

**Laney College**  
**Request for Replacement Position for Retiree**  
**Counseling Faculty (1.0 FTE –50% Counseling/50% Transfer Center)**

**JUSTIFICATION**

**Criterion 1: Percent of full-time faculty in Counseling Department**

Data Source: Data reported by VP of Student Services and Counseling Department Chairs and Counselors

	<b>Contract FTE as of Fall 2010</b>
Contract FTE (minus special assignments)	6.37
Hourly FTE	1.47
% of FT Faculty *	.81

**Special Assignments**

.75 Articulation  
.20/.20 Department Co-chairs  
.13 Transfer Center Director  
.10 Concurrent Enrollment

**Total: 1.38**

\* % of FT Faculty = General Counseling Contract FTE  
(minus special assignments) ÷ 9.1 FTE

**Criterion 2: Semester-end college enrollment pattern for last three years**

Data Source: Enrollment statistics (/ENR): Fall (10/15) and Spring (2/15) of each year and PeopleSoft F09

	<b>2005 – 2006</b>	<b>2006 – 2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
Fall	11,185	11,486	12,440	13,104	13,966	12,557
Spring	11,471	11,752	11,456	12,430	14,733	13,298
Total	22,656	23,138	23,896	25,534	28,699	25,855

**Criterion 3: Counselor/Student Contact and Counselor:Student Ratio Information**

Data Source: SARS Report - Counselor Contact Statistics (Based on January thru August data)  
Data Reported by VP of Student Services and Counselors

	<b>Jan- Aug'06</b>	<b>Jan- Aug'07</b>	<b>Jan- Aug'08</b>	<b>Jan- Aug'09</b>	<b>Jan- Aug '10</b>
# Contract FTE (minus special assignments)	9.80	8.77	9.31	9.16	7.50
Average # of Student Contacts per 1.0 Contract FTE	1,688	1,752	1,949	2,318	2,253 *

\* Note: Reduction in student contacts due to retirees and budget constraint initiatives, e.g.: reduction in hours & days of operation in summer and semester terms and reduction in hours of adjunct faculty.

**Student Contacts** Data Source: SARS Report - Counselor Contact Statistics (August 1 – May 30)

	<b>2005 – 2006</b>	<b>2006 – 2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>
Total -Duplicated	17,761	17,873	19,762	20,015	20,631 *
Total - UnDuplicated	9,109	9,215	9,809	10,388	13,054

NOTE: SARS data in Criterion 3 does not include all contacts, e.g.: workshops, email contacts, telephone contacts, letters of recommendation written, etc.

### COUNSELOR:STUDENT RATIO

	Student Enrollments	Counselor: Student Ratio	Contract FTEF
Fall 2005	11,185	1:1,203	9.30
Spring 2006	11,471	1:1,233	9.30
Fall 2006	11,486	1:1,172	9.80
Spring 2007	11,752	1:1,200	9.80
Fall 2007	12,440	1:1,419	8.77
Spring 2008	11,456	1:1,474	7.77
Fall 2008	13,104	1:1,408	9.31
Spring 2009	12,430	1:1,335	9.31
Fall 2009	13,966	1:1,525	9.16
Spring 2010	14,733	1:1,608	9.16
Fall 2010	12,838	1:1,712	7.50
Spring 2011	13,298	1:1,773	7.50
Fall 2011	12,557	1:1,971	6.37

*Note:* Contract FTE (minus special assignments) as shown in Criterion 1

### PCCD Comparison of Counselor:Student Ratio

	Alameda	Berkeley	Laney	Merritt
Fall 2010 Student Enrollments	6,323	6,479	12,557	7,110
Contract FTE (minus special assignments)	2.5	3.0	6.37	3.0
(Full-time) Counselor:Student Ratio	1:2,529	1:2,160	1:1,971	1:2,138
(Full-time+Hourly) Counselor:Student Ratio	1:1,427	1:1,483	1:1,602	1:1,734

