

Hiring Request  
Full-time Tenure Track Transfer/HTP Counselor  
Transfer Center/Counseling Department  
Fall 2014

**PART A. – Department/Discipline/Program Criteria**

Counseling Department /Transfer Center – full-time Faculty Proposal

**1. Identify current Comprehensive Program Review and current Annual Program documents with position need and justification in the annual plan.**

The counseling position was requested through program review process: The Transfer Center Counseling position request was reflected in 2014-15, 2013-2014, 2012-13, and 2010, the Transfer Honors Program requested a counselor during 2013-14 program review cycle, and every year by the counseling department. This proposed full-time tenure-Track position is in support of three programs: Transfer Center, Transfer Honors Program and Counseling Department.

To meet the requirements of SB 1440, Cañada College developed 20 ADT programs effective fall 2014 which is a 185% increase from fall 2012. As more Transfer Model Curricula are developed, the new programs will be developed. This has a great impact on the Transfer Center load as the number of applicants also increased.

For instance the number of ADT from 3 student s in 2012 jumped to 84 students in 2014 when only 9 ADT programs were offered.

To meet the state requirements of reviewing and verifying the ADT for admission to CSU campuses requires detail transcript evaluation including the course work from beyond California community college system.

Additional support will ensure that the Transfer Center will provide the information to students and assist them with the Transfer process at same time that responding to the ADT demands of creating new petitions, promoting and educating students about the program and requirements as well as continue supporting counseling faculty.

It is also important to provide up-to date information to students in regards to UC Admission and TAG requirements. The admission selection criteria are constantly changing and it is crucial for students to have accurate information in a timely manner to plan properly. The TAG requirements and standards are changing every year, so it would be crucial to develop case management program with incoming students with transfer goals to prepare them for a successful transfer.

Other responsibilities the Transfer Counselor will be conducting are workshops, reviewing , evaluate and verify ADT degree petitions and TAG applications, developing Student Educational Plan (SEP), visiting classrooms, and developing case management to follow up with students to increase students retention and consequently increase the transfer rate.

The follow up process and case management for all Transfer students including Honors Transfer Program (HTP) will have a great impact of the students' transfer success. Currently there is gap in providing this service to students since there is no full-time counselor designate to either Transfer Center or HTP. For instance, the data shows that case management with a group of HTP students significantly increases the success of students enrolled in the HTP – by tracking the number of honors units taken and working on SEPs and transfer plans, and following up individually. In 2013-14 academic year, there were 51 Cañada students who applied to UCLA. Of those 51, only 8 had fulfilled the requirements of the Honors Transfer Program. In the prior year we had 47 students and only 2 fulfilled the requirements. Even though the number of HTP students increased from 2012 to 2013, but the gap between applicants and those who met the requirements is still high.

This gap also exists among all transfer students as students may complete the unit requirements, but they do not quite yet meet the selection criteria for admission. For instance, in 2013 there were 89 students but 25% of students denied admission. There are many reasons that students do not transfer. Based on a survey in 2013, 66% of students who completed the survey expressed that the cost of attending colleges is one of their barriers to transfer. This position will


Hiring Request  
Full-time Tenure Track Transfer/HTP Counselor  
Transfer Center/Counseling Department  
Fall 2014

collaborate with other resources on campus such as Sparkpoint and Financial Aid Office to develop programs helping students with financial planning.

Currently the Transfer Center does not have a designated counselor. Those students who come to the Counseling Department will meet with the general counselors who have only half an hour appointment at a given time. This is very limited time for transfer exploration, incoming transcript review, and transfer planning that includes academic and financial planning as well as following up with their progress.

Currently, one of the general counselors is designated to HTP who takes the following responsibilities without receiving release time to provide more intensive services to the students in HTP such as:

### HTP Applications




**Responsibilities:**

- Reviewed a total of 48 applications for Fall 2014. These applications were submitted from 3/16/14 to 9/30/14.
- The Honors Transfer Program recently accepted 32 new members for 2014-15 and now serves a total of 84 HTP full members.
- *Given that at this time the responsibility falls on the HTP counselor new student notifications were not sent until 9/29/14.*

**Recommendations:**

- Have students submit a copy of their transcript along with their HTP application OR
- Get administrative support to provide HTP program assistance.

