

NON-INSTRUCTIONAL POSITION REQUEST 2017-2018

Internal Use

#: 2017-13

Requester Name: Angella VenJohn and Michelle Zapata

SUMMARY INFORMATION

Title of Position Being Requested: (Note: Please also attach a current or proposed district [job description](#))

Counselor Assistant II

http://www.clpccd.org/HR/SEIU%20MOUs/documents/CounselorAssistantIandII_000.pdf

Position Will Reside in Division/Unit:

Student Services- Career and Transfer Centers

Indicate To Whom this Position Reports:

Dean of Student Services

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; 2015-2016; 2016-2017.

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 1: PROGRAM NEED

What key responsibilities would this person assume?

Under the direction of the Dean of Student Services, the Counselor Assistant II will provide administrative, clerical, and project support for the LPC Career and Transfer Center. The Counselor Assistant II will supervise student assistants and ensure that career and transfer services and events are coordinated with other special programs & learning communities including EOPS, DSPS, Puente, HSI, and Veteran's First. The Counselor Assistant II will collect, compile, classify, and report a variety of program data. The Counselor Assistant II will collaborate with the Career Center Coordinator and the Transfer Center Director to help ensure that program activities and services are in alignment with mandates from the Student Success and Support Program (SSSP) and the Student Equity Plan (SEP).

The Counselor Assistant II will assist with the development and coordination of Career and Transfer Centers services and activities such as:

- *The Smart Shop Series workshops
- *Transfer Day
- *Major & Career Fair
- *Employment Fair
- *university representative visits
- *employer visits
- *college tours
- *HBCU Transfer Tour

List other Personnel in the Unit (i.e. with shared or similar responsibilities):

Angella VenJohn- Career Center Coordinator & Student Interventions Developer
Michelle Zapata- Transfer Center Director & Counselor
Christina Romero- Clerical Assistant (temporary, part-time)
Alexia Smith Payne- Student Assistant

Give a historical perspective of the changing demands on your unit's staff over the past 3-5 years (look to your program review). Please describe the metric you use to determine staffing needs in your program:

<i>Example:</i>			
Metric =	<u>Students Served per semester / Full-Time Equivalent Employees</u>	<u>2010</u>	= <u>900/1</u>
		<u>2015</u>	= <u>1000/1</u>
	Increased demand over the past 5 years is:		= <u>11%</u>

Metric =	<u>LPC Students with a goal of transfer</u>	<u>2010</u>	=	<u>5047</u>
		<u>2016</u>	=	<u>6085</u>
	Increased demand		=	<u>12%</u>

And/or provide additional information supporting a need for this position and resulting impact on students or program:

To summarize the data above, even as LPC headcount has declined, the overall number of LPC students seeking transfer, as well as the overall percentage, has significantly increased.

To help determine the demand for services within the Transfer Center, one could also look at a variety of data including our Transfer Admission Guarantee (TAG) data, SARS Transfer Center usage data, and transfer enrollment data.

Our TAG data show that from the 2015-2016 academic year to 2017-2018, the number of students who submitted a TAG application grew by 46%. In fall 2015, we had 125 students submit a TAG application while in fall 2017 we had 183 students submit a TAG. In terms of services requested and needed, students who submit a TAG generally need assistance with completing the TAG application, as well as with a review of their transcripts to determine eligibility.

Our Transfer Center usage data is retrieved from SARS-TRAK. While this data is not perfect because it relies on students self-reporting when they enter the Transfer Center, it provides a picture of the demands in the Center. From the 2014-2015 academic year to the 2015-2016 academic year, the services in the center increased by a little over 3% (from 900 students visiting the Center to 929 students). Then, the students visiting the Transfer Center fell during the 2016-2017 academic year (from 929 students to 856 students). There could be a variety of reasons for this small drop in students. For example, a new Transfer Center Director assumed this role and may not have ensured that all students signed into SARS-TRAK. There was a lack of student assistant help, which resulted in the Transfer Center needing to be closed on several occasions. We had new support staff in the spring 2017 semester, which could have also contributed to a lack of ensuring that students signed into the SARS-TRAK system. Again, while this data is not perfect, it provides some insight into the usage of the Center.

