

#10

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, December 12, 2024 11:35:46 AM
Last Modified: Thursday, December 12, 2024 2:29:23 PM
Time Spent: 02:53:36
IP Address: 70.95.98.76

Page 1: Full-Time Faculty Position Form

Q1

Please enter the following:

Department	Counseling
Position Title	General Counselor 1

Q2 **Yes**

1a. Did you request a position last year (2023-2024)?

Q3 **Yes**

1b. If yes, and that position was funded, do you want this position ranked as well?

Q4 **No**

1c. Is there dedicated funding for the position that is not unrestricted general fund (i.e. categorical/special funded programs)

Page 2

Q5

2. Why is this position essential to your program and college? Please discuss the potential impact of this position on the department, college, district and/or region (Rubric Criterion 1, 3). (300 words or less)

This position is essential to our program and services because one of the major areas of impact forthcoming is in our ability (or lack thereof) to support our Academic and Career Pathways with embedded counseling. Currently there are 8 ACPs and 2 Pre-ACPs and an insufficient number of Counselors to support each pathway. Now that we have completed a full year of embedded counseling in STEM and BSS, we have data reflecting persistence outcomes that are even higher than a student who sees any counselor (95% STEM, 88% BSS, 80% any counselor). In addition, the Exploratory Pre-ACP is an additional pathway that is largely in the wheelhouse of Counseling and Career Services.

Most recently, AB928 requires all students who are transferring to be on an ADT pathway and have a comprehensive education plan by a counselor by the time they complete 15 units. In addition to this, new Financial Aid requirements for education plans and Admissions & Records process changes such as how students change their major - will bring many students into counseling moving forward.

Student Services Faculty members on campus largely are outnumbered by Instructional Faculty, which impacts our counseling faculty to partake in many college and district committee work in order to provide adequate representation. Counselors need to be at the table to advocate on students behalf, provide a student services lens, and be a part of decisions that impact the entire campus community. As mentioned throughout this request, our services are impacted because we do not have enough counselors to meet even a reasonable ratio (1:370) to our student enrollment numbers.

Q6

3. What are the racial and gender demographics of the faculty within your program? Outline your steps to ensure a recruitment of diverse candidates that reflect the mission, vision and values of the college. These steps could include: professional associations dedicated to the promotion of diversity in your content area (Rubric Criterion 1). (300 words or less)

Within our full-time general counseling faculty assigned to student contact, the racial demographics include 1 Asian/Pacific Islander, 1 Middle-Eastern, 2 Hispanic/Latinx, 1 White/European and gender demographics include 3 male, 3 female. We note that there is an additional 1 Asian and 1 Hispanic/Latinx counseling faculty housed under general counseling but under fully reassigned positions (Department Chair and Articulation Officer).

*Note: This demographic data is unofficial - not provided by the college. Our program is committed to continuous improvement and understanding our own biases so that we recognize them when they show up in the process. We will make sure we include instructional faculty and classified members who represent a diverse body. We intend to pursue recruitment for this position across diverse institutions and organizations.

Q7

4. Please describe your planned onboarding process to support the new hires inclusion into community. Please share if there are any resources or collaboration that would assist. (Ex: AFT mentorship, THRIVE, Tenure Review, EMTLI, Communities of Practices, etc.) (Rubric Criterion 4: Support of Strategic Plan) Increase equitable access (enrollment) Eliminate equity gaps in course success (passing grade in class) Increase persistence eliminate equity gaps (re-enrolling the subsequent semester or year) Increase completion and eliminate equity gaps (graduating with a degree/certificate, or transferring) Increase hiring and retention of diverse employees to reflect the students and communities we serve (300 words or less)

Our planned onboarding process to support new hire inclusion includes meeting with and training with counselors in all areas of the Counseling Division/Community. We view our tenure committees as an incredibly supportive space for new hires that promote professional growth across the first 4 years. We hold two counselor retreats annually with one of them being heavily focused on team building to connect the various areas of Counseling. THRIVE and AFT events have been an incredible resource to the college and we are proud to have two representatives for AFT in our very own community. We have started a new Community of Practice for Counseling Instruction that can support the new hires who may be teaching counseling courses.

