

Data to use for when developing the faculty request justification

Academic Year	FTES	FT FTEF	Overload FTEF	PT FTEF	Lg Lec FTEF	Total FTEF	FT FTEF /Total FTEF	FT+Overload FTEF /Total FTEF	PT FTEF /Total FTEF	Total Students (census)	Total Waitlist	# Sections	WSCH	WSCH / FTEF
2014-2015	103.36	1.57	1.67	4.50		7.73	0.20	0.42	0.58	1,791	72	67	3,308.53	427.80
2015-2016	109.58	2.00	2.67	3.87		8.53	0.23	0.55	0.45	2,039	102	76	3,507.37	410.98
2016-2017	116.72	2.14	3.57	3.61		9.31	0.23	0.61	0.39	2,241	77	83	3,736.68	401.28
2017-2018	144.48	2.40	4.87	3.87		11.13	0.22	0.65	0.35	2,608	133	96	4,625.74	415.45
2018-2019	153.07	3.36	4.60	3.71		11.67	0.29	0.68	0.32	2,597	187	95	4,901.30	420.09

2018-2019 Data is as of September 30, 2019

Using the data provided by the Office of Institutional Effectiveness, please provide a brief narrative to contextualize your request

Using the ratio of full-time to part-time faculty (FT FTEF / PT FTEF), please give a little more information about the need for the increase in full-time faculty.

Due to the nature of the Counseling Discipline, the ratios normally applicable for teaching faculty can't be applied in the same way to counselors. The current move to the "Caseload Model" of counseling requires that student support be strengthened to support it.

Using the waitlist per section report (additional tab), please discuss the number of courses ranking high on the college's waitlist per section report. Please also note which CSU General Education requirements these course fulfill.

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Using the efficiency metric based on WSCH/FTEF, discuss the discipline efficiency. How has the efficiency changed over the past few years? What is your discipline doing to increase efficiency? Have you changed course delivery methods (online to face-to-face, evening offerings, etc.) to try and improve efficiency?

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Please discuss any faculty trends (historical and recent changes) which have helped you identify this need.

With the advent of The California Guided Pathways, Inetgrated student support is foundational to the pillars of the Pathways. This development will have counselors serving in a more of a caseload founded model of approx. 500:1.

Please discuss any specific activities your discipline has participated in with a focus on reducing the student equity gap. This could include serving on the student equity committee, holding office hours in engagement centers, or faculty participating in Champions for Change equity training, attending an equity summit, or attending Center for Urban Excellence training.

Counseling has participated in a variety of activities, the development of workshops (including a DACA application workshop) and served on committees with the focus of closing/reducing the equity gap. Some of these include: several counselors have participated on the equity committee, Champions for change had Counseling staff and faculty serving, Guided Pathways. Additionally Counselors are highly involved with La Casa and Ujima and CAP (Team) learning communities, offered courses specifically for equity groups. Through Our program review process we have implemented content and strategies designed to positively impact students in equity groups. Additionally large groups of counselors have recently attended "Counseling in the Era of Equity" conference as well as other various conferences where student equity was the main focus. There is much more to add, here as this is not close to an exhaustive listing.

Please discuss how your discipline is working to ensure your course offerings align with college strategic goals included Guided Pathways, HS/CSU/UC partnerships, accelerated courses, support courses, contextualized education, integrated academic support, etc. Has your discipline developed a Pathways Map? If not, why not?

Counseling has taken a leadership role in working with various disciplines to help map out pathways for various goals. We have two courses that fall squarely in the GE, namely GUI-48 & 47 (Lifelong Learning/Self Development) and the other two courses GUI-45 and 46 which are of a practical nature and address Introduction to College and the Transfer Process which transfer as electives. We are constantly monitoring enrollment in these classes and making changes in our offerings based on what students are in need of.

Have members of your discipline participated in faculty training including 3CSN, AB 705, AVID, CUE, or other training? How is the information learned being implemented within your discipline?

Counselors are involved with AVID, CUE and 3CSN. Counselors have worked in partnership with Math, English and Reading disciplines to redesign and implement course offerings which satisfy the requirements of AB 705. Some of the pertinent information makes it into our literature, curriculum, our practice of counseling and our guidance courses.

Please discuss your faculty's roles on Leadership Councils, committees, or academic senate.

The Counseling department is immersed in nearly every group on campus. Senate, Curriculum all of our strategic planning committees, DLC and all counselors work on various committees taking on most often leadership roles. In addition one of our counselors is now the Pathways Coordinator for the college.

Please discuss your discipline's assessment activities in the last 2 years. How many SLO's were assessed? What percentage of the scheduled SLO's were assessed? How many PLO's were assessed? Is a faculty from your discipline active on the Assessment Committee?

The Counseling Department is active in the the assessment process. There are four Guidance classes and fifteen SLO's were assessed over the last two years. This was 100% of those scheduled. The courses are not part of a program directly and so PLO's haven't been assessed. Kelly Brautigam is an active member of the Assessment Committee.

Please include any other additional factors which the Leadership Councils should know about (pending accreditation needs, significant curriculum changes, grant funding for the position, specialized faculty expertise needed, etc.)

Counseling is in nearly every initiative, program and committee on campus. We do not have the number of counselors to embrace a true case load model and we will need to add more to achieve the outcome of full Guided Pathways implementation.