

Student Services All-Staff Meeting
MINUTES
14-NOV-2008

In Attendance:

Liz Allen, Bianca Andersen, Jill Board, Lois Bozarth, Sara Brown, Paula Caudill, Kim Clark, David Cornell, Candace Cornett, Anna Sue Eldridge, Deb Ernst, Dawn Fidel, Karee Hamilton, Amy Kennedy, Valerie Lane, Crystal Leffler, Jan Moline, April Nail, Heather Ostash, Kathy Paradise-Clark, Mary Peoples, Jason Ruiz, Kathy Salisbury, Kimberlee Schwartz, Jennifer Schwerin, Sandra Smith, Shelly Stoffel, Paula Suarez, Rochelle Sutton, Penny Talley, Yolanda Vasquez, Tina Whisman

Absent:

Joann Spiller, Kimberly Blackwell

On Friday, November 14, 2008, the staff from all departments of Student Services, including Counseling, Special Services, Financial Aid, Admissions & Records, and Student Activities, met. Breakfast refreshments were served between 9:30 – 10:00.

Beginning at 10:00 AM, Jill Board addressed the group and talked about the Student Services One-Stop Center concept and where we are with that plan. It is currently on hold until sufficient funding is secured.

In the meantime, the Science modernization project has begun on the 3rd floor in the main building of the college. Once the first phase of that project is completed (the creation of a large swing-space), some of the Student Services departments will be required to re-locate to that area sometime during the spring or summer of 2009. The departments directly affected are Counseling and Special Services.

The anticipated length of stay in the swing-space is estimated to be 3-6 months for the Counseling department, depending on how quickly the rest of the third-floor remodeling is completed and where we are in the semester. Counseling will not be asked to move during their peak times of providing service to students. Special Services is expected to be located in the swing-space much longer (2-3 years or longer).

The group was also informed that there is currently \$15 million set aside to do a re-model on the existing Student Center located on the first floor.

Jill also provided the group with a budget update. Currently, the State of California is looking at a deficit of \$11billion for the 2008-2009 fiscal year. Additionally, the deficit for 2009-2010 is estimated to be \$13 billion and another \$7 billion for 2010-2011. Cerro Coso anticipates a 9% mid-year budget reduction for 2008-2009. Reduced spending and the college reserves will get us through this fiscal. It is anticipated that categorical funds will be cut by approximately 10% for 2008-2009.

The good news is that enrollment is up by over 100 FTS from what was originally submitted. This could have a positive impact on the anticipated budget cuts.

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At approximately 10:20, all staff members except those in the Counseling and Special Services departments were dismissed. The remaining employees were split into four small groups to discuss the upcoming move. Three questions were written on the blackboard and the groups were asked to focus on them:

1. Based on past moves, what has been MOST successful?

LEAST successful?

2. What suggestions do you have for making this a smooth transition?

3. You have the floor plan and organization of the space...

What concerns, suggestions, and/or requests do you have regarding the proposed arrangements?

The responses provided by each group are attached.

The meeting was adjourned at approximately 11:35 AM.

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GROUP RESPONSES

Group 1 Response—Deborah Ernst/facilitator
April Naill, Karee Hamilton, Crystal Leffler, and Liz Allen

Question #1

- Label everything
- Box up personal items and take home on day before the move
- Spring clean to get rid of all the clutter
- Clearly mark new space so movers know where your things go
- Prioritize High Tech Center equipment

Question #2

- Smooth transition
- Communication via regular updates through email as move date gets closer
- Attitudes—be aware of other people’s stress as well as your own. Be sensitive to others.
- Have a “Wellness Hour” to laugh and de-stress

Question #3

- Special Services student worker area is absent
- Storage area and EOPS book closet—maybe open room 329 to store books and High Tech Equipment
- Make conference room accessible from two directions instead of just one door
- Confirm which High Tech Center computers will be used 7 → 3
- Security later in the day

Group 2 Response—Heather Ostash/facilitator
Amy Kennedy, Paula Caudill, Mary Peoples, and Jason Ruiz

For the move:

- Keep things together
- Labeling—large and clear
- Label the spaces on the third floor
- Label everything with something that can’t be removed, including wires, plugs, etc. No sticky notes.
- Move in sections
- Take small and personal items home
- Timing—plenty of notice as to when you will be moved
- Plan for closing the office

Concerns:

- Trained, prepared movers with a plan
- Logical process—move people in back to front

