Cañada College

New Classified Hiring/Position Justification

Hiring Division/Department: Science and Technology   **Position Title:** EPIC Coordinator

Classification

Position type: Permanent X   Full Time X   # of months 12
                   Part Time _____   % of Full Time _____   # of months _____

Position: General Funds   X
Allocation: External Funds* _____   Expiration Date _____

Budget Information
              Grade   27   Step   2   Annual Salary $65,964

Justification

Please respond to the following questions in electronic format to the appropriate Dean, Manager or Vice President. Additional information may be provided as relevant for position justification.

1. Describe the specific needs for the position requested and the duties of this position in a brief statement.

2. Explain how this position aligns with and supports the mission and strategic goals of the college.

3. Explain how adding this position will strengthen the department or division.

4. Explain how this work will be accomplished if the position is not filled.

    Please submit completed Classified Position Hiring/ Position Justification electronically to the responsible administrator in your division or department.

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

    Adam T. Windham   10 / 15 / 2018
Dean / Director / Hiring Supervisor   **Date**

New Classified Hiring / Position Justification for EPIC Coordinator

1. Describe the specific needs for the position requested and the duties of this position in a brief statement.

EPIC and Tutoring Coordinator - The STEM Center offers tutoring via both Embedded Peer instruction Cohort (EPIC) Leaders and drop-in tutors for required STEM courses. EPIC Leaders attend class along with students and can assist instructors during class activities. In weekly sessions outside of class, they lead a cohort of students in problem-solving sessions, discuss study strategies to succeed in the class, and build a community of students that learn to work together. These EPIC Leaders and tutors are more experienced students that need to be recruited, screened, hired, and trained every term, given that many of them graduate and transfer each year.

Major duties of this position include:
- recruiting tutors – both drop-in and EPIC – for specific courses
- screening applicants and interviewing to determine suitability for tutoring
- organizing and leading training sessions for tutors
- supervising and evaluating tutors in drop-in and EPIC tutoring sessions
- coordinate with faculty to maximize effectiveness of tutoring sessions
- work with faculty to design workshops for "just-in-time" support courses
- collecting and analyzing data for program improvement
- coordinating with Learning Center tutoring program
- participate in the development of a college-wide academic support plan

2. Explain how this position aligns with and supports the mission and strategic goals of the college.

This position directly support the college's mission of providing a learning-centered environment that helps students achieve their educational goals by providing qualified tutors and EPIC Leaders that assist students of every background. Currently, classes with EPIC Leaders are key gateways to STEM majors, and these courses can be particularly challenging for students new to college. The current Coordinator position is entirely grant-funded.

Cañada has benefitted from two HSI grants designed to build the capacity of a college to serve its students. The selection of courses is limited by the terms of the grant. Courses for other disciplines can be included in EPIC tutoring by institutionalizing the Coordinator position, thus improving equity for students in different educational programs. Specifically, EPIC tutoring could be expanded to include biology courses (which are not currently classified as STEM) and mathematics courses for non-STEM majors.

Peer tutors provide support to students of diverse backgrounds to help them achieve success (Strategic Goal 1). Data from our current EPIC and tutoring programs show increased rates of academic success for first-generation students (from 40.6% to 79.4%), for students in

minority groups (from 50.0% to 76.5%), and for women (from 43.8% to 90.0%) in a key gateway math course. As AB705 becomes fully operational, tutoring will be a vital part of helping all our students succeed. Under the current grant we are unable to provide this support for students in MATH 200 (*Statistics*), a high-volume course that is required for nearly all non-STEM majors. EPIC tutoring therefore has the potential to positively impact nearly every single student at the college with this position.

Formation of student cohorts builds social capital and helps persistence of students, especially those who are less likely to feel confident in a college environment. Cohort groups can be difficult to establish in a community college, in which students often spend most of their non-class time at off-campus jobs. An important component of EPIC is regular meetings of students from the same class, fostering cohort groups. Other colleges with Guided Pathways have included cohort groups as part of their Pathways program. As Cañada considers creating our own Guided Pathways program, keep in mind that EPIC is a powerful means of promoting student cohorts (Strategic Goals 1 and 3).

Inclusion of this Coordinator position in the college budget will directly fulfill Strategic Goal #3 by prioritizing resources towards student learning and increasing equity among students with diverse educational needs.

For reference, the college's mission and goals are as follows:

Cañada College provides our community with a learning-centered environment, ensuring that all students have equitable opportunities to achieve *their transfer, career education, and lifelong learning educational goals. The college cultivates in its students the ability to think critically and creatively, communicate effectively, reason quantitatively, and understand and appreciate different points of view within a diverse community.*

1. ***Student Completion/Success***
   Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success.
2. ***Community Connections***
   Build and strengthen collaborative relationships and partnerships that support the needs of, reflect, and enrich our diverse and vibrant local community.
3. ***Organizational Development***
   Focus institutional resources on the structures, processes, and practices that invest in a diverse student population and prioritize and promote equitable, inclusive, and transformative learning.

3. Explain how adding this position will strengthen the department or division.
This position serves the entire college now, given that 36% of the students using EPIC (math) tutors are not STEM majors. If other courses are included in EPIC, which is possible if the college incorporates the Coordinator position, then even more students will benefit from this program. One example of this is BIOL 130 - Human Biology, a course taken by students aiming for nursing, kinesiology, Medical Assisting, and Radiation Technology programs. EPIC

tutoring would greatly help many of these students, yet we cannot offer it through the current grant.

Participation in EPIC sessions has increased student success in a key math course (MATH 225) from 50% to between 75 and 100%, depending on the number of sessions attended. This course is essential for nearly all STEM majors. These higher rates of success are helping to get more students of every demographic group to complete degrees in STEM majors and successfully transfer. As this alumni group grows and enters the workforce, it creates a stronger network of support for our incoming students (speakers and internships), strengthens the reputation of our college, and makes Cañada more attractive to potential students, employers, and donors.

Expansion of EPIC to include MATH 200 would bring the college into compliance with AB 705, which requires intensive outside support for students that were previously ineligible for transfer-level course work. This would extend the influence of this position even further beyond the Science and Technology Division, impacting every student on campus. As EPIC tutoring has been quantifiably demonstrated to improve student success, retention, and equity, this would therefore have a positive impact on students college-wide.

4. Explain how this work will be accomplished if the position is not filled.

The current grant funding that supports the existing position is scheduled to diminish next year and terminate in 2020. These grant funds have been used to develop and fine-tune our tutoring programs, and their success has been demonstrated. Further grants will not be given to support ongoing programs that should be incorporated into regular college services.

The existing Tutor Coordinator position in the Learning Center focuses on students with needs in Basic Skills classes and on writing. While tutor training is coordinated between the Learning and STEM Centers, each Coordinator has a full load of tutors to manage. There is no other current position which could add on the load of managing the EPIC and drop-in tutoring programs in the STEM Center. Without college funding, this program will likely cease, and the gains in student success, retention and equity that have been observed will be lost.