

#1

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Tuesday, December 07, 2021 9:43:17 AM
Last Modified: Tuesday, December 07, 2021 12:52:51 PM
Time Spent: 03:09:33
IP Address: 160.227.129.158

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

Current goal this position will directly advance/support

Goal #1. Implement smooth and efficient day-to-day operations by streamlining Transfer Center operations in order to increase the number of students receiving transfer-related services.

Q3

How will this position directly advance/support the goal listed above?

Based on College-wide data, the top three degrees awarded in 2016-2017 and 2017-2018 were University Studies Social and Behavioral Sciences, Business Administration for Transfer, and University Studies Science and Math. Over 63% of students applied to Cuyamaca indicated 'transfer' as their educational goal. This clearly indicates that students need continued support and various services from the Transfer Center. TC was able to provide somewhat adequate services in 2020-2021 year since all them were virtual. However, TC cannot provide adequate services to transfer students when it is offered face to face because most of the duties of transfer center classified support staff are performed by Transfer Center Coordinator, who is the counseling faculty, and remaining work is performed by student hourlies, including fliers/newsletters, social media, as well as limited SARS functions. Some duties remain unperformed, including coordinating transfer days, various transfer workshops, classroom presentations, creating transfer related reports, working on how to close equity gaps, etc.

Q4**Replacement for an unfunded position**

What type of position is being requested?

Q5

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

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

Q6

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; screen and refer calls, answer TC emails, schedule appointments and meetings or take messages as appropriate.
 4. Assist with various remote services.
 5. Work closely with university representatives on implementing Annual Transfer Fairs and Annual Transfer Achievement Ceremony.
 6. Answer transfer related questions and provide specialized information and assistance to students, instructors, university representatives, and others in assigned area of student services.
 7. Communicate with GC Transfer Center and other district personnel, local high schools, community organizations and other outside organizations and agencies to exchange information and coordinate activities.
 8. 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.
 9. Help with various transfer reporting documents.
-

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. Some duties remain unperformed, including coordinating transfer days, various transfer workshops, classroom presentations, creating transfer related reports, continuously working on closing the equity gaps, etc. Since the Student Services Specialist's duties are not performed or underperformed, the transfer students are not being served efficiently and complete transfer steps successfully.

The major impact is that the program cannot grow, and has to limit the services to students. This affects the number of students completing the transfer steps successfully, thus transferring. For instance, UCSD Day at Cuyamaca event, a mini fair at Cuyamaca that emphasizes various departments from UCSD was not offered 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 did not focus on day to day activities of the Center in 2020-2021 year because the services were offered virtually. However, TC Coordinator will have to focus on day to day activities since services will be offered face to face in upcoming years. Here are few examples on how lack of this position impacts the program and students:

- a. The transfer related information has been inaccurately disseminated to students because of various student hourlies and their skill level. The consistent turnover requires new training every two to three years.
- b. Cuyamaca's 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 face to face 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, traing faculty, advocating for students who have been denied admission, 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 intentionally work closely with students of color.

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	2018-2019	2019-2020	2020-2021
# of TC appointments	1919	1244	1560
# of transfer student application to SDSU	24500	25350	25400
# of transfer student application to UCSD	18782	19297	12330

The data above comes from SARS and SDSU/UCSD websites and it clearly indicates that there has been steady increase in number of transfer applicants to SDSU and UCSD in the past several years. The number of student appointments with a counselor in TC was higher in 2018-2019 because there were 2 part time faculty working along side of Transfer Coordinator. The number of students appointments have increased in the past two years even though only 1 part time counselor and Transfer Coordinator served students, this data does not include over 2,000 emails and over 100 phone calls made in the past year.

Q9

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**

Q10

Please explain how the requested position will support the college strategic priority(ies) identified above. (200 words or less) (Rubric Criterion 3)

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.

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

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.

Q11

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, growth of the Department, students will have a more rich experience of its services. Currently, we have Band-Aids by using student hourly, and working virtually alleviated some of the work load. However, the constant 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.

Q12

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