Q8

5. How will this position improve student learning and achievement, and close equity gaps in access and outcomes in your program? What steps are you taking to close equity gaps in access and outcome, for example: (Rubric Criterion 2: Program Student Achievement and Potential Growth) modify curriculum to reflect the college's diverse student population close equity gaps ensuring equitable access to courses that have pre-requisites removing barriers for students, especially those from historically marginalized groups adopt/create no cost/low-cost textbooks and course materials (300 words or less)

Overall, students who received General Counseling services in our past academic years, had better outcomes (e.g., course retention, course success and fall-to-spring persistence) than students who did not receive these services. It is clear that students are positively impacted when they receive counseling services. This Counseling position is essential to increasing the number of Counselors available to serve students. Currently the ratio of Counselors to students at Cuyamaca is highly unfavorable to students. When looking at the specific Fall 2023 to Spring 2024 persistence, the general counseling department functioned at a rate of 1:1686 (8432 total enrolled students in Fall 2023) based on the equivalent of 5 full-time general counselors during that year. Counselors serve the function of supporting students' needs inside and outside of the classroom. Students might be having difficulty in a class; they may be deciding between increasing hours at work or continuing with school or they may simply need to know how to access other supports on campus like tutoring and emergency funding. There is little time allotted for the counseling department to do the additional outreach/inreach that would help to increase student access to our services. Our goals to work with the ACPs on campus would include increased engagement with instructional departments and increasing the visibility of counselors on campus and in the classrooms.

AB928 and Financial Aid requirements where students will HAVE to meet with a counselor, will bring more students through our doors and increase the number of students achieving outcomes such as persistence. This position will help us to have enough counselors/manpower to serve more students. Our department has been taking steps to close equity gaps in access and outcome in several ways: through intentional service area outcomes goals and assessment and supporting the implementation and growth of our Umoja and future Puente Programs.

Q9

6. Has there been or is there evidence to demonstrate that there will be an increase in student demand for your programs and/or services? How are students being adversely impacted without this position? Please discuss supporting data from recent semesters. For example, enrollment trends, waitlist pressures, or wait time for appointments and support services, students served, etc. as they apply to this position. (Rubric Criterion 2)(300 words or less)

Title V requires that every student receive an educational plan. AB928 also requires that all students transferring with an ADT have an education plan by the time they complete 15 units. Currently we do not have the Counselor capacity to serve every student nor to get every student an educational plan. General Counseling currently has the equivalent of 5 counselors providing direct general student contact: Counselors: Michelle Campuzano, Raad Jerjis, Khrystyn Pamintuan, Christopher Torres, Osvaldo Torres (.5 General Counseling), Anthony Griffen (.5 Athletic Counseling). Donna Hajj retired in August 2024. In the academic year 2023-2024 Counselors conducted 2053 one-on-one appointments, 1628 drop-in and served 61 students via our e-Counseling service. Based on the total number of student headcount, 13,556, our general counselor to student ratio is extremely high at 1:2711. The recommended ratio is 1:370 (as cited in the Academic Senate adopted paper Consultation Council Task Force on Counseling (2003). In the 2023-2024 academic year between July 1st, 2023 and June 30, 2024, the counseling department served approximately 27% of all students enrolled (3642 of 13,556 students). The demand to see Counselors has remained steady in addition to the new juggle of serving students dually in-person and online in a seamless manner. Due to the turnover of counseling faculty retirements, resignations, or promotion into administrative positions over the years, the number of our full-time counseling faculty has not been able to grow to meet the needs of our students. The counseling department would like to increase the number of students being served and close the equity gaps for fall-to-spring persistence. In order to increase our student access, we need 1) more counselors to increase the amount of appointments and student contact time available for students to obtain and 2) more time to provide outreach/in-reach and embed counseling with our ACPs.

We think that it is important to highlight that while there are additional counseling faculty working at Cuyamaca outside of the counselors referred to under the Counseling Department, that the other counselors making up the entire Counseling Division are assigned to other special programs and/or reassignments. Counselors working with special populations typically have a smaller caseload/ratio, whereas the general counselor serves the entire general student population (and oftentimes overlaps student contact with special populations groups as well). This is why in writing this faculty request, the reference is to the student headcount of 13,556 and the 5 equivalent of general counselors who hold positions with general population student-contact hours.

Q10

7. Which program review goal(s) is this request supporting? Please state how the position will help advance the specific goal(s). Please explain how this position would support historically marginalized groups? (Rubric Criterion 3: Critical Need - Critical to the Program/and Institution) Examples may include the following: Issues with Federal or State Mandates Replacement for Recent Retirement or Vacancy Specialty Areas within Discipline/Service Area results in difficulty in finding part-time faculty Required for Program, Courses, or Specific Service to Continue Ranking within division (per division dean feedback) Supporting students (300 words or less)

The request for a full-time general counselor supports all three of our counseling department goals: (1) Optimize counseling service modalities to meet student needs; Student-centered counseling services delivery model; to increase/improve access ; (2) Create a collaborative student support experience for students within Academic and Career Pathways. ; and (3) Close equity gaps for Black and Latinx students by increasing access to counseling services, in the interest of increasing persistence between fall-spring semesters.

