

STUDENT SERVICES NEIGHBORHOOD MEETING
March 23, 2011

Fast Track to Work, Outreach, Assessment, and the Student Development Office were included in the meeting. They will join student services on July 1, 2011.

PURPOSE OF MEETING:

- To discuss what we can do as a group that can have an effect on the budget.
- To look at what we have been doing
- Rumor control

We are in unknown territory. Nobody knows what the final budget will be, not even state officials. Victoria's best case scenario is a \$1.4 million reduction, mid-case is ~ 3.5 mil, and worst-case is ~ 7 mil.

The impact is bound to be huge. How it plays out will be impacted by a number of things including the Faculty Obligation Number and 50% law.

WHAT WE HAVE DONE:

- The last round of cuts was categorical
- Serving fewer students
- Lost personnel.
- Had to look at how to do business differently
- Reassign
- EOPS—what's mandated?
- Stroke Center: \$600,000 reduced to \$200,000. More group activities
- Assessment now does outside proctoring for pay.
- DSPS & Learning Skills lost adjuncts.
 - Able to serve fewer students
 - Found some efficiencies
 - Fewer students tested
 - Classes cut

Testing for learning disabilities is not mandated. Money for learning disabilities is one of the biggest allotments. Testing fewer students saves money up front, but hurts the allotment.

Financial Aid lost 2 Advisors and a Program Specialist. Can limit counter hours, but feedback from students is a request for a second counter.

Fast Track to Work is going after grants to hire additional personnel.

There was a question about processing paperwork for Financial Aid for non-students. We don't. If they have not applied to Cabrillo, their FA applications sit in an unconverted file.

DSPS does not test as many students, lost a counselor, close at 5 (no rides at night), no proctoring.

Fast Track to Work gets funding from apportionment and county contracts. They have reduced counseling and utilize the division. This affects the number of students served and retention.

- What will the college do less of?
- How do reduce equitably?
- What do we want Student Services to look like?
- Suggested a hiring freeze.
- What positions are truly needed?
- Where do we duplicate services?
- How can we create efficiencies?
- Use the web to get students to care of more of their own needs
 - Some time will have to be invested in training.

- The conversation on campus needs to be integrated: Basic skills, CTE, Transfer, and Care. It will be a smaller college.
- Some of the extras that had to be cut were beneficial to students.
- Screen students into “units” and provide training in groups?
- Eliminate counseling services for non-Cabrillo students? (Especially Allied Health).
- Concern that online services take away personal contact.
- Students’ counseling needs are unique
 - Within this context, what is workable in terms of workshops, classes?
- Student needs are changing. Many are able to do a lot for themselves.
 - Creates more time for students with needs.
 - Add codes have been great.

In Job Placement many students love online access. A lot get frustrated and we lose them. 30-40% of employers are incapable of posting jobs online.

Could we have experienced students support other students?

Giving less help is counter-intuitive for personnel in a component titled Student Services!

- Limited repeatability.
- Impose limitations on students who have 100 or more units.
- How do we identify engagement needs?
- Mentorship programs have been tried in FTTW and EOP/Care.
 - Time intensive
 - Students need training
 - “herding cats”

Renée has directed Instruction to prioritize. Some of that conversation may define what’s coming for Student Services. Not being in on these decisions makes it difficult to know what other aspects should change.

What does it mean to be a “community college?” Are these changes going to drive “haves” and “have-nots” further apart? What’s the mission for students that don’t have another chance?

They are going to come; we can’t limit enrollment. They see Student Services employees before ever getting to a class.

FTTW helps provide support for everybody, taking no general fund money and bringing in revenue. FTTW students pay registration fees. They generate support through CTE and community organizations, the hospital, PG&E, etc.

- Re-think things. Offer ways for students who don’t need as much help such as IGETC workshops.
- 2-pronged approach. Group or online services where appropriate.
- Focus more on students who need us.
- It’s scary that high achievers will push out needier students.
- Some programs/services (CTE, Basic Skills, Transfer) are dictated by Chancellor’s office.
- Encourage retired teachers to volunteer to help with registration, new student services.
- Include A&R in new-student orientations to explain how to register
- FA application workshops
- Those who are losing other social programs are flooding our doors!

