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COMPLETE

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Page 1: Full-Time Faculty Position Form

Q1

Please enter the following:

Department	Counseling
Position Title	Puente Counselor

Q2

1. 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)(300 words or less)

This request is supporting our program review goal #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. This position will help advance our goal because we know that students who obtain counseling services persist at a higher rate than those who do not. By having a full-time dedicated Puente counselor in place, we would have a necessary faculty resource to help implement this new program. This will include collaborating with key administrators, English/Math faculty, and the Puente Project program contacts.

While our goal addresses the equity gaps of both Black and Latinx students, this faculty position request is specifically for a full-time Puente counselor due to the fact that our college is the last remaining in our region to have a Puente program and since termination of the original Pathway Academy program, Latinx students do not have a comparable support program. As an HSI serving institution, there is a large need to hire a counselor who will be able to dually assist with coordinating such a program.

The Puente Project is a national-award winning program, whose mission is to increase the number of educationally disadvantaged students who enroll in four-year colleges and universities, earn college degrees and return to the community and mentors and leaders to future generations.

Q3

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, vision and values. Note: the more goals addressed the stronger the request (Rubric Criterion 4) 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)

This request directly supports our strategic priorities to "Eliminate Equity Gaps in Course Success" and "Increase Persistence and Eliminating Equity Gaps". A Puente program integrates culturally relevant coursework and activities to build community and address the needs of our diverse student population. This position will help advance the College's mission through their participation in coordination of relevant campus-wide activities. As a part of the Puente program components, the counselor in this position would also teach counseling courses specific to the program student population, working alongside with English and Math counterparts.

The Puente Project program has four major components: Writing instruction, Personal Growth instruction, counseling, and mentoring. It also has the option of including Math instruction as a component.

Q4

3. 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)- 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)

There are clear equity gaps in access and outcomes for our Latinx students and this data is shown in numerous comparison data reports provided by IESE. Specifically, in our General Counseling comparison reports we have seen that students who obtain counseling services produce higher outcome rates than students who do not. Having a full-time dedicated Puente counselor would aid in our work to close equity gaps in access and provide additional support to target specific student learning and achievement for this student population.

PUENTE students would work closely with their PUENTE counselor until they graduate. Students would have high-touch support services such as exploring career options, developing an academic educational plan, and identifying lifetime goals. Students may take part in visiting local university campuses and attend an annual PUENTE student transfer conference. PUENTE students would enroll in two consecutive counseling classes.

The Puente community college program provides extensive initial and ongoing training to community college instructors and counselors who have been selected to implement the Puente program on their campuses. Puente's staff training programs benefit approximately 13,800 students directly and approximately 63,000 indirectly. Puente is open to all students.

Q5

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)

Latinx students are one of the demographic groups that yielded lower outcomes in comparison to White students. Based on our comparison data (provided by IESE), we know that students who receive counseling show higher rates of outcomes. General Counseling has specifically looked at the outcome of persistence to note that when Latinx students received counseling support, they persisted from Fall 2021 to Spring 2022 at a rate of 75% in comparison to 53% for all Latinx students. If there are 4558 Latinx students identified in our headcount, then we have a lot of work to do to assure that all 4558 obtain some form of counseling support, particularly the type of direct assistance and community that the Puente program provides. We have experienced challenges with counseling faculty resources to even start the process of developing this program. Without this position, students are being adversely impacted because 1) we currently do not have a highly visible Latinx support program in place, and 2) we do not have the manpower to provide the kind of high-touch services this type of program would offer.

Q6

5. What are the racial and gender demographics of the faculty within your program? What steps will your program take to ensure this position will promote faculty diversity to reflect the students the college serves, for example: (Rubric Criterion 1)- Participating in professional development related to equity and diversity in hiring- Participating in professional development related to equal employment opportunity (EEO)- Completing EEO Representative Training- Employing strategies to recruit diverse applicants(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 2 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, 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.

Q7

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)

This position is essential to our program and services because Puente is designed to assist historically underrepresented students to succeed. The lack of this position has impacted the capacity to develop a student success support program targeting Latinx students. Our headcount shows that there are 4558 Latinx students at Cuyamaca. Our sister college along with many other community colleges have a full-time faculty member in this role. The time and commitment received by a full time position to dedicate to this program would allow for implementation, recruitment and scaling up.

Q8

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)

This is a new position assignment that focuses on our Latinx student population - however, this position touches on the general student population - therefore it is also a means of replacement (Sophia Armenta resignation Spring 2022)

Q9

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

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. Note: The Division Dean will be providing feedback to help inform the prioritization process

Q10

Respondent skipped this question

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.
