

# NON-INSTRUCTIONAL POSITION REQUEST 2016-2017

Internal Use

#: 2016-21

*Range 32*

Requester Name: Michelle Zapata

## SECTION 1: SUMMARY INFORMATION

Title of Position Being Requested:

Student Services Assistant - Transfer/Career Center

Indicate if this position or a similar position has been presented to RAC previously and in what years:

Yes a similar position has been presented to RAC in 2013-2014; 2014-2015; and 2015-2016.

Position Will Reside in Division/Unit:

Student Services

A Current or Proposed District Job Description is attached:  Yes  No

The position is:

New

Number of Hours per Week: 40

Number of Months per Year: 12

Increase for an existing funded position

From:  9  10  11 Months

To:  10  11  12 Months

OR From:        % to        %

New Categorically funded position (information only; position not ranked)

Number of Hours per Week:           

Number of Months per Year:

## SECTION 2: JUSTIFICATION

### Position Description/Function:

Under the direction of the Dean of Student Services, the Student Services Assistant will provide administrative, clerical, and project support for the LPC Transfer/Career Center. The Student Services Assistant will assist with the development and coordination of Transfer/Career Center services and activities such as Student Success workshops, Transfer Day, university representative visits, and college tours. The Student Services Assistant will supervise student assistants and ensure that Transfer/Career Center services and events are coordinated with other special programs including EOPS, DSPS, Puente, HSI, and Veteran's First. The Student Services Assistant will collect, compile, classify, and report a variety of program data.

### Indicate To Whom Does this Position Reports:

Dean of Student Services

### List other Personnel in the Unit:

Michelle Zapata, Counselor/Instructor (with 50% reassigned time to oversee the Transfer Center program).  
Student assistant(s)- hours vary.

### Give historical perspective of the changing workload over a 3-5 year period:

*Example:*

<i>Workload unit 1 = # Bio/Chem lab students/semester</i>	>	<u>2010</u>	=	<u>900</u>
		<u>2015</u>	=	<u>1000</u>
<i>Change over time is:</i>			=	<u>11%</u>

Workload unit 1 = <u>Students with goal of transfer</u>	>	<u>2,010</u>	=	<u>5,047</u>
		<u>2,015</u>	=	<u>6,055</u>
Change over time is:			=	<u>13</u>

Workload unit 1 = _____	>	_____	=	_____
		_____	=	_____
Change over time is:			=	_____

### Comments:

To summarize, even as LPC headcount has declined, the overall number of LPC students seeking transfer, as well as the overall percentage, has significantly increased. Source:  
[http://www.laspositascollege.edu/researchandplanning/Student\\_StaffChars.php](http://www.laspositascollege.edu/researchandplanning/Student_StaffChars.php)

### **SECTION 3: LPC MISSION, MASTER PLAN, AND ACCREDITATION**

#### **LPC MISSION STATEMENT:**

LPC is an inclusive learning-centered institution providing educational opportunities and support for completion of students' transfer, degree, basic skills, career-technical, and retraining goals.

#### **LPC PLANNING PRIORITIES:**

- ❖ Establish regular and ongoing processes to implement best practices to meet ACCJC standards.
- ❖ Provide necessary institutional support for curriculum development and maintenance.
- ❖ Develop processes to facilitate ongoing meaningful assessment of SLOs and integrate assessment of SLOs into college processes.
- ❖ Expand tutoring services to meet demand and support student success in Basic Skills, CTE, and Transfer courses.

**Indicate how this position will have a positive impact on the LPC's Mission and Planning Priorities:**

See attached.

**Indicate how this position will have a positive impact on LPC's Educational Master Plan:**

See attached.

**Indicate how this position will have a positive impact on Accreditation:**

See attached.

### **SECTION 4: PROGRAM REVIEW AND IMPACT**

**Indicate how this position will have a positive impact on your Program Review:**

See attached.

**Indicate other alternatives that have been considered in lieu of this position to meet programmatic demands:**

See attached.

**Indicate the consequence of not funding this position:**

See attached.

