

2021-2022 Program Review & Planning Request for Full-Time Faculty Position FINAL

The Faculty Hiring Priority Committee will consult your program review as part of the rating process. Please reference appropriate sections of your program review as needed in your responses.*

Department	General Counseling
Position Title	Counselor #1 (General)

Please support your answers with data provided by IESE and any additional departmental data that demonstrates need.

1. Which program review goal(s) is this request supporting? Please state how the position will help advance the specific goal(s). (Rubric Criterion 3)
(300 words or less)

The Counseling goals include increasing the use of technology in the administration/implementation of counseling services and programs and researching/developing a Counseling Model for Guided Pathways. In order to advance our goals we need to replace the counselors who have either retired or assumed administrative duties (re-assigned) or obtained full time administrative or teaching position. Such replacements are not only essential to serve students but to engage in the work needed for the implementation of Guided Pathways. This requires campus involvement and advocacy pulling Counselors away from student contact, further exacerbating the issue of having a very limited number of Counselors. In order to fully implement Guided Pathways we need to hire Counselors that can absorb some of the workload. Currently Counselors are well represented in work across the campus, however, the result of this is ultimately less student contact hours.

Tenure/Tenure-Track Counselors:

Sophie Armenta – East Region Adult Education Council, Cashiers Appeals Committee, Cuyamaca College Technology, Committee, District Technology Advisory Committee.

Raad Jerjis –Student Discipline & Grievance Hearing (SDGHC), Academic Senate, Tenure Evaluation

My-Linh Nguyen – College Technology Committee (CTC), Technology Advisory Committee (TAC), Counseling Adjunct Hiring Committee (as needed), Student Services Rapid Response Team

Lilia Pulido – Tenure Evaluation Committee, Faculty Awards Committee

Osvaldo Torres – AFT Board member rep for Cuyamaca, Tenure Evaluation Committee, Veterans Services Faculty rep STEM HSI Program Faculty rep (.5 General Counseling/.5 Veterans)

Michelle Campuzano – Academic Senate 2020-2021, Career Task Force, Pathway Navigation, President’s College Equity Leadership Alliance/ e-Convening, Racial Equity & Social Justice Taskforce, RESJ Task Force Inquiry Group: Hiring Processes, Scholarship Committee, Transfer Center Advisory Board

Donna Hajj – Academic Rank Committee, Coyote Connection Matriculation rep.

2. 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.

(Rubric Criterion 4)

1. Acceleration
 2. Guided Student Pathways
 3. Student Validation and Engagement
 4. Organizational Health
- (300 words or less)

The Student Equity and Achievement Program (SEA) requires colleges to implement the Guided Pathways framework offering a clear path to a stated goal, to provide all students with an education plan based on that goal, and to overhaul outdated placement policies that have long kept many students from completing their educational goals. Counselors have been diligently involved in this work at Cuyamaca. In the spring 2018 Counselors collaboratively developed a guided pathways survey that was administered statewide, to collect data on the shift in counseling models in light of Guided Pathways. We received a total of 35 responses from California Community College Counseling Departments. These surveys allowed for us to capture critical information including but not limited to the structure of guided pathways on campuses of different sizes, the development of “Meta-Majors,” the location of counseling services (centralized vs. decentralized), how CalWorks, EOPS, DSPS, Veterans, etc. fit into the overall guided pathways model as well as how colleges were developing student success teams. Having these results allowed us to focus on specific areas as we worked both inside and beyond our department on guided pathways efforts, including lengthy dialog around the various models of student success teams and the development of Academic and Career Pathways (ACP’s). We are at a critical point in attempting to fully implement Guided Pathways. To do so we need to additional Counselors to serve students and continue to be actively involved on the campus where decisions are being made that impact all students. With a 1:1600 ratio of student to Counselor we are critically understaffed and our capacity to both serve students and the campus is inadequate.

