

#8

COMPLETE

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Page 1: Classified Position Request Form

Q1

Please enter the following:

Department	Career Services
Position Title	STUDENT SERVICES SPECIALIST - CAREER CENTER
Salary Range*	28
Annual Salary at Step B*	49,668
Hours/week and # of months (e.g., 10-month, 11-month, 12-month)	40 hours/week, 12-month

Q2

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

Increase Student Touchpoints with Career Services, with a focus on enhancing the career readiness of underrepresented students.

Q3

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

- Address a critical staffing gap in the Career Center, which is currently operated by one full-time supervisor with no additional classified staff, supported only by student workers.
- Expand and sustain student access to Career Services by providing consistent classified staffing to maintain established operational hours, ensuring continuity of services when the Career Services Supervisor is out sick, on vacation, or engaged in required campus or district responsibilities.
- Increase student touchpoints with Career Services by supporting the coordination and delivery of career workshops, career fairs, employer events, and student appointments.
- Support implementation and scaling of Cuyamaca's career readiness pilot program (Career Launch), which is designed to enhance career readiness for underrepresented students through structured workshops, coaching, and career exploration activities.
- Assist with daily Career Center operations, including front-line student support, appointment coordination, data tracking, and program logistics necessary to manage increased student demand.
- Train, supervise, and support student workers and peer advisors, strengthening service delivery while building student leadership and workforce readiness skills.
- Provide operational and programmatic support that allows the Career Services Supervisor to focus on high-impact responsibilities essential to achieving program goals, including program development and evaluation, grant management, employer engagement, and campus partnerships.
- Ensure the Career Center can sustain recent growth in student participation and avoid reductions in appointments, workshops, or services due to current staffing limitations.

Q4**Additional general fund 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).

C.28%20-%20STUDENT%20SERVICES%20SPECIALIST%20CAREER%20CENTER.pdf (91.7KB)

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)

The Student Services Specialist will assist with organizing and coordinating the day-to-day operations of the Career Center to ensure consistent, high-quality service delivery while supporting the expansion of Career Center programming. Key duties include:

- Coordinating daily Career Center operations, including front-line student support, appointment scheduling, and service coverage during established business hours.
- Assisting with scheduling, logistics, and on-site support for career workshops, employer events, and campus partner activities.
- Supporting the implementation, coordination, and scaling of the Career Launch career readiness program, including delivery of multiple cohorts per semester through schedule coordination, logistics management, participation tracking, and workshop support.
- Responding to increasing requests from faculty and categorical programs for career readiness training and Career Launch participation, expanding equitable access to services.
- Participating, as directed, in the training and day-to-day direction of hourly personnel and student workers to ensure consistent service standards and operational coverage.
- Assisting with data tracking, reporting, and operational follow-up related to student services, workshops, and Career Launch outcomes.
- Providing operational support that allows the Career Services Supervisor to focus on program development, evaluation, grant management, employer engagement, and campus partnerships necessary to scale services and meet institutional goals.

Currently, the Career Center has one full-time supervisor and no classified staff, relying solely on student workers for limited support. As a result, the Career Center cannot sustain consistent operations when the supervisor is unavailable, student appointment capacity has already been reduced due to staffing constraints, and workshops outside of the cohort-based Career Launch program have been eliminated. Without this position, high-impact programming—including Career Launch—cannot be scaled, limiting the Career Center's ability to meet growing student, faculty, and categorical program demand and reducing access to career readiness services for underrepresented and economically disadvantaged students.

Q7

* How are the duties of the requested position currently being performed, if at all?

At present, the Career Services Supervisor is providing limited coverage of classified-level operational duties in order to maintain basic Career Center functions; however, this temporary coverage is insufficient to meet the volume and scope of requested workshops, trainings, and programs. As a result, the Career Center is currently unable to fulfill workshop and training requests from faculty and categorical programs and is only able to offer four workshops per semester that are exclusively part of the cohort-based Career Launch program. Additionally, the Career Center does not have the operational capacity required to plan and deliver a career fair. Consequently, students are not being adequately served, as access to career readiness workshops, employer engagement opportunities, and timely support is significantly limited. This staffing model relies on stopgap measures, is not sustainable, and constrains the Career Center's ability to respond to campus demand and support current and projected student needs.

