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COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, December 12, 2022 1:35:39 PM
Last Modified: Tuesday, December 13, 2022 9:54:21 AM
Time Spent: 20:18:42
IP Address: 23.126.152.141

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*	\$48000
Annual Salary at Step B*	Range 28
Hours/week and # of months (e.g., 10-month, 11-month, 12-month)	12 months 40 hrs

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 last 5 years were ADT in Business Administration, University Studies Social and Behavioral Sciences, and University Studies Science and Math which are all majors that transfer students follow. Over 65% 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). TC was able to provide somewhat adequate services in 2021-2022 year because of hybrid modality. However, TC cannot provide adequate services to transfer students when it is offered only face to face because most of the significant 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, phone calls. 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 a funded (vacant) position**

What type of position is being requested?

Q5

Please attach the description for the position classification (job descriptions are posted on this GCCCD Human Resources webpage).

STUDENT%20SERVICES%20SPECIALIST-TRANSFER%20CENTER-COUNSELING.doc (41KB)

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. Help with various transfer reporting documents.
 9. Assist with in person and virtual workshops/
 10. 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.
 11. Coordinate Transfer Days per ACP.
 12. Provide Classroom presentations about Transfer Services.
 13. Work closely with EOPS, UMOJA, Foster Youth, Pathways students to continuously work on closing equity gaps by coordinating HBCU Transfer Fairs, taking students to the campus tours, etc.
 14. Maintain TC Canvas Shell and TC website.
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Q7

Please address the following: How are the duties of the requested position currently being performed, if at all? If duties are being performed by a grant-funded position, when will the grant end? How does the lack of this position impact the program's or service area's ability to serve students? ^{**The Classified Hiring Priorities Committee will also consider the program review data provided by the IESE Office in reviewing this request. (Rubric Criterion 1)**} (200 words or less) (Rubric Criterion 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 amount of transfer students being served is limited.

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, in 2021-2022 TC started to offer in person services, which lead to TC Coordinator focusing on day to day activates. Here are few examples on how lack of this position impacts the program and students:

- a. the transfer related information can be dissimilated to students only if TC coordinator approves the emails or announcements that go out 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.
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Q8

How has the demand for program/department services increased over the past 3 to 5 years? How have workloads in the program/department increased over the past 3 to 5 years? **Please use both quantitative and qualitative data including, but not limited to: details of a new program, service, or initiative; number of students served; number of appointments; number of visits; number of workshops; total overtime/comp time accrued, number of hourly/intern/volunteer/work study in program/service area and services provided.** (200 words or less) (Rubric Criterion 2)

Years	2019-2020	2020-2021	2021-2022
# of TC Counselor Contact	1244	1560	1659
# of transfer student application to SDSU	25350	25400	26340
# of transfer student application to UCSD	19297	11810	12330

The unduplicated 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 contacts in TC have increased, this could be due to the hybrid modality of the services provided. This data does not include over 2,200 emails, phone calls made to students by TC student hourly/counseling faculty.

The major impact is that the program cannot grow significantly, 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 in the past 5 years 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.

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 has limited time looking into data on who TC serves and how TC can improve equity gaps when serving students, or intentionally work closely with disadvantage student population.

Q9

Increase Completion and Eliminate Equity Gaps,

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.

Increase Hiring and Retention of Diverse Employees

Q10

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

The Transfer Center's priority is the transfer students and to close equity gaps. This position will allow TC to work on closing equity gaps 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 and partnership with Academic & Career Pathways (ACP). 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 designed for specific ACPs, 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 this position improve the student experience at Cuyamaca College?(200 words or less) (Rubric Criterion 4)

By having a consistent presence in the TC will allow growth of the department, students will have a more rich experience of its services. Currently, we have Band-Aids by using student hourly. 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

How many more students will the position serve, and who will it serve?(200 words or less) (Rubric Criterion 4)

At least another 500 more student speaking anecdotally speaking, all transfer students.

Q13

How will this position address college equity goals, as well as overall access, retention, and success?(200 words or less) (Rubric Criterion 4)

Having this position in the Transfer Center will be make a crucial difference when it comes to overall access, and success as mentioned previously it will allow to have more consistency in variety of services TC could provide.

Q14

How will the program or service area measure the impact of this position on the student experience?(200 words or less) (Rubric Criterion 4)

By seeing that there is a stead grow of number of students served in TC every year which indicates that there is a need for students to have more comprehensive services and various activities that would enhance student's transfer experience.

Q15

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

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

Q16

How could the process and/or CHPC guidance for preparing and submitting new classified position requests be improved?

Being consistent: the Draft and the Actual request form should match. There are more section in the Actual form at the end than there were in the Draft.
