

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

Subjective 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.	LHE data retrieved from the faculty load and compensation (FLAC) database over last two fall and spring semesters.	Discipline requires fewer than 27 30.0 LHEs per semester by part-time faculty to staff classes.	Discipline requires 27.01–36 30.5-60.0 LHES per semester by part-time faculty to staff classes.	Discipline requires 36.01–45 60.5-90.0 LHES or more per semester by part-time faculty to staff classes.	Discipline requires 45.01 90.5 LHES or more per semester by part-time faculty to staff classes.
Counseling: Need for counseling throughout the academic year.	Hours of counseling and LHE taught by part-time counselors. Data retrieved from the FLAC and SARS databases. Calculation: (Counseling hours score + LHE score)/2	The number declined from the previous year. Discipline requires fewer than 30.0 LHES per semester by part-time faculty to staff classes.	The number remained the same or increased up to 2.00% from the previous year. Discipline requires fewer than 30.0 LHES per semester by part-time faculty to staff classes.	The number increased by 2.01-5.00% from the previous year. Discipline requires 60.5-90.0 LHES or more per semester by part-time faculty to staff classes.	The number increased by more than 5.01% from the previous year. Discipline requires 90.5 LHES or more per semester by part-time faculty to staff classes.
Librarians: Need for Library support throughout the academic year.	Title 5 of the California Code of Regulations (§ 58724) contains the recommendation for the minimum standards for numbers of library faculty based on student FTES. Coastline FTES 6,192 Recommended (not requirement) is 5 FTEF.	The number of FTEF exceeds the recommendation.	The number of FTEF is between 60.01% and 100.00% of the recommendation	The number of FTEF is between 30.01% and 60.00% of the recommendation	The number of FTEF is 30% or less of the recommendation

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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 part-time teaching load percentage.	Fewer than 40% of FTEF are taught by part-time faculty.	40.01 - 60% of FTEF are taught by part-time faculty.	60.01 - 80% of FTEF are taught by part-time faculty.	80.01 -100% of FTEF are taught by part-time faculty.
Counseling: Percent of Ed Plans-completed counseling appointments by part-time counselors.	Data from SARS shows percent of Educational Plans counseling appointments (Hours) completed by part-time counselors.	Fewer than 40% of Educational Plans counseling appointments (Hours) are completed by part-time counselors.	40.01 - 60% of Educational Plans counseling appointments (Hours) are completed by part-time counselors.	60.01 - 80% of Educational Plans counseling appointments (Hours) are completed by part-time counselors.	80.01 - 100% of Educational Plans counseling appointments (Hours) are completed by part-time counselors.
Library: Percent of library interactions by part-time librarian.	Data of Library interactions.	Fewer than 40% of library interactions are completed by part-time librarians.	40.01 - 60% of library interactions are completed by part-time librarians.	60.01 - 80% of library interactions are completed by part-time librarians.	80.01 - 100% of library interactions are completed by part-time librarians.

Subjective 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 (enrollment) 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: College's total FTES (enrollment) during past four major sessions (fall and spring semesters).	FTES (enrollment) 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.
Library: College's total FTES (enrollment) during past four major sessions (fall and spring semesters).	FTES (enrollment) 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.

Subjective Criteria	Data/Data Source	Low Priority 0	1	2	High Priority 3
4. Student Demand for Sections and Services					
<p>Instruction: Number of sections offered during past two major terms.</p>	<p>Data shows total number of FTES-generating CRNs (sections) for the discipline. Data retrieved from Banner over last two fall and spring semesters.</p>	<p>Number of sections has declined over past two major terms.</p> <p>Discipline is placed in the bottom 25% based on the number of FTES-generating section</p>	<p>Number of sections has increased by .01% – 10% over past two major terms.</p> <p>Discipline is placed in the 25.01% to 50% range based on the number of FTES-generating section</p>	<p>Number of sections has increased by 10.01% – 20% over past two major terms.</p> <p>Discipline is placed in the 50.1% to 75% range based on the number of FTES-generating section.</p>	<p>Number of sections has increased by 20.01% or more over past two major terms.</p> <p>Discipline is placed in the 75.01% or higher range based on the number of FTES-generating sections.</p>
<p>Counseling: Number of students served over past two major terms.</p>	<p>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.</p>	<p>The number stayed the same or declined from the previous year.</p>	<p>The number increased by 0.01% to 1.00% from the previous year.</p>	<p>The number increased by 1.01-5.00% from the previous year.</p>	<p>The number increased by more than 5.01% from the previous year.</p>
<p>Librarians: Need for Library support throughout the academic year.</p>	<p>Student interactions with the Coastline Library.</p>	<p>The number declined from the previous year.</p>	<p>The number increased by 5.01-10.00% from the previous year.</p>	<p>The number increased by 10.01-25.00% from the previous year.</p>	<p>The number increased by more than 25.00% from the previous year.</p>

