



Program Review Request- Classified

Golden West College

CLASSIFIED REQUEST

Submitter's First Name:	Michael
Submitter's Last Name:	Tran
Submitter's Email:	Mtran401@gwc.cccd.edu
Submitter's Phone Number:	714-895-8127
Who is your Dean/Supervisor?	Gisela Verduzco
Are you the Department Chair?	No
Who is your Vice President?	Claudia Lee
Program/Department:	Transfer Center

Type of Review:

Note: Library and Counseling should submit individual Program Reviews: one for Instruction and one for Student Services.

- ☐ Instruction
- ☒ Student Services
- ☐ Administrative

POSITION REQUEST

Please check one of the following:

- ☐ Replacement Position (Previously funded/ not currently funded)
- ☒ New Position (Never been funded/newly created)

Please note: that an approved job description from the District office is required in order to complete the request form. You may not proceed with the request without the job description.

If this request is for a replacement, how long has the position been vacant?	Click or tap here to enter text.
Job Title	Click or tap here to enter text.

Salary Information

Salary Schedule Range:	113
Annual Salary (Step 1) \$:	56,678.77
Step 5 \$:	68,893.83

Contract (check one):

- ☐ 100% FTE
- ☐ Other FTE %:
- ☒ 12 month
- ☐ 11 month
- ☐ 10 month

Job Description Summary

- ☐ **Required:** Attach a copy of the department Organizational Chart showing all positions and highlighting the position requested.
- ☐ **Required:** Attach a copy of the CCCD Position Description, if available (obtain from Personnel Dept).
- ☐ **CCCD does not have a position description as it is a new position within the district.**



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What are the essential duties this position will fulfill?

1. Identifies, assembles, prepares, and distributes informatino relating to available CCC programs, alternatives, careers and educatinoal planning, transfer programs, and academic and student support services.
2. Assists counselors in providing supportive services by performing pre-counseling and follow-up activities relating to individual student cases, campus-wide programs, and counseling activties. Serves as a student advocate to navigate matriculation.
3. Participates in conducting student tours and orientation sessions involving the oral and written distribution of pertinent information to new and transferring students.
4. Provides advisement assistance for students during registratino and enrollment periods in recommending appropriate classes and planning schedules for counselor approval.
5. Assist students to navigate career assessment and interest instruments and assists with career research.
6. Maintains and updates counseling records pertaining to students' academic progress, course and major choices, career interests, and problem areas.
7. Refers students to available and perinent college or community programs or services that enhance their ability to maintain active status.

JUSTIFICATION

What is the compelling need for an immediate replacement?

The Transfer Center has obigations to te Federal Title V STEM Grant. The grant provided funding for several functions that are tied to, and housed in the Transfer Center, and the Transfer Center Coordinator has provided support and training for these positions to meet the goals of the grant.

Included in the STEM Grant was a position tied to the Transfer Center: a full-time Transfer Mentor. The Transfer Mentor worked for two years assisting both the STEM grant and Transfer Center. We lost the Transfer Mentor position recently as she took a permanent position as Division Coordinator of Language Arts. The position was critical to the Transfer Center's ability to serve students through the pandemic and the transition back to campus. Our ability to serve the same number of students at the same level has been strained due to this loss.

What are the consequences if this position is not immediately replaced?

We will not be able to meet the demands of our students which are growing more complicated because of pandemic related issues (mental health, multiple transcripts from increased online education), education legislation (ethnic studies, AB 1705, AB 1111, AB 928), the changing transfer landscape (dual enrollment, dual admission at CSU and UC) and the explosion in demand for remote services (Zoom, Live Chat, increased phone calls and emails).

If the full-time position is approved, will there be a request for funding for 160-day position during the hiring process?

☐ Yes

☒ No

Position title and Area of Specialization (if applicable)

Counseling (Transfer) Assistant

Needs/Priority Rubric (1-10 points)

- 1 - 4 points: Little or no contribution or impact
- 5 - 7 points: Some contribution or impact
- 8 - 10 points: Significant contribution or impact

How does this request for a classified position meet the following criteria? (2 page max.)

Fully respond to each of the following questions. Your responses will be the basis that Planning Council and the



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Executive Team members will apply the criteria and rate this request.

#1. Program Needs (1-10 points):

Explain the conditions that are unique to the program/department which support the need for additional full- time classified staff and how this position addresses those needs. If this position is not filled, explain the consequences to the **program/department** that will result. Please use information from Program Review.