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- Time to unpack
- Coordination with IT Department
- Coordinate phone lines
- Individual moving time so individuals can supervise/assist

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Group 3 Response—Paula Suarez/facilitator
Valerie Lane, Kathy Paradise-Clark, Jan Moline, and Yolanda Vasquez

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- Purge and dump old files
- Signage to keep flow managed
- Take current furniture? Check the condition furniture is in. Can it be moved without damage?
- In coordination with John Daly' instructions, assign dedicated M&O staff and Counseling/Special Services designees that will supervise the move and placement of furniture in new space.
- Coordinate with Dylan Mattina to have dedicated IT staff and designated Counseling/Special Services that will supervise the move and placement of all computer equipment in new space.
- Communication issues
- Maybe conduct bi-weekly meetings for all affected staff

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Floor plan concerns include:

- Special Services needs alternative storage room
- Will there be space for personal files? Where?
- Student computer access?
- Be sure phone and computer lines are immediately available
- Noise level of shredders and copiers—may not be good in center of the office. Move shredder elsewhere. What about personal shredders?
- Which copier in the office? Where will the others be located?
- Area for conflict—a quiet/retreat space
- EOPS book closet—Where will it be located?
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Group 4 Response—Penny Talley/facilitator
Tina Whisman, Jennifer Schwerin, Bianca Andersen, and Sara Brown

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- Attitude—keep upbeat. Synergy!

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- Movers
- Department head in charge before/while move is happening
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- Reception area
- Cluster TRiO counselors—place Bianca where Jason is
- High Tech Center located in the middle of the room. Students interrupted by staff noise. ~~Flip~~ flop the High Tech Center area with Ed Advisor/CARE

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- Reduce noise level
- Need table for students to write on in the front area
- ~~Flip~~

RESPONSE SUMMARY

(4) Communication

(4) Labeling of all equipment, files, etc.

(3) Trained, prepared, and dedicated movers with a plan

(3) Smooth transition and logical moving process

(2) Taking home personal items

(2) Cleaning and purging files

(2) Attitude

(2) Coordination with IT Dept. and Becky Stanley for computer equipment and phone lines

(2) Noise level

(2) Label the specific areas in the new space so movers will know where things go

(2) EOPS book closet and storage area

(2) Area for student workers

(2) Location of copier(s) and shredder(s)

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**IWV Student Services All-Staff Meeting
East Wing Room 203
14-November-2008**

AGENDA

9:30 AM—Morning Refreshments—All of Student Services

10:00 AM—From One-Stop to Swing Space—Jill Board

10:30 AM—Small Group Input: Special Services and Counseling Dept.

11:10 AM—Reporting Out

11:30 AM—Meeting adjourned



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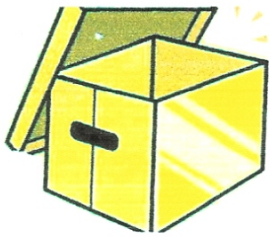
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Announcing IWV Student Services All- Staff Meeting

"The Stress of Moving"

When: Friday, November 14, 2008

Where: East Wing Room 203

Time: 9:30 AM until 11:30 AM

In your honor, Morning refreshments will be served!

Think positive...

Fresh decor!

New environment!

Wide open spaces!



Notes from Student Services All-staff Retreat

Financial Aid

FAFSA	when & how timeline understanding that there are many steps to the application
Check status	Using “BanWeb”
Requirements	Knowing where to access the forms
Award	How to check process/status

- Assess student needs
- School intro—Matriculation
- Financial Aid
- Counseling—classes/ed plans
- Testing
- Forms
- Student ID
- Child care
- Work on/off campus
- Special Service needs (EOPS, CARE, DSPS)
- Liaison—understanding the form CCCC
- DHS forms explained
- What to do next
- Explain the Program
- Expectation of student, college, program, etc.
- Explain the process/time needed
- Explain & invite the necessity of staying in touch with me or one of us throughout the semester
- To help student build confidence by explaining and providing experience
- Intake process, applications, questions, release forms.
- Explain the importance of all information required.
- Explain the program/orientation requirements, timeline, what each person is responsible for and why
- Explain what they do next, send out letters for appointments.
- Refer to counselor for career/goals for college, work
- Provide workshops/opportunities to grow and expand

Job Development

1. Career Assessment	An idea of what careers match their needs, skills, & goals
2. Job Search	Information to search for employment effectively
3. Resume	Information on how to create a resume or a completed resume
4. Interview Skills	How to interview effectively with confidence
5. Dressing for interviews & the workplace	The do's and don't's on dressing for interviews and work
6. Work ethic	What employers are looking for in attendance and dependability
7. Student workers on campus	How to apply for student employment and what departments need workers.
8. CalWORKs intake & Work Study	Information on what the intake process is and what services are available for college work-study students. What employment opportunities are available on and off campus.
9. Job placement for college work-study students	Working with student to create a resume and setting up interview with potential employers
10. Job placement for all students	Resume, interview set up, promoting student to employers.
11. Working with employers to advertise current positions in the community	Students will see current listing in the community on Job boards and website.

