Cañada College
Classified Hiring / Position Justification

Hiring Department: Transfer Center

Position Title: Program Services Coordinator   Classification: CSEA

___X___ New Position _____ Existing Position _____ Existing Position –

Position type: ___X___ permanent ___X__ full time ___12___ # of months

               __part time _____ % of full time _____ # of months

               _____ WCIS _____ % of full time _____ # of months

Position ___X__ general funds

Allocation: _____ external funds*_____ Expiration Date _____

                                 specify external program/grant

Budget Information:

    Exiting employee: Grade _____ Step_____

    Monthly pay of exiting employee: $58,092.00 _____

    New employee: Grade _27_____ Step 1 _____

Justification

Please respond to the following five questions on a separate piece of paper – preferably in Word format so justification can be electronically transmitted for review. Additional information may be provided as relevant for position justification. *Please note, externally funded positions which are required under program/grant eligibility requirements are exempt from this process. These positions will be presented to shared governance bodies as information items only.*

1. **If a new position, describe the specific need for the position, if an existing position, reaffirm need in brief statement.**

    It is essential to expand the Transfer Center staffing is to maintain and enhance services to increase the transfer rate by reaching out to students, and assisting them to achieve their transfer goal in a timely manner.

    There are several factors for this effort: to align with the Educational master Plan, and to comply with SB 1440 initiative and SB 1456. The Student Success and Support Program (SSSP) which requires advising and other education planning services needed to assist a student in making an informed decision about their education goal and course of study. Also, to help students develop an educational plan, and follow up with at-risk students.

    The following are the needs to increase the staffing at the Transfer Center:

Educational Master Plan and SB 1456, Student Success and Support Program (SSSP)
    The College mission statement states that we provide a Learning-Centered environment for all students with diverse backgrounds to have the opportunity to reach their educational goal. According to the new strategic plan of Student engagement and accordance to the

Educational Master Plan (EMP), the Transfer Center will take a role in improving the completion rate for transfer students by enhancing the Transfer Center outreach, and activities to increase students' awareness and equip them with knowledge to make informed decisions.

To be in compliance with the Student Success and Support program Initiatives (SB 1456) and planning, we need to strengthen the support for entering students and assist them to become focused and successfully reach their educational goal in a timely manner, including students with a transfer goal, and to align resources with students' need to successfully complete their goals.

To do so, it is important to identify transfer students early on, especially those students who can be at risk, and provide them with the transfer information and tools to develop an effective transfer plan that also includes the Student Educational Plan (SEP). In 2014, we began collecting data on transfer students through collaboration with the Welcome Center. As a result, we identified 486 new students who declared transfer as their goal. Due to lack of staffing, we were not able to follow up with students and their academic status, and consequently, in fall 2015, we only retained 63% of them.

To retain students' enrollment, we need to implement the Case Management plan that will provide direct guidance and engage students with their course selections, and transfer planning. This will divide students to cohorts defined by students' major and the year they entered the college. This requires data collection, maintaining records, and follow up with each transfer students in regards to their academic status to ensure they are on the right path toward their educational goal; especially with constant changes at the 4-year universities.

Another effort to increase the transfer rate among students is to increase/develop transfer opportunities in addition to the Associate Degree for Transfer (ADT) and Transfer Admission Guarantee (TAG) to UC campuses. The cross enrollment/concurrent enrollment with UC campuses and improving the Transfer Admission Agreements with private and out-of-state universities are a few transfer opportunities to explore.

To comply with SB 1440 initiatives

To ease the transfer process for students, the Student Transfer Achievement Reform Act (SB1440) was signed into legislation on September 29, 2010, which enables California Community Colleges and California State University's to collaborate on the creation of Associate in Arts Degree (AA) and Associate in Science (AS) Degree for Transfer programs.

Effective fall 2015, Cañada College offers 22 ADT programs which is an increase of 633% since 2011 and 16% increase since last year. The Transfer Center is taking part in disseminating the information to students and faculty, creating publications, assisting students with planning, reviewing and verifying the AA-T/AS-T degrees for CSU campuses by a certain deadline; collaborating with the Admissions Office and Evaluation Office at the district to ensure that the students Associate Degrees for Transfer (ADT) are posted by the mandatory deadlines.

The ADT degrees have direct impact on students Admission to CSU campuses as they will get priority admission over those students who have not obtained an ADT. It also makes

them more competitive for those CSU campuses that consider Cañada as out of their service area. For example, San Jose State University (SJSU) is an impacted campus and does not consider Cañada College as one of the colleges in their services area. This means that our students must receive higher GPA to be competitive for admission. Effective fall 2015, SJSU will use point system in selecting students, and having an ADT is one of the criteria to give students additional points.