In order to advance our goals we need to replace the counselors who have either retired or assumed permanent administrative positions. Such replacements are not only essential to adequately serve our number of students but to engage in the work needed for the implementation of Guided Pathways and support the college strategic goals. This requires campus involvement and advocacy that can often pull Counselors away from student contact, further exacerbating the issue of having a very limited number of Counselors to begin with. In order to best serve students, we should meet the recommended ratio of 1:370 counselor to students as cited in the Academic Senate adopted paper Consultation Council Task Force on Counseling (2003).

Of our GENERAL counselors, two are fully reassigned without student contact: Department Chair and Articulation Officer. In addition to this notion, all general counselors participate in governance committees that pull away from student contact, but are critical to our work supporting the college goals and remaining advocates for our students. Below is a snapshot of where our tenure/tenure-track general counselors are actively representing our department across major college/district participatory governance.

Michelle Campuzano - President's College Equity Leadership Alliance, Racial Equity & Social Justice Taskforce, Kumeyaay Community College Liaison, Scholarship Committee

Raad Jerjis - Academic Senate

My-Linh Nguyen - SSLAT, ILAT, Academic Calendar Committee, Cuyamaca Pathways (Guided Pathways), VPSS Leads & Extended Cabinet, FHPC, Degree Audit Implementation Team, AB928 Taskforce

Vivi Ricardez Veasey - Curriculum Committee, Curriculum Technical Review Committee, Curriculum Prep, SSLAT, Credit for Prior Learning Taskforce, PRSC, Region 10 County Articulation Council, California Intersegmental Articulation Council, GE Taskforce, AB928 Taskforce

Oswaldo Torres - AFT Board Member, FHPC

Khrystyn Pamintuan - PRSC

Anthony Griffen - CTC, Griffin-Coyote Connection HS Matriculation Lead

Christopher Torres - Curriculum Committee

Q11

8. Is this position new or a replacement? Please explain. (Rubric Criterion 3)(100 words or less)

This is a replacement position for Lilia Pulido, who retired in 2022.

Q12

9. Which strategic priority/priorities is this request supporting? Please state how the position will help advance the specific priority/priorities and the College's mission, vision and values. Note: the more goals addressed the stronger the request. (Rubric Criterion 4: Support of Strategic Plan) Increase equitable access (enrollment) Eliminate equity gaps in course success (passing grade in class) Increase persistence eliminate equity gaps (re-enrolling the subsequent semester or year) Increase completion and eliminate equity gaps (graduating with a degree/certificate, or transferring) Increase hiring and retention of diverse employees to reflect the students and communities we serve (300 words or less)

As much as we feel that this position helps to advance all of the College's new strategic priorities, this request directly supports the priorities to "Eliminate Equity Gaps in Course Success" and "Increase Persistence and Eliminating Equity Gaps". Counseling Faculty provide educational, personal and career counseling which are all functions that support these priorities. As the counseling department is looking to support our 8 Academic and Career Pathways with embedded counseling, we need to consider the number of general student-contact counselors in ratio to our student enrollment. Now that we have completed a full year of embedded counseling in STEM and BSS, we have data reflecting persistence outcomes that are even higher than a student who sees any counselor (95% STEM, 88% BSS, 80% any counselor). In addition, the Exploratory Pre-ACP is an additional pathway that is largely in the wheelhouse of Counseling and Career Services.

With AB928 upon us, all students with a goal of transfer will need to be placed on an ADT and required to have a Comprehensive Education Plan (CEP) by the time they complete 15 units. This is directly supporting the strategic priority to increase completion and eliminate equity gaps.

As of Fall 2024, general counseling has a total of 5 counselors with direct student contact to the general population. Our current 1:2711 ratio of general counselors to headcount students means that we are critically understaffed and our capacity to both serve students and the campus as a whole is inadequate. Whereas the recommended ratio cited in the Academic Senate adopted paper Consultation Council Task Force on Counseling (2003) is 1:370. Even if we look solely at the number of students who enrolled from Fall 2023 to Spring 2024 (8,432 students), our ratio is 1:1686.

Q13

10. Please confirm that you have discussed this faculty position request with the Division Dean and that you understand that Division Deans will be providing feedback to help inform the prioritization process.

Yes, I have discussed this position request with the Division Dean

Q14

If you would like to attach data to support your request in light of the rubric criteria, please upload a PDF, Word, or image file using the button below.

Cuyamaca%20Counseling%20Division.pdf (51.6KB)