



Non-Instructional Position Request Form
2014-2015

Kange 34

Position Request #18

Division/ Unit: Student Services / Transfer Center

Position Classification Requested: Counseling Assistant II

Please indicate if this is a request for / to:

- Fill a currently vacant position
Increase of an existing position
New position

For accurate figures in the box below, requestor must see Sharon Davidson (ext. 1632).

Table with salary and cost information: Estimate Increase/ Proposed Annual Salary Cost: \$45,107; Estimate Benefits Cost: \$22,554; Total Cost for Position: \$67,661. Includes a note about full time and regular hourly hours.

SD 10/22/14

Justification:

Why is this position necessary?

This position will be located in the Transfer Center, and is necessary to provide appropriate transfer services to meet statewide priorities as indicated by the Student Success Act to enhance student completion, transfer, and overall success.

What educational programs or institutional purposes does this position support? How does the request relate specifically to your Program Review, the College's Strategic Plan, and Accreditation Recommendations?

The position supports student transfer, which (along with career technical education and basic skills) is one of the three primary areas of our statewide community college mission.

Program Review:

Increasing staff for Transfer Services has been identified as a primary goal for the last two program review cycles. From the current Program Review:

"The primary objective for 2014-2015 is to increase staff support for Transfer Services in order to meet minimum Transfer Center standards as mandated by Title 5 Section 51027" (p. 14).

In addition, the Program Review identifies specific new and restored initiatives (p. 3) - including the Virtual Transfer Outreach Project, Transfer Night, and the Transfer Reception - that this position would support.

Strategic Plan:

The 2010-2015 Las Positas College Strategic Plan points out that "transfer institutions will continue to have less capacity and increased fees (and) more competition for the number of seats available" (p. 11) which has resulted in the observed trend of an increase in transfer as a goal among Las Positas College students (p. 13).

Accreditation

In the Accreditation Standards, the AACJC includes the following under Standard II: Student Learning Programs and Services:

"B3: The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs" (p. 8, emphasis added).

Currently, approximately two-thirds of Las Positas College students enroll with transfer as a primary goal. However, there is no longer dedicated classified staff supporting the Transfer Center, despite this high interest in transfer. Due to lack of staff, the Transfer Center is only able to open during the irregular hours when a student assistant is available. This position would allow the Transfer Center to have consistent hours and would provide strong evidence that Las Positas College indeed supports this accreditation standard.

Where will the individual work? To whom will the person report? Are there any special equipment/ facilities needs not already budgeted?

The individual will work at the front desk in the Transfer Center, Room 1604. This position will report to the Dean of Student Services. This position will use existing facilities and equipment.

What is the consequence of not funding the position?

Possible consequences of not filling the proposed position include the following:

- Transfer Center will be unable to maintain regular open hours for students;
- Violation of Title 5, Section 51027 ("Transfer Centers: Minimum Program Standards");
- Failure to meet Accreditation Standard 2B3;
- Las Positas College students will continue to be disadvantaged in the transfer process when compared to students from other colleges who have access to the transfer services detailed in this position; as a result, our students will be less likely to have successful transfer outcomes.

What alternative approaches have been considered in meeting the programmatic demands of this request?

A full-time, Transfer Services Coordinator position was proposed to RAC in Fall 2013. Although ranked #4, the position was not funded. Given the needs of our students, statewide mandates involving student success and transfer, as well as Title 5 requirements, it was decided to pursue this lower-level position for 2014-2015.

How will the campus community (students, staff, faculty, and community) be positively impacted by filling this position?

About two-thirds of Las Positas College students have expressed transfer as a goal. Filling this position will restore required core services that are known to enhance transfer student success among community college students. Front-line classified staff will benefit because there will once again be a centralized location available to students with transfer questions where referrals can be made. Instructional faculty will benefit by having increased access to resources and personnel that can assist with curriculum proposals, including development of required transfer degrees. Counseling faculty – including the Transfer Counselor – will benefit by being able to better leverage time and resources to support campus-wide goals (such as development of transfer degrees, increased outreach to high schools, and enhancing our International Students Program). Finally, the community will be positively impacted because Las Positas College will once again be able to offer services, activities, and events that promote transfer as a viable option for students.

What other personnel currently provide support to this program and these students?

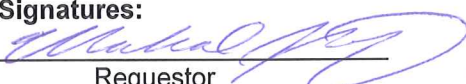
Currently Las Positas College assigns a Transfer Counselor to the transfer program for 12.5 hours per week who is assigned the following functions:


- Provide leadership for the transfer function of the college;
- Serve as a primary resource to the campus community on transfer issues;
- Develop a training program for counseling faculty to provide updated transfer information;
- Develop and monitor transfer programs including Transfer Admission Guarantees;
- Develop transfer-related student workshops and activities;
- Attend transfer-related conferences and meetings;
- Work with instructors to bring transfer information into the classroom, as appropriate;
- Provide transfer information for local community workshops and transfer fairs;
- Work with institutional researcher on assessment for the Transfer Center;
- Collaborate with outreach personnel to design and implement a program of publicity for the Transfer Center.