Since the COVID-19 Pandemic and the return to campus, the Transfer Center has begun to serve students over multiple modalities. These modalities include Zoom, in person, Live Chat, phone, often simultaneously. This multitasking has caused a strain on our limited staffing and requires extra time and people power. Also, since the pandemic, students have faced increased mental health struggles, difficulty passing coursework, financial challenges, lack of support, and added family responsibilities. Transfer students are coming to us with more complicated situations which require more time and attention. They bring numerous transcripts with courses taken online at multiple community colleges across the state because of increased access to online/asynchronous education. Often, these courses do not articulate to the CSU or UC, are repeats of coursework not successfully completed at one college but passed at another, or are unable to access the transcript altogether, complicating transcript evaluation and the transfer process. We often have to meet with students several times, over the course of the academic year to help students complete EW requests, submit grade appeals, send and evaluate transcripts, and help them with non-academic issues.

Further complicating the issue is Dual Enrollment (DE) and the large number of students who enrolled in GWC coursework while still in high school. DE students come to us with mixed records that include college-level courses, AP examinations, and often want to transfer to the university within one year of enrolling at Golden West College. While the Transfer Center focuses on transfer admission policies, declined enrollment at many CSU campuses has meant that these campuses are admitting lower-division students (i.e. students with less than 60 units). Often, these lower-division admissions must have met requirements as freshman. Since this is an admission level that we don't typically deal with, Transfer Center staff and counselors have been forced to learn not only the complex and changing transfer admission requirements, but admission requirements for high school students including high school eligibility or A-G coursework, gpa thresholds for freshman admits, and eligibility indexes.

Post pandemic, counselors in the Transfer Center are helping manage the mental health challenges of students and providing referrals to other areas as needed once their initial crisis has been managed. This has also increased the time spent with students as we're working with them to help problem solve and regain a stable emotional state before we refer them to the health center for additional resources.

Several major changes to transfer general education requirements, namely AREA F Ethnic Studies for CSU General Education Breadth starting Fall 2021 and AREA 7 Ethnic Studies on IGETC starting Fall 2023. These changes require us to provide professional development for counselors and admissions staff, as well as reach out to students to update educational plans to ensure students complete general education requirements prior to transfer. This is critical because completion of general education is required to post an ADT, which confers benefits during the transfer process (e.g., +0.1 GPA bump, guaranteed admission into the CSU system, and a guarantee they do not need to complete more than 60 units after transfer) and ensures students can complete bachelor's degrees in a timely manner.

In 2022-2023, the Transfer Center launched the Transfer Academy (TA), a support program open to all new students with the aim of helping them transfer to a university and start transfer planning early in their academic journey. The Transfer Center offers TA students resources, workshops, and connects students with counselors to help demystify the transfer process. Students in the Transfer Academy are required to take a 3-unit Counseling Pathways course in the fall and a 1-unit introduction to transfer course in the spring, which provides students with a learning community like support program. During the first year of the Transfer Academy in 2022-2023, 97 students were apart of the



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program, but only 7 students enrolled in the 1-unit transfer course in the spring. This year, we have 157 students in the 2023-2024 cohort and have created a more intentional orientation and onboarding process where students have signed participation agreements. We have also partnered with the Puente Program to streamline transfer information for that particular learning community. All Puente students are part of the Transfer Academy unless they opt out. We are hopeful that many more students will complete the Transfer Academy and enroll and complete COUN G205 in the spring term.

The CSU and UC launched Dual Admission programs for 2023-2024. These students were not admitted to the CSU or UC out of high school and will be offered a guaranteed transfer pathway, if they complete specific requirements. These students will attend GWC and complete transfer admission requirements but will have a confirmed spot at the campus they've designated when entering that agreement. The University of California or California State University will extend invitations to eligible students with the aim of increasing access to underrepresented groups with curricular, geographical, or financial challenges; increase graduation rates among underrepresented students; reduce costs and time-to-degree completion; and improve transfer pathways. Students will have three years to complete transfer requirements to maintain eligibility in the program and a guaranteed admission.

Despite the promotion of "dedicated support" to these Dual Admission students, we're finding that thus far, the Transfer Center has been their main point of contact for interpreting the requirements and steps necessary to maintain their admission status.

Starfish will be a new tool we can use to target Transfer Academy, Dual Admissions (CSU and UC, respectively), and transfer students generally. We can use Starfish to monitor and track student progress through the transfer pipeline, however, the program is not fully functional as of yet and will continue to be refined to ensure that the student populations are tagged appropriately so that they can be included in the case management process.

The Transfer Center needs a full time position offer flexible services--workshops, GPA calculations, application reviews, and other transfer services, over weekends and evenings in person and via Zoom--to our students. We are currently operating at capacity and the ability not only to serve our students but to expand our ability to help transfer more students is stifled due to staffing/funding restraints.

