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| STAFFING PRIORITIZATION TASK FORCE | | | | |
| FACULTY SCORING RUBRIC | | | | |
| Criteria (All Equally Weighted) | | | | |
| | 1 Point | 3 Points | 5 Points | |
| Data/Evidence in Support of Need Instructional Examples Include: -Full-Time/Total faculty (%) -Number of full-time faculty -Load cushion -Productivity: Fill rate and WSCH/FTEF Student Services/Library Examples Include: -Counselor- or Librarian-to-Student Ratio -Number of Visits/Appointments -Number of Workshops/Participants | Minimal need as substantiated by appropriate data | Moderate need as substantiated by appropriate data | Significant need as substantiated by appropriate data | |
| Program Student Achievement and Potential Growth Instructional Examples Include: -Enrollment -Wait List -Success and Retention Rates -Throughput/Course Sequence Completion -Degrees/Certificates Awarded -Labor Market Demand -Other/Related Regional College Programs Student Services/Library Examples Include: -Wait Times for Counseling Appointments -Gate Count -Improved Achievement for Cohort Students -Other Data Demonstrating Unmet Need or Growth, Including Data from Comparison Colleges | Minimal growth potential as substantiated by appropriate data | Moderate growth potential as substantiated by appropriate data | Significant growth potential as substantiated by appropriate data | |
| Critical Need (Critical to the Program) Examples Include: -Replacement for Retirement or Recent Vacancy -Specialty Areas within Discipline or Service Area -Required for Program, Courses, or Specific Service to Continue | Lack of position would minimally impact the program's ability to support student success | Lack of position would moderately impact the program's ability to support student success | Lack of position would significantly impact the program's ability to support student success | |
| Support of Strategic Plan* Examples Include: Ability of Department to Innovate and Meet Changing Needs Direct Support of 4 Strategic Goals -Acceleration -Guided Student Pathways -Student Validation & Engagement -Organizational Health (e.g., SLO/ILO assessment, accreditation, interdepartmental collaboration/support, overall program improvement efforts, etc.) | Lack of position would minimally impact the College's capacity to achieve its strategic goals | Lack of position would moderately impact the College's capacity to achieve its strategic goals | Lack of position would significantly impact the College's capacity to achieve its strategic goals | |
| | | | Total Score: | |
| *Qualitative focus - student success and equity | | | | |