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**COMPLETE**

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Page 1: Classified Position Request Form

**Q1** Please enter the following:

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

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**Q2** Provide the following information for the new position or the increase in FTE for an existing position that is being requested, or the request to fill a vacant, frozen or defunded position:

**Respondent skipped this question**

<b>Q3</b> Contract type	<b>12-month</b>
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<b>Q4</b> What type of position is being requested?	<b>Replacement for an unfunded position</b>
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**Q5** Please attach the description for the position classification (contact GCCCD Human Resources to obtain this).

**STUDENT SERVICES SPECIALIST-TRANSFER CENTER-COUNSELING.doc (37KB)**

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**Q6** 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.
  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.
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**Q7** Please address the following: How are the duties of the requested position currently being performed, if at all? How does the lack of this position impact the program or service area? What impact, if any, have frozen or vacant positions within the department had on services or staff workload? (200 words or less) (Rubric Criteria 1)

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.

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.

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 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.

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**Q8** 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 Criterion 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 educational goal as transfer at Cuyamaca 5332		5322	5823	6224	6198

The data above clearly indicates that there has been steady increase in number of applicants to SDSU and UCSD in the past several years. The data 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.

**Q9** How would this position's main duties specifically support the institution's strategic priorities? Acceleration Guided Student Pathways Student Validation and Engagement Organizational Health (200 words or less) (Rubric Criterion 3)

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.

**Q10** How will the position impact the ability of the program or service area to innovate and meet changing needs? (150 words or less) (Rubric Criterion 3)

By having a consistent presence year after year in the TC, growth of the Department, 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.

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**Q11** Please confirm that you have discussed this faculty position request with the Division Dean and that you understand that Division Deans will be providing feedback to help inform the prioritization process.

**Yes, I have discussed this position request with the Division Dean**

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