The Student Affairs Efficiency Task Force was composed of the following representative members:

Academic Senate: Dr. Rey Ortiz
Elise King
CODAA: Fergus Currie
CTA: Jose Simo
CSEA: Michael Harlow
Ex Officio Deans: Adrian Gonzales
John Loera
Vice Presidents: Farley Herzek
Dr. Edwin Deas
Dr. Diane Ramirez, Chair

The Task Force met 10 times between January 27 and April 19, 2010. At the initial meeting, Guiding Principles were established along with the following parameters and considerations: current Student Affairs organizational chart, structure, staffing and services & programs; proposed Academic Affairs organizational chart; Student Affairs draft of functions; and current regulations and budget directives in Student Affairs. The key differential from Academic and Business Affairs respectively was the loss of income to Student Affairs from the state as follows:

1. From 08-09, overall 40% of our base allocation funding was lost in Student Affairs categorical funding for 09-10.
2. One-time ARRA and district backfill provided about 10%, reducing the overall adjusted net loss to about 30% for 09-10
3. Going forward in 10-11, ARRA funds ceased and $250,000 of district funds were allocated to the categoricals in Student Affairs resulting in a 10% recoup sustaining an on-going 40% overall cut to Student Affairs categorical budgets.
   a. 08-09 total categorical funds = $2,448,585
   b. 09-10 = $1,462,667
   c. 10-11 = $1,462,667 +/-

The 40% budget cuts to the 2009-10 Student Affairs categorical budgets overall base allocation were presented as on-going, pushing the agenda for identifying core functions and creative ways to deliver them. An exercise in identification and categorization of Student Affairs duties that require increased staff; duties that could be automated, decentralized, centralized or eliminated provided guidance to the discussions.

Emergent issues in planning for efficiencies in Student Affairs provided localized as well as institutional priorities including: significant role of technology; new job classifications; increased and new collaborations; consideration of losses in staffing; and significant increase in numbers of student contacts and interactions.
From these parameters, models were encouraged to be presented for discussion. Models proposed were: International Education expansion; an organizational model by the Counselors; and several technology models for efficiencies across Student Affairs as well as the institution-at-large.

Additionally, considerations were given to the reallocation of institutional resources to Student Affairs that would result in overall institutional efficiencies.

