Rubric to Prioritize Additional Full-Time Faculty, Counselors, Librarians, and Special Program Coordinators

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| **Subjective Criteria** | **Data/Data Source** | | **Low Priority**  **0** | **2** | **4** | **High Priority**  **6** |
| **1. Program Planning** | | | | | | |
| Instruction, Counseling and Library:  Full-time position supports college priorities, the Master Plan, and program goals. | Information comes from the most recent Program Review report. Presenter provides proposed measurable program accomplishments expected with the full-time faculty member. (e.g., guided pathways, faculty advising, program development into new fields of study/degrees/ certificates) | Presenter shows no evidence to support new full-time faculty member. | | Presenter requests a full-time faculty member with the outcome related to enrollment increases. | Presenter demonstrates anticipated outcomes (e.g., increase of enrollment, courses developed, partnerships and new awards) associated with hiring full-time faculty member and aligns one Program Review goal/initiative that the full-time position will support. | Presenter comprehensively demonstrates clear and anticipated outcomes (e.g., increase of enrollment, courses developed, partnerships and new awards) related to hiring the full-time faculty member. This information is clearly articulated across more than one Program Review goal/initiative and college plan that the full-time position will support. |

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| **Subjective Criteria** | **Data/Data Source** | **Low Priority**  **0** | **2** | **4** | **High Priority**  **6** |
| **2.**  **Educational Climate,** **Job Market and Industry Demand, College Major Trends, and Federal/State/Local Counseling Mandates** | | | | | |
| Instruction | Presenter may draw from ONET, BLS, Doing What Matters, Launch Board 2.0, general education requirements, data on transfers and majors, articulations, partnerships, 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 and Library | Presenter may draw from state or federal mandates, local legislation, and other internal / external factors impacting Counseling or Library services. | There is no evidence of new legislation or mandates requiring an additional full-time Counselor or Librarian. | There is limited evidence of new legislation or mandates requiring an additional full-time Counselor or Librarian. | There is some evidence of new legislation or mandates requiring an additional full-time Counselor or Librarian. | There is substantial evidence of new legislation or mandates requiring an additional full-time Counselor or Librarian. |