

### Puente Office Assistant II

| Pros  | Cons  |
|---|---|
| Little financial support needed.  | Cannot be filled by student assistant                         |
| Only 27%, 10 hours/week   | This position is dependent on the success of other positions. |
| Part of a traditional model that has been tested and proven successful.   |   |
| Will help improve retention, success and transfer rates for Hispanics; will have a large impact of overall college transfer rate. |   |
| Will improve community support by recruiting mentors from professions.  |   |
| Part of a program that shows best practices for other programs on campus.   |   |

### Middle College Staff Assistant

| Pros   | Cons  |
|--|---|
| Build relationships with high schools.   | Not primary target population.                              |
| 1/2 time position.   | Can HS District fund position?                              |
| Highest retention rate.  | Lower enrollment.   |
| Active student population.   | Other programs understaffed too.                            |
| Re-establish 80% position to accommodate expanding program.                            | Would it be possible to flex schedule to better meet needs? |
| Connection with AB86.  |   |
| Good liaison between faculty and students.   |   |
| Plays key role in success/retention of Middle College students (Concurrent Enrollment) |   |
| Now serve more students and more faculty.  |   |
| Increased support for students is needed.  |   |

### Librarian

| Pros  | Cons                                      |
|---|---|
| Serves all faculty, staff, and students.          | Lots of adjuncts, healthy staff capacity. |
| Increase DE classes require more library support. |   |

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| San Mateo Public Library coordination.  |             |
| Benefits every department, students, and faculty.   |             |
| Need for online databases on and off campus; it's growing.                                |             |
| Need for library course to provide academic skills.                                       |             |
| Over half of adjunct positions funded by grants, are temporary.                           |             |
| Much contact with students and community.   |             |
| More LIB 100 sections could be offered.   |             |
| <b>LD Specialist</b>  |             |
| <b>Pros</b>   | <b>Cons</b> |
| Our students deserve to have on campus LD Specialists.                                    |             |
| Equitable services with CSM and Skyline Colleges.   |             |
| Offering services in Spanish with new EOS & Puente Program.                               |             |
| Would better serve Hispanic population - big issue.                                       |             |
| Would prop up these students, give them the confidence to persist.                        |             |
| We haven't had this position since 2008 and we are losing students because of it.         |             |
| Would lead to increased \$ from the State and more and better categorization of students. |             |
| Increased numbers (2013-2014, 252 DRC)  |             |
| Implications for UC/CSU transfer.   |             |
| Provide services (LD) to Spanish speaking.  |             |
| Offer disability and academic counseling.   |             |
| <b>DRC Office Assistant II</b>  |             |
| <b>Pros</b>   | <b>Cons</b> |
| Expansion of this position would better serve the ever-expanding student load in DRC.     |             |
| Would also be more equitable for evening students.  |             |
| Current Office Assistant currently supports three offices.                                |             |
| Positions used to be funded.  |             |

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| Expansion of services in HC, DRC and Psych. |  |
| Increase in students in 3 units.            |  |
| Equity with CSM and Skyline College.        |  |
| Increases level of front desk services.     |  |
| Increased support for faculty.              |  |
| Ensure adherence to ADA.                    |  |

**Human Services Faculty**

| Pros  | Cons                 |
|---|----------------------|
| No current full-time position, haven't had one since 2010. Need it to grow stronger.        | 0.84 FTEF this Fall. |
| Full-time faculty would serve as liaison for mentoring and leader for faculty and students. | 0.2 Coordination     |
| Program is one of the largest on campus with many students receiving certificates.          |                      |
| Would be a link with internships, work on SLOS and SEPS.                                    |                      |
| Program is highly reflective of community.  |                      |
| Need to revamp curriculum and certificates.   |                      |
| Needs due to Obama Care.  |                      |
| Program fragmented.   |                      |
| Realignment will require more services.   |                      |
| Provides stability for department.  |                      |
| Offers 3 certificates and 1 degree.   |                      |
| Supports recent State/Federal initiatives.  |                      |

**Career Resources Aide**

| Pros  | Cons                                  |
|---|---------------------------------------|
| SparkPoint, AB86, and SSSP will feed many more students to Career Center. Need a full-time assistant to staff it. | Can it be funded by SparkPoint grant? |
| As it is, there isn't enough time for a .48 employee to get everything done.                                      |                                       |
| Would work as a liaison with jobs and students, including much fact-checking.                                     |                                       |