Finally, transfer enrollment data shows us that in the 2015-16 academic year, LPC had the greatest number of students enroll at four-year institutions. Specifically, the greatest number of students transferred to either the UC/CSU Systems (639 students); UC Davis (54 students) and UC Berkeley (24 students); and CSUEB (190) since the economic downturn of 2008-09.

Taken together, these data show that there is an overall increased demand for transfer services and support. ⊕

SECTION 2: STUDENT LEARNING AND SUCCESS

Explain how this position will contribute to and/or support student learning and success:

See attached.

Explain how this position will have a positive impact on Accreditation or strengthen the college's adherence to the ACCJC standards:

See attached.

SECTION 3: LPC MISSION AND PLANNING PRIORITIES

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 supports the College's mission and/or planning priorities:

See attached.

SECTION 4: PROGRAM OUTCOMES, INITIATIVES, and PLANS

Please check one.

- This need was described explicitly in a Program Review (Year 2016).
- This need was implied in a Program Review (Year _____).
- This need was not included in a Program Review, but has become a need since that time.

Explain, including language from Program Review (if available):

Supporting language from the Transfer Center Program Review Update, 2016: (Part One, section D.)

The most significant obstacle the Transfer Center faces is the lack of support staff. Currently the Transfer Center's hours depend on the student assistants' schedule, which changes every semester. As a result, the Transfer Center does not have consistent hours, even within the same semester. In some weeks, we might be open 15 hours per week, other weeks we might be open 40 hours. This is very confusing for the students and leaves them feeling frustrated and dissatisfied with our service.

Without permanent support staff in the Career & Transfer Center, students pursuing transfer from LPC will be at a significant disadvantage when compared to other community colleges with fully staffed Transfer Centers. If students' transfer needs are not sufficiently met, they may choose to attend other community colleges. In addition, without adequate staffing levels in the Transfer 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 Transfer Center will continue to face significant obstacles in supporting transfer students. We will struggle to restore transfer activities that we once had. In addition, it will be a challenge to augment existing services and develop new services without adequate staffing. Without needed staffing, some of the plans that we have for implementing activities from the Student Equity Plan may not move forward. +

SECTION 5: SAFETY (if applicable)

Explain how this position will improve safety on campus or within your unit:

N/A

Attachment: Counselor Assistant II- Career and Transfer Centers

SECTION 2: STUDENT LEARNING AND SUCCESS

Explain how this position will contribute to and/or support student learning and success:

The decision to recommend a Counselor Assistant II position for the Career and Transfer Centers greatly contributes to student learning and the success of all LPC students.

On the Non-Instructional Position request form, we have highlighted a variety of data to show that there has been an increased demand for transfer services and support over the past several years. However, in addition to meeting student demand, we are also trying to meet the demands of a transfer-oriented vision by not only our college (as stated in the Educational Master Plan), but also by the California Community College Board of Governors. In July 2017, the CCC Board of Governors released a report, *"Vision for Success: Strengthening the California Community Colleges to Meet California's Needs."* This report articulated a set of goals that California Community Colleges are to meet in order to help their students reach their own educational and career goals. One of these goals is to **"increase by 35 percent the number of California community college students transferring annually to a UC or CSU campus."**

According to the report, "the Public Policy Institute of California says this benchmark must be reached if California is to meet future workforce demands for employees with bachelor's degrees. The Vision for Success calls for reaching this goal by mid-2022." Additional goals set forth in the Board of Governor's report are:

- **Boosting by 2022 the number of students completing career education programs who find a job in their field of study from the current 60 percent to 69 percent.**
- **Increasing by at least 20 percent the number of students annually who earn associate degrees, credentials, certificates or acquire specific skill sets that prepare them for an in- demand job. This goal, set for 2022, is needed to meet future workforce demand in California, as analyzed by the Centers of Excellence for Labor Market Research.**
- Significantly reducing the average number of units accumulated by students who earn an associate degree from approximately 87 to 79. Most associate degree require 60 units, and reducing the average number of units-to-degree will help students reach their educational goals sooner and at less cost.
- **Reducing achievement gaps by 40 percent within 5 years and fully closing those achievement gaps for good within 10 years.**