**Criterion 4: Percent of full-time faculty in comparable departments at other colleges compared to part-time faculty**

Data Source: Data Reported by VP/Student Services and Counseling Department Chairs

	Alameda	Berkeley	Laney	Merritt
Contract FTE	3	3.5	7.75	6
Contract FTE (minus special assignments)	2.5	3.0	6.37	3.0
Hourly FTE	1.93	1.37	1.47	.70
% of F/T Faculty (minus special assignments)*	.56	.69	.81	.81

\*% of F/T Faculty = Contract FTE (minus special assignments) ÷ [Contract FTE (minus special assignments) + Hourly FTE]

**Criterion 5: Position is authorized and in the Budget – General Counselor**

Supported by the Counseling Departments' repeated faculty justification submissions since S'07 that were approved by the Laney's Faculty Prioritization Committee and as recommended in the Counseling Departments' Unit Plans and Program Reviews, the following is again recommended: Replacement of the last three retirees in general counseling, (one S'08 and 2 S'10).

Priority special assignment functions needed:

Transfer Center Director 1.0 FTE (.50 Transfer Center/.50 General Counseling)

Career Center Director 1.0 FTE (.50 Career/.50 General)

**Criteria 6: Upon justification to the District, a College may be granted a faculty position to start a new program or to enhance an existing one.**

The Transfer Center Director position should be a full time faculty position. Recognizing the need to increase transfer of historically under-represented students, Laney College was one of the first California Community Colleges to establish a Transfer Center in 1985. This position is mandated by Title 5 Education Code, which states, "Each community college district governing board shall ensure that its college or colleges maintain student transfer counseling centers or other transfer counseling service," and is recommended by the CCC Academic Senate Resolution 4.01, Fall 1998. A Transfer Center Director therefore is central to the mission of the California Community College. This position is also in support of the Laney College Educational Priorities: Transfer, Career Technical, and Basic Skills as stated in the Laney College Educational Master Plan.

The Counseling Department has suffered the loss 4 - 5 full-time counseling faculty positions in the past decade due to state and district budget cuts. This position will partially restore the Counseling Department to the level of services previously provided. The mission of the Laney College Transfer Center is to ensure that Laney College students have access to the necessary transfer information and are provided with the programs and services needed for successful transition to a four-year college or university. A primary goal of the Transfer Center is to assist underrepresented, low-income, disabled, and first generation college students at Laney College to ensure their utilization of the Transfer Center's Programs and Services toward transfer and student success.

This position will enhance the quality of services as planned in such areas as:

- Transfer Admission Agreements/Guaranteed Admissions (TAA's & TAG's)
- University Campus Representative Visits
- Transfer applications and admit rates
- Concurrent Enrollment
- Transfer Club
- Transfer Center Advisory Committee
- Transfer Center Website
- Transfer Preparation Study Groups
- Transfer Student Scholarships
- Transfer Inservice to Counseling faculty
- Workshops (COUN 501): University Application/Personal Statement Essay/ASSIST/ How to select a major, etc
- Transfer Day/Night Events with University Representatives
- Increasing course section offerings and expanding enrollment in COUN 221 - Transfer Preparation and other Counseling Discipline courses, to support student success in transferring to 4-year Colleges/Universities.

This position will also partially restore the Counseling Department to the level of services previously provided. This position will enhance the quality of services as planned in such areas as:

- Strengthening access to the Laney Matriculation/Student Success Program, especially for our historically under-represented students including first generation college students, low-income students and English language learners.
- Improving student retention (especially for aforementioned groups) by revitalizing, enhancing and expanding intervention activities, i.e.: deciding on an educational goal, career and transfer counseling & activities, Early Alert, Probation/Dismissal, workshops and SEP development.
- Expanding enrollment in Counseling Discipline courses, to support student success.
- Providing personal counseling and in-depth referrals as appropriate to students in crisis or with unique personal issues that are impeding academic success.