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| Difficult to find quality part-time person, night turn over.                                  |             |
| Increase relationships with employers.  |             |
| Increase student demand.  |             |
| Need to replace existing position and see if student demands (statistics) warrants full-time. |             |
| <b>Athletic Trainer</b>   |             |
| <b>Pros</b>   | <b>Cons</b> |
| At capacity, not in compliance.   |             |
| Current trainer doing the work of two full-time trainers.                                     |             |
| Facilities expansion will need coverage.  |             |
| Increase of support for off season programs to retain student athletes.                       |             |
| Not possible to have a student assistant, liability issues.                                   |             |
| Need for safety.  |             |
| Only part-time.   |             |
| Athletics growing.  |             |
| Need to recruit for strong student athletes.  |             |
| Overtime position accumulates, demands help.  |             |
| Need it for compliance.   |             |
| Grow athletics.   |             |
| Title IX demands.   |             |
| Pay for by itself, trainer had 321 hours of Comp Time to cover last semester.                 |             |
| Athletes will be provided services during off season.   |             |
| Safety issue.   |             |
| Recommendations from CCCATA.  |             |
| Addition of new sport.  |             |
| Cause burnout.  |             |
| <b>English-Puente Faculty</b>   |             |

| Pros   | Cons   |
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| Service for all students.  | Could convert Puente practices into college as a whole. (Learning Communities) |
| Great training from UC Berkeley, can be shared with all faculty.   | Program can overlap with SparkPoint, Student Equity - other existing programs. |
| Increase retention rate.   | Maybe Retention Specialist?  |
| Using existing faculty.  | Cost effective to hire adjunct.  |
| Big need on our campus.  |  |
| Increase instructional diversity.                                  |  |
| Help students relate to curriculum, empowers students.             |  |
| Culturally sensitive and responsive curriculum.                    |  |
| Connect students to TRIO, BTO, EOPS, STEM, and MESA.               |  |
| It has a specific mission different from other programs on campus. |  |
| Consistency of having a full-time English faculty (20% release)    |  |
| Integral part of the Puente Program.                               |  |

**Transfer-Honors Counselor**

| Pros   | Cons   |
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| Number of transfer students currently is low.  | All counselors work with transfer students.  |
| 48% of the students have transfer as their goal.   | Currently have four full-time counselors.    |
| This position would provide a full-time person for day students, which we do not currently have. | Is there a need for a specialized counselor? |
| Transfer goal does not meet college goal.  |  |
| Currently we have one part-time counselor.   |  |
| 50% Fund 1 / 50% SSSP  |  |
| Will support as program (grant).   |  |
| This position could teach if needed.   |  |
| Ratio of counselor to student is higher than CSM or Skyline.                                     |  |
| Position will assure that all transfer tasks are completed for every student.                    |  |
| Position will send a message that Cañada College is serious about transfer.                      |  |

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| Position will encourage more students to transfer.  |  |
| We do not have a specific transfer counselor yet the paperwork has increased 500% because of AD-T degrees. All those requirements and number of degrees being offered have increased. |  |
| Guaranteed transfer (TAG's) must be tracked and maintained (reviewed).  |  |
| Follow-up is needed for our transfer students. (Requirements continue to change.)   |  |
| TAG agreements are increasing that can only be reviewed by a counselor.   |  |
| Needs TAP certification which needs to be reviewed regularly.   |  |
| Honors students are increasing.   |  |
| Growing ADJ's (Currently 17)  |  |
| Current counselor serving transfer students puts in 'over and beyond' hours to complete TAGS, applications, deadlines (meeting the mission of the College.)                           |  |

**Engineering - CIS**

| Pros   | Cons   |
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| Critical for STEM and CIS.   | Not enough enrollment to justify full-time position. |
| Need cross training for continuity of program.                         |  |
| Grow CIS Program.  |  |
| New CIS Program.   |  |
| Current full-time faculty will retire.                                 |  |
| This new hire will need to fill eight courses.                         |  |
| Grant funding available.   |  |
| Big loads, need more full-time staff to provide contact with students. |  |

**Welcome Center/SparkPoint**

| Pros   | Cons   |
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| High need to provide information to incoming students at Welcome Center. | Is a 100% full-time person needed year round vs. peak periods? |