Introducing students to all the resources that are available in the areas of Job Development, career search, job search, internships, work-study, volunteer positions, and much more.

Special Services

Things we do	What we expect/outcome
<p>Orientations (tool?)</p> <p>Make appointments immediately after orientation</p>	<p>Should understand services and requirements learn what is expected and comply. Measure by compliance</p> <p>Student schedules next contact w/counselor following orientation to ensure they retain the information & are understanding of their requirements.</p>
<p>Student Progress Reports</p>	<p>Did students successfully complete class. Only want to look at those who turned in by date/compare who brought later.</p> <p>Meets deadline and successfully addresses their progress & decides to drop or remain; successful & passes.</p>

What we do	What we hope
Inform student of matriculation process	That they will be more successful—make matric list more available.
Help student navigate website	Hope students are familiar with website so they are comfortable and can use it to help them.
Reset pin number	Hope they remember or able to do it themselves.
Watch for students whom don't know what to do and explain process.	Student knows what to do next. Student continues to register & attend class
Encourage students to see counselor to pick classes	That they will be informed and helped with correct information
Show students how to check email	My hope is that our website will be more user friendly
Work!	I hope for more flexible hours during busy times in order to help and get our jobs completed.
Phones	We hope for more time to answer and return phone calls.
Structured schedules	Hope to serve more students more efficiently
Bills	We received the phone calls regarding bills. I would like, if possible, for bills to be sent out at the beginning of October not at the end. Billing questions take a lot of time and are extremely draining. Registering issues and bill issues are impossible to address at the same time of the semester. Bill questions keep me from helping students register, etc.

Athletics and Student Activities

- After an athlete specific orientation, 80% of the athletes will be able to describe the necessary requirements to participate in I.A.
- After one semester as an E-board member, 80% of students will be able to run a meeting according to Robert's Rules and the Brown Act.

Counseling

What we do	Expected Outcome
CPE (College placement exam)	<ul style="list-style-type: none"> • Appropriate placement • Orientation • Good start
SEP—Long term	<ul style="list-style-type: none"> • Give road map • Check expectations
Meet w/Ed Advisor and/or Counselor	<ul style="list-style-type: none"> • Keep on track • Appropriate schedule
Evaluate progress	<ul style="list-style-type: none"> • Identify barriers
Grad evaluation	<ul style="list-style-type: none"> • Provide support
Major selection	<ul style="list-style-type: none"> • Clarify goals
Transfer information	<ul style="list-style-type: none"> • Link to resources
Probation/disqual workshops	<ul style="list-style-type: none"> • Get back on track • Check expectations • Inform/educate • Provide support • Identify barriers • Help schedule
Orientation	<ul style="list-style-type: none"> • Provides overview • Matriculation explained • Give expectations

Admissions & Records

Things we do/intervention	Expected Outcome
Evaluations	<ul style="list-style-type: none"> • Strict deadline on graduation • DegreeWorks
Transcripts/e-transcripts	<ul style="list-style-type: none"> • More direction for students to request transcripts on web and more concise instructions regarding signature page
Veterans	<ul style="list-style-type: none"> • More information on web and better information on how to serve vets
Telephones	<ul style="list-style-type: none"> • A structured response capability
Enrollment verification process	<ul style="list-style-type: none"> • Put it online
Emails	<ul style="list-style-type: none"> • Better notification regarding student email policy
Signs	<ul style="list-style-type: none"> • More signs around campus informing students
Staff training	<ul style="list-style-type: none"> • Personalized training once a month via Adobe Connect on A&R functions; keeping staff updated resulting in better service.
Student complaints regarding Waitlisting/registration after the fact.	<ul style="list-style-type: none"> • Better communication up front



Student Services All-staff Retreat
December 13, 2011
EW 203 & 206
9:30am – 2:30PM