### HTP Priority Registration




**Responsibilities:**

- In order for the HTP students to receive HTP Priority Registration they meet the following conditions:
- *Completed orientation, assessment and counseling*
  - *Developed an SEP*
  - *Are in good standing*
  - *Have not earned 100 or more degree applicable units*
  - HTP Counselor reviewed the records of the 34 newly admitted students to identify the ones that had no SEP on file and required immediate attention.
  - The HTP list was compiled and sent to Ruth Miller on 10/10/14.

**Recommendations:**

- Get administrative support to provide HTP program assistance so we can review the list earlier each semester.
- Set an earlier Spring 15 deadline to accomplish all these tasks earlier (i.e., 2/4/15)
- Note: the HTP applications that need to be reviewed will be from 10/1/14 to 2/4/15. *Given the work load in Spring 2015 having an earlier deadline would be very helpful.*

### HTP Counseling & Graduation



**Responsibilities:**

- Provide academic, career, and transfer counseling to all HTP members.
- Complete UCLA TAP Certifications
- Plan for HTP graduation - Who are the 2015 HTP graduates?
- Scholarship awards ceremony: the list of our HTP graduates needs to be sent to Margie Carrington
- HTP counseling (SEP Updates, letters of recommendations, degree petitions, IGETC certifications, etc.).

**Recommendations:**

- With the assistance of an HTP office assistant the implementation of Honors Case Management would truly be possible. The HTP counselor would be able to focus on the complexity of the transfer counseling process and the program would get the much needed administrative support to keep the program growing stronger.

Hiring Request  
Full-time Tenure Track Transfer/HTP Counselor  
Transfer Center/Counseling Department  
Fall 2014

**2. Identify specialized knowledge (area expertise) or training needed for the discipline/program.**

Due to the detailed and specific nature of this position, the minimum qualification to apply for a counseling position is a Master's degree in counseling, and training in the field. The Transfer Counselor must also have a minimum of 3 years of experience and training with transfer counseling at the Transfer Center, as well as specialized Transfer Program training through conferences, workshops and certifications.

In addition to expertise of general counselor, it is required to have:

- Knowledgeable of the higher education system (California Community College, CSU, UC and local private institutions)
- Extensive knowledge of transfer requirements, admission selection criteria, articulation agreements, assessment, and vocational and major requirements is essential
- Ability and knowledge to conduct presentation on the Transfer topic in form of classroom visits or workshop, as well as presentation at division meetings
- In-depth knowledge about the vast array of current careers; financial aid programs, scholarships, and experience assisting diverse students including first-year students, first generation, re-entry students, students on academic probation and dismissal status, students in the HTP, high level transfer students, veterans, and international students programs
- Knowledgeable of new trend in the field, expert in transfer admission policies and requirements and articulation agreement with all four-year universities in-State, and out-of-state universities
- Knowledge of the Associate Degree for Transfer (ADT) policies and programs as well as Transfer Model Curricula and CID process
- Expert in UC Transfer Admission Guarantee (TAG) program
- Expertise to identify and remove barriers to the retention and transfer of low-income, AB540, disabled and first-generation college students.
- Ability in the evaluation of the incoming transcripts from independent and out of state transcripts for transfer to UC, CSU, or other baccalaureate-level colleges or universities
- Ability to advocate for students who believe their denial of admission from a baccalaureate-level university is unfair or incorrect
- Knowledgeable of the HTP requirements, policies, transfer requirements, and the agreements with HTP institutions.
- Experience providing personal, Honors academic/transfer and career/vocational counseling in an institution of higher education
- Knowledge and ability to use computers and appropriate software applications, websites and resources utilized in providing academic counseling services.
- Ability to communicate effectively and constructively with persons of diverse cultures, language groups and abilities
- Demonstrated sensitivity to and ability to work with the diverse academic, socioeconomic, cultural and ethnic backgrounds of community college students, faculty, and staff, including those with disabilities
- Enjoy student contact and demonstrate a strong commitment to counseling students
- Other activities as identified by lead of the Transfer Center, Honors Transfer Program, and Counseling Departments for success of initiatives.