Subjective Criteria	Data/Data Source	Low Priority 0	2	4	High Priority 6
5. Program Planning					
<p>Instruction, Counseling, or Library: Full-time position supports college priorities, the Master Plan, and program goals.</p>	<p>Information comes from the most recent Program Review report. Filed by program-faculty. Presenter provides proposed-measurable-college-and-program-goals-to-be-accomplished- 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)</p>	<p>Presenter shows no evidence to support new full-timer full-time faculty member.</p>	<p>Presenter shows some-PR-and-other-evidence-already-accounted-for,-such-as-LHEs-and-general-enrollment-trends,-to-support-new-full-timer.</p> <p>Presenter requests a full-time faculty member with the outcome related to enrollment increases.</p>	<p>Presenter shows PR and other evidence such as-PSLOs,-success,-and-persistence-rates-to-support-new-full-timer.</p> <p>Presenter mentions 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.</p>	<p>Presenter (a) shows substantial evidence that new full-timer aligns with the EMP and college trends; (b) presents outcomes (e.g., increase of enrollment, courses developed, partnerships and new awards) of hiring full-time faculty member; (c) and clearly articulates more than one Program Review goal/initiative and college plan that the full-time position will support. shows that f.t.-resource-request-appears-in-PR-report.</p>

Subjective Criteria	Data/Data Source	Low Priority 0	2	4	High Priority 6
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, 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/ Library	Presenter may draw from SSSP requirements , 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 .

7. Search Committee Preparation and Composition

<p>Instruction and Counseling.</p>	<p>Presenter provides evidence of search committee preparation and composition.</p>	<p>Job announcement was not written and search/hiring committee membership (three faculty and one administrator) was not finalized.</p>	<p>Either job announcement was not written or search/hiring committee membership was not finalized.</p>	<p>Job announcement was written. Search/hiring committee membership was finalized.</p>	<p>Job announcement was written and vetted by committee. Search/hiring committee membership was finalized. Job description was attached to Program Review.</p>
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Rating Sheet to Prioritize Additional Full-Time Faculty, Counselors, and Librarians ~~2016–2017~~ 2018 – 2019

#s 1 – 4 = Auto-populated objective scores. Do not change scores. 3 points possible each.	Discipline A	Discipline B	Discipline C	Discipline D	Discipline E	Discipline F	Etc.
1. LHEs and Hours							
2. Part-Time Load							
3. FTES Relative Rankings							
4. Student Demand for Sections and Services							
A. Subtotal from objective scores (12 points possible total)							
#s 5–7 4 – 5 = Subjective scores. Please score based on presenters' evidence. 3 6 points possible each.							
5 4. Program Planning							
6 5. Job Market Climate, College Major Trends, and Federal/State/Local Counseling Mandates							
7. Search Committee Preparation and Composition	-	-		-	-	-	-
B. Subtotal from subjective scores (9 12 points possible total)							
FINAL SCORE = Subtotal A + Subtotal B (21 points possible)							

Mission Statement: Coastline Community College steadfastly focuses on providing access and supporting student success and achievement. Inspired by an innovative and student-centered mindset, Coastline delivers flexible courses and services that cultivate and guide diverse student populations across the globe to complete pathways leading to the attainment of associate degrees, certificates, career readiness, and transfer to four-year colleges/universities.