From these discussions and presentations, a table of recommendations emerged that reflects the outcomes of considerations of all input described above.
<table>
<thead>
<tr>
<th>Non-ranked</th>
<th>RECOMMENDATION</th>
<th>COMMENTS</th>
<th>EFFICIENCIES</th>
<th>EFFECTIVENESS</th>
<th>IMPLEMENTATION TIMELINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Move ASC to Academic Affairs</td>
<td>More closely align with objectives of disciplines and faculty collaborations: in Academic Affairs Reorganization proposal</td>
<td>$0</td>
<td></td>
<td>July 1, 2010</td>
</tr>
<tr>
<td>2</td>
<td>Move Tutoring to Academic Affairs</td>
<td>More closely align with discipline SLOs and faculty review/leadership</td>
<td>$0</td>
<td></td>
<td>Pending: Under discussion for July, 2011</td>
</tr>
<tr>
<td>3</td>
<td>Incorporate increased technology that realizes staff and economic efficiencies</td>
<td>Smart Card/Card Integrator for all students and employees to increase MIS/FTES accountability, reporting, planning and strengthen security; improved/increased Imaging System for records sustainability, management and reduced workloads; more “Skype”/Communicator communications for center locations to expand limited staff availability; self-certified transcript; on-line SEP; on-line Degree Audit; all students’ COD email; f/t Webmaster; IS Technical Support Specialist for Student Affairs to liaison between SA and IS</td>
<td>Card Integrators: <del>$8,000 Imaging System:</del>$70,000 + Annual costs of between $5-20,000 Skype/Communicator: $0 Student Email: $0 On-Line SEP: ~ $8,000 On-Line DA: ~$8,000 f/t WebMaster: $20,000 f/t IS TSS: $45,000</td>
<td>Fall 2010</td>
<td>Fall 2010</td>
</tr>
<tr>
<td>4</td>
<td>Establish Bursar’s Office</td>
<td>Centralizes all student fee handling across the institution including enrollment fees, parking, financial aid,</td>
<td>$0</td>
<td></td>
<td>Fall 2010</td>
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<td>Non-ranked</td>
<td>RECOMMENDATION</td>
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<td></td>
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<td>student clubs and organizations, performing arts ticket handling, other approved money transactions; collaborative workload between BA and SA to staff Office; increases efficiencies for A&amp;R and FA staff for emphasis on SA activities; incorporates electronic processing efficiencies for ease of student access and institutional accounting/reporting</td>
<td></td>
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<tr>
<td>5</td>
<td>Expand Career Center Collaboratives</td>
<td>Deliver coordination of activities with newly developed classified tech position releasing (current f/t) career counselor to increase student counseling contact; explore increased support of career center with Academic Affairs/CTE initiatives and funds; expand internships and work experience: Monitor efficient staff and technology use of newly combined spaces such as counseling/transfer/career/assessment centers.</td>
<td>f/t Classified Coordinator/Supervisor</td>
<td>Costs could be met by: Expanding a current f/t classified position: $20,000 T5 Grant funds</td>
<td>In discussion: Fall 2010</td>
</tr>
<tr>
<td>6</td>
<td>Move Outreach and Recruitment to Student Life</td>
<td>Expand student involvement/leadership initiatives in collaboration with both SA and AA faculty; support staff coordinator during seasonal months of year</td>
<td>p/t seasonal Outreach Specialist: 20hrs/wk x 20 wks = ~ $6,000</td>
<td></td>
<td>Spring 2011</td>
</tr>
<tr>
<td>7</td>
<td>Provide Counseling Unit Leader who reports to the Dean</td>
<td>Lead Faculty: Administrative position of Director of Counseling approved in priority process but unfunded and</td>
<td>Pending negotiations</td>
<td></td>
<td>Fall 2010</td>
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<td>Non-ranked</td>
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<tr>
<td>8</td>
<td>Identify current counseling duties that are clerical and assign/create classified duties to provide them as well as increase numbers of student workers to assist in non-classified jobs</td>
<td>Releases back to counselors more time for direct counseling and student development activities: currently 1,000 additional new students in need of counseling/matriculation services with decrease in numbers of counseling staff and hours available: duties for new classified positions could include organizing Career Fairs, College &amp; University days: duties for student workers could include midterm and ongoing follow-up with students by phone/email, and providing defined advising information.</td>
<td>Study work flows in new CSSC building to determine types and amounts of clerical duties. Funding: -Existing Student Work Study budget -Increase internships collaboration w/CSUSB-PDC; -Create new classified position $20-40,000</td>
<td>$0 - $40,000</td>
<td>Fall 2010</td>
</tr>
<tr>
<td>9</td>
<td>Provide fulltime Articulation Officer</td>
<td>This fulltime faculty position was #1 on 09-10 &amp; 10-11 faculty priority hiring lists. Position should address K-12 articulation as well as university transfer. Curriculum sub-committee currently addressing K-12 articulation needs for 2010-11. Current Articulation Officer has served 2 years at 50% of counseling load.</td>
<td>$50,000 (1/2 f/t salary &amp; bennies)</td>
<td></td>
<td>Fall 2011</td>
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<tr>
<td>10</td>
<td>Limit hours of services available to students</td>
<td>In order to process increased paperwork with no additional staff or overtime, respective hours of SA Offices will</td>
<td>$0</td>
<td></td>
<td>Fall 2010</td>
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<td>Non-ranked</td>
<td>RECOMMENDATION</td>
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<td></td>
<td>schedule and decrease weekly hours open to students to enable staff to process student FA, applications, transcripts, evaluations, and institutional correspondences and reports in a timely manner. FA &amp; AR closed to students on Fridays 2009-10 &amp; 2010-11. Unforeseen deeper budget cuts could result in less counseling hours available to students as well. For 2009-10, no counselor services available on Friday afternoons.</td>
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<tr>
<td>11</td>
<td>Provide Annual Schedule of Classes, rather than per semester</td>
<td>A stable offering of classes across a year assists Student Affairs and students in SEP planning: ability to plan may have impact of increased degree and certificate awards and positive financial aid implications.</td>
<td>On-line schedules, no additional costs; Cut back annual number of hard copies from 50,000 to 33,000 and charge $.50 per hard copy for 10,000 copies (+$5,000) Investigate to sell in Bookstore: total SAVINGS ~$24,000</td>
<td></td>
<td>In discussion: Spring 2011</td>
</tr>
<tr>
<td>12</td>
<td>Provide consistent on-going Institutional Staff Development</td>
<td>Provision of district employee orientation and regular professional development provides uniformity of information provided to students and staff, all of which assist Student Affairs efficiencies in all interactions with students. Comprehensive orientation and staff development would address: all employees; front-line staff; New Staff</td>
<td>$ To Be Developed Sources: BSI, Auxiliary funds, federal grants (HSI Collab); state grants (FII); Foundation; Alumni Assoctn.</td>
<td></td>
<td>In discussion: (Some to begin Fall 2010)</td>
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## College of the Desert

