

FACULTY NEEDS ASSESSMENT APPLICATION
Fall 2015

Name of Person Submitting Request:		Ailsa Aguilar-Kitibutr, Psy.D.
Program or Service Area:		Counseling Department
Division:		Counseling and Matriculation Division, Student Services
Date of Last Program Efficacy:		Spring 2012
What rating was given?		Continuation
# of FT faculty 9 and one temporary full time	# of Adjuncts 14	Faculty Load: Not Applicable
Position Requested:		1 full-time generalist counseling faculty
Strategic Initiatives Addressed: (See Appendix A: http://tinyurl.com/l5oqoxm)		Access, Student Success; Communication, Culture and Climate

1. Provide a rationale for your request.

The Student Success Act is in its second year of implementation at SBVC. Access is the primary condition before mandated services can be offered to students. Currently, the complement of faculty both full-time and adjunct does not adequately meet the high level demand for the mandated services for new students including other developmental counseling services provided to the general population. Moreover, the law specifies that students must have comprehensive education plans by the time students completed 15 units or when they are on their third semester of study. The staggering number of students who need to be seen individually or in groups for comprehensive education plans, particularly for those who started in fall 2014 cannot be minimized. Our population has a high need for individual counseling; thus, another counselor is needed to complement newly hired counselors and adjuncts through the SSSP monies. Moreover, a position was vacated in June 2014 due to a resignation, but replacement did not occur. 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 2015-16 SSSP Plan and the Student Success Task Force Recommendations. These are -- increase college/career readiness, strengthen support for entering students, incentivize successful behaviors, and improve academic performance and completion of basic skills students, among others. The four mandated areas of orientation, assessment, counseling/advising, education planning and other related services including follow-up likewise pose implications/ ramifications on the participation, involvement, and activities rendered by the faculty for the college wide effort on student success particularly on the Success Score Card of SBVC, as well as, MIS reporting for continued SSSP funding. In addition, the Department affords other distinctive counseling services that correspond to the developmental needs of students during their entire college experience, such as transfer, career and personal counseling including varied student success interventions. Again, some counseling services do not lend themselves to group advising and online advising rather individualized counseling is much more compatible to the needs of most students and also those 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. These are being nurtured, directed, focused, valued, connected, and engaged. All of these are initiated and reinforced during the counseling sessions. Currently, counselors' special assignments, such as, veterans, international students, learning communities, student success, athletics, partnerships and campus wide events, articulation, to name a few, reduce the overall time dedicated to providing services for the general population. Following the SSSP model for MIS reporting on services afforded to students, the present ratio of counselors to students is approximately 1: 1,400, a ratio which is far flung from the 1:900 recommended by the Statewide Academic Senate (SSSP Reporting Requirements, 2014; 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, abbreviated and comprehensive education plans, follow-up interventions for probation and dismissal, basic skills students, those who have not identified an academic goal, and those who have not identified a program of study (major) and other follow-up services. Likewise, registration of new students 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. Forthcoming are the changes in financial aid mandates which would have a bearing on provision of more counseling services. 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 2015-16 One-page Departmental Summary highlight the Department's dire needs for additional counselor. The FACCC recommendation for a 1:1,500 counselor- student ratio (FACCC Advocate, August 2012) reinforces the request for additional counselor 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, planning, etc.*).

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. The 2015-16 EMP Summary Sheet details the elevated trend in number of repeated direct student contact including the top three highly utilized counseling services point to the high demand for counseling services. It is noteworthy to state that the Counseling Department is not the only recipient of SSSP funding but other student support and activities share the allocation.

4. What are the consequences of not filling this position?

Without an additional counselor, 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 not receive adequate SSSP State funding.