



### **NEW FACULTY POSITION PROPOSAL**

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#### **DISCIPLINE: COUNSELING (FT 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 above and beyond what the college provides to students to ensure that the educational disadvantages of EOPS students are addressed to assist them in achieving their educational goal. Therefore EOPS aligns with the college strategic plans with the following objectives.

##### Educational Mater Plan 2012-17:

\*Objective 1.4: Create and implement a student engagement plan to integrate the college experience inside and outside the classroom, enhance the college experience, and promote retention and success.

\*Objective 2.6: Improve progress through increased intentional counseling and other services to guide students to completion of their goals.

\*Objective 2.12: Monitor the student success and completion data on a regular basis to assess progress.

##### Student Equity Plan 2012-2017:

###### \*Definition of Student Equity and Student Equity Plans

A general definition of Student Equity is "parity in the achievement and success of all student populations." Equity also includes open access to college courses and programs for all members of our service area. The idea is that the student population of a college should be representative of the population of its service area, (the primary service area for the college is the southern portion of San Mateo County, Redwood City, East Palo Alto, Menlo Park, San Carlos, Atherton, Portola Valley, La Honda, Woodside, Half Moon Bay, and Pescadero), and that success for the various groups of that student population should be equitable.

\*ACCESS GOAL: To target outreach efforts that will result in a consistent pattern of access that reflects the service area population.

\*COURSE SUCCESS GOAL: To develop programs and activities to 1) improve overall course success rates, and 2) ensure the course success rates are equitable among all of the ethnic groups.

\*FALL TO SPRING PERSISTENCE GOAL: To ensure all new students persist from fall to spring as dictated by their educational goals.

\*COMPLETION GOAL: Increase the completion rate of students in degree and certificate programs.

\*IMPROVE TRANSFER RATES

##### Strategic Enrollment Plan 2014-17:

\*Completion (C) - 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.

###### \*Student Success Goals:

1. Focus on initiatives that will increase the success of our Black and Hispanic students.
2. Focus on initiatives that will increase the percentage of students who enroll in basic skills courses who place into them and increase the success rates for students who are enrolled in these courses.

In addition, this request aligns with the mission of the College which states that we "provide our community with a learning environment ensuring that students from diverse backgrounds achieve their educational goals...." 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 and the College required match has also increased by 35.7%. Having a full-time EOPS counselor will allow for more consistency, increase student appointments, and expand on direct services to students.

In addition, since EOPS is primarily a counseling program our SLO directly measures the 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 Program;
- 8) Ongoing development student services learning outcomes;
- 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 are 2 full-time counselors that have coordination responsibilities in addition to direct student contact hours. There are also 2 adjunct counselors: 1 counselor 6 hrs/wk and 1 counselor 18hrs/wk. 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.

- The funding request is for a full-time counselor with the assumption that position would start at step 3, grade 2: \$97,567.61 - EOPS 25% (\$24,391.90); SSSP 35% (\$34,148.66); Fund 1 Match 40% (\$39,027.04). Currently EOPS and SSSP funding supports EOPS adjunct counseling. (Please see attached charts for comparison of level of support from EOPS and SSSP in 2015-16 and projected for 2016-17.)

- A 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.

- EOPS provides supportive services to assist students in achieving their educational goals and who are committed to enrolling in at least 12 units. Per Title V, EOPS is required to provide "above and beyond" services to students to ensure that the educational disadvantages of EOPS students are addressed while helping them to complete their educational goal within six semesters.

- In 2007-08 and 2008-09, EOPS served over 600 unduplicated EOPS students. As a result of not being able to hire a full-time counselor 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. Although EOPS has received some increased funding, the rising costs of salary and benefits directly effects how much can be allocated to direct services to students. (Please see attached budget chart.)

- Cañada currently has approximately 2300 students (excluding those already in EOPS) who are receiving a BOGW and are full-time, a requirement for admission into EOPS. This does not take into account the students who are not full-time, who could become full-time if they were supported by EOPS. Having a full-time counselor will allow EOPS to serve more low-income students.

- During the summer EOPS served 145 students. Currently approximately 380 students are enrolled in EOPS. With the current counseling staff, appointment availability has students waiting 2-3 weeks for an appointment. There are 2 full-time counselors that have coordination responsibilities in addition to direct student contact hours. The 2 adjunct counselors work the following hours per week: 1 counselor 6 hrs/wk, and 1 counselor 18hrs/wk. If the full-time proposal is approved, the position

will take the place of the 2 adjunct positions which will help to increase the number of student contact hours.

- Last year, with the hiring an adjunct EOPS counselor in the spring semester the program rendered over 2,377 counseling contacts. This is a 20% increase compared to the year before which allows the program to admit more students (319 in 2014-15 vs. 424 in 2015-14). This year, the goal is to admit 500 students (unduplicated) for the year. This is critical because the funding allocation model is linked to student enrollment. (Please see the attached EOPS student enrollment chart.)

- EOPS students are required to make three counseling contacts with their assigned counselor 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 record 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.

Please see attached document that also includes an Outcomes Comparison Report of EOPS and potentially EOPS Eligible Students.