For persons applying for this position based on Equivalence, please answer the supplemental question on the online application choosing one or more of the following:

Professional Achievement Equivalence: Outstanding professional achievement or substantial training in the field specified in the job announcement. Preparation, experience, and ability must be equivalent to those expected from a candidate who meets minimum qualifications.

Hiring Request  
Full-time Tenure Track Transfer/HTP Counselor  
Transfer Center/Counseling Department  
Fall 2014

These expertise are minimum requirements to assist all students in all groups reaching their transfer goal. This includes include special programs that serve low-income, disabled and first-generation college students, veterans, and foster youth.

**3. Identify extraordinary program development and/or needs (for example: laboratory oversight, industry connections, student mentoring etc.)**

As a Transfer institution, it is crucial to offer services to enhance academic programs and to assist students with their transfer goals. So it is essential to bring accurate information in a timely manner to faculty and students. The Transfer Center is where students will receive guidance on complex and ever-changing admission policies and curriculum changes as well as opportunities at four-year universities. The Transfer Center also ensures that the information is communicated with other counselors in order for students to receive consistent, accurate information in timely manner and to reach their goals successfully.

1. ADT Programs: The new trend in the CSU Transfer is Associate Degree for Transfer (ADT). Although it is almost 5 years that the SB1440 came to existence, however, this program is evolving constantly and developing new Programs and requirements. To implement, disseminate information to students and faculty. This involves:
  - a. Creating promotional material with program information
  - b. Creating degree petitions
  - c. Meeting with students individually and in group to inform them of the requirements and the revisions
  - d. Follow up with the curriculum changes and development of CID and TMC
  - e. Review degree petitions and follow through the verification process
  - f. Needs to develop new degree petitions, create new brochures and to update the existing
2. Articulation agreements and admission requirements: It is important to have the knowledge and expertise of the articulation agreements, admission process, UC TAG, General Education requirements, and develop connections with universities to not only properly advise students, also be able to advocate for students.
3. To provide intrusive and one-on-one counseling to the diverse student population, increase the number of classroom visits, workshops, and collaborate with faculty in all disciplines and other programs such as PTK, Transfer Honors Program, A2B, MESA, EOPS, TRiO, etc. This would also allow the Transfer Center to work closely with faculty in Basic Skills to increase the transfer awareness and consequently transfer rate among students.
4. Being an HTP institution and in order to maintain the UCLA Honors program requirements, requires to provide sufficient support to for students such as counseling, field trip, on-line advising, follow up with students, and faculty at Honors institutions.

Transfer process and planning is complex and raises many questions among students of any age group or background. Many of our students are first-generation who need academic support to ease the transition to a four-year university. A Transfer counselor would be able to create rapport and consistency with

Hiring Request  
Full-time Tenure Track Transfer/HTP Counselor  
Transfer Center/Counseling Department  
Fall 2014

students. This will increase the retention and transfer rate in order to comply with the College master plan, and the Transfer Center mission statement.

**4. Describe any future needs for the discipline/program.**

The current state budget climate has a great impact on the enrollment policies at the four year universities where they limit the enrollment and created service area to manage their enrollment. Thus admission to public universities has become very competitive and complex.

The process of SB 1440 is still under development with collaboration between Articulation officers and transfer Directors at Community Colleges and CSU campuses. This initiative offers an opportunity to community college students to complete an Associate Degree toward a transfer goal and complete all preparatory major courses prior to their transfer, and once completed, may receive priority admission to a CSU, and have a GPA bump when submitting an application. They will also be guaranteed to complete their Bachelor's Degree within 60 semester units. However, the logistics of receiving students at CSU campuses are still being developed that requires additional support from the Transfer Centers at Community College to explain the process at each individual CSU campus.

In addition, for students to receive the benefit of the ADT degrees, the Transfer Center must verify completion of these degrees. Due to the impactation at CSU campuses, and admission limitations, it is crucial to disseminate the information to students and faculty in a timely manner. The number of students who applied for AA-T/AS-T degree has increased by 1200% from 2012 to 2013 and by 115% from 2013 to 2014; at the time we added only two new programs to our ADT offerings. We currently offer 20 ADT programs and it is expected to be higher. There are more Transfer Model Curriculum (TMC) programs are under developments that will increases the number of students who need support to reach their transfer goal to CSU campuses.