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<tr>
<th>Non-ranked</th>
<th>RECOMMENDATION</th>
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<tr>
<td></td>
<td></td>
<td>Orientation (all classifications); College Hour; Mentoring of full and part-time employees.</td>
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<tr>
<td>13</td>
<td>Coordinate New Facility Access</td>
<td>Develop and monitor safety/security practices in the differential access hours of operation of a two-story building providing Bookstore, Bursar, diverse Student Services, and activities in multi-use rooms: use of Student Workers, Cadets, Student Ambassadors as monitors coupled with security technology.</td>
<td>$0 Students already paid as student workers or receive course credit as Cadets</td>
<td></td>
<td>Fall 2010</td>
</tr>
<tr>
<td>14</td>
<td>Provide adequate staffing during peak times with students</td>
<td>Efficient use of all appropriate college staff to assist from other offices during designated high student volume periods of transactions: current example is Information Tents during first week of classes staffed by leaders from all college offices: additional costs are not permitted. Commitments are pivotal to success.</td>
<td>$0</td>
<td></td>
<td>Fall 2010</td>
</tr>
<tr>
<td>15</td>
<td>Reduce all forms to e-forms</td>
<td>Reduce the numbers of forms; shift into total e-forms for cost efficiencies; provide self-training modules/information for all e-forms</td>
<td>Costs related to Scanner and Imaging request (provided by Bond) plus development of training</td>
<td></td>
<td>Review Fall 2010: implement Spr’11</td>
</tr>
<tr>
<td>16</td>
<td>Develop COD equation for Student</td>
<td>Only current model is for counseling 1:1000: A&amp;R ratio, FA ratio should be</td>
<td>$0</td>
<td></td>
<td>Review Fall 2010</td>
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<tr>
<td>Non-ranked</td>
<td>RECOMMENDATION</td>
<td>COMMENTS</td>
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<tr>
<td>Affairs Funding</td>
<td>developed for work and planning efficiencies based on research that identifies the point at which student achievement/success is highest.</td>
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<tr>
<td>17</td>
<td>Streamline the process and processing for degree and certificate awards.</td>
<td>Provide staff time to campaign, implement, process and celebrate awards in concert with faculty, students, staff and administration. Increase awareness and visibility of awards/completers and student eligibility. Automate process to alert near completers</td>
<td></td>
<td>Additional counseling loads may be affected from increased student awareness to complete processing. Adjunct costs: $15,000</td>
<td>In progress: Fall 2010</td>
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<tr>
<td>18</td>
<td>Invest in Student Affairs</td>
<td>May need to reassign funds from non-Student Affairs budgets to Student Affairs to maximize and realize true efficiencies.</td>
<td></td>
<td>Institutional technology outlay efficiencies that reduce staff workloads and increase student success: mandatory DSPS costs: increased counseling loads</td>
<td>Fall 2010</td>
</tr>
<tr>
<td>19</td>
<td>Strengthen collaboration within Academic Affairs faculty advising</td>
<td>This would increase quality of questions for counselors enabling them to utilize their time more efficiently with student development; student planning issues and increased achievement of certificates, AA degrees and transfer.</td>
<td>$0</td>
<td></td>
<td>Ongoing: Fall 2010</td>
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<tr>
<td>20</td>
<td>Use Student Early Alert via Blackboard</td>
<td>More efficient than using college forms; already have investment in Blackboard; no new costs.</td>
<td>$0</td>
<td></td>
<td>Review: Fall 2010</td>
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<td>RECOMMENDATION</td>
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<td></td>
<td>TOTALS:</td>
<td></td>
<td></td>
<td>Potential new COSTS: $250-310,000 minus savings of $24,000 = $226-286,000</td>
<td>Alternative funding sources may be identified; Unknown Costs and sources to be institutionally developed in items #7,12,18.</td>
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<tr>
<td>ATTACHMENTS</td>
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<tr>
<td>A</td>
<td>Student Affairs Efficiency Task Force Guiding Principles</td>
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<tr>
<td>B</td>
<td>2009-10 Student Affairs Reductions: Key Points</td>
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<tr>
<td>C</td>
<td>2010-11 Student Affairs Priorities: Key Points</td>
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<tr>
<td>D</td>
<td>Student Affairs Organizational Chart: Current 2009-10</td>
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<tr>
<td>E</td>
<td>Student Affairs Organizational Chart: Proposed April 2010</td>
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</table>
STUDENT AFFAIRS EFFICIENCY TASK FORCE (SAETF)

GUIDING PRINCIPLES FOR
STUDENT AFFAIRS EFFICIENCIES

Mission Statement

Student Affairs promotes learning through student development by offering a variety of services, program information and resources that assist students to understand their strengths, identify and achieve their goals, and become life-long learners.