While it is clear that demands on the Transfer and Career Centers will only increase in the near future, our staffing levels have not kept up. Full-time classified staff support for the (at the time) Transfer/Career/Employment Center was eliminated in August 2012. Since then, the current staffing model has been one Transfer Center Director (a counselor on reassigned time) who spends 50% of her time as the Director overseeing and managing the logistics of the Transfer Center and 50% of her time as a general counselor. Career Services has been next to non-existent, and have not been provided in the Career Center by a full-time LPC faculty or staff. It is only this fall 2017 that a Career Coordinator/Counselor will transition into this role and provide career services (on reassigned time). The Career Coordinator/Counselor will provide services in a similar manner as the Transfer Center Director, in that she will spend 50% of her time as the Career Coordinator—developing career services for students, overseeing and managing the logistics of the Career Center—and 50% of her time as the Student Interventions counselor.

When funding permits and when a suitable candidate has been identified, a student assistant has been assigned to the Transfer 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. Currently, the Transfer Center's hours depend on the student assistants' schedule, which changes every semester. The Transfer Center Director/Counselor provides services to students 8 hours per week in the fall semesters and 3 hours per week in the spring semesters. Outside of these hours, transfer services provided to students depends on the student assistants' availability.

The vision for career services is to build a program that meets the career and employment needs of LPC students. Using the transfer center model, the Career Counselor will focus on providing career exploration services for our undecided students, provide workshops on career assessment tools, resume writing & interviewing skills and assist in job fairs. To build this program, the Career Transfer Center will need classified staff to provide consistent hours of operation to students, clerical support for the Career Counselor Coordinator and Transfer Director, schedule student appointments, promote job & transfer fairs and interface with local employers.

In terms of transfer services, the Transfer Center Director/Counselor who oversees the transfer program now spends most reassigned time fulfilling responsibilities that were once carried out by classified staff assigned to the Transfer/Career/Employment Center. For example, the Transfer Center Director/Counselor's reassigned time is spent scheduling and promoting college rep visits, hiring and supervising student assistants, and transfer event coordination. In addition, the Transfer Center Director/Counselor also implements services and activities to help close the achievement gap among transfer-oriented students, as required by LPC's Equity Plan. For example, the Transfer Center Director/Counselor holds weekly Smart Shop workshops on transfer-related topics. This fall 2017, the Transfer Center is hosting 34 workshops for transfer

students. The Transfer Center Director/Counselor also completes reports that are mandated by our local college and the state Chancellor's Office.

The current staffing model in the Career and Transfer Centers 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 Career and Transfer Centers will make it more difficult to close the achievement gap among transfer-oriented student populations, which is required by the state's Student 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 Career and Transfer Centers. If students' transfer and career needs are not sufficiently met, they may choose to attend other community colleges.

With the addition of a Counselor Assistant in the Career and Transfer Centers, we would be able to offer consistent hours each academic year and we would be able to offer services to evening students.

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 recommend a Counselor Assistant II position for the Career and Transfer Centers will help the college fulfill its strategy of building "staffing levels across the college to more effectively meet student needs and external mandates."