Another Initiative is Student Success support Program (SSSP) that mandates Matriculation services of orientation, assessment, and counseling, and educational Plan to ensure students develop an educational goal and reach it successfully. It is crucial to provide guidance early in students' educational path by creating an intrusive transfer counseling specially for those students who are planning to transfer. This will be great opportunity to develop programs for freshmen and returning students to create cohorts and assisting them to develop a transfer plan and follow up with students. This not only increases the retention among students, it will also increase the number of degree recipients and transfer rate.

To keep up with the rapid changes in transfer policies and program changes at universities, it is crucial to be fully informed and knowledgeable. The Transfer counselor will be additional resource for faculty in the Counseling Department when working with students.

**5. Do you have enough full and part time faculty members to support a comprehensive program? Provide evidence. Would you consider reducing your part time faculty load to create a full time position?**

Currently the Transfer Center does not have adequate staffing to address the needs of students for Transfer counseling, the emerging programs such as ADTAs we offer more ADT programs, and we will have more students pursuing ADTs. Many students are also able to complete more than one ADT before transferring; this increases the number of transfer students to CSU campuses, and increases the number of degrees awarded. However, the number of staffing remains the same which causes inadequate support for students.

Hiring Request  
Full-time Tenure Track Transfer/HTP Counselor  
Transfer Center/Counseling Department  
Fall 2014

The Transfer Center Staffed by one full time classified Supervisory Position and Office Assistant with only 10 hours per week allocated to the Transfer Center. The Transfer Program Supervisor assumes some duties of the Transfer Counselor in addition to full-time administrative duties.

The Honors Transfer Program (HTP) is also requiring a designated counselor to provide additional support to HTP students. The following is reflecting the responsibilities of HTP counseling:

At this time the Transfer Program Supervisor will provide the transfer counseling and provide support to HTP in addition to the administrative duties, and one of general counselors meeting with the HTP students without release time.

Also, to meet the "California Community College Transfer: Recommended Guidelines 2014" that is provided by the CCC Chancellors Office for the Transfer Center. According to this guideline the minimum staffing requirements consist of:

*One faculty director assigned full time to the Transfer Center with appropriate experience and training in university admissions and transfer counseling (or an administrative director with a master's degree in counseling, or a related field or equivalency, and experience in baccalaureate-level admissions and/or outreach) who reports to a senior administrator; One to two full-time counseling faculty positions, or more depending on size of campus and scope of the transfer program; and One to two full-time classified positions, or more depending on the size of campus and the scope of the transfer program.*

There is a need for at least a full-time Transfer/HTP Counselor to address the following tasks to improve the retention and transfer rate among Transfer students:

- Comprehensive counseling services to transfer/HTP students including academic, career and personal counseling to a diverse student population including interpreting the college catalog, schedule of classes, articulation agreements, IGETC and CSU transfer requirements, relevant websites, etc. in order to determine what coursework is needed to complete students' academic and career goals in a timely manner.
- Development of comprehensive Student Educational Plans (SEP's) for transfer students including HTP students
- Review, evaluate, and process UC TAG applications
- Review, evaluate, and follow up with ADT petitions
- Complete UCLA TAP Certifications
- Plan for HTP graduation – review the students status for the HTP graduation
- Inform faculty of new policies and new changes in the programs
- Maintain currency in state-wide college admissions policies and transfer procedures
- Assist students in the exploration and research of transfer majors and universities
- In collaboration with the Transfer Center program Supervisor and HTP coordinator, development and implement comprehensive Transfer Services such as increasing number of transfer students and HTP students
- Provide Transfer workshops and classroom presentations, to increase the students' awareness and to identify transfer students
- Participate in outreach and in-reach activities that promotes transfer awareness for all students including underrepresented students and at risk students
- Provide financial aid and scholarship information
- Assists students with their appeal to their denied admission status
- Review college applications including personal statements
- Provide leadership and training to Honors instructional faculty advisors and coordinate mentorship activities, ensuring program objectives are met
- Participate and collaborate in the Transfer related activities such as College Fairs, Student Achievement award Ceremony Scholarship awards ceremony

Hiring Request  
Full-time Tenure Track Transfer/HTP Counselor  
Transfer Center/Counseling Department  
Fall 2014

- Creating a list of HTP graduates
- Counseling follow up: SEP Updates, letters of recommendations, degree petitions, etc.
- Identify student needs and make appropriate referrals as necessary (career center, transfer center, tutoring, financial aid, etc.)
- Identify and recommend volunteer, research and/or internship opportunities related to students' academic/career goals.
- Organize and implement student programming, (i.e.: field trips, volunteer activities, outreach, etc.)

