

# #14

**COMPLETE**

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Page 1: Full-Time Faculty Position Form

## Q1

Please enter the following:

Department

**General Counseling**

Position Title

**Counselor (General) (This was ranked #2 in the order of the faculty request after the Career Counselor position);See the Career Program Review faculty request for more details**

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**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)

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 – Pathway Navigation, Registration Triage, Student Success & Equity Council (SSEC)

Amaliya Blyumin – Transfer Center (Transfer Coordinator)  
 Student Services Leadership Advisory Team (SSLAT), Classified Hiring Prioritization Committee  
 Transfer Center Advisory Board Committee, Instructional Leadership Advisory Team (ILAT)  
 SS Rapid Response Team Title V, Transfer Center Advisory

Tacey Hosley – Articulation Officer  
 Curriculum Committee, Curriculum Technical Review Committee  
 Program Review Steering Committee (PRSC), Institutional Effectiveness Committee (IEC)  
 Faculty Hiring/Prioritization Committee (FHPC), Student Services Leadership Advisory Team (SSLAT),  
 President's Equity Taskforce, Tenure Evaluation (2), Region 10 Articulation Chancellor's Office  
 Representative

Raad Jerjis – Department Chair (100% reassigned to Department Chair)  
 Student Service Rapid Response Team, Student Services Leadership Advisory Team (SSLAT)  
 Student Discipline & Grievance Hearing (SDGHC), Instructional Leadership Advisory Team (ILAT)  
 Chairs/Coordinators (Taylor Smith-Monthly), Pathway Navigation, VPSS Leads & Extended Cabinet  
 WorkForce Development, Career Task Force, Adjunct hiring (as needed), Academic Calendar (on & off),  
 Tenure Evaluation (3), Guided Pathways.

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

Oswaldo 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 (Co-Coordinator)  
 President's College Equity Leadership Alliance/ e-Convening, Racial Equity & Social Justice  
 Taskforce RESJ Task Force Inquiry Group: Hiring Processes, Scholarship Committee, Transfer

# Faculty Position Request Form 2020-21

## Center Advisory Board

Donna Hajj – (50% reassigned to Professional Development)  
Student Success & Equity Council, Professional Development (tri-chair), Senate Officer's Committee  
Academic Rank Committee, District Professional Development Committee, Instructional Leadership  
Advisory Team, Career Task Force.

## Tenured Counseling Instructor

Cindy Morrin – Co-Chair Curriculum, Curriculum Tech Review, Curriculum Prep, ILAT (Curriculum Rep)  
Academic Senate and Senate Officers Committee (Curriculum), Online Teaching and Learning  
Committee (OTLC), Chairs and Coordinators (Curriculum Rep), IEC (Institutional Effectiveness  
Council), Student and Institutional Success Council (SISC), Scholarship Committee, Phi Theta  
Kappa Honor's Society Co-Advisor, DEC Emergency Response Planning Group.

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## 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)

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 1:1400 ratio of student to Counselor we are critically understaffed and our capacity to both serve students and the campus is inadequate.

**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)

Please see the comprehensive program review data attachment for more detail. 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 6,300 full-time equivalent students we are operating around a 1:1400 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.

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**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)

One of the major areas of impact forthcoming is in our ability (or lack thereof) to implement Student Success Teams, which the college as 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.

(150 words or less)

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**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)

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 4 Counselors that are 100% assigned to Counseling and one .5 assignment: Sophie Armenta, Michelle Campuzano, My-Linh Nguyen, Lilia Pulido and Osvaldo Torres (.5 General Counseling). In the academic year 2018-2019 Counselors conducted 5,911 one-on-one appointments, 13,725 drop-in and served 2,073 students via group counseling sessions. In the academic year 2017-2018 Counselors conducted 6,078 one-on-one appointments, 15,050 drop-in and served 4,850 students via group counseling sessions. Counselors are consistently serving a very high number of students with a ratio of approximately 1:1400 (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.

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**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)

Both Counseling (General) position requests are to hire replacements. One Counseling (General) is a retirement replacement for Greg Gomez who retired in June of 2018. The second Counseling (General) position is a replacement for Cindy Morrin who transferred into a 100% Counseling Instructor position in the fall of 2018.

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**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**