Gang prevention programs follow up school absences. They find that those who end up in gangs often have learning disabilities and other unmet social needs.

- Reach out to League of Women Voters, Volunteer Center, etc. Can do better at reaching out to community for help.
- We are too lenient with academic probation.
- No priority reg for studentw with 100 + units?
- Too easy to drop a class.
- Shorten add/drop time frame to 1 week.
- Priority reg students register for more classes than they intend to stay in, holding up other students from getting in.
- We don’t drop students who don’t pay.
- A new law requires you to apply for BOG if you apply for FA.
- Limit the number of times students can get BOG.

Our policies are only as good as our enforcement.

- Can we use money raised by the Foundation for basics, not just extras?
 - That’s up to the donor
 - Melinda talks to donors about this.
- We will have to cut services.

- In A&R, what can we cut?
 - Must provide application services, transcripts.
 - Office already works on basic needs.
- Student Services is already the most under-funded, under-staffed area of the college.
- Community response to bond issues was astounding. Reach out to the community.
- Board has discussed parcel tax. Us vs. K-12?
 - Decided not to proceed this June.
- Learning Center integrated. What do other offices do? How can we leverage services?
 - Talk with each other. Improve communication to determine.
- Our message to the community is incongruent with our reality.
 - E.g. transfer: circumstances are squeezing us.
 - Can't increase transfer, graduation numbers by reducing budget, services.
 - There are impossible expectations because the message is incorrect.
- We can all donate to the foundation.
- Parcel tax was unlikely to pass. Scotts Valley could not pass out to help K-12 .
- We are the best advocates, e.g. about tax extensions, should the make it onto the ballot.
 - Talk to family, friends, especially in Southern California.
- Many students ready to transfer do not have a place to go.
- Have the proper frame of mind.
 - What CAN we do?
 - List what we CAN'T do.
- The Foundation markets certain funds/projects.
- The Bond passed to build a new Student Services building in addition to a theater.
 - The fund was mismanaged.
 - Anyone can set up a fund. Get friends to donate.
 - FTTW has a fund.
 - Do a press release?
 - Ask our marketing department to help us market?

There are few classes on Fridays. What about closing the campus? What about a 4-day work week? This would require negotiation with the unions.

- Could save on heating, lighting.
- Could save employees money on commute, child care.
- This topic came up more than once, and there seemed to interest.
- One employee expressed a hope that the idea will not go away.
- Another employee had worked at a place that switched to 4/10's, and found the savings worth it.

Hope that we take care of each other in this time of uncertainty. Major cuts could create a “feeding frenzy,” infighting. Let’s create civility.

The FA “Cash for College” workshop was a good example of using volunteers. About 100 students attended.

Employees would like resources for writing grants.

- Grants must go through a process that includes cabinet sign-off.
- They come with strings, sometimes requiring services that cost more than the money generated.
- Some are helpful.

Let’s have another Student Services retreat.

Someone asked Dennis for his vision. Some of his comments:

- It changes depending upon the level of cuts, e.g. at \$7 million cut is hard to comprehend.
- He likes the idea of computer efficiencies.
- How do we become more efficient?
- Worries about at-risk students.
- Has thought of 80-905 of ideas discussed today.

The 45-unit letter was recently re-worded to let students know that they can call offices other than the main counseling office, that all departments where there are counselors can submit petitions for graduation.

The probation letter needs to be re-worded, and people are working on it.

- Make better use of student help, e.g. internships
 - Interns could complete degree petitions
 - Students could help each other with technology, e.g. from Bus. 5, Digital Media, etc
 - Utilize Work Experience students
 - FTTW student workers.

Dennis promised that as we move forward with this discussion, the people involved in cuts will be included in the discussion.

There was a question about whether there will be any kind of golden handshake to encourage retirements before pink slips go out. Though this is subject to negotiation through the unions, Dennis suggested that there may be a 50% chance. In response to a question about whether there has been a message to components regarding the framework for spending reductions, Dennis said that there has not. However, he is thinking that it makes sense to plan around the mid-range \$3.5 million reduction range.

All notes will be public information. Brian has not said that he will send them to the Board of Governors, but Dennis is guessing that they will want to read them.

There was a question about bridge funds. 2/3 of the college savings was used to bridge 11/12 and meet critical needs.

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