Also, many CSU campuses will be closed for spring admission. However, there are few CSU campuses that will be open only to those students who will receive an ADT by the end of Fall term prior to spring.

At UC campuses, they also use ADT as part of their comprehensive review of students' applications. This year, they also developed programs, Pathways, to line core courses with the core courses in the ADT programs so students could have a chance to pre pare for both CSU and UC campuses.

Other benefits are a GPA index bump, priority admission to the campus of their choice, or guarantee to one of the CSU campuses that offers a similar major.

Students who are applying to CSU campuses and received or will receive an ADT degree must report their Degree on their CSUMentor application. According to the report we received from CSU Chancellors Office, the number of students who self-identified as ADT recipients on their CSUMentor application has increased by 225% from fall 2012 to fall 2013, by 115% from Fall 2013 to fall 2014, and a 101% increase from Fall 2014 to Fall 2015.

The Transfer Center reviewed and verified the status of all these applicants by the given deadlines set by CSU Chancellors Office.

It is only natural to expect to have a higher number of students applying for ADT degrees in the future since we have developed more ADT degrees and it is mandated by the state to develop more ADT programs that line up with TMCs as they are developed. As CSU campuses develop similar programs and set up the admission process for ADT recipients, and as students become more familiar with the ADT option and its benefits, we will have more students applying for ADT degrees which will have a greater impact on the Transfer Center providing information, assisting students, and provide updates to counselors and the campus community.

To bring up-to-date information to students
It is essential to continue offering transfer services to keep students informed of the changes at the universities, such as workshops, classroom presentations, and collaboration with other departments to disseminate the information in a timely manner, and guiding them through the complex transfer process.

Among the 23 CSU campuses, there are 19 campuses that are impacted or their programs are impacted, and each campus requires its own requirements and policies. To manage their enrollment, they place higher admission standards such as increasing the GPA requirements for those students who completed courses work out of their Service Area, and/or developing

Supplemental Application requirements. At UC campuses the admission selection criteria also requires higher standards, and the UC TAG criteria are very specific to courses and the time frame those courses are completed.

Due to the constant changes in admission criteria, change program requirements, application process, and the impaction at the universities it is crucial for us to provide additional support in order for us to ensure students are receiving up-to date information and be able to prepare them for colleges of their choice.   This will also include preparation for adjusting to the universities and paying for the universities.

The number of UC applicants remained the same from Fall 2014 to Fall 2015. However, the number of applicants to CSU campuses increase by 14% from the year 2013-14 to 2014-15.

Although we received 56% more TAG application in Fall 2015 compare to fall 2014, we only had 11% increase in qualified students.

The Transfer Center received and reviewed 103 TAG applications, however, 80 students actually submitted their TAG and among them 60 met the criteria. This reflects that 75 % of students who submitted their TAG were qualified. The 25% of students who were disqualified, did not meet the Transfer GPA requirements, course requirements, and/or GPA for the course requirements.

The additional support to close the gap by engaging students and guiding them through the transfer process starting in the first year of their attendance.

2. **If an existing position with a substantial change in duties, describe what duties have been added or deleted, and why this change is necessary and proposed salary range (may require District approval).**

This will be a new position to increase retention among students, and minimize the gaps in students' education. This position is also needed to comply with the implementation of the state's initiatives, college mission, and college strategic goal and student engagement plan (Completion objectives 2.11) in providing transfer services and enhancing students' knowledge of our diverse population about the transfer process.

The Transfer Center is currently staffed by one full-time Program Supervisor, 27% Office Assistant II (10 hours per week), and a full-time counselor with 25% designated to the Transfer Honors Program, and 6 to 10 hours per week designated to other duties such as instruction, and meetings.

The Transfer Program Supervisor is responsible for all activities related to the Transfer Center; including administrative duties, being a liaison between Cañada and universities, develop and maintain informational Transfer related brochures, the Transfer Center newsletter, update the Transfer WEB page, planning, coordinating and conducting transfer activities, and clerical duties, review TAG application, ADT petition and verification of ADT degree for each applicants to CSU campuses, appeal to universities' admission decisions on behalf of students as needed, in addition to working with students one on one and via emails. The Transfer Center Supervisor is also participating in standing meetings such SSPC,

Curriculum Committee, Counseling, Transfer Honors Program, regional and state Transfer Center Director meetings, and chairing the Transfer Advisory Board meeting. Other responsibilities include providing training for counseling faulty and is a source of support to faculty and staff in the counseling department including course curriculum review.

