	929	2367	2650	91	477	31	70.5	69.7	106.1

SECTION III: NEEDS ASSESSMENT AND ANNUAL UPDATE

A. Statement of Unit's Current Situation

Counseling continues to provide professional counseling services to growing numbers of students each year despite the loss of full time generalist counselors over the past years. There is a need to increase the number of full-time generalist counselors to bring the student to counselor ratio closer to the 1 to 1000 recommendation. There is also a need to increase support staff in the areas of front desk support, articulation and the Center for Career and Life Development.

B. Human Resource Needs

As a department we are committed to the principle of quality over quantity in the counseling services we provide. We believe that the push to serve more and more students in less time with less faculty and staff is currently jeopardizing the quality of our counseling services. Career and personal counseling services are sacrificed as academic counseling issues are triaged. This type of environment leads to misunderstandings and errors in advising. Counselors need more time in appointments with students to provide quality professional counseling that incorporates career and personal counseling services required by Title 5.

As the number of students and services has expanded, the number of faculty and staff providing them has not. Our current faculty to student ration is 1 to 2087.

Twelve additional generalist counselors need to be hired to bring the counselor to student ratio to the 1 to 1000 ratio recommended by the State Counseling Advisory Council. Included in this number should be counselors who could work specifically with students in the areas of Veterans, Career, ESL, and Probation.

To provide a more efficient counseling service in the area of educational planning, MAP must be working correctly. This system was developed as an efficiency to harness available technology to help counselors do the clerical aspects of academic advising in a more efficient manner. Full MAP implementation would require fixing the glitches in the system including the external course bank. Once MAP is working properly up front evaluators need to be hired to evaluate external transcripts and input course equivalencies into MAP for counselors and students to access. This would free up considerable counselor time to provide the professional academic, career and personal counseling services required by Title 5 more efficiently. (See Appendix E for five year staffing plan).

In addition to an increase of faculty, there also is a need to increase support staff to meet the increased demand for student support services. The following positions will need to be added:

- Application Specialist (1 fte)
- Transcript Evaluation/Database Maintenance MAP (1 fte)
- Counseling Office Assistant (CCLD) (1 fte)

- Career Services Technician (CCLD) (1fte)
- Counseling Office Assistant (Counseling) (1 fte)
- Computer Technician (Counseling) (1fte)
- Office Assistant (Veteran's) (1 fte)
- Senior Administrative Assistant (Veteran's) (1 fte)
- Division Research Position (1 fte)

C. Instructional /Service Needs

A Division-wide computer center with a minimum of 50 computer stations needs to be designed and implemented. This center would be shared by all programs in the division and would assist students in the areas of MAP, Transfer, DSPS, Financial AID, Resume and Job Search, Career, EOPS, etc. The need also exists for a Counseling Center that provides an adequate number of dedicated classrooms for Applied Psychology classes and the addition of lab assistants to support computer access and assist with trouble shooting problems.

There is also a need to provide ongoing training to counselors regarding new counseling related technology such as on-line career assessments, career research sites and other on-line resources.

Maintaining our Applied Psychology curriculum is essential as we provide comprehensive academic, career and personal counseling services to students via our curriculum in a group setting. By offering these courses we are able to work with 30+ students at a time, thereby maximizing time and resources.

D. Research Needs

Research efforts need to be undertaken to identify "at risk" students enrolled at Saddleback College who need academic, career and personal counseling and who could benefit from enrollment in appropriate Applied Psychology courses. In addition, research must continue to measure the correlation between receiving academic, career and personal counseling and/or completing Applied Psychology courses and student retention, achievement of transfer goals and graduation rates.

E. Technical, Equipment and Other Resource Needs

Counselor's offices need to be re-designed to create an ergonomic work station that addresses the importance of counselors and students sharing information that is viewed on the computer monitor during an appointment.

There is a need for more counseling office space to adequately provide a confidential setting for part-time counselors to meet with students.

The front desk area also needs to be redesigned to provide more confidentiality for both students and staff. The front desk staff needs to have a more confidential area with adequate space between their work space and the students who are waiting to see a counselor. Additional waiting room space is required for the numerous students who are waiting for their counseling appointments or walk-in counseling.

Counseling needs to have adequate dedicated space to hold meetings and provide workshops and groups for students. Counselor's ability to provide groups and workshops in the future is dependent on the space available