Q8

Respondent skipped this question

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

Q9

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

Over the past 3–5 years, the Career Center has experienced significant growth. Students receiving Career Center services more than doubled, increasing from 232 students in 2022–2023 to 544 students in 2024–2025. Individual appointments increased from 328 in 2023–2024 to 781 in 2024–2025, reflecting a substantial rise in direct student engagement. Growth includes increased participation by students who are economically disadvantaged (75%), first-generation (36–38%), Hispanic/Latiné (41–46%), and African American/Black students (6–7%).

To meet rising appointment demand, the Career Center expanded student workers from 3 to 15; however, student staffing alone cannot sustain operations or program coordination. Recently, the Career Center also became Cuyamaca's hub for a new partnership with the District's United Domestic Workers (UDW) program, supporting college enrollment and career readiness for domestic workers and their families.

Through Career Launch, a three-year, grant-funded program, the Career Center now has—for the first time—the opportunity to scale career readiness collegewide. This expansion aligns with California AB 323, which prioritizes equitable access to paid work-based learning. Dedicated classified staffing is essential to sustain growth, execute multiple program cohorts, and reach the goal of serving 1,000 students annually as enrollment now exceeds pre-COVID levels.

Q10

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 Equitable Access,

Increase Persistence and Eliminate Equity Gaps,

Increase Hiring and Retention of Diverse Employees

Q11

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

The requested Student Services Specialist will directly support the College's strategic priorities of Increasing Equitable Access, Increasing Persistence and Eliminating Equity Gaps, and Increasing Hiring and Retention of Diverse Employees.

This position will expand equitable access by increasing the Career Center's capacity to deliver appointments, workshops, and structured career readiness programming—particularly for underrepresented students who rely on consistent, relationship-based support to navigate career and educational pathways. Adequate classified staffing ensures continuity of services and sustained access as enrollment and demand increase.

Career readiness services inherently support persistence by helping students connect their academic experiences to clear career pathways and develop the knowledge, skills, and confidence needed to achieve gainful employment or successful transfer. Students who understand how their education aligns with their career goals are more likely to remain enrolled and persist toward completion. The Career Center's work is intentionally equity-focused, serving underrepresented populations including immigrants and refugees, single parents, foster youth, first-generation students, and economically disadvantaged students. Hiring a classified professional with lived experiences and backgrounds reflective of the students served will strengthen culturally relevant services, build trust, and support the retention of diverse employees who enhance student engagement and long-term program sustainability.

Q12

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)

The Student Services Specialist will improve the student experience by increasing access to timely, consistent, and high-quality career readiness support. With dedicated classified staffing, students will experience shorter wait times for appointments, increased availability of career readiness programming, and greater continuity of services during business hours. This position will also support expanded delivery of the Career Launch program, allowing more students to participate in structured, cohort-based career preparation that builds clarity, confidence, and connection to career pathways and paid work-based learning opportunities.

Students—particularly those from underrepresented and economically disadvantaged backgrounds—will benefit from a more welcoming, culturally responsive Career Center that provides sustained guidance and relationship-based support as they work toward their academic and career goals.

The program will measure the impact of this position on the student experience using both quantitative and qualitative data, including: increases in the number of students served, appointments completed, workshops and Career Launch cohorts offered, and participation in paid work-based learning opportunities; and student satisfaction and feedback collected through surveys and program evaluations. These measures will be reviewed regularly to assess effectiveness and guide continuous improvement.

Q13

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.

Yes, I have discussed this position request and its priority relative to other requests within the division/department with my dean/manager

Q14

Date / Time

10/06/2025

Date of meeting (with dean/manager):

Q15

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.

Respondent skipped this question