

# **Position Justification – Full-Time General Counseling Faculty Replacement**

## **Step 1. Notification for Retirement or Resignation**

We received notification of Karen Oleson's Retirement on November 10, 2015, retirement effective January 31<sup>st</sup>, 2016.

## **Step 2. Department/Division reviews the need for the position. This needs assessment includes completing a hiring justification and responding to the Hiring Replacement questions.**

Counseling Faculty, Interim Dean of Counseling, and the VPSS met December 8<sup>th</sup> to review the need for the position and address the Hiring Replacement questions. In our discussion, it was determined we wanted to keep the position as a General Counselor and add a Career Counseling emphasis. Given the recent SSSP mandates concerning assisting undecided students in declaring a major prior to accumulating 30 degree-applicable units, the counseling faculty agreed to move forward with this position. There is a strong need to build more counseling support around assisting our undecided students in career counseling and exploration.

This Counseling Faculty would also take over the E-Counseling services that is provided.

## **Step 3. Planning & Budgeting Council - Information/Discussion Faculty positions, discussion and input by Academic Senate**

## **Step 4. Action taken by the President**

## **Questions to be Asked/Answered for Hiring Replacement of Faculty Positions**

### **1) Does the loss of a faculty member bring that department to having NO full time faculty?**

No, however the loss of a faculty in the Counseling Department would significantly impact the number of counseling services we provide, including academic and personal counseling appointments, student educational planning, registration, probation, and dismissal assistance, etc. Counselors rarely have an appointment slot that is unfilled, even during

non-registration periods; this demonstrates that students are eager for our guidance, counseling, and support.

**2) Are there any special regulations such as law, Title 5, Education Code, Student Success Initiative, or accreditation standards, etc., that would require a minimum of one full-time faculty member?**

Yes. With the Student Success and Support Program (SSSP), 50% of the funding allocation model is based on providing either abbreviated or comprehensive Student Educational Plans (SEP) through Counseling/Advising. Counseling Faculty are the only authorized staff who can provide an SEP. SEP's are also often required for financial aid. DegreeWorks is a web-based degree audit tool that assists students and counselors in monitoring progress toward degree, certificate and transfer completion. Data from Spring 2015 shows that of 3,651 students enrolled at Cañada with 6 units or more, 2,375 have an SEP for the term, which accounts for about 65% of our students.

In addition, a match requirement specifies that each dollar of state SSSP funding must be matched by other district resources dedicated to the SSSP. We currently use this Counseling Faculty position as match.

In addition, the SSSP mandate requires follow-up services with **high risk students, including undecided students in declaring a major prior to accumulating 30 degree-applicable units.** We are planning to identify a process to target students who have not identified an ed. goal with more intentionality and encourage them to seek Career Services, meet with a Counseling Faculty, or enroll in CRER 137. Currently, we outreach to this group via email, informing them to seek support services including career and counseling services. We also expanded our CRER 137 offerings to support these efforts by offering summer and on-line options. With the replacement hire and in collaboration with the Student Success Retention Specialist and Career Services Supervisor, we'd like to explore and implement a targeted approach to case manage this high risk student population.

New policies regarding **dismissed/reinstated students** were instituted in 2014. Dismissed students seeking reinstatement are now required to sign a contract with the counselor documenting the conditions of their reinstatement: i.e. seek tutoring, repeat classes, unit limits, enroll in CRER classes. Reinstated students must complete a mid-term progress report and counseling appointment to be reinstated for the next term. Services were provided to 157 dismissed/reinstated students in Spring 2014 and 139 students in Fall 2014.

To ensure we are meeting and/or exceeding both SSSP, SEP, and Counseling and Advising requirements/initiatives, we would need to replace this full-time Counseling Faculty.

**3) Are the offerings/services in the department integral to transfer pathways (required courses) or to CTE programs? Or, are all of the offerings general education?**

The offerings/services in the department consist of Counseling services (described above) and classroom instruction. Classroom instruction is a vital component of counseling services. The counselor-student relationship is enhanced through increased contact with the student, their academic work, and possible barriers to success. This faculty will be teaching CRER courses, possibly the CRER 430 (Career Exploration) which includes a small hybrid component, and submitted to Curriculum Committee for approval. CRER 430 is a unique opportunity for students to receive individual counseling in a structured approach with accountability via units received upon successful completion. This course is also CSU transferable.

**4) Does the request support the goals of the college strategic plan located in the Educational Master Plan?**

Yes. This position aligns with and supports the mission and strategic goals of the college's Educational Master Plan through:

The mission of Cañada College states that students will “have the opportunity to achieve their educational goals by providing transfer, career/technical, basic skills programs, and lifelong learning”. Counselors support students to reach their educational goals by: developing student educational plans; facilitating student knowledge of academic requirements; promoting student services resources; encouraging students to be independent, responsible and self-advocates; making appropriate referrals; and providing support during academic or personal crisis.

Strategic Goals and Educational Master Plan:

**1. Teaching and Learning:** This faculty would teach and support through curriculum committee, the CRER 430 course; Career Assessment. The course is designed to provide individuals with career exploration and alternative majors. This faculty would also provide Counseling Services to our student population; offering Academic, Transfer, Career, and Personal counseling.

**2. Completion:** This faculty would be providing Student Educational Plans (SEP) and counseling students on certificate and degree completion, including transfer. They help review graduation requirements, assist with certificate and degree petitions, address academic problems such as probation and dismissal, all with a goal of completion.

**3. Community Connections:** Counseling Faculty works closely with our local high school counselors from Sequoia Unified School District and surrounding areas to serve incoming and concurrently enrolled students.

**4. Global and Sustainable:** Counseling faculty play an integral role in providing access and removing barriers for students going through the matriculation process. We serve diverse populations; ESL, International students, Adult and Re-entry, Athletes, High School students (Middle College and PEPs), and incoming 1<sup>st</sup> year students.

**5) Are the offerings/services in the department rapidly changing, related to technology standards, or closely connected with local industry needs and/or standards?**

Yes. Counseling faculty work with all students from all departments, and are connected with local industry needs and standards through ongoing training.

**6) Do the data indicate a demonstrated program/service need?**

Yes.

All Cañada College students are provided with the opportunity to receive counseling, advising and other educational planning services. In the 2014-15 academic year, approximately 24,000 student visits (duplicated) were made to counseling and/or advising services. Specifically, we target our counseling, advising and educational planning services to students who have declared an educational goal of earning a certificate, an Associate's Degree (including ADT) and/or transferring to a four-year institution.

Appointments:

Counseling services are provided primarily through 30 minute individual in-person appointments, which are provided throughout the year. During the peak registration period (November & April) students are able to schedule a 30 minute appointment to meet with a counselor within 5 days. Outside of these timeframes, students can see a counselor within a 24 hour period.

Electronic Counseling Service:

E-counseling is available to all students on a limited basis every fall and spring semester. Students also have access to counselors via email throughout the year.

New Student Registration:

For our new students who are required to meet with a counselor prior to registration, a 30 minute individual appointment is provided. At the end of this appointment, these new students have an abbreviated student educational plan (SEP) which is entered into Degree Works and a follow-up appointment is made to complete a comprehensive educational plan. In addition, students have opportunities to access these services through drop-ins, workshops, in-person, phone, email and/or online counseling appointments.

Drop-in Counseling

Drop-in counseling is made available a week before the start and during the first two weeks of the summer/fall and spring semester. During the first two days of each semester the average drop-in wait time is 45 minutes.

**7) Is this request in your Annual Plan?**

N/A We did not received notification of this retirement until late Fall 2015 semester – not in the Program Review timeline.