3. How will this position improve student learning and achievement, and close equity gaps in access and outcomes in your program? (Rubric Criterion 2)
(300 words or less)

Overall, students who received General Counseling services in academic years 2016-2017, 2017-2018 and 2018-2019 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. At approximately 8,549 students, we are operating around a 1:1600 ratio of student to

Counselor. Wait times to get an appointment with a Counselor are lengthy. Students calling in to get an appointment may be subject to a two to three week wait, which can be exacerbated during peak times. This is harmful to students that have needs which require more prompt attention. 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. Waiting several weeks to get questions answered is not ideal and surely results in some students choosing to leave Cuyamaca College.

4. 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. Currently we do not have the Counselor capacity to serve every student nor to get every student an educational plan. General Counseling currently has 5.1 Counselors: Sophie Armenta, Michelle Campuzano, Raad Jerjis, Lilia Pulido and Osvaldo Torres (.5 General Counseling), Donna Hajj (.6 General Counseling).

In the academic year 2019-2020 Counselors conducted 4,935 one-on-one appointments, 8,009 drop-in and served 576 students via group counseling sessions. Counselors are consistently serving a very high number of students with a ratio of approximately 1:1600 (student to Counselor) but wait times to get an appointment with a Counselor are increasing. As stated previously students may be subject to a two to three week wait. It is difficult to quantify without surveying students but it is likely that some students give up on trying to get in to see a Counselor, which could negatively impact their overall success. The demand to see Counselors has remained steady, but we have not increased the number of full-time Counselors to serve students.

5. What are the racial and gender demographics of the faculty within your program? What steps will your program take to ensure that the recruitment for this position will encourage/promote faculty diversity? (Rubric Criterion 1)
(300 words or less)

Within our full-time general counseling faculty the racial demographics include 1 African-American/Black (Articulation), 1 Asian, 1 Middle-Eastern, 3 Hispanic/Latinx, 1 White/European and gender demographics include 2 male, 6 female. *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, also looking towards the new processes that will include an EEO representative. We intend to pursue recruitment for this position across diverse institutions and organizations.

6. Describe why this position is essential to your program and/or service area. How has the lack of this position impacted your program and/or service area? What will be the impact to the program and/or service area if this position is not filled? (Rubric Criterion 1, 3)

(300 words or less)

One of the major areas of impact forthcoming is in our ability (or lack thereof) to implement Student Success Teams, which the college has identified as a priority. Currently there are 8 Academic and Career Pathways (ACP's) and an insufficient number of Counselors to support the teams. In addition, as mentioned previously students calling in to get an appointment may be subject to a two to three week wait, which can be exacerbated during peak times. Counselors are acutely aware that this is harmful to students that have needs which require more prompt attention. If, for example, a student needs a comprehensive educational plan to complete their financial aid process and is subjected to a three week wait for an appointment, this can cause a snowball of other challenges (e.g., delays in receiving financial aid, not having funds for transportation or other expenses, not being able to focus on academics with other needs not being met, etc.). The Counseling Department will also be impacted in that Counselors will have to make a difficult choice between campus involvement and serving more students. This is unfortunate as we know that Counselors need to be at the table to advocate on students behalf, to participate in initiatives like Guided Pathways and to be a part of decisions that impact the entire campus community.

7. Is this a new position, replacement for a retirement/upcoming retirement or replacement for internal promotion (faculty to administrator), or replacement for other circumstances? Please explain. (Rubric Criterion 3)
(100 words or less)

Counseling (General) position request is a hire replacement. Cindy Morrin transferred into a 100% Counseling Instructor position in the fall of 2018.

8. 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.
{ X } Yes, I have discussed this position request with the Division Dean

The Faculty Hiring Priorities Committee (FHPC) will also consider the program review data provided by the IESE Office in reviewing this request. (Rubric Criterion 1)

Notes:

(1) In the event of unforeseen circumstances, such as tenure failure, resignation of a tenure-track faculty member, or internal promotion, the FHPC will develop an off-cycle request process and provide recommendations to the President.

(2) No positions will be automatically replaced regardless of the circumstances.

FHPC: 1st Read: 4/29/21 2nd Read/Approval: 5/6/2021
Academic Senate: 1st Review 5/13/21 2nd Read/Approval: 5/27/2021