**SECTION 5: COSTS\***

Estimate Increase/Proposed Annual Salary Cost:	\$	<u>45,929.00</u>
		22,964.50
Estimate Benefits Cost:	\$	<u>22,946.50</u>
Total Cost for Position:	\$	<u>68,893.50</u>

**NOTE:**

Full Time = 20-40 hours per week or 50% - 100%

Regular Hourly = 18 hours or less per week (<50%)

*\*Costs: For accurate costs below, requestor must contact College Administrative Assistant, Sharon Davidson, in the LPC Office of Administrative Services (ext. 1632).*

**SECTION 6: REVIEWS**

**Signatures:**

Melin Zuput  
Requester

9/19/14  
Date

Sharon Davidson  
College Administrative Assistant  
Office of Administrative Services

9/21/16  
Date

Barbara Mousiey  
Dean/Unit Administrator

9/19/16  
Date

Diane B  
Vice President

9-20-16  
Date

## **Attachment: Student Services Assistant-Transfer/Career Center**

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### **SECTION 3: LPC MISSION, MASTER PLAN, AND ACCREDITATION**

#### **Indicate how this position will have a positive impact on the LPC's Mission and Planning Priorities:**

One aspect of LPC's Mission Statement is to "provide educational opportunities and support for completion of students' transfer goals." There are several ways in which LPC is struggling to fulfill this mission. First, Title 5 sets forth staffing requirements in order for Transfer Centers to operate effectively. Specifically, Title 5, Section 50127, requires coordination of the "activities of the transfer center" including implementation of "services for transfer students provided by baccalaureate institution staff," and "clerical support for the transfer center." Further, according to recommended guidelines published in 2006 by the CCC Systems Office and Transfer Center Directors Association<sup>1</sup>, among other things, the report recommended staffing levels that would help to "strengthen the transfer process." The report recommended that Transfer Centers should "at a minimum" have one full-time Transfer Center faculty director; one full-time faculty counselor; and one to two full-time classified positions. Currently, LPC lacks adequate staffing levels to be in compliance with Title 5 mandates, as well as the recommended levels for transfer best practices. Second, recent data show that more and more incoming students are declaring *transfer* as a goal. According to spring 2016 LPC data, about two-thirds of LPC students hope to transfer<sup>2</sup>. However, without adequate staff to support comprehensive transfer and career services, LPC students are at a disadvantage when compared to other community college programs that have fully staffed Transfer/Career Centers. Finally, for the past two years (2014-2015 and 2015-2016), LPC has had to report on identified achievement gaps among students whose goal is to transfer. Our 2015-2016 Equity Plan data show that African American, American Indian/Native American, Filipino, Latino, Pacific Islander, and persons with disabilities were disproportionately less likely to transfer to a four-year college or university.

Given that Transfer Centers were established specifically to support students from educationally disadvantaged backgrounds, by funding a Student Services Assistant, LPC has an opportunity to strengthen its efforts in supporting students from these population groups in meeting their transfer goals. A decision to fund a Student Services Assistant position will have a positive impact on LPC's mission by not only supporting educationally disadvantaged students in their goal of transfer, and in turn helping to close the achievement gap; but also by supporting all transfer-oriented students meet their goals. It is important to note that LPC's 2015-2016 Student Equity Plan did include a goal of hiring support staff for the Transfer Center in order to help remedy the disproportionate impact that we found among transfer students.

Finally, a Student Services Assistant position will have a positive impact on LPC's planning priorities by helping to meet ACCJC's Standard II--Student Learning Programs and Services. Specifically, adequate staffing in the Transfer/Career Center will allow LPC to meet standard B3, "the institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs."

#### **Indicate how this position will have a positive impact on LPC's Educational Master Plan:**

A Student Services Assistant position will have a positive impact on LPC's Educational Master Plan by allowing the college to fulfill two of its goals. Specifically, Goal A is to "ensure excellence in student learning by providing

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<sup>1</sup> [http://www.asccc.org/sites/default/files/publications/rec\\_trans\\_guidelines07\\_06\\_0.pdf](http://www.asccc.org/sites/default/files/publications/rec_trans_guidelines07_06_0.pdf)

<sup>2</sup> [http://www.laspositascollege.edu/researchandplanning/documents/LPC\\_StCh\\_Sp16\\_Final.pdf](http://www.laspositascollege.edu/researchandplanning/documents/LPC_StCh_Sp16_Final.pdf)

quality teaching, learning support, and student support services." As part of this goal, a stated objective is to "invest in supportive services through additional hires and hours of operation." With the addition of a Student Services Assistant in the Transfer/Career Center, we would be able to offer consistent hours each academic year and we would be able to offer services to evening students. Currently the Transfer/Career Center's hours depend on the student assistants' schedule, which changes every semester. The Transfer counselor is able to serve students 12.5 hours per week. However, most (7.5) of these hours are devoted to students who are routed to the Transfer Center via the (general) Counseling Center.