Finally, the decision to prioritize the hiring of a Counselor Assistant II for the Career and Transfer Centers will significantly impact student learning and success by providing the necessary administrative and coordination support for the implementation and availability of career and transfer services. The Transfer Center Director/Counselor and the new Career Coordinator/Counselor are both on reassigned time. As a result, they have limitations on the number of weekly hours that they can provide comprehensive services to students. However, with the addition of a Counselor Assistant II position, both Transfer and Career Centers would have the support to serve students on a full-time basis. In addition, this classified staff support would also allow for opportunities to build out comprehensive services, thus getting closer to meeting the increased demand for transfer and career services. Finally, the Counselor Assistant II position would provide an exciting opportunity to meet the goals set forth in the CCC Board of Governors report, *"Vision for Success: Strengthening the California Community Colleges to Meet California's Needs."*

Explain how this position will have a positive impact on Accreditation or strengthen the college's adherence to the ACCJC standards:

A Counselor Assistant II 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 both the Career and Transfer Centers 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 Counselor Assistant II 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 Career and Transfer Centers seeking resources to help them choose a major and career. The Counselor 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 3: LPC MISSION AND PLANNING PRIORITIES

Indicate how this position supports the College's mission and/or planning priorities:

One aspect of LPC's Mission Statement is to "provide educational opportunities and support for completion of students' transfer, degree and career technical 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 Association¹, 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 2017 LPC data, about two-thirds of LPC students hope to transfer². 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, during the 2014-2015 and 2015-2016 academic years, LPC has had to report on identified achievement gaps among students whose goal is to transfer. Our 2015-2016 Student 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 staffing a Counselor Assistant II position, 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 Counselor Assistant II 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.

¹ http://www.asccc.org/sites/default/files/publications/rec_trans_guidelines07_06_0.pdf

² http://www.laspositascollege.edu/researchandplanning/documents/LPC_StCh_SP17_F.pdf

And if the goal of the CCC Board of Governors is to increase the percentage of students seeking a job in their degree area, then we need to provide support for these students. Without robust career and employment services, our students that are seeking employment are at a disadvantage.

Finally, a Counselor Assistant II 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 Career and Transfer Centers 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."

CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT

COUNSELOR ASSISTANT I COUNSELOR ASSISTANT II

Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are not intended to reflect all duties performed within the job.

SUMMARY DESCRIPTION

Under general supervision, perform technical and paraprofessional work involved in providing counseling related information and support services to students and other persons, and facilitating the use of student support centers; deal with students, the public, faculty and staff in explaining decisions and in clarifying complex procedures; refer matters involving student concerns to a professional staff member; and perform a variety of clerical support duties relative to assigned area of responsibility.

DISTINGUISHING CHARACTERISTICS

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 and 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. Work is frequently left to the employee, subject to compliance with the established policies and 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.

REPRESENTATIVE DUTIES

The following duties are typical for this classification. Incumbents may not perform all of the listed duties and/or may be required to perform additional or different duties from those set forth below to address business needs and changing business practices.

1. Serve as the initial source of information and assistance to students and other persons at the counter or over the phone; provide assistance in using and understanding forms and other printed and visual materials.
2. Interpret and inform students of District policies and procedures related to enrollment, registration, pre-registration for courses, grades, class schedules and related programs.
3. Establish and maintain effective working relationships with others; interact effectively with diverse constituencies and serve as initial source of information and assistance to students and other persons; provide information and guidance to the general public about services offered.
4. Analyze situations accurately and adopt an effective course of action; determine questions and problems that must be referred to counselors or other certificated personnel; refer individuals to the services of other college offices where they may receive appropriate assistance.

Chabot-Las Positas Community College District
Counselor Assistant I/II (Continued)

5. Provide direct services and expert assistance to students with special and unique characteristics such as the disabled; act as liaison between the counseling support services office and other related offices and refer students, future students and members of the community to the correct resource services.
6. Collect counseling contact data and provide reports to determine student needs and plan for future counseling coverage; develop counselor coverage schedule in collaboration with Fall and Spring semester, summer session, Winter and Spring Breaks and finals week.
7. Maintain computerized counselor appointment calendars and provide scheduling and other assigned assistance to counselors; make all changes for meetings, conferences and rescheduling of appointments as necessary; contact students regarding schedule changes; coordinate with other offices in scheduling appointments for students.
8. Maintain records of counselor absences and notify administration and support staff of absence; enter schedule changes and absences in the computer; prepare reports as necessary.
9. Enter, modify and retrieve complex data using a computerized system; enter override codes, student education plans, financial aid and veterans' evaluation into computer program; maintain inventory of all records.
10. Organize procedures and materials for orientation sessions, outreach programs, and other services provided; prepare informational and publicity materials and directories and maintain displays.
11. Coordinate operations and assist in the refinement and development of processes in the areas or center assigned; provide continuity of services between daytime and evening counseling staff.
12. Perform general clerical tasks such as typing, filing, receiving callers, answering the telephone, compiling data, preparing reports, and distributing informational materials.
13. Prepare requisitions and order office supplies for counseling and classified staff; perform monthly inventory of supplies.
14. Provide assistance in hiring, supervision and training of student assistants.
15. Perform related duties as required.