AGENDA

9:30-10:00 Continental Breakfast

10:00-10:30 Teambuilding Exercise

10:30-11:15 The Shift from Access to Success and Completion

11:15-11:45 Planning and Student Learning Outcomes/Administrative Unit Outcomes

11:45-12:30 Hearing from our own- Customer Service Training

12:30-1:00 Lunch

1:00-1:45 Board Policy, Title 5, and Institutional Updates

- Priority Registration/Open registration
- Repeat Restrictions
- Change of the W date
- Prerequisites
- Audits
- Student requested Withdrawals
- Instructor Requested Withdrawals
- Incompletes
- FA Disbursements
- FA Satisfactory Progress
- DegreeWorks
- Career Coach

AND, to help keep track of all of this, we have the Student Services Group and the Student Services Annual Planning Calendar.

1:45-2:15 Start of Semester Preparation

2:15-2:30 Cookies and Debrief



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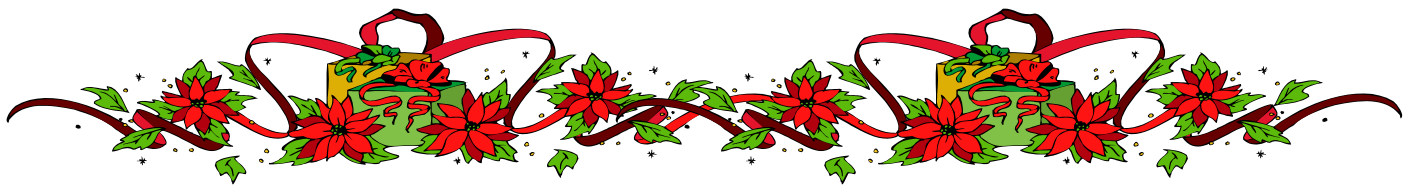
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Grad evaluation	<ul style="list-style-type: none"> • Provide support
Major selection	<ul style="list-style-type: none"> • Clarify goals
Transfer information	<ul style="list-style-type: none"> • Link to resources
Probation/disqual workshops	<ul style="list-style-type: none"> • Get back on track • Check expectations • Inform/educate • Provide support • Identify barriers • Help schedule
Orientation	<ul style="list-style-type: none"> • Provides overview • Matriculation explained • Give expectations

Admissions & Records

Things we do/intervention	Expected Outcome
Evaluations	<ul style="list-style-type: none"> • Strict deadline on graduation • DegreeWorks
Transcripts/e-transcripts	<ul style="list-style-type: none"> • More direction for students to request transcripts on web and more concise instructions regarding signature page
Veterans	<ul style="list-style-type: none"> • More information on web and better information on how to serve vets
Telephones	<ul style="list-style-type: none"> • A structured response capability
Enrollment verification process	<ul style="list-style-type: none"> • Put it online
Emails	<ul style="list-style-type: none"> • Better notification regarding student email policy
Signs	<ul style="list-style-type: none"> • More signs around campus informing students
Staff training	<ul style="list-style-type: none"> • Personalized training once a month via Adobe Connect on A&R functions; keeping staff updated resulting in better service.
Student complaints regarding Waitlisting/registration after the fact.	<ul style="list-style-type: none"> • Better communication up front



**Student Services All-staff Meeting
December 14, 2010**

AGENDA

I. UPDATES—

- a) Budget
 - Additional 5% reduction for 2011-2012
 - Another 5% reduction for 2012-2013
- b) Reorganization
- c) Registration/waitlist
- d) Future plans

II. STUDENT SERVICES OVERVIEW—

- a) Each area and program will provide a brief presentation:
 - Deanna Campbell—Eastern Sierra (Bishop and Mammoth)
 - Dave Cornell—Admissions & Records and Veterans Affairs
 - Erie Johnson—Kern River Valley and South Kern
 - Kim Schwartz—Associated Students and Student Government
 - Joann Spiller—Financial Aid and Scholarships
 - Paula Suarez—Counseling
 - Penny Talley—Special Services

III. GROUP ACTIVITY (meet in groups)—

- a) Share resources—review materials provided
- b) Discuss what would be helpful for you to have to better serve students, better work as part of an overall Student Services team, and better understand each other's roles
- c) Customer service—
 - Definition—
 - Video—

IV. OVERVIEW—

- a) Student Success—
 - What does this mean
 - What part do we play
 - Everyone impacts this—
 - Student calls with a question or issue about a class in which they are currently enrolled