In 2014 clerical support for 10 hours a week was hired in support of the transfer Center. This position is also shared with the Counseling Information Center and is not available to the Transfer Center during the registration peak time, (two to three weeks at the beginning of each term). The duties of AOII is to schedule appointments, data entry, assist with events, and provides other clerical support.

The Transfer Counselor was hired in fall 2015 to meet with students to discuss and develop a Student Educational Plan, and prepare students to meet the transfer requirements beyond the Educational Plan. In addition the positon also provides workshops for targeted cohorts, and classroom presentations. She is also reviewing the eligibility of the Honors applicants, and has the load of case management for the Honors students. She is also teaching Career courses, and participates in campus-wide meetings.

The assignment of this proposed position is to support the Transfer Center reaching the goals set of preparing students to reach their transfer goal. This position will take full/part of the coordination of transfer activities and events. These duties will be aligned with the duties of the Program Services Coordinator set by the District:

- Exchanges information with students, staff, the general public, personnel in other educational institutions, regarding a variety of college programs, services, eligibility requirements, transfer policies, timelines, required forms and other information; makes presentations to small and large groups regarding transfer opportunities; participates in planning and implementation meetings; plans, conducts , and participates in college, and program services in conjunction with management, faculty and other staff; coordinates logistics and establishes timelines, required materials, online support services, plans joint events with other college departments and programs

- Researches and compiles statistical, narrative, demographic and other data for regular and special reports to track transfer students, student follow-up, and retention and transfer rates

- Use a database and a variety of computer software to enter, modify and retrieve online data and to compose, format, and prepare correspondence, memoranda, publicity materials, surveys, brochures, flyers, bulletins, reports, presentations, and other materials; sets up and maintains confidential and other files

- Organize, sets up, track and maintains student, and resource data in electronic and manual files; prepares a variety of special and regular reports of varied complexity using spreadsheets and other computer software;

- Serves as liaison between student program participants and various instructional and student services departments; refers students to community, business, governmental and other resources; conducts follow-up to determine student needs

and available program services; directs and coordinates the work of student assistants.

3. If applicable, explain how adding this position or changing the duties will strengthen the department.

This position will strengthen the Transfer Program Services as it assists in bringing transfer information to students, faculty and staff in a timely manner in order for students to make informative decisions, and for faculty to develop programs and courses in accordance to the changes made at the universities.

This position will provide support to the Transfer Center team to establish and/or strengthen relationships with universities, collaborate with other departments in Student Services and divisions to develop and/or enhance the transfer opportunities and pathways for diverse students. In addition, it will provide the Transfer Center Supervisor to focus on developing additional transfer opportunities such as concurrent enrollment with universities, and Admission agreements with private and out-of- state universities.

Having this position filled will allow us to engage students in the transfer process early on, and follow up with them through their education path.

It will also allow us to compile data and maintain a list of transfer students more efficiently, which will make a great impact on program development and addressing the students' needs in transferring to a four-year institution.

It will allow the Transfer Center to be present in the campus community more by presenting in the classrooms, and provide information and advising sessions, and increase the number of transfer workshops.

4. What, if any alternatives to filling the position or changing the duties were considered?

We have collaborated with A2B and other grant based programs since Spring 2015. Although, we all work with transfer students and have a goal of assisting students to transfer, the grant programs are bound to the grant criteria, which makes it hard to allocate resources to the Transfer Center.

As previously mentioned, The Center has dedicated support of an Office Assistant II for only 10 hours per week. However, her time is shared with the Welcome Desk during the registration peak time.

There is also a Federal Work Study Student Assistant who helps the Center. However, this position has limitations as confidential information cannot be assigned to the student assistant and they do not stay at the position long and as a result there is no consistency and not enough time to develop strong support for the Transfer Center.

5. If applicable, explain how work will be accomplished if the position is not filled or reallocated.

The Transfer Center will continue to work with the Office Assistant II; however this position works in limited hours and the duties of AOII is restricted to certain levels of responsibilities.

In addition, the Center will continue requesting Federal Work Study Student Assistants to fulfill some of the duties as appropriate. However, this option does not offer a wide range of support due to confidentiality of the students' records and limited range of responsibilities.

Please submit completed Classified Position Hiring / Justification electronically to Dean, VPI, VPSS, or President based on your department or division organizational structure.

This position has been reviewed by the department or division and is recommended for hiring.

_____   _____
Dean / Director / Hiring Supervisor   Date