Values

Student Affairs believes that education changes lives through:

- Personal development and growth in an ever-changing environment
- Responsible decision making
- Leadership
- Self expression & advocacy
- Open and respectful communication
- Diversity & multi-cultural understanding
- Lifelong learning

In the context of Student Affairs mission and values, the following are guiding principles for consideration in analyzing and developing efficiencies in the structure of Student Affairs. A desired structure:

- Identifies and reflects delivery and support of the core services of Student Affairs
  - The 8 Matriculation Components
    - Admissions, Assessment, Advisement & Counseling, Orientation, Pre-Requisites/Co-Requisites, Research, Student Follow Up, Training & Coordination
  - Student Equity in all College interactions
  - Student Access
  - Legal Mandates
  - Student Development
• Addresses the impact of sustaining unprecedented state funding cutbacks to categorical programs but preserves delivery and provision of essential services and programs
• Affords flexibility for accommodating future services and programs
• Creates necessary liaisons to deliver services
• Creates a structure that provides appropriate staff support - Efficient number of staff and leaders to provide required and desired services, institutional research, and college, state and federal reports.
• Provides leadership and coordination to mandated, legal and special population programs for students
• Applies/expands technology for delivery systems that facilitate student success
• Ensures vigilance in practice of legal policies and procedures effecting student access, rights, and responsibilities
• Engages, integrates and coordinates communications regarding student processes and procedures between students, staff, faculty, administration, and the public
• Provides an organizational structure that enables Student Affairs to promote learning through student development.
• Ensures equity in all delivery modes of communication with students and community
• Enhances communications between Student Affairs, Academic Affairs and Business Affairs

Parameters of Current Staffing:

Leadership/Administrative Classifications in Student Affairs:

• Vice President
• Deans
  o Enrollment Services
  o Student Support Programs & Services
• Educational Administrators: Directors
  o Director of Student Health & Disability Services
  o Director Counseling Services (not filled)
• Classified Supervisors: Directors
  o Director Admissions & Records
  o Director Financial Aid
  o Director International Education
  o Director Student Life

Faculty Coordinators:

• EOPS/CARE
• ACES
• Upward Bound
• Transfer
• Career
• Articulation
• Academic Skills Center [has been proposed to move to Academic Affairs]

Other Faculty:
• Counselors
  o General: off-campus, adjunct, on-campus
  o Special Populations: DSPS, EOPS, CARE, TRIO, Athletics, Nursing, Adjuncts
• Adapted Computer Specialist
• Alternative Media Specialist
• Learning Disabilities Specialist
• Employment Specialist, DSPS
• Tutoring (Adjunct)
• Adapted PE

Classified Support:
• Executive Administrative Assistants (VP)
• Administrative Assistants (Deans,
• Program Assistant (DSPS; International Ed)
• Secretaries (EOPS/CARE; DSPS; SHS; Student Life (TBH); Counseling; Career & Transfer Center; TRIO (P/T))
• Specialists (Assessment; Evaluations; DSPS; A&R; FA; Veterans)
• Technicians (FA; A&R; DSPS)

Other:
• MiniCorp
2009-2010 STUDENT AFFAIRS REDUCTIONS: KEY POINTS

Staff losses in STUDENT AFFAIRS:

SSP&S:
Matriculation
Credit
Director of Counseling (Matric)
Reduced hours for f/t A&R Evaluation Specialist, from 40 to 32 hours per week, Joanne Decapite
Reassigned to other categorical programs:
Maria Sevedra p/t Assessment Tech transferred to EOPS
Roula Roe p/t Secretary, Counseling transferred to Title V
Becky Swanson f/t A&R reduced from 12 to 10 months transferred to SHS
Adjunct counselors (From 3 FTE adjuncts to currently 1.2 FTE adjuncts)
Non-Credit
Blanca Montenegro, Sr. Program Specialist (10%), Gina Cunningham, Program Specialist (10%), Matthew Breindel, Director of Institutional Research (5%) cut their salary non-credit fund percentages to zero
District
Tutorial Center Coordinator 2 p/t
Articulation – p/t

