

#13

COMPLETE

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Page 1: Classified Position Request Form

Q1

Please enter the following:

Department	Student Success & Equity
Position Title	Student Success Liaison
Salary Range*	36
Annual Salary at Step B*	\$62,928
Hours/week and # of months (e.g., 10-month, 11-month, 12-month)	12

Q2

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

Goal 1: Develop a sustainable, data-informed infrastructure for the Student Success & Equity Unit

Q3

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

This position is critical to supporting a sustainable student engagement center structure and operations. With only one full-time, permanent position (In-Reach/FYE Coordinator) to open and maintain the three affinity group-focused student engagement centers, there is not ample staffing to ensure continuity of operations of the centers if the In-Reach/FYE Coordinator needs to be out of the office for any number of reasons (vacation, illness, conference travel). The Student Success Liaison position will play a critical role in creating a more sustainable structure and staffing for the Student Success & Equity unit and for the student engagement centers specifically. The Student Success Liaison will help implement equity-minded programming in the centers to validate students' social and cultural experiences and build a stronger sense of support and belonging for students in the Black Student Success Center, Queer Center, and Together We Rise Latine/Latinx Student Center. This position will also interface with students directly to provide referrals to campus and community supports and implement success workshops and activities. Working closely with and reporting to the In-Reach/FYE Coordinator, this position will assist in outreach and marketing for the centers, scheduling activities and events in the centers, tracking student participation, and liaising with the Umoja program and Puente program counselors to ensure students have access to the resources they need to be successful.

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.36%20-%20STUDENT%20SUCCESS%20LIAISON.pdf (117.6KB)

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)

As noted above, this position is critical to ensuring continuity of operations of the affinity-group based student engagement centers (Black Student Success Center, Queer Center, and Together We Rise Latine/Latinx Student Center). At present, there is only one full-time, permanent district position allocated to these centers: the In-Reach/FYE Coordinator. Whether the centers are co-located, as two of them currently are (temporarily), or if they are in separate locations, there is a need for an additional staff member to keep the centers open and assist students. The Student Success Liaison would serve these critical roles. In addition, this position would directly serve students by providing referrals to campus and community support services, conducting outreach for the centers and related programming, and following up with student questions/requests for assistance. In addition, the Student Success Liaison would help schedule workshops and events in the centers and help plan equity-minded engagement and validation activities for students. Lastly, the Student Success Liaison would play a vital role in helping to connect students with the Puente program counselor/coordinator and/or the Umoja program counselor/coordinator.

Q7
* How are the duties of the requested position currently being performed, if at all?

The duties of the requested position are currently being performed for the Black Student Success Center by a grant-funded position that will end on June 30, 2025. There is no similar position for the Together We Rise Center or Queer Center. Some duties are being performed by the In-Reach/FYE Coordinator with the support of student workers; however, the level of responsibility needed for this position exceed what can be expected for temporary/part-time staff. In order for the three affinity group-based centers to build sustainable programming and have open hours for students, this position is greatly needed.

Q8
* OPTIONAL: If duties are being performed by a grant-funded position, when will the grant end?

As previously noted, some duties are being performed by a grant-funded position that ends on June 30, 2025.

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)

Since the opening of the Together We Rise Latine/Latinx Student Center in Fall 2022, there has been a steady demand for student support and validation and engagement activities. Hundreds of students visited the center each month in its first year, and the original Annex 2 Location also made it very accessible to student athletes and students taking classes in the B Building. Thus, utilization increased further into 2023-24. Due to staff turnover and other unforeseen staffing changes, utilization for the center declined in summer and early fall 2024; however, with increased programming and campus and community partner presentations, visits to the center increased in late fall 2024. Currently, visits to the center are tracked via SARS and student sign-ins for events. The Queer Center was just added as a location on SARS in mid-fall 2024, and the Black Student Success Center is having a soft opening in January 2025; thus comparison data are not available for these two centers (yet). Based on feedback from other student support areas, students have expressed the need for services at each center and regularly inquire about center programs, services, and events. Marketing for the centers is ramping up for spring 2025; thus, utilization of center services is only expected to increase.

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

Q11

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

The Student Success Liaison position will support increasing equitable access by creating welcoming, validating, and engaging spaces and programming for students from the College's most disproportionately impacted groups. The affinity group-based centers are heavily focused on engagement and retention activities, including in-reach and connecting students with campus and community supports to ensure their continued enrollment and success.

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)

This position is intended to improve the student experience by creating welcoming, validating, and engaging spaces and activities for students from the College's most disproportionately impacted groups. The position will also connected students to campus resources, including the Puente program and Umoja program, as well as community resources to support student retention. The position will directly serve students by providing assistance when students arrive at the centers, answering questions, scheduling meaningful and culturally-relevant activities, and liaising with other programs on campus to provide wrap-around support for students. The impact of the position will be measured by student visits to the affinity group-focused student engagement centers, student participation in center workshops, events, and activities, referrals to campus services, and surveys of students who connect with the centers.

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 of meeting (with dean/manager):

Date / Time

11/19/2024

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