

**Program Review & Planning
Request for Contract Classified Position
2018-19**

Please upload and submit this completed form through the SurveyMonkey program review module.

Department	Transfer Center		
Position Title	1.0 FTE Student Service Specialist (SSS)		
Salary Range	28	Annual Salary at Step B*	\$48,000
Hours/week and # of months	40 hrs. per week		

*For job Range and Salary information, see: <http://www.gcccd.edu/human-resources/salary-schedules.html>

- 1) Provide the following information for the *new position or the increase in FTE for an existing position* that is being requested, or for the request to fill a vacant, frozen or defunded position:

Position classification and number: 1.0 FTE Student Service Specialist (SSS), range 28

Proposed FTE: 1.0; 12-month

Contract type:

- 10-month
- 11-month
- 12-month**
- Seasonal (specify):
- What type of position is being requested? Replacement for a funded position, has been vacant since July 2009 (9.5 years)
- New general fund position
- Replacement for a funded position**
- Replacement for an unfunded position
- Position currently funded by grant funds
- Increase in the FTE for the position

Please attach the description for the position classification (contact GCCCD Human Resources to obtain this).

What are the actual duties and responsibilities that are specific to this requested position?
(100 words or less)

1. Organize and coordinate office activities in Transfer Center to assure timely and efficient office operations.
2. Assist in the preparation of budget as assigned; monitor expenditures; prepare requisitions as required
3. Greet Transfer Center visitors and answer telephones; screen and refer calls, schedule appointments and meetings or take messages as appropriate. Work closely with university representatives, work closely on implementing Annual Transfer Fairs and Annual Transfer Achievement Ceremony.

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4. Answer Transfer related questions and provide specialized information and assistance to students, instructors, university representatives, and others in assigned area of student services.
5. Communicate with other district Transfer Center departments and personnel, local high schools, community organizations and other outside organizations and agencies to exchange information and coordinate activities.
6. Transfer is one of the metrics of the funding formula and this position will help to increase number of students served in Transfer center which would lead to being prepared for transfer admission.

2) Is the position being requested in order to comply with state or federal mandates/requirements?
(Rubric Criterion 1)

Yes

Cite the specific mandate/requirement (100 words or less):

No

3) How are the duties of the requested position currently being performed, if at all?

Most of the duties of this position are performed by Transfer Center Coordinator, who is the counseling faculty, and remaining work is performed by student hourlies, including fliers/newsletters, as well as limited SARS functions. Some duties remain unperformed, including coordinating transfer days, various transfer workshops, classroom presentations, creating transfer related reports, etc.

Since more of the Student Services Specialist duties are not performed or underperformed, the transfer students are not being served efficiently.

Because, there is no current staff within the Transfer Center, all staff related workload falls on Transfer Center Coordinator and student hourlies, which directly impacts department services, and the ability for our students to transfer successfully.

How does the lack of this position impact the program or service area?

1. The major impact is that the program cannot grow, and has to limit the services to students.

Which affecting the number of students transferring. For instance, UCSD Day at Cuyamaca event, a mini fair at Cuyamaca that emphasizes various departments from UCSD was cancelled this year because Transfer Center Coordinator did not have time to plan this event. Also, other events are not being offered like SDEC mini fairs throughout a year, and more.

2. Transfer Center Coordinator has to focus on day to day activities of the Center instead of bigger picture, which effects students in the long run. Here are few examples on how lack of this position impacts the program and students:

- a. The transfer related information has been inaccurately dissimilated to students because of various student hourlies and their skill level. For instance, one student hourly, sent out an email to students asking them to complete the ADT verification, which created the confusion between students since the email was sent as an error. That added to the work load of the TC Coordinator since she had to contact over 100 students separately

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to clarify the confusing message. The consistent turnover requires new training which TC Coordinator lacks.

- b. Our relationship with four-year public universities (other than SDSU and UCSD) have not been maintained or established, which affects exposure to other transfer options for students.
- c. The transfer fairs are not elaborate and, do not include instructional participation which affects students.
- e. The TC office coverage is not consistent, we have gaps in coverage due to student hourly class schedule, and the access is limited at times.

