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Page 1: Full-Time Faculty Position Form

Q1

Please enter the following:

Department

General Counseling

Position Title

Counselor (Athletic) (Ranked #4 in order of the faculty request)

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.

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)

This position will support all areas of focus in the Cuyamaca College Strategic Plan, especially in Guided Pathways. This Counselor will play a critical role in assisting all student athletes with acceleration and degree completion. Student athletes have a defined limitation for academic participation. This participation time frame requires student athletes to maintain a minimum 2.0 GPA to remain eligible for athletic participation. They are also required to be enrolled in a full-time status throughout the semester. If a student athlete falls below the full-time status they are eliminated from the sport until they reacquire full-time academic status. This position is instrumental in providing outreach, matriculation, advising, (academic and career), personal, educational planning, academic intervention, student follow up, and compliance with edibility standards for athletic completion. This Counselor must be knowledgeable to interpret NCAA and NAIA requirements for university transfer. This Counselor will also be instrumental in our continuous collaboration with instructional faculty and staff to implement and support college wide student success strategies. It will support various efforts funded via Student Equity and Achievement (SEA), Transfer, Guided Pathways, and both Title V grants.

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 is essential to the student athlete's opportunity for academic success and the ability to matriculate to a four-year college or university. The student athlete has stringent required timelines to matriculate based on NCAA bylaws. This will require a Counselor who has the expertise in athletic counseling and experience in evaluating student transfer bylaws of four levels of academic transfer in Division 1, Division 2, Division 3 and Division NAIA. The specialty Counselor provides student validation and engagement through the process of supporting student athletes in the application of student support services. This position will also require the specialty Counselor to have appropriate knowledge the CCCAA rules and regulations. Moreover, every athlete is required to meet with a Counselor once a semester and have a current CEP on file in order to compete in their sport(s). This population requires a Counselor to attend to their holistic needs as student athletes. Currently, we have a part time Counselor who is assigned to student athletes working only ten hours a week. It is clear that there is an imbalance to the ratio of athletic counseling hours to the number of Athlete being served. This hinders student athletes' learning and achievement at Cuyamaca College. In fact, Cuyamaca is the only college in region X that does not have a full-time Athletic Counselor.

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)

Historically student athletics have not had a full-time Counselor dedicated solely to their specialized needs. Cuyamaca is the only college in region X that does not have a full time Athletic Counselor. This impacts student athletes' success tremendously. A part-time Counselor at 10 hours a week is inadequate to meet student athlete needs. Many student athletes need focused academic support to reach their individual goals. They tend to have additional stressors (e.g., extremely busy schedules) that can impact them in the classroom and on the field. The Athletic Counselor is trained to support the needs of the student athlete in multiple areas. Historically non-trained individuals have attempted to support student athletes in this area with little success. If the position is not filled we will likely have a lower rate of student success for this population of students.

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)

Based on data there was an increase from 379 student athletes in the year of 2016-2017 to 426 in the year of 2017-2018. Data for 2018-2019 was not available at the time of this submission but can be provided. All student athletes require specialized educational plans. The data indicates an increase in student athletes' need for counseling services. As the Athletic Department grows so will the need for counseling services.

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 position which was requested in the previous three program reviews.

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