



New Classified Hiring/Position Justification

Hiring Division/Department: Counseling **Position Title:** Transfer/Counseling/HTP Program Services Coordinator

Classification

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

Position: General Funds 100%
Allocation: External Funds* _____ Expiration Date _____

Budget Information

Grade 27 Step 3 Annual Salary \$69,348

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.

Dean / Director / Hiring Supervisor

Date

Justification for Transfer/Counseling/HTP Program Services Coordinator

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

The Transfer Center, Counseling Department, and Honors Transfer Program (HTP) are jointly requesting a full-time Program Services Coordinator to address the gaps in services that can result in the derailment of a student's educational goals. Foremost in service gaps is the lack of staffing to proactively reach out to students. Our counseling model primarily relies on students taking initiative to schedule counseling appointments, show up for appointments, follow through with advisement, schedule follow-up appointments as issues arise, and initiate and follow through with the transfer process when the time comes. We all know that this student profile does not fit a large percentage of our student body.

The Honors Transfer Program is included in this proposal to limit duplication of efforts across the college. Although HTP is primarily an instructional initiative, the Transfer Center and HTP are both striving to facilitate transfer among our students. The work under this proposal will be another example of successful integration of Instruction and Student Services. This will build on the commendation the college received from ACCJC.

We are excited by the prospect of implementing proactive counseling and the start of a case management model for our programs. The proposed PSC position will establish protocol and procedures for actively engaging students through extensive personal contact, forming student cohorts, and using the new CRM to identify and follow-up with students at-risk. Specific duties related to Proactive Counseling and Case Management are outlined below.

The PSC will fulfill additional service gaps, identified in the "Program and Student Support" section below. For example, our current staffing for the Transfer Center consists of a FT Transfer Supervisor and a Transfer Counselor/Articulation Officer with approximately 20 hrs/wk. for transfer counseling; the result is severe understaffing. With the A2B program phase-out, Transfer Services lost a full-time Transfer Counselor. Additionally, the Center lost a shared Office Assistant II position. Consequently, we lack staff to assist students who may drop in to the Transfer Center for information. We also lack the ability to identify and contact students with incomplete transfer applications, TAG and ADT's, petitions to improve academic records, or lack the knowledge to use resources such as the Transcript Evaluation Service (TES) or College Board reports to get AP credit.

Finally, the PSC position will address the need for improved coordination among the student service programs that provide counseling and transfer services: EOPS, ESO Adelante, STEM Center, Promise Scholars Program, TRIO, and HTP. With implementation of Guided Pathways and other initiatives, coordination and lack of duplication is essential.

Duties of this position:

Proactive Counseling & Case Management

- a. Identify students without a Student Education Plan (SEP) or with an expired SEP; re-connect students with counseling and support.
- b. Contact students who miss Counseling appointments – assess issues, make referrals as appropriate, and re-schedule counseling appointment.

- c. Develop and promote campaign targeting students unaffiliated with a student support program (general counseling students); promote the completion of two counseling appointments per term. Develop tracking system for initiative.
- d. Request PRIE data to identify students eligible for HTP and follow up with targeted contact.
- e. Coordinate with Retention Specialist to strengthen intervention and support to Early Alert, Probation, and Reinstated students.
- f. Work with PRIE and the new CRM software to implement an alert system for students who withdraw from 2+ courses in the semester; follow up with student to assess and address issues.
- g. Form cohorts of transfer students based on their place in the transfer timeline. Track and insure that transfer students complete necessary steps in each phase to successfully complete transfer:
 - First Term (first 15 units)
 - Mid-Transfer (15-30 units)
 - Transfer Application Phase
 - Post-Application
 - Transition to University
- h. Follow up with students who indicate on the CSU transfer application that they will be awarded an Associate Degree for Transfer, but who have not petitioned for the degree.
- i. Proactively identify potentially-eligible students for a UC Transfer Admission Guarantee (TAG), and encourage submission.
- j. Track and outreach HTP students to insure maintenance of the required GPA, # of Honors units, Honors contracts, and projected transfer date.
- k. Monitor Degree Works audit reports to identify students who are eligible to petition for degrees and certificates – facilitate the process of certificate/degree submission.
- l. Follow up with students with undecided major; connect student with career class, career center, Guided Pathways career initiatives.

Program & Student Support

- a. Support students with ordering official transcripts and external exam scores (AP/IB).
- b. Insure that students accurately utilize the services of the Transcript Evaluation Service (TES).
- c. Assist students in filing and following up with petitions: Academic Renewal, Course Substitution, Course Repeats, Extenuating Circumstances, Waiver of Graduation Requirements, Prerequisite Challenge, etc.
- d. Promote and recruit students to attend year-round Transfer Workshops and HTP events.
- e. Arrange classroom visits and other outreach to promote counseling appointments, SEP completion, Transfer Center activities, the Honors Transfer Program and other Student Service programs.
- f. Participate in planning and organizing Dept. events: Transfer Day, University Representative visits, Honor's Symposium, Counseling Retreat, Workshops, SEP Campaign, Priority Registration, etc.
- g. Update and maintain Counseling and HTP websites and develop printed and promotional material.
- h. Manage the accurate identification of a student's major and their subsequent placement into a Guided Pathway Interest Area; document changes in student's major.
- i. Work with Counselors to produce educational videos (webinars) on topics of interest to students: "Transfer Basics", "Choosing a Major", "General Education Requirements", "What is TAG?", "Benefits of the Honors Transfer Program", "AA/AS & AA-T/AS-T": What is the Difference", "How to Choose a Transfer University".

