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Page 1: Full-Time Faculty Position Form

Q1

Please enter the following:

Department	Career Center
Position Title	Career Counselor

Q2

1. How will the position support or advance one or more of the goals your department/discipline identified in this year's program review? (Rubric Criterion 3) (200 words or less)

This position will help us meet our goal to increase the number of students who seek career counseling.

Data provided by ISES (see attached Career Services Comparison Report 2019-2020) shows that approximately 8% of Cuyamaca students received career services

Students who received career services in Fall 2019 and/or Spring 2020:

- Had higher course retention and course success rates, overall.
- Had higher a fall-to-spring persistence rate of 82% (compared to a persistence rate of 55% for all other students).
- Attempted and completed more units, on average.
- Had higher semester GPAs.

The attached Table 1. shows the number of students who sought out career counseling among various counseling departments. As noted, the Counseling Division saw a total of 2,792 students for career counseling related services, even during the transition to remote services. Prior to the pandemic, in 2018-2019, the total was 3,159. This position will be able to help meet our demands for career counseling, increase student access to these high services, and address our equity gaps. A dedicated, full-time counselor will have the time to foster connections and support services to target specific populations of students including, but not limited to Black/African American and Latinx males where career services gaps are at its largest, to provide meaningful connections and support.

Q3

2. How will this position specifically support or advance one or more of the College's four strategic priorities? (Rubric Criterion 4) Acceleration Guided Student Pathways Student Validation and Engagement Organizational Health (200 words or less)

1. Acceleration - This includes a career plan to accelerate career planning at the beginning of a student's journey.

2. Guided Pathways - This position emphasizes career planning before educational planning by allowing students to explore all their career options during the onboarding process, and provide support to stay on path and achieve their career goals. A career counselor can provide their expertise in moving forward with GP efforts. Instruction is being called upon to help integrate these goals into their curriculum, but it must be a collective effort by the college. They will need the support of a career counselor.

3. Student Validation and Engagement

Career counselors provide support through career exploration, research and workforce readiness. They help students understand themselves by exploring their personality, values, interests, and skills. Students need support throughout their various stages of career development including choosing a career/major, educational planning and job/internship placement.

4. Organizational Health - Meaningful institutional change starts with how we prepare and support our students for the world of work. This position would be a source of professional development and guidance to all counselors. Their expertise will help with the implementation of the career aspect within each of the ACP's.

Q4

3. Describe why this position is essential to your program and/or service area and how it will improve student learning and achievement. (Rubric Criterion 1, 3) (200 words or less)

This position helps students make meaningful and intentional career choices. They possess the expertise to assist students with meeting their unique career goals, including but not limited to: first-generation, veterans, LGBTQIA, undocumented, and adult-re-entry students.

Our data shows students who receive career services have higher GPAs, course success, retention, and persistence rates compared to all other students. They can help reduce the number of major changes and revision to education plans to support timely completion.

Community college plays a critical role in providing students with economic opportunities. Our 2019 Student Success Scorecard shows Cuyamaca has a 50.1 percent overall completion rate, with lower rates for students of color. Consequently, community colleges can be an influential factor in breaking poverty cycles by combining quality education and career readiness. There is no student equity without equitable access to career services.

Additionally, career counseling is a professional standard for career services, as outlined by NACE (National Association of Colleges and Employers), "the institution must provide career advising/counseling to assist students ...at any stage of their career development." Hiring a career counselor will fulfill this requirement and provide an essential member of the career center as approved by the Academic Senate.

Q5

4. 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)(150 words or less)

This position was approved by the college for hire, but is now frozen. It was first on the list at the time of being frozen. It currently ranks #1 with the Counseling Division.

We have a new center without a Career Counselor. Our program model has been approved by the campus and yet none of the positions listed under Student Services exist. We have one resume tutor under Student Services.

The lack of this position has impacted the work of our CE colleagues who work in the center, and help redirect requests to General Counselors. This is not sustainable. The center continues to receive campus requests for workshops/classroom presentations. Campus partnerships and student outreach are important. The lack of this position limits career planning before education planning and thus limits opportunities for students. This position will allow us to meet requests, increase student access to services, and provide relief to our CE colleagues.

Q6

5. Has there been or is there any evidence to demonstrate that there will be an increase in demand for your programs and/or services? Please discuss supporting data from recent semesters. For example, enrollment trends, waitlist pressures, or wait time for appointments and support services as they apply to this position. (Rubric Criterion 2)(150 words or less)

In 2019-2020, we had a total of 1,432 student contacts, a 507 increase from the previous year. General Counseling had a total of 1,691 career related student contacts, and 2,260 in 2018-2019, prior to the pandemic. The demand has spilled over into General, a high-traffic department with only 4.5 Counselors who see students. Their appointments are booked two weeks in advance. This position will help alleviate this student traffic. Research points to a need to expand services and hire faculty to support students' exploration of career pathways and improve their employment readiness. Demand is expected to increase when we return to campus. A pandemic with record-high unemployment is when career counseling is needed most to assist with retention, career planning barriers, and career changes. Career/employment plans have been altered for many students and their households, and students of color have been disproportionately impacted. This need is time-sensitive and immediate.

Q7

6. 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)

This is a new position. We have never hired a full-time Career Counselor. This position was approved for hire in the previous academic year. The hiring process began in late fall 2019, but was frozen in March 2020 due to budget cuts as a result of the pandemic.

Q8

7. 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