**6. Describe any budgetary implications of the proposal.**

The fifty percent of the salary and benefits is budgeted through Student Support and Success Program (SSSP), and requesting to use general funds for other fifty percent (50%), about \$69453 per year.

**PART B.**

**How the position helps to meet the College's mission and goals.**

**1. How is the request in line with the goals of the strategic plan?**

This request aligns with **Goal Two: Improve Student Success in Transfer Programs**

*"Commit to student completion of certificates, degrees, and transfer; and create pathways which support the success, retention and persistence of students in their educational goals."*

This position will be a great support to implement the strategic goal two by increasing intentional counseling, developing a follow up process in guiding students to complete of their transfer goals, increase the number of Transfer Degree Recipients, and enhancing transfer outreach and activities

This position also has a direct relation with the College Strategic Direction of "Teaching and Learning" that is equipping students with the knowledge to reach their educational goal, and "Completion" which empowers students to find their pathways to the universities which support their persistence in reaching their goals. This also aligns directly with Completion objective of 2.11 of the Educational Master Planning (EMP).

**2. What unmet needs will this position address (student, district, community)?**

Student: This position will develop and provide case management with the divers students population who has Transfer goal. This position will also reach out to African American and Pilipino students, in response to the Student Equity plan.

District: This position will allow the transfer Center explore and develop additional transfer agreements in support of students district-wide.

Community: with additional staffing at the Transfer Center, we are able to reach out to the community and promote the transfer opportunities to our local high schools.

**3. How will this position enhance retention or produce college wide growth?**

This position will be able to extend the on campus activities as well as outreach to feeder high school counselors to increase students' awareness on transfer programs, provide extensive counseling, developing case

Hiring Request  
 Full-time Tenure Track Transfer/HTP Counselor  
 Transfer Center/Counseling Department  
 Fall 2014

management with diverse transfer students to develop a Student Educational plan, and assist them with planning their necessary finances to fund their education. According to a survey by the Transfer Center, 69% of students who completed the survey will not pursue the transfer goal due to economic hardship. This position will be increasing students' knowledge and skills in advocating for themselves and be successful at their education path.

This position will also open more hours for General counseling as well as help the department through the registration peak time.

**4. Describe how the position supports a pathway to student educational goal completion (certificates and/or degree) or GE transfer certification.**

This position has a direct impact on students developing a Student Educational Plan (SEP) that includes developing a pathway to complete Associate Degree for Transfer which is a direct path to CSU, a path way to UC campuses through UC TAG program, TAP to UC LA, and Private and out of State universities.

**C. Historical Data Criteria Supporting Request**

**1. Discuss Department/Discipline/Program enrollment and student service trends the proposal addresses.**

The following chart reflects the number of transfer students in the following categories:

|         | Fall 2012 | Fall 2013 | Fall 2014 | Change in % |
|---------|-----------|-----------|-----------|-------------|
| UC APP. | 70        | 89        | 104       | 17%         |
| UC TAG  | 39        | 71        | 66        | -4%         |
| CSU ADT | 3         | 39        | 84        | 115%        |

**CSU Campuses** open their Spring admission only to those students who received an Associate Degree for transfer. According to the data received from CSU campuses for degree verification, the number of students who applied to CSU campuses for Spring 2015 was 500% higher Compare to Spring 2014.

