

#14

COMPLETE

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Page 1: Full-Time Faculty Position Form

Q1

Please enter the following:

Department **Counseling (General)**

Position Title **Counselor**

Q2 **Yes**

1a. Did you request a position last year (2024-2025)?

Q3 **No**

1b. If yes, and that position was funded, do you want this position ranked as well?

Q4 **No**

1c. Is there dedicated funding for the position that is not unrestricted general fund (i.e. categorical/special funded programs)

Page 2

Q5

2. Why is this position essential to your program and college? Please discuss the potential impact of this position on the department, college, district and/or region (Rubric Criterion 1, 3). (300 words or less)

This position is essential to our program and services because in addition to the longstanding services that we have provided students on our campus, AB928 and proposed revisions to Title V have put comprehensive education plans at the forefront of student success. Where comprehensive education plans have always been a “good to have”, it’s about to be a “must have” and from a counseling perspective - that’s a great thing! The process of providing education planning to students is one thing - the capacity to provide them to all students is another. That’s where this position will become vital to our department and college.

The proposed changes to Title V will state “(c) To the maximum extent possible, districts or colleges shall provide a comprehensive educational plan to non-exempt students before the end of their first academic year, or a shorter period if required by district or program policy.” <https://www.cccco.edu/-/media/CCCCO-Website/docs/regulatory-action/proposed-reg-text-student-ed-plans-03-05-25-first-read-a11y.pdf?la=en&hash=D1488999C490499F097F60E071EFB18F00B30298>

Effective Fall 2024, AB928 requires all students who are transferring to be on an ADT pathway and have a comprehensive education plan by a counselor by the time they complete 15 units. In addition to this, Financial Aid education plans requirements and Admissions & Records process changes to student majors - bring many students into counseling now that we may not have seen in the past.

With 8 ACPs and 2 Pre-ACPs, we have an insufficient number of Counselors to support each pathway should additional ACPs ever participate in embedded counseling. Our data reports on Embedded Counseling show that students who met with their Embedded Counselor were more likely to persist from Fall 2024 to Spring 2025 (85% STEM and 89% BSS, compared to last year 91% STEM and 88% BSS), compared to all students (58%). The Exploratory Pre-ACP is an additional pathway that is largely in the wheelhouse of Counseling and Career Services - intended to support undecided students with planning and exploration.

Q6

3. What are the racial and gender demographics of the faculty within your program? Outline your steps to ensure a recruitment of diverse candidates that reflect the mission, vision and values of the college. These steps could include: professional associations dedicated to the promotion of diversity in your content area (Rubric Criterion 1). (300 words or less)

While we have 6 counselors dedicated to student-contact, it is the equivalent of 5.5 counselors serving the general student population if we consider Student Athletes part of the general student population (removing .50 dedicated to Veterans). Within our full-time general counseling faculty assigned to student contact, the racial demographics include 1 Asian/Pacific Islander, 1 Middle-Eastern, 3 Hispanic/Latine, 1 White/European and gender demographics include 4 male, 2 female.

We have 4 additional full-time general counseling faculty assigned to roles separate from those above: 1 Asian, 2 Hispanic/Latine, and 1 African American/Black counseling faculty housed under general counseling but under fully reassigned positions (Department Chair, Articulation Officer, Puente Counselor/Coordinator, and Umoja Counselor/Coordinator); 1 male, 3 female.

We take a lot of pride in the current demographics of our department and will strive to maintain our diverse team of counselors. We want students to be able to scan our department and find a counselor who looks like them. When recruiting for general counselor positions, a diverse candidate group is usually not difficult to obtain. However in addition to the current recruitment efforts, we would want to consider promoting our position to listservs tied to Puente, Umoja, Asian Pacific Americans in Higher Education (APAHE) and Middle East Higher Education Association (MEHEA).

*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. We intend to pursue recruitment for this position across diverse institutions and organizations.

Q7

4. Please describe your planned onboarding process to support the new hires inclusion into community. Please share if there are any resources or collaboration that would assist. (Ex: AFT mentorship, THRIVE, Tenure Review, EMTLI, Communities of Practices, etc.) (Rubric Criterion 4: Support of Strategic Plan) 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)

Our planned onboarding process to support new hire inclusion includes meeting with and training with counselors in all areas of the Counseling Division/Community. We view our tenure committees as an incredibly supportive space for new hires that promote professional growth across the first 4 years. We hold two counselor retreats annually with one of them being heavily focused on team building to connect the various areas of Counseling. Our Counseling Division participates in activities outside of work to maintain our solidarity. THRIVE and AFT events have been an incredible resource to the college and we are proud to have one representative for AFT in our very own community. We have a Community of Practice for Counseling Instruction that can support the new hires who may be teaching counseling courses.

Q8

5. 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: Program Student Achievement and Potential Growth) 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)

We specifically examine persistence as our biggest outcomes indicator and it has shown 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, which in turn will support the Counseling Department's commitment to closing the equity gaps for fall-to-spring persistence. In order to increase student access, we need 1) more counselors to increase the amount of appointments and student contact time available for students and 2) more time to provide outreach/in-reach and embed counseling with our ACPs.

Currently the ratio of Counselors to students is highly unfavorable - we have 6.0 FTE Full-Time Counselors (including Veterans and Athletics). One of our Full-time counselors will be working a reduced load starting 2026, by .80. Taking that into account with the remaining 5.0 FTE Full-time Counselors and 5.68 FTE of adjunct counselors, then our 2026 counselor ratio will be 1317:1 (14,333 students/10.88 Counselors)

This position requested is currently #7 and next on the 25-26 Faculty Hiring Prioritization list. Should this position be hired prior to Fall 2026, then we would prioritize the 2nd General Counselor position request submitted, as hiring one additional counselor helps improve our ratio, but not to the extent that we need to meet all the needs.