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| Need to provide additional information, appointments, assessments, SparkPoint, counseling, appointments, etc. | 1 - Full-Time Person OA II<br>1- 70% Person OA II<br>1 - Full-Time Program Services Coordinator<br>2-3 Student Workers<br>Need more? |
| Will oversee Food Pantry staffing, scheduling, and operations.  |  |
| Bilingual speaker.  |  |
| Would provide information to all students regarding all programs and departments.                             |  |
| Would provide evening support to students.  |  |
| Provides accurate information.  |  |
| Student assistant supervisor and accounting support.  |  |
| SparkPoint is a grant.  |  |
| Better services to students day and evening.  |  |
| Better image to students up front.  |  |
| Cost savings when CSL appointments are not met.   |  |
| Would help Master Plan.   |  |
| Center is very busy.  |  |

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| <b>Student Life Assistant</b> |  |
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| Pros  | Cons  |
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| High benefit to students.                                     | Program has two assistants (paid students)  |
| Allows for additional services and events.                    | Response to above: For liability purposes, students can only do so much. Cannot advise ASCC, clubs, events, or Center by themselves. (CA ED Code) |
| The more robust the program is, the more student involvement. | Is a 100% full-time position necessary? Would a 50% position work?  |
| Student completion rate will increase.                        | Response to above: Still at 550 overtime hours with a 1/2 time person.  |
| Provide commencement services.                                | What is the cost involved?  |
| Program services over 4500 students currently.                | Salary not listed.  |
| Increase in students served/capacity.                         |   |
| Expansion in programming.                                     |   |

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| Increase in number of student I.D. Cards issued. \$100,000 to \$200,000. |  |
| New services of printing, fax, computer use, etc.                        |  |
| 550+ hours of comp time accrued.   |  |
| ASCC continues to support campus life.                                   |  |
| Huge workload for one person.  |  |
| Services are expanding.  |  |

**Spanish Faculty**

| Pros   | Cons   |
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| Only language on our campus.   | May not have the students now to support.  |
| Our students need a more developed program so that they can obtain their prereq's for transfer and/or Associate Degree in a timely manner. | Concerned with low enrollment numbers to justify another full-time faculty position. |
| Program growing servicing Spanish community.   |  |
| Would help with outreach to attract more students to program/college.  |  |
| Increase connection with LALS, Bilingual/Biliterate Certificate and other programs.  |  |
| Is the only foreign language offered at the College.   |  |
| The program/degrees are only increasing over time.   |  |
| Courses can fulfill General Education requirements.  |  |
| ADT Spanish  |  |

**SparkPoint Director**

| Pros                                     | Cons   |
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| Serve large population of Pell Grantees. | Launch in February.  |
| Financial literacy supports retention.   | Why? Just arrived on our campus and program will be growing slowly. Need statistics to prove need. |
| Community relations building.            |  |
| Increase enrollment.                     |  |
| Holistic service.                        |  |
| Possible grant opportunities.            |  |





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| HS 'Puente' feeder schools.  |             |
| Helps students stay in class and go along the right path.  |             |
| Only 50% funding, also funded by SSSP.   |             |
| Model that works, stats prove this.  |             |
| Provides culturally responsive support.  |             |
| Intentional impact on college community which is a Hispanic serving institution.                   |             |
| Assist students with transfer.   |             |
| Integral part of the program. (Counselor, Instructor, and Office Assistant)                        |             |
| .HSI   |             |
| 50% position for counseling.   |             |
| Increased success/retention rates.   |             |
| Provides culturally relevant support and services.   |             |
| Increased partnerships.  |             |
| Mentoring.   |             |
| Service Learning (EMP)   |             |
| Increase transfer rates.   |             |
| <b>Rad Tech Office Assistant II</b>  |             |
| <b>Pros</b>  | <b>Cons</b> |
| Change in amount of paperwork required by now three different agencies for accreditation.          |             |
| Hospital requirements have changed which require background checks.                                |             |
| Our faculty needs staff to respond to all these demands. Website has needed improvement for years. |             |
| The need is especially high because the faculty are working double duty.                           |             |
| Necessary for support in accreditation paperwork.  |             |
| Will support internship placement.   |             |
| Help program grow and sustain existing successful program.   |             |

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| Only asking for 48%.   |             |
| Improve outreach and increase enrollment.                        |             |
| Need outreach support.   |             |
| Support signature program.                                       |             |
| <b>Mathematics Faculty</b>                                       |             |
| <b>Pros</b>  | <b>Cons</b> |
| Gateway classes, increase retention.                             |             |
| Impacts all students.  |             |
| Basic skills courses need to be taught by full-time faculty.     |             |
| Need more full-time faculty at all levels of math.               |             |
| Full-time faculty are more invested in college and the students. |             |
| Math and STEM need is only growing in jobs nationwide.           |             |
| Math Jam and STEM Center participation.                          |             |
| Enrollment high.   |             |