



NEW FACULTY POSITION PROPOSAL

Click in the shaded fields and start typing your response.

DISCIPLINE: COUNSELING (FULL-TIME TENURE TRACK EOPS COUNSELOR)

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>

EOPS serves low-income, educationally disadvantaged students by providing academic support services to assist them in achieving their educational goals. EOPS aims to provide additional services over and above what the college provides to students to ensure that the educational disadvantages of EOPS students are addressed to assist them in achieving their educational/career goals. Therefore EOPS aligns with the college strategic plans with the following objectives.

Educational Mater Plan 2017-22:

*College Goal 1: To provide educational and student services programs that help students meet their unique academic goals; minimize logistical and financial barriers to success; and highlight inclusivity, diversity and equity.

*College Goal 2: To build and strengthen collaborative relationships and partnerships that support the needs of, reflect and enrich our diverse and vibrant local community.

*Goal Goal 3: 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.

SEAP Plan 2019-22:

*Equity Imperative

The consensus amongst faculty, staff, students and administrators throughout our college is that we must acknowledge the embedded structural racism that American institutions of higher education were founded on, and engage around the effort to uncover and address where these structures still impact our students. We know that if we are to make progress on the disproportionate impacts our minoritized students continue to experience, we will have to examine all aspects of our college, from matriculation to completion, and use an institutional equity lens to ensure that each of these processes is realigned to benefit all of our students.

Our focus on minoritized students is based in critical race theory, which asserts that race is the most significant factor in determining educational outcomes. We understand that class, gender and other constructs are also active factors in explaining achievement gaps in education, however race continues to be the most powerful in predicting school experience and educational outcomes.² With a focus on institutional equity, we are aligning all of our strategic goals and plans to address current needs as well as historical and systemic inequities.

*Cañada College Equity Goals: 2019-21

1. Access: SUccessful Enrollment
2. Retention: Fall to Spring
3. Transfer to the four-year institution
4. Completion of transfer level math and English
5. Earned credit certificate over 18 units, associate degree, CCC bachelor's degree

Strategic Enrollment Plan 2014-17 updated all 2018 and extended to spring 2020:

*Community Strategies for 2018-20

3. Promote our college as a community resource specifically tied to the enhancement of the cultural, intellectual and physical well-being of our local residents.

*Student Success Goals & Strategies for 2018-20:

1. Increase the success of our Black and Hispanic/Latinx students.
2. Increase the percentage of students who enroll in transfer level math, English and ESL and provide appropriate instructional supports based on multiple placement measures.

*Student Demographic Goals & Strategies for 2018-20:

3. Monitor overall high school completion rates in our service area and continue to increase by at least 5% each fall, the percentage of service area High School graduates enrolling at Cañada College.

*New Student Enrollment Pipeline Goals & Strategies for 2018-20:

Among the strategies under consideration for the College's Guided Pathways efforts as well as its Quality Focus Essay, as part of its 2019 Institutional Self Evaluation Report and accreditation process, are:

- Streamline the application, registration and financial aid process by designing and implementing a new Customer Relationship Management (CRM) system with the District.
- Expand proactive registration
- Expand support for FAFSA completion
- Develop a First Year Experience program and development of bridge programs.

In addition, this request aligns with the mission of the College which states, "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." A full-time EOPS Counselor can help to contribute to the College's value of increasing student access, success, self-efficacy, and passion for learning. A goal of the program is to recruit more eligible students to the EOPS program, who also may qualify for the other programs' resources and services such as CARE, CalWORKs and SparkPoint .

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.

In the Program Review process, we identified the challenge of needing to increase the number of students served each year now that the State funding allocation formula is in place. Having a full-time EOPS counselor will allow for more consistency,, increase student appointments, and expand on supportive services to students.

In addition, since EOPS is primarily a counseling program with the goal of increasing students' knowledge with understanding graduation and/or transfer requirements. We can infer that students who have an increase level of knowledge will have higher retention and persistence rates than students who are not involved in the program. (Please attached data comparing EOPS students to a comparison group.)

This new position could help to implement several new services and/or projects, as well as improve on current practices, in order to address students' educational disadvantages. As the EOPS goals list reflects below, there are significant additional services and activities the EOPS/CARE team may develop to contribute to students' success in achieving their educational goal and preparing them for transfer and the workforce.

Some of the goals involve the creation, implementation and maintenance the following activities:

- 1) Increase number of EOPS served through outreach activities and community service;
- 2) Increase number of ESL students to transfer track;
- 3) Increase graduation and transfer number of EOPS students;
- 4) Increase the number of Foster Youth students;
- 5) Ongoing development with serving DREAMERS;
- 6) Increase membership of EOPS students in PTK;
- 7) Increase the number of students taking honors courses and enrolling in the Honors Transfer Program;
- 8) Ongoing development of SAOs;
- 9) Assess current student services for quality and improvement;
- 10) Develop mentorship program between new and current EOPS students, Cañada College EOPS students with university EOP program, and EOPS students with professionals within their career interest;
- 11) Plan and implement more student social, cultural, and academic activities such as Family Day, workshops on student success skills, etc.;
- 12) Design and implement online new student orientation program;
- 13) Collaborate with other student services and instructional departments.

