



NEW FACULTY POSITION PROPOSAL

Click in the shaded fields and start typing your response.

DISCIPLINE: TRANSFER COUNSELOR -- TENURE-TRACK

A. How does the proposed position align with specific objectives within the college's strategic plans and initiatives? <http://www.canadacollege.edu/plans/index.php>

The proposed position aligns with the objectives outlined in the strategic plans and initiatives as it guides students toward transfer to universities. Greater support would be given to students to improve retention, persistence and ultimately lead to higher completion rates. Out of 2,478 students who have transfer as a goal, 17% of students are undecided about their majors. Every semester an additional 700 students enter Cañada College with a transfer goal. Furthermore, the implementation of AB-705 which allow students to be in transfer-level coursework sooner, means capturing students earlier to guide them through the transfer process. The establishment of this position can help meet the needs for this particular group of students. Currently, we are supporting other programs including the Promise Program, where the majority (70% - 80%) are planning to transfer. Part of the Promise Program requirement students must meet with a counselor at the Transfer Center.

The Student Educational Transfer Pathway (STEP), a case management, allows us to support and follow up with the academic status of our transfer students as early as they enroll at Cañada, and guide them through the complicated transfer process.

This proposal also aligns with the goal of Community Connection where we expand our relation and transfer agreements with additional universities to create more opportunities for students to transfer. This is crucial because many CSU and UC campuses and their programs are impacted, which discourages students to take the next step of actually applying to a university especially if they face other challenges such as high cost of living, lack of transportation and financial barriers. There will also be collaborations with feeder high schools to ensure they are receiving transfer support and information to move on to the universities once they are enrolled at Cañada.

B. How does the proposed position address the program's strategic action plans and long-term goals? Please refer to specific elements of the most recent program review.

The Transfer Center's strategic action plans and long-term goals are addressed by the proposed position's effectiveness in guiding students toward completion of their transfer goal. Out of the 2,478 students who have transfer as a goal, 68% are not affiliated with a specific support program on-campus. This is a large amount of students that needs to be contacted by the Transfer Center in order to be provided with timely intervention and support. The implementation of the STEP program can provide support based on the student's needs and referral to appropriate services and programs. With additional counseling sessions, we can develop a cohort model to reach out to students as early as the first term, and to understand their significant needs. The proposed position can then track student progress which eventually leads to an increase in students' transfer rate. Currently with this position, we plan to strategically support all transfer students and not only those who reach out to us.

Gathering statistical data on transfer students has always been one of the challenges. The STEP program provides closer relation with students, give us ability together more accurate list of our transfer students. This is important as we can personalize our services and tailor them to the students need. Although we are able to receive a list of students with the transfer goal from the PREI Office, often students change their goal and majors without changing it in the system. It is important to address students' need and provided the academic and transfer support in real time to ensure students transferring on-time. With additional support in the Transfer Center, we can continue to plan, develop, and implement strategies to not only gather data but

also continue to provide quality program and services. Additionally, it will also provide opportunities to have closer interaction and collaboration with instructional faculty to develop pathways, strengthen the program and increase the transfer rate among students.

C. How does the proposed position support program vitality and viability?

1. How far is the program from achieving the legislative goal of having 75% of instructional hours taught by full-time faculty?
 - a. %CRNs that are taught by FT faculty: previous semester current semester
 - not applicable
2. If this proposal is not funded, will there remain a minimum of one existing full-time faculty in the discipline? Yes No

D. What is the evidence of student demand to justify the proposed position?

1. Number (headcount) of full-time faculty in the discipline: 0.5 current semester
2. Total FTE of course offerings: previous semester current semester not applicable
3. Percent of "Total FTE of course offerings" comprised by FT faculty: previous semester
current semester not applicable
4. Average departmental Fill Rate: previous semester current semester not applicable
5. Enrollment history – qualitatively and quantitatively describe student demand/course enrollments within this discipline, especially for those courses that will be assigned to the proposed faculty member.

Since Fall 2017 to present, there were 2,311 appointments scheduled. However, with only 11% no show. Among the scheduled appointments, there were some duplicates. Currently in Fall 2018, we identified 2,478 students who have a transfer goal. Even though 32% of these students are meeting with a counselor designated to their program such as STEM, EOPS, Promise, and CWA, they are still meeting with a Transfer Center counselor. According to the available scheduling, we do not have enough appointments to meet with every transfer student.

By looking at our numbers this semester, 28% are new students and 17% have not declared a major. This group of students need immediate transfer guidance to plan early and follow their path for a timely transfer. Continuing and ready to transfer students also need guidance in taking actual transfer steps to begin the process of applying and securing financial resources.

The approval of this proposed position allows us to follow-up with students academic status and ensure they take the appropriate steps toward transferring.