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COMPLETE

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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*	\$48,000
Hours/week and # of months (e.g., 10-month, 11-month, 12-month)	12 moths 40 hrs. per week

Q2

Current program goal (as listed in comprehensive program review/annual update) this position will directly advance/support:

This position will advance Goals 1, 2, and 3. Goal 1: Implement smooth and efficient day-to-day operations by streamlining Transfer Center (TC) operations in order to increase the number of students receiving transfer-related services. Goal 2: Create partnerships with instructional areas, local high schools, and transfer institutions to improve students' transfer experience. Goal 3: Identify the barriers to transfer for students.

Q3

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

Based on College-wide PR data, over 64% of students applied to Cuyamaca indicated 'transfer' as their educational goal. This clearly indicates that TC needs to have an adequate support to provide services to more than half of Cuyamaca College student population. TC works closely with Academic & Career Pathways (ACP) leads, university representatives and counseling faculty to disseminate the transfer related information. This position is important part of in reach and outreach to students with goal of minimizing the equity gaps and barriers to transfer.

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 (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? How does the lack of this position impact the program's or service area's ability to serve students? (300 words or less)

This position has been vacant in the past 14 years. The most crucial duties and responsibilities are listed below:

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, and help with various transfer reporting documents.
 3. Greet Transfer Center visitors and answer telephones; screen and refer calls, answer TC emails, schedule appointments and meetings.
 4. Assist with various remote services.
 5. Work closely with university representatives on implementing Annual Transfer Fairs and Annual Transfer Achievement Ceremony, college visits, and campus visits.
 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. Follow up with CSU Transfer Success Path and UC Dual Admission students and UCSD ULink students.
 9. Assist with in person and virtual workshops.
 10. Help increase number of students served in Transfer Center with intention to minimize the barriers to transfer.
 11. Coordinate Transfer Days per ACP, work closely with ACP leads.
 12. Provide presentations about Transfer Services during fairs, high school events, and more.
 13. Work closely with EOPS, UMOJA, Foster Youth, Pathways students to continuously work on closing equity gaps.
 14. Maintain TC Canvas Shell and TC website with up to date.
 15. Be responsible for TC's visibility on campus.
 16. Represent Transfer Center on campus events, like Find Your Pack, Career Fair, and more.
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Q7

* 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. 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.

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 (this takes time from direct student contacts) the emails or announcements that go out to students, because of various student hourlies and their skill level. This applies to any emails that need to be send to the university reps regrading campus visits, transfer fairs, and more. The consistent turnover requires new training.
- b. Cuyamaca' s relationship with four-year public universities (other than SDSU and UCSD) have not been continuously maintained or established, which affects exposure to other transfer options for students.
- c. The transfer fairs do not include instructional facility's participation which affects students.
- e. TC Coordinator has very limited time to explore and implement options on how to close equity gaps and focus on minimizing barriers to transfer on regular basis.

Q8

Respondent skipped this question

* OPTIONAL: If duties are being performed by a grant-funded position, when will the grant end?

Q9

Please describe how the program/department has changed over the past 3 to 5 years and how this position will help the department serve more students directly or indirectly?

Years	2019-2020	2020-2021	2021-2022	2022-2023
# of TC Counselor Contact	1244	1560	1659	1702
# of transfer student application to SDSU	25350	25400	26340	23,034
# of transfer student application to UCSD	19297	11810	12330	19,942

Q10

* How has the demand for program/department services increased/changed over the past 3 to 5 years?

The unduplicated data above comes from SARS and SDSU/UCSD websites and it 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 1200 emails, phone calls made to students by TC student hourly and TC counseling faculty. The workload is constantly changing, the new CSU Transfer Admission Pathway (TSP) & UC Dual Admission programs will impact TC services even more, since this a new program and it's a guaranteed option to participating students, and TC will be responsible to contact and follow up with these students to make sure that they on track on semester basis. Also, TC is heavily involved with ADT verification process every year to make sure that students do not fall through cracks and have the opportunity to earn their degrees and transfer.

Q11

* How have workloads in the program/department increased/changed over the past 3 to 5 years?

The workload will increase because in addition to services that TC have been providing, the new CSU Transfer Admission Pathway & UC Dual Admission programs will impact TC services even more, since this a new program and it's a guaranteed option to participating students, and TC will be responsible to contact and follow up with these students to make sure that they on track on semester basis. Also, TC is heavily involved with ADT verification process every year to make sure that students do not fall through cracks and have the opportunity to earn their degrees and transfer.

Q12

* How many more students will the position serve, and who will it serve?

TC is serving around 19 % of transfer students without this position. Over 64% of students indicated that their educational goal is transfer at Cuyamaca College. The hope is with this position, the percentage of transfer students served will increase.

Q13

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 Completion and Eliminate Equity Gaps,
Increase Hiring and Retention of Diverse Employees**

Q14

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

Increase Completion and Eliminate Equity Gaps: In the past 2 years, the Transfer Center Coordinator worked with Transfer Center Equity Workgroup to close equity gaps. This work must be consistent in order for students to stay engaged, understand their role in transfer process, and be ready to transfer. The work group has piloted various activates to see if any of them could be helping in closing equity gaps. The classified staff could enhance these efforts even further.

Increase Hiring and Retention of Diverse Employees: The Transfer Center's priority is the transfer students, to close equity gaps, and to minimize the barriers to transfer. This position will provide ongoing support to the faculty, students, classified staff, and student hourly. Transfer is one of the metrics of the new funding formula and it is important to retain the diverse employees to serves diverse student population.

Having this position in the Transfer Center will be make a crucial difference when it comes to continuing the partnership with Academic & Career Pathways (ACP) leads, counseling faculty, staff and students. 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, working closely with UCSD ULink, CSU TSP and UC Dual Admission students, continue provide hands on support to students during ADT verification process, and maintaining current information on the transfer center website and TC Canvas shell.

Q15

How will this position improve the student experience at Cuyamaca College? 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 having a consistent classified 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, even though the number of activities that are expected to be provided by TC have grown in the past few years. Examples of that: 1. ADT Verification, 2. CSU TSP & UC Dual Admission; 3. Providing Outreach to HS student with low social economic background, 4. Providing services with intention to close equity gaps through in reach and outreach.

The constant turnover, new training required and always changing schedule means there is no room for innovation or to efficiently 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.

Q16

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

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 about the division's priorities and needs to help inform and may impact the prioritization process.

Q17

In an effort for continued improvement of the Classified Position Request Process, the CHPC would like your feedback regarding the CHPC guidance and process for submitting new classified positions requests.

For the draft Word Doc, under these questions should be text boxes for consistency, because there are text boxes for the other questions.

Program or Service Area Potential for Growth

Please describe how the program/department has changed over the past 3 to 5 years and how this position will help the department serve more students directly or indirectly?

- How has the demand for program/department services increased/changed over the past 3 to 5 years?
- How have workloads in the program/department increased/changed over the past 3 to 5 years?