**Criteria 7: Additional Justification.** (Be sure to reference how this position has been argued for in the Program Review or Unit Plan).

This submission is supported by the Counseling Departments' September 2007 faculty justification submitted, October 2008 (2 positions - Career & Transfer) faculty justifications developed, and as recommended in the Counseling Departments' Unit Plan: the following is recommended: **Transfer Center Director 1.0 FTE – (50% Transfer Center/50% General Counseling).**

Originally recommended a 75/25 split, but because there is only one position rather than two and due to the budget challenges and significant decrease in funds to hire hourly support, a 50/50 split is recommended at this time to maintain appropriate general counseling support to students and to enable counseling faculty ability to participate in responsibility of shared governance – college and district committees. Currently, an adjunct counselor is serving as the Transfer Center Director.

New state mandated accountability initiatives have enveloped community college administration and planning including new state statutes such as AB 1417, the Accountability Reporting for Community Colleges. By February 23 of each year, colleges must submit MIS (Management Information Systems) data on the following student performance measurements:

- Student progress and achievement
- Completed 30 or More Units
- Fall to Fall Persistence
- Vocational Course Completion
- Basic Skills Course Completion
- Basic Skills Course Improvement

As benchmark data is developed, colleges will be expected to analyze the information to develop improvement initiatives for areas of potential growth, and to maintain areas already performing well.

As most research related to student success (Center for Student Success, 2007; Bloom, 2005; Bailey and Morest, 2006; Cross, 1988; Kirsch, Braun, Yamamoto and Sum, 2007; Reindl, 2007; Shulock, 2007, Tillery, 1988) emphasizes increased counseling services, both in quantity and quality of time with students, the Counseling Department has a critical role in contributing to institutional effectiveness measurements and accountability for all student success Laney College.

One of the articles referenced above for instance is from researchers at the Institute for Higher Education Leadership and Policy at Sacramento State University who published, *“The Rules of the Game: How State Policy Creates Barriers to Degree Completion and Impedes Student Success in the California*

*Community Colleges.*” The report noted a number of recommendations, nearly all of which emphasized the need for increased, mandated counseling services and more extended counseling to develop, monitor, update and guide students in a student educational plan, especially for transfer students.

An additional source of evidence of more counseling services needed at community college campuses includes the 2006 Community College Survey of Student Engagement in which Laney College participated. In this survey, “students consistently rate academic advising as the most important support service that their college offers.” Many, however, admitted to not utilizing the advising services as much as they valued them, implicating a need for more classroom and learning community-based counseling and advising, as well as counselors available to high school students and special populations such as Foster Youth and incarcerated youth and adults.

In summary, increased counseling services is being asked of Laney College by the students we serve, the state legislature, the system office, our own student success data and the body of research that all points to a need for increased counseling services, especially for already disenfranchised and underserved students. With growth funds available, and enrollment targets set that depend on student retention as much as they do access, now is the time for Laney to act to restore balance and accountability to the diverse communities of students we are here to serve by filling a counseling position with a focus on the Transfer Center development.

**Criteria 8: Linkage to Strategic Directions. (Check all that apply).**

Check (√)

X	1. <u>Advance Student Access, Equity, and Success</u> - Challenge and empower all our students to succeed;
X	2. <u>Engage Community and Partners</u> - Actively engage and partner with the community on an ongoing basis to identify and address critical needs;
X	3. <u>Provide Learner Centered Programs and Services</u> - Create and support high quality educational programs and student services;
X	4. <u>Create a Culture of Innovation and Collaboration</u> - Implement best practices in communication, management, and human resource development;
X	5. <u>Develop and Manage Resources to Advance and Sustain our Mission</u> - Ensure that resources are used wisely to leverage resources for student and community success;

**Criteria 9: Linkage to Educational Priorities. (Check all that apply).**

Check (√)

X	1. Transfer Education
X	2. Career and Technical Education
X	3. Basic Skills Education