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Page 1: Classified Position Request Form

Q1

Please enter the following:

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 (e.g., 10-month, 11-month, 12-month)	40 hrs. per week

Q2

Replacement for a funded (vacant) position

What type of position is being requested?

Q3

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

STUDENT SERVICES SPECIALIST-TRANSFER CENTER-COUNSELING.doc (41KB)

Q4

What are the actual duties and responsibilities that are specific to this requested position that you would like to highlight to help the Classified Hiring Priorities Committee understand the need for this position?(200 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, answer emails, work students through zoom, assist Transfer Center Coordinator during zoom and face to face workshops; 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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Q5

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 lack of this position impacts the program as follows:

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 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.

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.

Q6

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	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
# of students met Counselor in TC	1119	835	1587	1154	3153
# of transfer student application to SDSU	22,573	23,051	22,977	24,500	25,350
# of transfer student application to UCSD	8150	9802	9595	18,782	19,257
# of students indicated educational goal as transfer at Cuyamaca	11,908	12,395	12,373	11,522	11,772

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 the number of students who seek transfer assistance has been increasing. The number of students who indicated their educational goals as transfer at Cuyamaca is based on Cuyamaca College-wide data for fall and for spring. The duplicated data on number of students who met a Counselor in the Transfer Center is based on SARS data. The duplicating data is used to show the volume of services provided to students. This includes appointments, drop-in counseling and application workshops. The number of students served in TC significantly decreased in 2016-2017 because the TC Coordinator was filling in as acting Chair of General Counseling and part time faculty ran TC. In spring 2019, TC Coordinator was on Sabbatical and full time faculty ran TC. Since working remotely, TC started to track more closely the emails/phone calls made by TC Counselors. In Spring 2020, there was total of 417 emails and phone calls, these are in addition to the already reported 3153 contacts. This data clearly indicates that the campus and students need a Transfer Center that offers comprehensive services.

Q7

Which of the College's strategic priorities will this position most directly support? Note: Selecting more than one strategic goal will not impact the Classified Hiring Priorities Committee rating of the position.

- Guided Student Pathways,**
- Student Validation and Engagement,**
- Organizational Health**

Q8

Please explain how the requested position will support the college strategic priority(ies) identified above. (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.

Q9

How will the position impact the ability of the program or service area to innovate and meet changing needs? (200 words or less) (Rubric Criterion 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. During the pandemic, TC had 1 student hourly, that worked for 10 hrs per week and gave 2 weeks notice in January 2021. 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.

Q10

Please confirm that you have discussed this faculty position request with the dean or manager and that you understand that deans and managers will be providing feedback to help inform the prioritization process.

Yes, I have discussed this position request with the Dean or Manager