#2. College-Wide Priority (1-10 points):

How does this request align and directly support the [College's Goals](#)? How does this position address stated long-term college priorities identified by College plans? (e.g. Master Plan, Instructional Plan, Student Equity Plan, Facilities Plan) *Please cite the plans and goal(s).*

The request for additional staffing directly aligns and supports the college's goals of increasing enrollment, equity, success, and completion in several ways:

The request acknowledges that the college has implemented new transfer guarantee pathways (UC dual admission and CSU dual admission programs) to attract more students. Additional staffing can aid in the management and growth of these programs, making it easier for students to transition from the community college to a four-year institution. This, in turn, can attract more students to Golden West College, contributing to increased enrollment.

New staffing can ensure that these programs are accessible to a broader range of students, supporting equity initiatives such as the Transfer Academy. The request highlights the importance of the transfer academy, a support program aimed at increasing completion and transfer rates, as well as the attainment of Associate Degree for Transfer (ADT) degrees. Staffing is necessary to make this program successful, which directly supports the goal of improving completion rates as well as equity and success. When students receive proper guidance and support, they are more likely to complete their degrees and transfer successfully.



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Funding this position would also help the Transfer Center adapt to changing student needs. The request acknowledges that the college is experiencing changes in student demographics and needs, with more students seeking assistance due to complex situations. This includes students taking classes online at multiple community colleges. Additional staffing can help meet these evolving demands efficiently, ensuring that students receive the support they need, thus contributing to their success and completion.

Accessibility and Communication: The college's efforts to provide accessibility through various communication channels (Zoom, in person, live chat, email, phone) demonstrate a commitment to reaching and assisting students through multiple means. Additional staffing can help manage these channels effectively, ensuring that students receive timely and personalized guidance, which is crucial for their success and, ultimately, completion of their academic goals.

The Transfer Center staffing directly supports the college's goals by enhancing programs that attract students, promoting equity and success, improving completion rates, and adapting to changing student needs.

#3. Contributions to Other College Operations (20 points):

To what extent would the position requested benefit or serve other departments, programs, or plans?

The majority of GWC students aim to transfer to four-year institutions, and therefore, increasing access to transfer services is essential for students in almost every department and program. The requested position would facilitate access to transfer services for all students, regardless of their program or department.

Also, the Transfer Academy (TA), a one-year program set up like a learning community, is an example of how the requested position would serve other departments and programs. This program is open to all students, and we have partnered with Puente Program to enhance transfer opportunities for underrepresented students. Working with EOPS to expand support for underserved students who want to transfer.

There is potential to partner with other departments and programs such as Umoja, DSPS, Veterans Services, and Dual Enrollment students. These partnerships can help tailor transfer services to meet the unique needs of specific student populations.

The Transfer Center has obligations to the Federal Title V STEM Grant. The grant provided funding for several functions that are tied to, and housed in the Transfer Center, and the Transfer Center Coordinator has provided support and training for these positions to meet the goals of the grant.

Lastly, GWC's commitment to fostering transfer opportunities aligns with the broader institutional goals of many departments and programs. This position would help GWC meet its mission of providing a quality education and supporting student achievement, which benefits the college as a whole.

#4. Request fills a current position that has been filled by an hourly employee for over one year because there is a demonstrated need. (10 points):

(Determined by the Executive Team)

Included in the STEM Grant was a position tied to the Transfer Center: a full-time Transfer Mentor. The Transfer Mentor worked for two years assisting both the STEM grant and Transfer Center. We lost the Transfer Mentor position recently as she took a permanent position as Division Coordinator of Language Arts. The position was critical to the Transfer Center's ability to serve students through the pandemic and the transition back to campus. Our ability to serve the same number of students at the same level has been strained due to this loss.



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Please provide justification why the department wants the position to be permanent.

Since the pandemic, the nature of our work is growing more complex and the demands of our students has grown exponentially as well. By percentage, our Transfer Center helps transfer more student to the CSU and UC and posts more ADTs when compared to other colleges within our district and other community colleges of similar size and demographics. Despite these achievements, in comparison to other local colleges we do this with a quarter of the staffing and counselors.

We currently operate with one permanent full-time staff member. It is impossible to meet the needs of our transfer students and assist with the goals of the college to transfer more students without another permanent position.

Submitter's Signature: Click or tap here to enter text.

Date: 10/6/2023

Submitter's Signature: Click or tap here to enter text.

Date: Click or tap to enter a date.

Supervisor's Review

As the supervisor of this program, I have reviewed this request.

☐ No concerns

☐ I have concerns

Comments: Click or tap here to enter text.

Supervisor's Signature: Click or tap here to enter text.

Date: Click or tap to enter a date.

Vice President's Signature: Click or tap here to enter text.

Date: Click or tap to enter a date.

OFFICE USE ONLY

President's Recommendation:

☐ Hire position

☐ Hire one-year temporary

☐ Not hiring at this time

President's Signature: Click or tap here to enter text.

Date: Click or tap to enter a date.