In addition, this new position would have a positive impact on Goal C of the Educational Master Plan. Specifically, Goal C states that LPC will "ensure excellence in student learning by strengthening fiscal stability, providing appropriate staffing levels, meeting evolving technology needs, and expanding or updating facilities." The decision to fund a Student Services Assistant position for the Transfer/Career Center will help the college fulfill its strategy of building "staffing levels across the college to more effectively meet student needs and external mandates." As demonstrated in the section above, about two-thirds of incoming students are transfer-oriented. However, the college has inadequate staffing levels to meet this growing demand. In addition, based on Equity report data, we know that the college has an achievement gap among several student populations (reported above). The financial support for a Student Services Assistant position in the Transfer/Career Center will help LPC meet its goals as stated in the Educational Master Plan.

**Indicate how this position will have a positive impact on Accreditation:**

A Student Services Assistant position will have a positive impact on the college's Accreditation by helping to meet ACCJC's Standard II--Student Learning Programs and Services. Specifically, adequate staffing in the Transfer/Career Center will allow LPC to meet standard B3, "the institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs."

The Student Services Assistant will be able to provide comprehensive transfer and career services to all LPC students who seek support and assistance. For example, students may visit the Transfer/Career Center seeking resources to help them choose a major and career. The Student Services Assistant will be trained to provide appropriate services that addresses these students' needs, such as demonstrating how to use EUREKA or guiding students to our career and college resource library.

## **SECTION 4: PROGRAM REVIEW AND IMPACT**

**Indicate how this position will have a positive impact on your Program Review:**

Increasing staff for the Transfer/Career Center has been identified as a primary goal for the last several program review cycles. From the current *Transfer Services Program Review*,<sup>3</sup> "the primary objective is to increase staff support for Transfer Services" (p.2). In addition, the Program Review identifies specific new and restored initiatives (p. 2) – including the Virtual Transfer Outreach Project, Transfer Night, and the Transfer Reception – that this position would support. Finally, this position would help meet many of the new activities that are documented in the Equity Plan, which are also highlighted in the Program Review (p.2).

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<sup>3</sup> <http://www.laspositacollege.edu/instructionalprogramreview/documents/TransferCenterPRUF15.pdf>

In addition, the Administrative Services Program Review also emphasized the need to hire support staff for the Transfer/Career Center. Specifically, in section A. 2. Of Goals and Objectives, it was noted that hiring support staff would help to achieve a “fully functioning Transfer/Career Center” in fall 2016.

**Indicate other alternatives that have been considered in lieu of this position to meet programmatic demands:**

Classified staff support for the Transfer/Career Center was eliminated in August 2012. The Counselor/Instructor who oversees the transfer program now spends most reassigned time fulfilling responsibilities that were once carried out by staff assigned to the Transfer/Career Center. For example, the Counselor/Instructor's reassigned time is currently spent scheduling and promoting college rep visits, hiring and supervising student assistants, and transfer event coordination. In addition, the Counselor/Instructor is now developing new services and activities in order to help close the achievement gap among transfer-oriented students, as required by LPC's Equity Plan.

When funding permits and when a suitable candidate has been identified, a student assistant has been assigned to the Transfer/Career Center, but funding and availability for a student assistant has been highly inconsistent, and the level of support has been limited as a student assistant cannot assume staff-level responsibilities.

**Indicate the consequence of not funding this position:**

Failure to fund this position would mean that LPC will continue to be in violation of Title 5, as well as deficient in following through with recommended best practices for staffing levels (as documented throughout this proposal). In addition, without adequate staffing levels in the Transfer/Career Center, the current staffing model (*one* Counselor/Instructor on reassigned time to oversee transfer services, student assistant(s) when feasible, and *no one* to oversee career services) is not sustainable long-term. Without a long-term staffing strategy, the college will continue to struggle to meet its Mission, Planning Priorities, and Educational Master Plan goals of supporting transfer-oriented students. Furthermore, inadequate staffing levels in the Transfer/Career Center will make it more difficult to close the achievement gap among transfer-oriented student populations, which is required by the state's new Equity Plan and related funding. Finally, students pursuing transfer from LPC will be at a significant disadvantage when compared to other community colleges with fully staffed Transfer/Career Centers. If students' transfer and career needs are not sufficiently met, they may choose to attend other community colleges.