Rubric to Prioritize Additional Full-Time Faculty and Counselors, 2017 – 2018

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| **Objective Criteria** | **Data/Data Source** | **Low Priority**  **0** | **1** | **2** | **High Priority**  **3** |
| **1. LHEs and Hours** | | | | | |
| Instruction:  Available LHEs beyond those taught by current full-timers. | Data generated for any department requesting a full-time position.  Data retrieved from the FLAC database over last two fall plus two spring semesters. | Discipline requires fewer than 27 LHEs per semester by part-time faculty to staff classes. | Discipline requires 27.01 - 36 LHES per semester by part-time faculty to staff classes. | Discipline requires 36.01 - 45 LHES or more per semester by part-time faculty to staff classes. | Discipline requires 45.01 LHES or more per semester by part-time faculty to staff classes. |
| Counseling:  Need for counseling throughout the academic year. | Hours of counseling by part-timers are summed with total overload hours.  Data retrieved from the FLAC and SARS databases. | The number declined from the previous year. | The number remained the same or increased up to 2.00% from the previous year. | The number increased by 2.01-5.00% from the previous year. | The number increased by more than 5.01% from the previous year. |
| **2. Part-Time Load** | | | | | |
| Instruction:  Percent of sections taught by part-time faculty. | Data from Banner shows discipline’s part-time FTEF ÷ total FTEF, yielding the p.t. teaching load %. | Fewer than 40% of all FTEF are taught by part-time faculty. | 40.01 - 60% of all FTEF are taught by part-time faculty. | 60.01 - 80% of all sections are taught by part-time faculty. | 80.01 -100% of all sections are taught by part-time faculty. |
| Counseling:  Percent of Ed Plans completed by part-time counselors. | Data from SARS shows percent of Educational Plans (Hours) completed by part-time counselors. | Fewer than 40% of all Educational Plans (Hours) are completed by part-time counselors. | 40.01 - 60% of all Educational Plans (Hours) are completed by part-time counselors. | 60.01 - 80% of all Educational Plans (Hours) are completed by part-time counselors. | 80.01 - 100% of all Educational Plans (Hours) are completed by part-time counselors. |

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| **Objective Criteria** | **Data/Data Source** | **Low Priority**  **0** | **1** | **2** | **High Priority 3** |
| **3. FTES Relative Rankings** | | | | | |
| Instruction:  Discipline’s total FTES during past four major sessions (fall and spring semesters). | FTES data retrieved from Banner. | Discipline is in the bottom 25% of FTES-generating disciplines. | Discipline is in the 25.01% to 50% range of FTES-generating disciplines. | Discipline is in the 50.1% to 75% range of FTES-generating disciplines. | Discipline is in the 75.01% or higher range of FTES-generating disciplines. |
| Counseling:  Counseling’s total FTES during past four major sessions (fall and spring semesters). | FTES data retrieved from Banner. | The FTES stayed the same or declined from the previous year. | The FTES increased by 0.01% to 1.00% from the previous year. | The FTES increased by 1.01-5.00% from the previous year. | The FTES increased by more than 5.01% from the previous year. |

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| **4. Student Demand for Sections and Services** | | | | | |
| Instruction:  Number of sections offered during past two major terms. | Data shows total number of FTES-generating CRNs for the discipline.  Data retrieved from Banner tallying one fall plus one spring semester. | Number of sections has declined over past two major terms. | Number of sections has increased by .01% – 10% over past two major terms. | Number of sections has increased by 10.01% – 20% over past two major terms. | Number of sections has increased by 20.01% or more over past two major terms. |
| Counseling:  Number of students served over past two major terms. | Data reflects a headcount of the number of students who participated in counseling services.  Data retrieved from SARS tallying one fall and one spring semester. | The number stayed the same or declined from the previous year. | The number increased by 0.01% to 1.00% from the previous year. | The number increased by 1.01-5.00% from the previous year. | The number increased by more than 5.01% from the previous year. |

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| **Subjective Criteria** | **Data/Data Source** | | **Low Priority**  **0** | **1** | **2** | **High Priority 3** |
| **5. Program Planning** | | | | | | |
| Instruction and Counseling:  Full-time position supports college priorities, the Master Plan, and program goals. | Data comes from most recent Program Review report filed by discipline and from other sources.  Presenter provides measurable college and program goals to be accomplished with new full-timer. | Presenter shows no evidence to support new full-timer. | | Presenter shows some PR and other evidence already accounted for, such as LHEs and general enrollment trends, to support new full-timer. | Presenter shows PR and other evidence such as PSLOs, success, and persistence rates to support new full-timer. | Presenter (a) shows substantial evidence that new full-timer aligns with the EMP and college trends; (b) demonstrates outcomes and effects of hire; (c) shows that f.t. resource request appears in PR report. |
| **6. Job Market Climate, College Major Trends, and Federal/State/Local Counseling Mandates** | | | | | | |
| Instruction. | Presenter may draw from ONET, BLS, Doing What Matters, Launch Board 2.0, data on transfers and majors, articulations, and other sources. | Data shows no demonstrable regional or national demand for a major or certificate from this discipline. | | Data shows limited regional and/or national demand for a major or certificate from this discipline. | Data shows some regional and national demand for a major or certificate from this discipline. | Multiple data sources show robust regional and national demand for a career or major from this discipline. |
| Counseling. | Presenter may draw from SSSP requirements, state and federal mandates, local legislation, and other internal / external factors impacting counseling services. | There is no evidence of new legislation or mandates requiring an additional full-time counselor. | | There is limited evidence of new legislation or mandates requiring an additional full-time counselor. | There is some evidence of new legislation or mandates requiring an additional full-time counselor. | There is substantial evidence of new legislation or mandates requiring an additional full-time counselor. |
| **7. College Mission** | | | | | | |
| Instruction and Counseling. | Instruction and Counseling. | Instruction and Counseling. | | Instruction and Counseling. | Instruction and Counseling. | Instruction and Counseling. |



**Administrators**

**Rating Sheet to Prioritize Additional Full-Time Faculty and Counselors, 2017 – 2018**

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| **#s 1 – 4 = Auto-populated objective scores.**  **Do not change scores.**  **3 points possible each.** | **Business** | **Math** | **Counseling** | **Music** |
| 1. LHEs and Hours | 3 | 3 | 0 | 0 |
| 2. Part-Time Load | 1 | 2 | 1 | 3 |
| 3. FTES Relative Rankings | 3 | 3 | 0 | 1 |
| 4. Student Demand for Sections and Services | 0 | 1 | 3 | 3 |
| 1. **Subtotal from objective scores**   **(12 points possible total)** | **7** | **9** | **4** | **7** |
| **#s 5 – 7 = Subjective scores.**  **Please score based on presenters’ evidence.**  **3 points possible each.** |  |  |  |
| 5. Program Planning | 2.667 | 1.333 | 2.000 | 0.667 |
| 6. Job Market Climate, College Major Trends, and Federal/State/Local Counseling Mandates | 2.667 | 1.000 | 2.000 | 1.333 |
| 7. College Mission | 2.000 | 1.000 | 2.000 | 0.333 |
| 1. **Subtotal from subjective scores**   **(12 points possible total)** | **7.333** | **3.333** | **6.000** | **2.333** |
| **FINAL SCORE = Subtotal A + Subtotal B**  **(24 points possible)** | **14.333** | **12.333** | **10.000** | **9.333** |

*Mission Statement: Coastline Community College offers degrees and certificates to local, global, traditional, and non-traditional students*

*through accessible, flexible, and innovative education and services with a commitment to excellence at all academic levels demonstrated*

*by student learning achievement outcomes.*