MINIMUM QUALIFICATIONS

The following generally describes the knowledge and ability required to enter the job and/or be learned within a short period of time in order to successfully perform the assigned duties.

Knowledge of:

1. Operations and procedures of a college counseling office.
2. Methods of assisting and informing students in the assigned area.
3. Subject matter in the area to which assigned.
4. Interpersonal skills using tact, patience and courtesy.
5. Methods and techniques of customer service and public relations.
6. Methods and techniques of proper phone etiquette.
7. Office procedures, methods and equipment including computers and applicable software applications such as word processing, spreadsheets and databases.
8. Principles and practices of record keeping and filing.
9. Principles of business letter writing and basic report preparation.
10. Correct English usage, grammar, spelling, punctuation and vocabulary.
11. Oral and written communication skills.
12. Pertinent federal, state, and local codes, laws, and regulations.

**Chabot-Las Positas Community College District
Counselor Assistant I/II (Continued)**

Ability to:

1. Perform a variety of duties supporting student counseling functions.
2. Receive students in person and over the phone, provide assistance according to assigned area of responsibility and refer matters involving student concerns to a professional staff member.
3. Develop, prepare, and maintain accurate and complete counselor calendars and schedules.
4. Read, learn and apply District policies, procedures, rules and regulations pertaining to students.
5. Prepare clear and concise reports relative to assigned area.
6. Schedule and prioritize work while working with frequent interruptions.
7. Perform routine and detailed clerical tasks working independently.
8. Operate office equipment including computers and supporting word processing, spreadsheet and database applications.
9. Implement and maintain standard filing systems.
10. Type or enter data at a speed necessary for successful job performance.
11. Use correct English grammar, punctuation, and spelling.
12. Understand and follow verbal and written instructions.
13. Communicate clearly and concisely, both orally and in writing.
14. Establish and maintain effective working relationships with those contacted in the course of work.
15. Work with and exhibit sensitivity to and understanding of the varied racial, ethnic, cultural, sexual orientation, academic, socio-economic, and disabled populations of community college students.

Minimum Education & Experience - *Any combination of the following would provide a typical way to obtain the required knowledge and abilities.*

Counselor Assistant I

Education/Training:

Equivalent to the completion of the twelfth grade supplemented by college level course work in liberal arts, sociology or a related field.

Experience:

One year of general clerical or other related experience with responsibility for student assisting.

Counselor Assistant II

Education/Training:

Equivalent to the completion of the twelfth grade supplemented by two years of college level course work in liberal arts, sociology or a related field.

Experience:

Three years of experience including two years of experience performing general clerical duties at a level comparable to a Counselor Assistant I with the Chabot-Las Positas Community College District.

PHYSICAL DEMANDS AND WORKING ENVIRONMENT

The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions.

Environment: Work is performed primarily in a standard office setting with frequent student and public contact.

Physical: Primary functions require sufficient physical ability and mobility to work in an office setting; to stand or sit for prolonged periods of time; to occasionally stoop, bend, kneel, crouch, reach, and twist; to lift, carry, push, and/or pull light to moderate amounts of weight; to operate office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; and to verbally communicate to exchange information.

4/30/74; 3/6/79; 3/30/81; 7/1/88;

Adopted by Board of Trustees on October 20, 2015

Effective: October 21, 2015

Job Family: Technical – Paraprofessional