Having a full-time EOPS Counselor, helps the program to fulfill the five of the six program standards as mandated by the State:

1. Outreach, orientation, and registration services
2. Assessment
3. Counseling and advisement
4. University transfer services
5. Career employment services
6. Full-time Director

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: There is one full-time counselor that have coordination responsibilities in addition to direct student contact hours. The other full-time counselor is only assigned 25% to EOPS and 75% to CalWORKs. Since 2016 we have been approved for additional adjunct EOPS counseling hours. However, the hours are not consistent every year. Therefore, it becomes a challenge to do program development. 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.
 - EOPS students are required to attend three counseling appointments each semester. EOPS counselors provide counseling services on career goal identification and exploration, academic planning, university transfer, vocational, job strategies, and intervention counseling. The counselor is involved in maintaining records of student progress and ensuring the student is meeting program requirements, and works with program staff to enhance on retention efforts. In addition, the counselor prepares a final report at the end of each semester and makes a recommendation in order to determine students' enrollment in the program the following semester.
 - FUND 1 Request \$31,579: The funding request is for a full-time counselor with the assumption that position would start at step 5, grade 4: \$126,314.65 (includes benefits) - EOPS 20% (\$25,262.93); SSSP 55% (\$69,473.06); Fund 1 Match 25% (\$31,578.66). Currently EOPS and SEAP funding supports EOPS adjunct counseling. (Please see attached charts for comparison of level of support from EOPS and SEAP in 2018-19 and projected for 2019-20.)

- The mission of the EOPS program is to help educationally disadvantaged Cañada students acquire the academic, social and cultural capital needed to succeed in college. Using the constructivists' theories and belief that all students are capable learners when delivering counseling services, EOPS helps students to development an awareness of any deficits that may be hindering their academic success by working closely with students to understand their learning style, and collaboratively working with other campus student services and instructional programs and faculty. In addition, the EOPS program supports the Growth Mindset theory of empowering students to look for opportunities when facing challenges by learning and growing from those experiences rather than just accepting defeat.

- Our goal continues to be to serve more students and to expand and improve services. We are currently working with the Promise Scholars Program to better streamline services. We believe we could make a strong case to hire another EOPS full-time counselor. In our Hiring Justification we outline how much EOPS, SEAP and Fund 1 has contributed in the past and propose to combine these funds to provide more stability to our students and for the program by combining adjunct hours to one permanent position. Using evidence based practices around counseling, EOPS strives to have a low student to counselor ratio, like the CUNY ASAP model, at 151 to 1. Having a full-time counselor will allow us to expand programming to our students (i.e. live online counseling and develop a peer mentorship program within EOPS).

- In 2007-08 and 2008-09, EOPS served over 600 unduplicated EOPS students and there were two full-time EOPS counsleors. As a result of a retirement of one of those position and not being able to hire a replacement in 2010-11, EOPS had to restrict the number of students it admitted into the program; therefore, incorporating a waitlist that grew to over 400 students that first year. Since then, student enrollment in EOPS has fluctuated dependent upon the State Allocation and salary savings. The CCCCO implemented the new EOPS and CARE Allocation Formula in 2018-19 since the cuts in 2008. EOPS was able to increase direct services to students because due to staffing changes there were salary savings we were able to redirect. For 2019-20 EOPS was cut approximately \$13,000, the rising costs of salary and benefits directly effects how much can be allocated to direct services to students this year. (Please see attached budget chart.)

- Cañada currently has approximately 1196 students (excluding those already in EOPS) who are receiving a CCCPG, a requirement for admission into EOPS. This number includes all student regardless of full-time status. Potentially students who are not currently full-time may add more units if they were supported by EOPS. Having a full-time counselor will allow EOPS to serve more low-income students.

- EOPS Counselors Assignments: There is one full-time counselor that has coordination responsibilities in addition to direct student conact hours. The other full-time counselor is only assigned 25% to EOPS and 75% to CalWORKs. We have had one stable EOPS adjunct counselor for 6 hours a week. Since 2016 we have been approved for additional adjunct EOPS counseling hours. These hours fluctuate from year to year, depending on funding and availablity. Since it is not consistant every year it becomes a challenge to do program development.

- Recently, EOPS was approved to purchase Zoom equipment to offer live online counseling. This counselor can assist with the development and implementation of this new offering.

Please see attached document that also includes an Outcomes Comparison Report of EOPS and Potentially EOPS Eligible Students for fall 2016 - Spring 2019.