

#11

COMPLETE

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Page 1: Full-Time Faculty Position Form

Q1

Please enter the following:

Department	Counseling
Position Title	Counselor - General

Q2 **No, the position has not yet been funded**

If this position has already been funded, do you want to continue with the current request?

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Q3

1. 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 one of the major areas of impact forthcoming is in our ability (or lack thereof) to support our Academic and Career Pathways with embedded counseling. Currently there are 8 ACPs and 2 Pre-ACPs and an insufficient number of Counselors to support each pathway. Student Services Faculty members on campus largely are outnumbered by Instructional Faculty, which impacts our counseling faculty to partake in many college and district committee work in order to provide adequate representation. Counselors need to be at the table to advocate on students behalf, provide a student services lens, and be a part of decisions that impact the entire campus community. As mentioned previously, our services are impacted because we do not have enough counselors to meet even a reasonable ratio to our student enrollment numbers.

Q4

2. 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, 2 White/European and gender demographics include 3 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. We currently take much pride in our department for being diverse across both racial and gender demographics. 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.

Q5

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)

Overall, students who received General Counseling services in our past academic years, 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. When looking at the specific Fall 2022 to Spring 2023 persistence, the general counseling department functioned at a rate of 1:1600 (8041 total enrolled students in Fall 2022) based on the equivalent of 5 full-time general counselors during that year. Counselors serve the function of supporting students needs inside and outside of the classroom. 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. There is little time allotted for the counseling department to do the additional outreach/inreach that would help to increase student access to our services. Our goals to work with the ACPs on campus would include increased engagement with instructional departments and increasing the visibility of counselors on campus and in the classrooms.

Q6

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 the equivalent of 6 counselors providing direct general student contact: Counselors: Michelle Campuzano, Raad Jerjis, Khrystyn Pamintuan, Christopher Torres, Osvaldo Torres (.5 General Counseling), Donna Hajj (.80 General Counseling), Anthony Griffen (.5 Athletic Counseling). We have additionally leaned into our Career Counselor for .30 to assist with the student need, however that position largely serves our students in a specifically career focused assignment. In the academic year 2022-2023 Counselors conducted 2447 one-on-one appointments, 1539 drop-in and served 238 students via our e-Counseling service. Based on the total number of student headcount, 12,936, our general counselor to student ratio is extremely high at 1:2156. The recommended ratio is 1:370 (as cited in the Academic Senate adopted paper Consultation Council Task Force on Counseling (2003). In the 2022-2023 academic year between July 1st, 2022 and June 30, 2023, the counseling department served approximately 24% of all students enrolled (3165 of 12,936 students). The demand to see Counselors has remained steady in addition to the new juggle of serving students dually in-person and online in a seamless manner. Unfortunately, due to the turnover of counseling faculty retirements, resignations, or promotion into administrative positions, the number of our full-time counseling faculty has not been able to grow to meet the needs of our students. The counseling department would like to increase the number of students being served and close the equity gaps for fall-to-spring persistence. In order to increase our student access, we need 1) more counselors to increase the amount of appointments and student contact time available for students to obtain and 2) more time to provide outreach/in-reach and embed counseling with our ACPs.

We think that it is important to highlight that while there are additional counseling faculty working at Cuyamaca outside of the counselors referred to under the Counseling Department, that the other counselors making up the entire Counseling Division are assigned to other special programs and/or reassignments. Counselors working with special populations typically have a smaller caseload/ratio, whereas the general counselor serves the entire general student population (and oftentimes overlaps student contact with special populations groups as well). This is why in writing this faculty request, the reference is to the student headcount of 12,936 and the 6 equivalent of general counselors who hold positions with student-contact hours.

Q7

5. 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)

The request for a full-time general counselor supports all three of our counseling department goals: (1) Optimize counseling service modalities to meet student needs; Student-centered counseling services delivery model; to increase/improve access ; (2) Create a collaborative student support experience for students within Academic and Career Pathways. ; and (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.

In order to advance our goals we need to replace the counselors who have either retired or assumed permanent administrative positions. Such replacements are not only essential to adequately serve our number of students but to engage in the work needed for the implementation of Guided Pathways and support the college strategic goals. This requires campus involvement and advocacy that can often pull Counselors away from student contact, further exacerbating the issue of having a very limited number of Counselors to begin with.

In order to best serve students, we should meet the recommended ratio of 1:370 counselor to students as cited in the Academic Senate adopted paper Consultation Council Task Force on Counseling (2003). In order to adequately participate in the necessary governance work across campus and district, we need enough counselors to balance committee time commitments and the availability for student contact hours.

Of our general counselors, two are fully reassigned without student contact: Department Chair and Articulation Officer. In addition to this notion, all general counselors participate in governance committees that pull away from student contact, but are critical to our work supporting the college goals and remaining advocates for our students. Below is a snapshot of where our tenure/tenure-track general counselors are actively representing our department across major college/district participatory governance.

Michelle Campuzano - President's College Equity Leadership Alliance, Racial Equity & Social Justice Taskforce, Transfer Center Advisory Board

Raad Jerjis - Academic Senate

Donna Hajj - Program Review Steering Committee (PRSC), Griffin-Coyote Connection HS Matriculation Lead

My-Linh Nguyen - College Technology Committee, Student Services Leadership Advisory Team (SSLAT), Instructional Leadership Advisory Team (ILAT), Academic Calendar Committee, Cuyamaca Pathways (Guided Pathways), VPSS Leads & Extended Cabinet, Faculty Hiring Prioritization Committee (FHPC)

Vivi Ricardez Veasey - Curriculum Committee, Curriculum Technical Review Committee, Curriculum Prep, SSLAT, Credit for Prior Learning Taskforce, PRSC, Region 10 County Articulation Council, California Intersegmental Articulation Council

Oswaldo Torres - AFT Board Member rep for Cuyamaca, FHPC, Veterans Services Faculty Lead

Khrystyn Pamintuan & Christopher Torres are in their first year of tenure-review, therefore we look forward to their participation across our college as well over the next couple years.

Q8

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 position will be to replace a retirement (Lilia Pulido, 2022).

Q9

7. 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)

As much as we feel that this position helps to advance all of the College's new strategic priorities, this request directly supports the priorities to "Eliminate Equity Gaps in Course Success" and "Increase Persistence and Eliminating Equity Gaps". Counseling Faculty provide educational, personal and career counseling which are all functions that support these priorities. The counseling department is actively participating in the work meeting the Student Equity and Achievement Program (SEA) that 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. As the counseling department is looking to support our 8 Academic and Career Pathways with embedded counseling, we need to consider the number of general student-contact counselors in ratio to our student enrollment. In addition, the Exploratory Pre-ACP is an additional pathway that is largely in the wheelhouse of Counseling and Career Services. As of Fall 2023, with a current 1:2156 ratio of general counselors to students we are critically understaffed and our capacity to both serve students and the campus is inadequate. Whereas the recommended ratio cited in the Academic Senate adopted paper Consultation Council Task Force on Counseling (2003) is 1:370.

Q10

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

Yes, I have discussed this position request with the Chair of the Department

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Yes, I have discussed this position request with the Division Dean
Note: The Division Dean will be providing feedback to help inform the prioritization process

Q11

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.

Respondent skipped this question