DSPS
Reduced hours:
From 12 to 11 month contract, (Jonathan Gorges) Instructional Computer Support Specialist

Interpreters
Positions Vacated:
Debra Wilson, adjunct instructor
Perry Butler, ISA, pt
Edwina Morris, retired, pt. secretary WAIll

EOPS
Reduced adjunct counseling
(and reduced student book funds)

COUNSELING facts

<table>
<thead>
<tr>
<th>Year</th>
<th>Ratio</th>
<th>FTES</th>
<th>Headcount</th>
<th>Counseling Contacts</th>
<th>FTE Counselors</th>
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</thead>
<tbody>
<tr>
<td>2005-2006</td>
<td>1:1400</td>
<td>7,200</td>
<td>10,000</td>
<td>F 4,500/Yr 17,200</td>
<td>5.8</td>
</tr>
<tr>
<td>2009-2010</td>
<td>1:2200</td>
<td>9,000</td>
<td>12,200</td>
<td>F 8,200/Yr 28,500</td>
<td>4*</td>
</tr>
</tbody>
</table>

Average student contacts in normal fall over 5 year average is 13,200
Average Student contacts in normal spring over 5 year average is 7,800

For Fall 09 registration period: 8,800 unduplicated students for 15,300 contacts.
*4 FTE counselors due to additional assignments and decimation of adjunct budget from 3 FTE adjuncts to 1.2 FTE.

Also, didn’t receive release time funds because no line item and bottom line in deficit.

Serving more students with less counselors

Taken on additional assignments which lessens time to see the additional 1,000 students

STUDENT AFFAIRS BUDGET

4. From 08-09, we lost overall 40% of our base allocation funding in Student Affairs categorical funding for 09-10.
5. One-time ARRA and district backfill provided about 10%, reducing the overall adjusted net loss to about 30% for 09-10
6. Going forward in 10-11, we lose ARRA funds and have $250,000 of district funds allocated to the categoricals in Student Affairs resulting in a 10% recoup sustaining an on-going 40% overall cut to Student Affairs categorical budgets.

   a. 08-09 total categorical funds = $2,448,585
   b. 09-10 = $1,462,667
   c. 10-11 = $1,462,667 +/-

PLANNING FOR EFFICIENCIES

Emergent issues from SAETF:

1. Technology plays a significant role:
   a. Card Integrator
   b. Scanners
   c. Skype or other telecommunications between PDC and other COD campuses
   d. Web Master
   e. IS Technical Liaison
   f. MyCOD student email
   g. On-line SEP
   h. Tutoring resources via BlackBoard

2. New job classifications
   a. More classified positions to ease technical duties from counselors

3. Increased and New collaborations
   a. Business Affairs and Student Affairs and Academic Affairs
   b. Academic and Student Affairs Deans
## 2010-2011 STUDENT AFFAIRS PRIORITIES: KEY POINTS

