



**New Classified Hiring/Position Justification**

**Hiring Division/Department:** Student Services/Transfer Center      **Position Title:** Retention Specialist

**Classification**

Position type: Permanent   X        **Full Time**   X        # of months   12    
 Part Time \_\_\_\_\_      % of Full Time  100%       # of months \_\_\_\_\_

Position: General Funds           X            
 Allocation: External Funds\*   **A2B Grant**        Expiration Date   **9/30/2017**  

**Budget Information**

Grade   **60**        Step   **4**        Annual Salary   **62,664.00**  

**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.**

It is essential to expand the Transfer Center staffing to enhance services and reach students in a timely manner. It will also help us to align with the Educational Master Plan in increasing the transfer rate, and to comply with state initiatives.

The College mission statement is to provide a Learning-Centered environment for all students with diverse backgrounds to have the opportunities to reach their educational goals by providing relevant, timely, and effective transfer Programs. One of the strategies to meet this college goal is to improve the completion rate for transfer students by enhancing the Transfer Center outreach, activities and articulations. In addition, we also need to comply with the state initiatives such as the Student Success and Support Program (SSSP) that requires students to have an educational plan in place and to ensure we provide follow up services for all students including Transfer Students.

Based on research we conducted as a sub group of ACES, we found that out 557 of cohort transfer students, there were 325 students who did not apply to any universities even though they have completed 60 transferrable units. We analyzed the type courses they were taking and the pattern of

their enrollment. The data shows that 94% of students are attending part-time, and the average time for students to reach their transfer goal is 8 years.

The majority of our students are transferring to the CSU and UC systems, and the nearby private universities. For example, there are 109 students who applied to UC campuses, and 136 to CSU, but only 45 students applied to private institutions in 2015. The CSU and UC campuses are becoming more impacted and selective, which requires students to be more competitive. At CSU campuses, they will give priority admission to students who completed the majority of the lower division courses within their services areas, and/or students who completed an Associate Degree for Transfer (ADT). Currently Cañada College is only in the service area for CSU East Bay and San Francisco State University. This means students must be more competitive for the other 21 CSU campuses including San Jose State University that is in our approximate area.

This position will help us to comply with the college mission and values, state requirements, and assist students reaching their transfer goal in a timely manner. This position will help with the students' retention by helping them to become focused, meet with a counselor, develop a Student Educational Plan (SEP), follow their SEP, participate in Transfer Activities, and take advantage of transfer opportunities that enhance their admission to four year universities, with programs such as ADT and TAG to the UC campuses.

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

This is to comply with the college mission, and college strategic goal (Completion objectives 2.11) in providing transfer Support services and enhancing students' Success in achieving their educational goal.

This proposed position is aligned with the College Mission and goals as listed above by:

- Creating databased on Transfer Students – this will help us not only to track transfer students, it also will help us to monitor students' progress and consequently increase the retention and students' success.
- Gathering the data on students major, career goals, age, enrollment stats, etc. will help us to provide and tailor our support and services based on students' needs.
- To create a case management system for transfer students - for students enrolled at Cañada College, we will create a cohort of transfer students to provide the necessary and appropriate information as they progress toward their goal. This will help us to break down the complex transfer process and bring the information to students step by step. This will help students to be focused and persist in reaching their goal.
- Collaborating with faculty and staff in other student services to create programs and events in support of student transfer success.

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

According to the CCC Chancellor's 2016 Student Success Scorecard, Cañada's completion rate (degrees/transfer) for college prepared students is 75% and 36.3% for our unprepared students. Data generated by PRIE, shows that only 27% of students with 45+ units and a transfer goal, applied to transfer in fall 2016. The fact of CSU campuses being impacted and UC campuses being very selective will add to the lower transfer rate. These factors indicate that there is a need to improve the transfer rate, particularly among our under and unprepared students.

To increase transfer support, reaching out to our students, and actively engaging them in the transfer process, we developed a new program, the Student Transfer Educational Pathway (STEP), is to develop cohorts of transfer students and create a case management system in support of transfer students. This project will assist the Transfer Center and the Counseling Department to identify transfer students as well as effectively plan student's coursework and assist them to make informative decisions.

In recent years, Cañada has implemented several case management models within Basic Skills, ECE, STEM, College for Working Adults, and Probation/Dismissed students. Preliminary data indicates that a higher percentage of incoming students are completing matriculation and registration. We have also seen a reduction in the number of dismissed students to a low of 104 students. Cohort models at Cañada and other educational institutions consistently show the benefits of collaborative learning with attached resources. At Cañada, successful cohort models exist in the STEM Center, the College for Working Adults, Cañada's former First-Year Experience Program, Puente and various Learning Communities.

Based on the STEP program, students will receive information step by step as they make progress toward their goal. During the first semester, students will be in a general cohort and will receive basic transfer information and requirements, and instruction on how to select a major through workshops, newsletters, emails, in-person and online advising and counseling. As the first cohort proceeds to the second semester, we will follow up with students to evaluate their academic progress.

During the second semester, students will receive information related to their major including course requirements and career path options. Students will be guided to identify the universities of their choice, and develop a chart to reflect the cost of attendance of those universities to help make an informed decision. During this term, students will develop a comprehensive Student Educational Plan with their counselor, and learn about financial options. This information will be provided to students in collaboration with the Counseling department, Career Services, Financial Aid Office, Spark Point, and the Transfer Center through a variety of activities.

At the beginning of the third semester, students will become part of a major cohort where they connect with their peers, faculty in the discipline, and employers in the field through Career Services in the form of discussion panels. Students will get more involved in transfer opportunities such as on campus activities, field trips, Transfer Admission Guarantee (TAG) to UC campuses, and Associate Degree for Transfer (ADT) for priority admission to CSU campuses. During this term,

students will be also guided to develop a financial plan and begin a scholarship search. Students' progress will continue to be monitored, and a survey will be conducted at the end of the term. The purpose of the survey is to evaluate the effectiveness of the efforts, and to evaluate student progress. The discussion and guidance on the admission application process, including writing personal statement /College admission essay will begin. During the application period, we will offer an "Application Fee Assistance Program", (AFAP), that will support students who are not able to apply to universities without this financial assistance. During the last term of attendance, an "Exit Interview" will be conducted as a final check list to ensure students have a smooth transition to a university.

The transfer process is complicated and evolving constantly. This creates much confusion that negatively impacts the students' transfer path. The limited staffing at the Transfer Center does not allow reaching out to all students and assisting them with their Transfer plan proactively. Having a retention Specialist in the Transfer Center will assist us to increase the number of students applying to universities, to assist students in identifying their major in the first year of their attendance, and to increase their knowledge in transfer matters so they can proactively plan their transfer pathway. As students become more focused and connected with the campus, they will make better progress toward their goal without any interruptions.

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

The Transfer Center will continue to have the Retention Specialist as long as the Grant fund allows us to support this position. Also we will continue with requesting Federal Work Study Student Assistants to fulfill some of the duties as appropriate. However, this option does not offer a wide range of support due to confidentiality of the students' records and limited range of responsibilities.

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**