- j. Enhance collaboration of campus programs with transfer and counseling components: EOPS, ESO Adelante, TRIO, STEM Center, Puente, HTP, Promise Scholars Program, etc.
- k. Assist in the implementation and fine-tuning of CRM software related to counseling and transfer; generate and distribute statistical data to inform Dept. priorities.
- l. Track professional development needs of Counselors and staff; arrange for guest speakers and topics at counseling meetings.
- m. Assist students who drop in to the Transfer Center: demonstrate use of Assist, the degree audit function of Degree Works, exploring majors, careers and universities, and explain and distribute printed transfer and HTP materials.

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

Our proposal to hire a multi-program PSC, directly relates to the college mission that “all students have equitable opportunities to achieve their transfer, career education, and lifelong learning educational goals”. In particular, proactive counseling and case management are strategies that acknowledge the differences in need and characteristics among our student population. We acknowledge that not all students will avail themselves of counseling and transfer services, and that we need to reach out to them. We also acknowledge that students have varying levels of resourcefulness, and access to resources. Case management will help level the playing field. Additionally, the Honors Transfer Program enhances students’ transfer prospects by experiencing University-level research, symposium presentations, UCLA-TAP certification, and increased interaction with faculty.

Several of our college plans reference the need to improve the following, all of which are addressed in this proposal:

- Persistence
- Transfer Rate
- Degree & Certificate Attainment
- Decrease the # of accumulated units

In the college’s Educational Master Plan, Student Completion & Success is identified as College Goal #1. One successful highlighted approach is the establishment of student cohorts. Data verifies that Fall to Spring persistence rates are higher among such student cohorts as CWA, STEM, and the Promise Scholars Program. One primary responsibility of the proposed PSC position is to develop and support a cohort model for transfer students, including students in the HTP.

The HTP’s recent ULCA Transfer Alliance Program review identified the allocation of funds for permanent support staff as one of the top priorities for our program.

In the Canada College 2019 Institutional Self-Evaluation Report (ISER), these goals are outlined: (1) increase by 20% the number of students awarded certificates and degrees, (2) increase by 35% the number of students transferring to CSU/UC, and (3) decrease the total number of units accumulated by students from an average of 93 to 85. Likewise, the Student Equity & Achievement Plan sets a goal of increasing transfer of disproportionately-impacted students by 30%. This is a heavy life for the college, especially during a time of flat overall enrollment. Initiatives under Guided Pathways – First-Year Experience, Major Pathways, Support Services tied to Interest Areas – will be a huge benefit. However, there still needs to be more infrastructure in

place so that students don't fall through the cracks. This is what we hope to achieve through proactive counseling, case management, and enhanced programmatic services.

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

An important measure of the Counseling Department's strength is the number of students who utilize our services and the number of students who achieve their educational goal. Here are some of the ways that the PSC position will positively impact Counseling:

- Expand our ability to reach more students, in particular, those students who are least likely to initiate contact.
- Enhance equity in our services by directing resources to disproportionately impacted student groups.
- Improve use of a Counselor's time by reducing no-show appointments, reducing Counselor time on petitions and other paperwork, and time spent on planning events such as the SEP Campaign.
- Through enhanced collaboration with other programs, more pooling of resources and less duplication.
- Ability to target time-appropriate services to students in a group format, through the development of cohorts.
- More administrative support for the Dean, Counselors, and Staff, and the HTP faculty member, thereby freeing up time to put towards new priorities and initiatives.
- Improved data collection and distribution, from which Department priorities can be established.
- Allow the HTP to expand its outreach capacity and implement program enhancements to reach a broader range of students.

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

The quick answer is that most, if not all, of the proposed PSC duties will not be accomplished, or may be attempted in a haphazard fashion. The Department currently lacks the staffing to proactively reach out to the majority of our students. Our Retention Specialist focuses his work on dismissed/reinstated, probation and early alert students. Any other proactive outreach to students occurs only if the Counselor has some freed up time to try and make student contact.

Without administrative support, the HTP Faculty Coordinator will continue to do administrative support tasks, thus negating the opportunity for the Coordinator to work on higher-level responsibilities necessary to grow/improve the program.

Our Transfer Supervisor spends many hours assisting students with transfer applications, TAG's, reviewing ADT's, conducting workshops, etc. However all that effort is lost, if, for example, a transfer-applicant student fails to follow up on documentation requests by the University.

Here are some examples of how students fall through the cracks. The PSC position could help alleviate these missteps:

1. After submitting transfer applications in the Fall, student fails to update his/her application in January to report Fall semester grades. The student's application is then rescinded.
2. Student withdraws from a course in their last semester, not realizing that he/she dropped below 60 transfer units and will no longer be eligible for transfer.

3. Student can no longer receive financial aid because of being over units. Student saw a counselor sporadically and took many unnecessary units.
4. After student withdraws from 2 classes in the semester, they are placed on Academic Probation due to lack of progress. Probation status gives the student a later registration date, puts their financial aid in jeopardy, and makes the student ineligible to apply for scholarships.
5. Student has three counseling appointment no-shows and, as a result, must meet with the Dean before scheduling another appointment. The student doesn't follow through and never makes another appointment.

These are just a few of many examples of how a student's progress is disrupted. Despite the college's best efforts, some students will still fall short without timely intervention. The Transfer Center, Counseling and the Honors Transfer Program hope to obtain the PSC position to build an effective intervention model. We believe this model will complement the initiatives soon to be implemented under Guided Pathways.