

FACULTY NEEDS ASSESSMENT APPLICATION

Name of Person Submitting Request:		Ailsa Aguilar-Kitibutr, Psy. D.
Program or Service Area:		Counseling Department
Division:		Student Services
Date of Last Program Efficacy:		Spring 2012
What rating was given?		Continuation
# of FT faculty 9 FT Counselors; 1 Articulation Officer	# of Adjuncts 8	Faculty Load: Not Applicable
Position Requested:		3 full-time generalist counseling faculty
Strategic Initiatives Addressed:		Access, Student Success, institutional Effectiveness

Replacement Growth

1. Provide a rationale for your request.

SB1456, the Student Success Act of 2012, generated compliance mandates to community colleges particularly in the area of student services. Foremost of the mandates are counseling and advising and the development of abbreviated (first semester education plans) and comprehensive education plans for all students. Compared to the less than two thousand students served by all other departments in Student Services, the Counseling Department serves the majority of students but does not have adequate faculty to meet the needs of the general population. Moreover, by 2015-16 funding to the college based on the 2014-15 reports will follow a different formula. Student success and support services bear the greatest percentage of 60% on students afforded counseling services compared to 40% from college population and 3:1 ratio for college match. Meantime, more functions and responsibilities have been added into the Department's purview to provide additional services to implement and enhance the focus areas per the Student Success Task Force Recommendations. These are -- increase college/career readiness, strengthen support for entering students, incentivize successful behaviors, and improve education of basic skills students. The remaining four focus areas also pose implications/ ramifications on the participation, involvement, and activities rendered by the faculty for the college wide effort on student success as well as MIS reporting, and particularly on the Success Score Card of SBVC.

The department affords forty-five distinctive counseling services to students, foremost of which are the core services of academic, transfer, career and personal counseling, education plans, as well as, student success interventions. Some counseling services do not lend themselves to group advising and online counseling rather individualized counseling is much more compatible to the needs of our students and also to students with numerous transcripts. The use of technology, such as, the new feature of Web Advisor for education planning including enhanced web page content, online workshops, and available instructional/counseling materials distributed to students are ancillary to the face-to-face counseling session. Publications from the Student Support (Re) defined Group (www.RPGoup.org, January 2013) and conference presentations (Student Success Implementation Summit, October, 2013) highlight six factors defined by students on reasons for being successful – nurtured, directed, focused, valued, connected, and engaged. All of these are initiated and reinforced during the counseling sessions. The Statewide Chancellor's Office web site on Student Success is replete with documents pointing to the need for more counselors.

Currently, counselors' special assignments, such as, veterans, international students, learning

communities, matriculation, athletics, High School and San Bernardino Adult School Connection Program, articulation, to name a few, reduce the overall time dedicated to providing services for the general population. Last year, the ratio of counselor to students was 1:3295. This year, the ratio of 1: 2375, despite the addition of two counselors, is still far flung from the 1:900 counselor-student ratio recommended by the Statewide Academic Senate (Program Efficacy Reports 2012, 2008 and Efficacy Evaluation 2012; Senate Minutes, April, 2010).

2. Indicate how the content of the latest Program Efficacy Report and current EMP data support this request. How is the request tied to program planning? (*Reference the page number(s) where the information can be found on Program Efficacy.*)

The mandates of SB 1456 pose the most formidable challenge because of the requirements for mandatory counseling, academic advisement, education plans for all students, follow-up assessment, interventions for probation and dismissal, and other follow-up services. Registration is predicated on the fulfillment of these requirements with consequential loss of priority registration. As mentioned in our 2012 Program Efficacy Report, pages 25-26, internal and external trends impinge upon the Department resulting in the elevated demand for special counseling interventions. To name a few -- the establishment of mandatory orientation and assessment (already institutionalized); matriculation waiver processes; probation and dismissal holds and academic resilience interventions; and more importantly, the Student Success Task Force Recommendations. The Spring 2012 Program Efficacy Evaluation (page 1), the Consultation Council Task Force recommendation for a 1:900 counselor-student ratio, Counseling Program Efficacy Reports, 2012; 2008, the 2012-13 One-page Departmental Summary highlight the Department's dire needs for additional counselors. The FACCC recommendation to hire 2,800 additional counselors statewide to maintain a 1:1,500 counselor-student ratio (FACCC Advocate, August 2012) reinforces the request for additional counselors at SBVC in order to support program and institutional goals and meet the mandates of the Student Success Act.

3. Provide updated or additional information you wish the committee to consider (*for example: regulatory information, compliance, updated efficiency, student success data, or planning, etc.*).

With SB 1456, a new funding formula will be implemented. Also, guidelines detailed in the following - FERPA; The Role of Counseling Faculty and Delivery of Counseling Services in the California Community Colleges (ASCCC, Spring, 2012); Standards of Practice for California Community College Counseling Faculty and Programs (ASCCC, Fall, 2008), and the ACA Code of Ethics define the parameters in which students can be seen in groups; hence, counseling support for students still necessitates individual counseling sessions. Moreover, the Office of Research and Planning data (Efficacy Report, 2012, pages 12-13) have shown that counseling is associated with students' persistence, course completion, and success. Likewise, additional SARS statistics for 2012-13 show a total of 21, 991 direct student contacts, another evidence of high demand for counseling services.

What are the consequences of not filling this position?

Academic success is associated with receiving counseling. Without additional counselors, we will be at a disadvantage to continue to deliver quality services and reach the entire student population. We will not be in compliance with new mandates of SB1456, and we will not have adequate funding. Also, the consequential impact on SBVC's accreditation cannot be minimized.