



educational goal including transfer goal in a timely manner, and to align resources with students' need to successfully complete their goals. To enhance the transfer rate among students, it is important to identify transfer students early on and provide them with the transfer information and tools to develop an effective transfer plan that also includes the Student Educational Plan (SEP). This will also increase retention among our transfer students.

As the cost of attendance in four-year universities is increasing, and the admissions requirements are changing to higher standards, more students will become interested in attending community colleges with a goal to transfer. Among admitted students in 2012-13 46% of students declared transfer as a goal, which reflects an 8% increase compare to 2011-12 academic years.

The interest of transferring to a four year university among our students is evident as the number of UC applicants has increased by 16% for fall 2014. Also, their intention of transferring reflects on the number of students who are interested in Transfer Admission Guaranteed (TAG) applicants. The number of UC TAG applicants increased 45% in fall 2012 compared to fall 2011. This number decreased by 13% in fall 2013; however the acceptance rate is still the same (28%) as of today for fall 2014 admission. To close this gap, it is essential to have the support for the program to disseminate the information in a timely manner via classroom visits, campus events, workshops, and other avenues to reach students in guiding them with the complexities of the transfer process.

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 transfer programs. This new law requires community colleges to grant an associate degree for transfer to a student once a student has met specified general education and major requirements for the degree. Upon completion of the associate degree, the student is eligible for transfer with junior standing into the California State University (CSU) system.

It is also mandatory for the community colleges to develop Associate Degree for Transfer (ADT) programs for any major they offer where the State Academic senate developed a Transfer Model Curriculum (TMC).

Cañada College has currently developed 9 ADT programs, 4 additional approved by state and there are 4 more approved by the Curriculum Committee that is currently in the pipeline for state approval. Most community colleges in the Bay Area developed ADTs with a range of 2 to 11 while Cañada has 13 approved programs, and by the end of 2014 will have total of 17 programs. 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 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 number of students who self-identified as ADT recipients on their CSUMentor application has increased by 225% from fall 2012 to fall 2013, and by 115% from Fall 2013 to fall 2014. It is only expected to have a higher number of students applying for ADT

degrees in the future years since we have developed more ADT degrees and it is mandatory by the state to develop more ADT programs that line up with TMCs as they are developed, and as students become more familiar with the ADT option and its benefits, which may enhance their application status.

One of the benefits to students is the admission to the spring semester at CSU's that is currently not available to students who don't have an ADT degree. 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.

**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).**

To comply with the implementation of the state's new 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 there is a need for additional staff in support of the Transfer Center.

The Transfer Center is Staffed by one full time supervisor, and 27% Office Assistant II. The Transfer Program Supervisor is responsible for all activities related to the Transfer Center; including administrative, planning and coordinating, and clerical duties, review TAG application, ADT petition and provide a verification letter for each applicants to CSU campuses, in addition to working with students one on one and via emails. In addition, the Transfer Center Supervisor is providing training for counseling faculty and is a source of support to faculty and staff in the counseling department including course curriculum review. On a weekly basis, there are 25-30 hours unclaimed over-time to meet the minimum requirements.

Last year clerical support for 10 hours a week was hired in support of the Transfer Center. This position is also shared with the Welcome 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 California Community College Transfer Guideline developed by the Transfer Center Directors and California Community College Chancellors Office, and endorsed by the Chancellors Office, the following staffing structure is recommended. This document was established in 1997, and updated in 2006 and recently updated again in 2013. The document can be found at the chancellor's web site at [http://extranet.cccco.edu/Portals/1/SSSP/Transfer/Policy/rec\\_trans\\_guidelines\\_final\\_2013.pdf](http://extranet.cccco.edu/Portals/1/SSSP/Transfer/Policy/rec_trans_guidelines_final_2013.pdf).

*The California Community College Transfer Center Directors recommend that at minimum, staffing consist of:*

- *One faculty director assigned full time to the Transfer Center with appropriate experience and training in university admissions and transfer counseling (or an administrative director with a master's degree in counseling, or a related field or equivalency, and experience in baccalaureate-level admissions and/or outreach) who reports to a senior administrator;*

- *One to two full-time counseling faculty positions, or more depending on size of campus and scope of the transfer program; and*
- *One to two full-time classified positions, or more depending on the size of campus and the scope of the transfer program.*

The assignment of this proposed position is aligned with the duties of the Program Supervisor Coordinator will assist the Center to:

1. 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
  2. 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
  3. 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
  4. 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;
  5. Serves as liaison between student program participants and various instructional and student services departments; interprets language on student forms and printed information; 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, test proctors and other staff as assigned;
- 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 Program Supervisor to establish and/or strengthen relationships with universities, collaborate with other departments in Student Services and divisions, and be able to develop programs to enhance transfer opportunities for diverse students.

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

Compiling data and maintaining a list of transfer students will make a great impact on program development and addressing the students' needs in transferring to a four-year institution.

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

Currently, the Center has support of an Office Assistant II that is providing only 10 hours per week, who is also shared with the Welcome Center during the registration peak time.

Also, student assistants or Federal Work Study Student Assistants help the Center however, this has limitations as confidential information cannot be assigned to the student assistant and they do not stay at the position long and as result there is no consistency and not enough time to develop strong support for the Transfer Center.

**4. 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