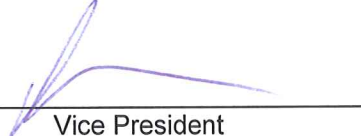
In addition to the above functions, the Transfer Counselor has primary responsibility for delivery of student workshops, providing transfer counseling, and teaching transfer-related courses. Other counseling faculty may also participate in

workshops, teaching, and transfer counseling as needed. However, the Transfer Counselor position does not include coordination of Transfer Center activities, coordinating baccalaureate college and university representative visits, or providing clerical support for the Transfer Center. Given that all of the above activities are not only correlated with more successful transfer outcomes – especially for disadvantaged students - but are also mandated by Title 5, this position fills a critical need at Las Positas College. Thank you for considering this proposal.

Signatures:


Requestor


Dean/ Unit Administrator


Vice President

Completed requests are due to your division Dean by the end of business on October 13. After review at the Division meeting on October 15, please forward to your respective Vice President. Completed requests are due to the Administrative Services Office by October 22; requests will be presented by your Dean at the Resource Allocation Committee (RAC) meeting on November 6.

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

Class Specification

COUNSELOR ASSISTANT I & II

DEFINITION

This is paraprofessional work involved in providing counseling related information and support services to students and other persons, and facilitating the use of student support centers such as a Career Center or Disabled Student Center, under the general supervision of a manager with immediate supervision occasionally provided by a faculty member. The position differs from clerical due to the requirement for a thorough knowledge of the counseling function and the ability to make judgments as to which matters involving student concerns should be referred to a professional staff member.

Counselor Assistant I: This is the level assigned to a smaller or less complex operation or center with public contact reduced in time or numbers, or to a larger center with specialized activities. Clerical reception duties are substantial. The areas of independent judgment generally call for interpreting and applying established procedures to specific cases. Independent reasoning is required in work organization and in choosing among several predetermined alternative courses of action based on general instructions and recognition of cases which may require establishing new policy or procedures.

Counselor Assistant II: This is a full, paraprofessional level primarily involved with supplying general and technical assistance to students. Responsibility will be substantial and extend to such levels as coordinating a complete student support center serving a large number of faculty and students or providing expert services to students with physical disabilities or special problems. The employee receives more general supervision than at the Counselor Assistant I level; the work is frequently left to the employee, subject to compliance with the established policies, procedures for independent judgment and decision-making which has the effect of finality in most cases, in matters not limited to certificated staff. Independent reasoning is required in interpreting and applying policies and precedents to unusual situations and in handling problems or work organization and procedures.

The employee meets and deals with students, the public, faculty and staff in explaining decisions and in clarifying complex procedures.

REPRESENTATIVE DUTIES

The Counselor Assistant I or II may:

1. Serve as the initial source of information and assistance to students and other persons and help them in using and understanding forms and other printed and visual materials;
2. Inform students of District policies and procedures related to enrollment, registration, pre-registration for courses, grades, etc.;

3. Provide direct services and expert assistance to students with special and unique characteristics such as the disabled;
4. Coordinate operations and assist in the refinement and development of processes in the areas or center assigned;
5. Coordinate operations of a Career Center under certificated supervision, receiving materials, cataloging under a predetermined system and circulating to patrons;
6. Maintain counselor appointment calendars and provide scheduling and other assigned assistance to counselors;
7. Prepare informational and publicity materials and directories, and maintain displays;
8. Organize procedures and materials for orientation sessions, Early Decision programs and outreach programs, conduct tours;
9. Determine questions and problems which must be referred to counselors or other certificated personnel; refer individuals to the services of other college offices where they may receive appropriate assistance;
10. Perform general clerical tasks such as typing, filing, receiving callers, answering the telephone, compiling data, preparing reports, distributing informational materials; coordinate with other offices in scheduling appointments for students;
11. Provide continuity of services between day and evening classified staff;
12. Maintain a multi-media library of resource materials;
13. Collect data and assist in preparing federal, state and college reports;
14. Administer and score simple tests;
15. Participate in in-service training and other activities;
16. Supervise and train student assistants;
17. Perform other related tasks as assigned.

MINIMUM QUALIFICATIONS

Knowledge of:

1. Methods of assisting and informing students in the assigned area;
2. Modern office procedures, including filing, organizing and setting priorities;

3. Correct English usage;
4. Subject matter in the area to which assigned (e.g.: library methods if in the Career Center).

Skills in:

1. The ability to read, learn and apply District policies, procedures, rules and regulations pertaining to students;
2. Expressing oneself clearly;
3. Performing clerical tasks such as compiling data, handling callers and maintaining records with accuracy and speed, despite interruptions;
4. Typing at 40 NWPM when assigned to a clerical, office-type activity;
5. Working cooperatively with others;
6. Reporting information and events to supervisor.

Education and Experience

Counselor Assistant I: One year of full-time college work and six months of general clerical or other related experience with responsibilities for direct student assisting or an equivalent combination of education and experience which indicates possession of knowledge and skills required.

Counselor Assistant II: Equivalent to the completion of second year of community college AND one year of full-time, successful work experience in a closely-related library, counseling, or social service activity OR an equivalent combination of education and experience which indicates possession of the knowledge and skills required.

PURPOSE OF CLASS

To provide technical and paraprofessional support services to ensure effective operation of the counseling program and student support services.

NOTE: This class specification is not necessarily all-inclusive in terms of work detail.

Adopted: 4/30/74 - Revised 3/6/79; 3/30/81; 7/1/88.

Job Family - Technical Paraprofessional

(p:/counasst ser)