Since the Transfer Center Coordinator performs most of this positions duties, in addition her time is spent on coordinating Transfer Center, helping students to learn more about other transfer options such as out-of- state universities, Ivy League universities, etc. Due to the high workload the Transfer Coordinator is not able to look into data on who TC serves and how TC can improve equity gaps when serving students, or work closely with DSPS/EOPS students.

What impact, if any, have frozen or vacant positions within the department had on services or staff workload?

The workload of the Transfer Center Coordinator has been impacted tremendously. She takes care of all the small details for the center, including ordering paper, other supplies, filing the facilities requests, working with duplicating for various events, updating the TC website, etc. The lack of ability to concentrate on students transferring has affected the overall number of students who could successfully transfer.

(200 words or less) **(Rubric Criteria 1)**

4. How has the program/service area changed over the most recent five academic years and/or how is it expected to change within the next five years (i.e. growth, additional services, increased workload and reorganization) that warrants this position? ****Please use both quantitative and qualitative data including, but not limited to: enrollment and productivity data, staffing or other studies, surveys, volume of students or employees served, total comp time accrued, number of hourly/ intern/ volunteer/work-study, and services provided.****

(200 words or less) **(Rubric Criteria 2)**

Years	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
# of students	9145	8474	7246	3390	5670
# of transfer student application to SDSU	20,308	21,402	22,573	23,051	22,977
# of transfer student application to UCSD	73	85	62	74	116
# of students indicated	5332	5322	5823	6224	6198

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educational goal as transfer at Cuyamaca					
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The table above clearly indicates that there has been steady increase in number of applicants to SDSU and UCSD in the past several years. The table also shows that number of students who seek transfer assistance have been decreasing. The number of students served in TC has significantly decreased in 2016-2017 because TC Coordinator was filling in as acting Chair of General Counseling and in 2017-2018 TC Coordinator was heavily involved with Guided Pathways initiative. This does not mean that students do not need help, it means that we are not meeting student’s needs.

5. How would this position’s main duties specifically support the institution’s strategic priorities?
 1. Acceleration
 2. Guided Student Pathways
 3. Student Validation and Engagement
 4. Organizational Health

Priority #2 Guided Student Pathways: This position directly supports Guided Student Pathways as transfer students need to choose a transfer pathway to reach their educational goals. Transfer is one of the metrics of guided pathways and we need comprehensive transfer services to ensure our students meet their transfer goals.

Priority #3 Student Validation and Engagement: The Transfer Center provides validation and engagement; helping diverse student populations understand their role in transfer process. Also, the Transfer Center encourages students to become an advocate of their education path.

Priority #4 Institutional Health: The Transfer Center is a priority for the transfer students. This position will improve the institutional health by providing ongoing support to the faculty, students, classified staff, and student hourly. Transfer is one of the metrics of the new funding formula and lack of this position will impact the funds the Transfer Center/Counseling department will receive.

Having this position in the Transfer Center will be make a crucial difference when it comes to Guided Pathways work Cuyamaca College is embarking on. The student service specialist alongside of the Transfer Center Coordinator will help students to enter their transfer pathway and stay on their path by conducting the transfer pathway workshops, creating and maintaining pathways with four-year institutions, maintaining current information on the transfer center website and ensuring students’ validation and engagement.

(200 words or less) **(Rubric Criteria 3)**

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6. How will the position impact the ability of the program or service area to innovate and meet changing needs?

(150 words or less) **(Rubric Criteria 3)**

By having a consistent presence year after year in the TC, students will have a more rich experience of the TC and its services. Currently, we have Band-Aids by using student hourly. The consistent turnover, new training required and always changing schedule means there is no room for innovation or to accommodate changing needs. With a full-time, regularly structured employee, the TC can finally be on its way of becoming the comprehensive center the students/faculty/staff deserve.