Counselors serve the function of supporting students' needs inside and outside of the classroom. Our goals related to ACPs on campus include increased engagement with instructional departments and increasing the visibility of counselors on campus and in the classrooms.

Proposed Title V changes, AB928 and Financial Aid requirements all put great emphasis on comprehensive education plans where students HAVE to meet with a counselor. This will bring more students through our doors and increase the number of students achieving outcomes such as persistence. This position will help us to have enough counselors/manpower to serve more students. Our department has been taking steps to close equity gaps in access and outcome in several ways: through intentional service area outcomes goals and assessment and supporting the implementation and growth of our Umoja and Puente Programs.

Q9

6. 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)

Proposed Title V changes, AB928 and Financial Aid requirements all put great emphasis on comprehensive education plans where students HAVE to meet with a counselor. Dual Enrollment growth is an added population of students we also serve. The counseling department continues to have gaps in meeting the needs of all students due to the limited number of counselors we have in general counseling in relation to the total number of students. In addition, the general counseling department serves approximately 30% of students deemed as "special populations" likely due to varying accessibility of services. Ultimately, general counseling services all students.

We began 2024-2025 with a retirement. Going into 2026, one FT counselor will be working at a reduced load of .20, in advance of intended retirement. Based on total student headcount, our general counselor to student ratio is extremely high: 5.2 FTE Full-time Counselors (includes Veterans and Athletics) and 5.68 FTE adjunct counselors, then our 2026 counselor ratio is 1317:1 (14,333 students/10.88 Counselors). The recommended ratio is 1:370 (as cited in the Academic Senate adopted paper Consultation Council Task Force on Counseling (2003). This position requested is currently #7 and next on the 25-26 Faculty Hiring Prioritization list. Should this position be hired prior to Fall 2026, then we would prioritize the 2nd General Counselor position request submitted, as hiring one additional counselor helps improve our ratio, but not to the extent that we need to meet all the needs.

Between July 1st, 2024 and June 30, 2025, the counseling department served approximately 28% of all students enrolled (3968 of 14,333 students), increased from previous year. For that year, Counselors conducted 2748 one-on-one appointments, 2443 drop-in and served 325 students via e-Counseling. The demand to see Counselors has remained steady in addition to the juggle of serving students dually in-person and online in a seamless manner. Due to turnover of retirements, resignations, or promotion into administrative positions over the years, the number of full-time student-contact counselors has not been able to grow to meet the needs of our students.

Q10

7. 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: Critical Need - Critical to the Program/and Institution) Examples may include the following: Issues with Federal or State Mandates Replacement for Recent Retirement or Vacancy Specialty Areas within Discipline/Service Area results in difficulty in finding part-time faculty Required for Program, Courses, or Specific Service to Continue Ranking within division (per division dean feedback) Supporting students (300 words or less)

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.

This position would help advance these specific goals because the bottom line is we need more manpower. Our goals to optimize our services would not be effective if we do not have enough counselors to provide the services to begin with. If we were to ever fully support Guided Pathways, we would ideally need enough full-time counseling faculty to embed in all 8 Academic and Career Pathways. Lastly, our goal to increase access to counseling is also another one that requires enough counselors for students to even access to begin with. This ties to supporting historically marginalized groups because we want students in those groups to use our services in the interest of increasing persistence.

In order to advance our goals we need to replace the counselors who have retired. Such replacements are not only essential to adequately serve our number of students but to support the college strategic goals. 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).

Of our GENERAL counselors, two are fully reassigned without student contact: Department Chair and Articulation Officer and two are fully reassigned as Counselor/Coordinator for our Puente and Umoja programs. In addition to this, our counselors participate in governance committees and take on additional liaison/lead roles that are critical to our work supporting the college goals and remaining advocates for our students.

Q11

8. Is this position new or a replacement? Please explain. (Rubric Criterion 3)(100 words or less)

Counseling (General) position request is a replacement for Lilia Pulido's retirement (June 2022).

Q12

9. 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: Support of Strategic Plan) 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 wants to be prepared 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. Now that we have completed two years of embedded counseling in STEM and BSS, we have data reflecting persistence outcomes that are even higher than a student who sees any counselor (85% STEM, 89% BSS, 81% any counselor). In addition, the Exploratory Pre-ACP is an additional pathway that is largely in the wheelhouse of Counseling and Career Services to support all students who are undecided in their major/goals.

With AB928 upon us, all students with a goal of transfer will need to be placed on an ADT and required to have a Comprehensive Education Plan (CEP) by the time they complete 15 units. This is directly supporting the strategic priorities to increase persistence, completion and eliminate equity gaps. The proposed Title V changes to comprehensive education plan requirements will also directly support these two strategic priorities.

The college's commitment to and growth in Dual Enrollment (equitable access) will require additional counseling services to support this student population.

Going into Spring 2026, general counseling will have a total of 4.7 equivalent full-time counselors with direct student contact to the general population. This will yield a 1:1317 ratio of headcount students to Full-time and Adjunct general counselors, meaning that we are critically understaffed and our capacity to both serve students and the campus as a whole is inadequate. Whereas the recommended ratio cited in the Academic Senate adopted paper Consultation Council Task Force on Counseling (2003) is 1:370. https://www.asccc.org/sites/default/files/publications/ConsultationCouncil_0.pdf (page 16)

Q13

10. 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

Q14

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.

Faculty%20Request%20Files.pdf (204KB)