**Students ADT Breakdown -Fall 2014**

|                           |                                   |
|---------------------------|-----------------------------------|
| Business Administration   | 6                                 |
| Communication Studies     | 9                                 |
| Early Childhood Education | 8                                 |
| Kinesiology               | 6                                 |
| Mathematics               | 1                                 |
| Phycology                 | 18 (17 are qualified/ one is not) |
| Sociology                 | 18                                |



Hiring Request  
Full-time Tenure Track Transfer/HTP Counselor  
Transfer Center/Counseling Department  
Fall 2014

**UC Applicants:**

Number of students applied in fall 2012 for fall 2013 admission:

| FALL 2013 UC Admission Rate |         |          |        |
|-----------------------------|---------|----------|--------|
| Name of Campus              | Applied | Admitted | %      |
| UC Berkeley                 | 56      | 14       | 25%    |
| UC Davis                    | 57      | 34       | 59%    |
| UC Irvine                   | 24      | 9        | 37.50% |
| UC Los Angeles              | 38      | 8        | 21%    |
| UC Merced                   | 9       | 4        | 44%    |
| UC Riverside                | 16      | 14       | 87.50% |
| UC San Diego                | 37      | 21       | 57%    |
| UC Santa Barbara            | 41      | 11       | 27%    |
| UC Santa Cruz               | 42      | 27       | 64%    |
| Total                       | 320     | 142      |        |

For Fall 2013, there were 89 students who applied to UC, and 20 were not accepted to any UC campuses; this reflect a 77.5% admission rate

**UC TAG Results**

|                     | Fall 2012 | Fall 2013 | Fall 2014 |
|---------------------|-----------|-----------|-----------|
| Applied             | 54        | 69        | 65        |
| Approved TAGs       |           | 28        | 42        |
| Percentage Approved | 100%      | 40%       | 76%       |

We also had 3 approved AAT with CSU Monterey Bay for fall 2013 admission

**TAG Majors for Fall 2014:**

|                    |    |
|--------------------|----|
| Art and Humanities | 10 |
| Business/Economics | 12 |
| Social Sciences    | 15 |
| STEM               | 27 |

As indicated above there is interest among students to transfer, however, there is a decline in number of TAG applicants due to changes in policies by the UC campuses in limiting the number of tag application to one campus per student, and to increase in the standards on the eligibility requirements.

As the results more students are seeking admission to Private and out-of-state four year Universities.

Hiring Request  
Full-time Tenure Track Transfer/HTP Counselor  
Transfer Center/Counseling Department  
Fall 2014

**1. For non-instructional programs, include relevant appropriate data**

The following table reflects the activities within last 2 years:

| Activities   | 2012-13   | 2013-14  |
|--|---|--|
| Number of Students who filed TAG application   | 70 –Approval Rate 40%   | 66 – approval Rate 42% (still in progress)   |
| Number of Students who applied to UC campuses  | 89 students   | 104  |
| Number of AA-T/AS-T degrees  | There were 44 students who self-reported and total of 34 were qualified | There were 84 students who self-reported and total of 71 were qualified.   |
| Number of field trips (FT) and students attended                                     | 4 FT to 2 CSU and 2 UC  | 4 FT To 2 CSU, 2 UC  |
| Number of Transfer workshops   | 16 in Fall 2012<br>4 in Spring 2013                                     | 24 in fall 2013<br>10 in Spring 2014   |
| Number of students attended Student Achievements Ceremony - for Transfer recognition | 151 (17% increase compare to 2012)                                      | 297 students declared that they plan to transfer in Fall2014 as of April 2, 2014<br>The event is scheduled for May 9, 2014 |

**Transfer Honors Program:**

Currently there are 44 students in the program, and

**UCLA Transfer Alliance Program (UCLA TAP)**

Fall 3013 the admit rate for California Community College transfers to the College of Letters and Science was 28.73% For students completing as Honors Scholars in a TAP approved program the admit rate was 78.29%

|      | Applied | Admitted | Attended | TAP Certified |
|------|---------|----------|----------|---------------|
| 2013 | 40      | 9        | 3        | 3             |
| 2014 | 51      | ??       | ??       | 8             |

**BAY HONORS SYMPOSIUM PARTICIPATION**

For the past five years students participating in the HTP have been selected, through an increasingly competitive process (currently fewer than 50% of applicants are chosen), to present their research results at the Bay Honors Consortium (BHC) Honors Research Symposium held each year at either Stanford University or UC Berkeley.

|      |   |
|------|---|
| 2010 | 12 students selected out of 13 proposals                |
| 2011 | 8 students selected out of 8 proposals - 135 statewide  |
| 2012 | 7 students selected out of 9 proposals - 140 statewide  |
| 2013 | 5 students selected out of 6 proposals – 150 statewide  |
| 2014 | 7 students selected out of 11 proposals – 180 statewide |