<table>
<thead>
<tr>
<th>Priority #</th>
<th>ITEM &amp; background</th>
<th>College-wide Goal</th>
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<tbody>
<tr>
<td>1</td>
<td><strong>DR 1:</strong> Facilitate services to students in a new one-stop building&lt;br&gt;DR: Create positive environment for students using bldg. CARD INTEGRATOR/SMART CARD</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td><strong>JL1:</strong> Facilitate direct technical assistance to enrollment services for increased student success&lt;br&gt;IS SPECIALIST FOR ER FOR TECH MANAGEMENT</td>
<td>1&amp;4</td>
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<tr>
<td>3</td>
<td><strong>NC1:</strong> Focus on student success in a continuous improvement framework driven by appropriate assessment data&lt;br&gt;DESIGNING MODES OF DELIVERING BASIC SERVICES TO STUDENTS THROUGH DATA DRIVEN PROCESSES AND KPIs WITH LESS RESOURCES&lt;br&gt;Piggybacks on #2 above for assistance from IS Specialist</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td><strong>JL2:</strong> Increase efficiencies of staff workloads by appropriate and expanded use of technology.&lt;br&gt;IMAGING SYSTEM Increases productivity of all offices dealing with student records, eliminates paper filing, use in variety of offices: A&amp;R, FA, Counseling, DSPS, SHS, PSY Services, Veterans, EOPS/CARE, INTERNATL, :&lt;br&gt;Electronic TRANSCRIPTS increases service delivery to students, counselors and advisors&lt;br&gt;DATATEL MODIFICATIONS responsive to service delivery to students as assessed and identified by faculty, staff, students</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td><strong>DR2:</strong> Implement a SA organizational structure that benefits student learning and success&lt;br&gt;Currently in SAETF process. This placeholder is to address identified staffing, technology and/or other needs to assist SA to be more efficient, in consideration that it may be prudent to spend to save.</td>
<td>2</td>
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<tr>
<td>6</td>
<td><strong>NC2:</strong> Further refine collaborations between DSPS, SHS and SPS&lt;br&gt;EXPAND HEALTH EDUCATION – F/T NURSE STU HEALTH COORDTR – DESIGN EFFICIENT DELIVERY MODES WITH THE MOVE TO CRAVENS SS CENTER TO CONSOLIDATE SERVICES, SHARE RESOURCES: PLAN, EVALUATE AND REFINES</td>
<td>2</td>
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<tr>
<td>7</td>
<td><strong>DR3:</strong> Ensure appropriate student services are teamed with all new academic and career training partnerships&lt;br&gt;INCLUSION OF SA DEANS WITH AA DEANS Sharing of information and collaboration in planning. INCREASED INFORMAL MEETINGS BETWEEN VPSA AND VPAA...will be a challenge as we move into Cravens SSC EDUCATIONAL CONSORTIA and CALPASS activities assist in keeping good information flow between community partners and COD</td>
<td>3</td>
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<tr>
<td>8–9</td>
<td><strong>AG1:</strong> Identify and implement improved communication strategies within appropriate SSPS departments to ensure strong communication with local K-12 schools and community.&lt;br&gt;FT WEBMASTER FOR SA</td>
<td>3</td>
</tr>
<tr>
<td>Number</td>
<td>Target Area</td>
<td>Description</td>
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<tr>
<td>9.8</td>
<td>AG2:</td>
<td>Identify and implement new modes of service delivery and data collection within appropriate SSPS departments in light of categorical budget cuts and impending move into new student services building. <strong>Addresses Loss of Staff and Need to Hire/Provide Services:</strong> FT Artic Office; FT Tutoring Center Coord; FT Director Counseling; FT Office Student Life Assistant; FT EVC Counselor; FT Outreach Specialist; FT Career/Transfer Ctr Coordr; FT IEP Recruitment Specialist; FT Assessment Ctr Coordr; FT Assessment Ctr Technician; FT Assessment Center Secretary. Explore on-line service delivery; on-line SEP tutoring services via Blackboard. MyCOD email to communicate with students. Update and improve all forms. Update and improve data collection tools.</td>
</tr>
<tr>
<td>10</td>
<td>JL3:</td>
<td>Facilitate coordination of extended services and resources for identified student growth populations. VETS Counselor. Assess and/or identify student Vets’ needs: high growth popu with resource needs.</td>
</tr>
<tr>
<td>11</td>
<td>NC3:</td>
<td>Create a web presence that represents services in a manner that maximizes student access. <strong>Legal Mandate:</strong> Section 508 of the Voc Ed Act 1973 to make electronic and information tech accessible to people with disabilities. While targeting the website accessibility and effectiveness of SHS, DSPS and SPS, will additionally benefit limited English language learners, too. Reduce hardcopies: technology provides alternative formats.</td>
</tr>
<tr>
<td>12</td>
<td>DR4:</td>
<td>Provide efficient delivery of services to students in targeted growth areas. Adequate off-site staff and services. <strong>Use Technology to Help:</strong> (Skype, etc.) Cross-training. New staff hires. Staff for special student needs ex: DSPS.</td>
</tr>
<tr>
<td>13</td>
<td>AG3:</td>
<td>Identify and develop revenue generating activities/services within appropriate SSPS departments. Seek new revenue – identify and submit funding proposals; work with bus. Office and other appropriate offices. International education proposal by Dr. Deas in SAEFT.</td>
</tr>
<tr>
<td>14</td>
<td>DR5:</td>
<td>Assist in application and securing of federal, state and local grants and funds that support SA role in student success.</td>
</tr>
</tbody>
</table>
| 15 | **DR6: Integrate SA division reports and priorities for annual planning.**
WHAT I’M DOING TODAY
Ensure the campus be familiar with SA activities, planning and outcomes. **PORTAL under SA** has many SA reports that provide statistical and explanatory information regarding every student service. First to do Annual Unit Reports...which has morphed into College “PRUs”. SA has provided model for division reports | 6 |
Note: Please refer to President’s Efficiency Task Force Report regarding International Education