PROGRAM PLAN FOR THE OFFICE OF THE VICE PRESIDENT OF STUDENT SERVICES
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SECTION ONE - PROGRAM OVERVIEW

MISSION

The mission of the Office of the Vice President of Student Services is to provide comprehensive leadership, communication, and fiscal oversight for the component of Student Services in order to ensure a diverse learning environment and the financial, academic, co-curricular, and individual support students need to achieve their educational and personal goals.

Summary of Responsibilities

The Office of the Vice President of Student Services consists of two people, the Vice President and the Confidential Executive Assistant. Our primary responsibilities are to provide leadership and to ensure fiscal viability of the Student Services component.

- Leadership and management of Student Services.
- Establish, update, and evaluate strategic planning process within the Student Services component.
- Facilitate the program planning process within Student Services, including Student Learning Outcomes Assessment.
- Mentor, manage, and evaluate Student Services staff.
- Advocate for the students.
- Oversee the fiscal and budgetary requirements of Student Services.
- Collaborate with Instruction, Information Technology, Administrative Services, and the President’s Office to provide a quality educational experience for the students of Cabrillo College.
- Maintain and ensure all Student Services departments have operating and procedures manuals in an up-to-date condition.
- Update the Student Services component on federal and state-wide legislative matters.
- Promote and support staff development

Cabrillo College Core Competencies

The Student Services component supports the college’s core competencies:

- Communication (reading, writing, speaking, and listening)
- Critical Thinking and Information Competency (analyze, compute, research, and solve problems)
- Global Awareness (scientific processes, global systems and civics, artistic)
- Personal Responsibility and Professional Development (self awareness, social and physical wellness, workplace skills)

The office of the Vice President of Student Services promotes the college’s mission through the following programs, references, services, and groups, which also support the Core 4 comprehensive college competencies, as illustrated in the following table:
<table>
<thead>
<tr>
<th>Program/Service</th>
<th>Supports College Mission, Core 4, SLO Assessment Accreditation Standards</th>
<th>Measurables</th>
</tr>
</thead>
</table>
| Accreditation                                              | • Focus and planning for accreditation standards IIB                    | • Self-study on a 6-year cycle  
• Annual updates  
• Mid-term report  
• SLO and Program Planning progress and completion  
• Policy completion and approval  
• Student Rights & Responsibilities  
• Self-study standards IIB  
• Program Plans and annual updates  
• SLO assessment  
• Student Service Council minutes  
• Courses created, modified, approved by Curriculum Committee, and certified by the VP Instruction  
• Data on students who access the service  
• SHS education outreach participation on wellness, domestic violence, flu shots, bike helmets, Women’s and Men’s Reproductive Clinic  
• % of students who receive degree, transfer, and persist to next semester  
• % of students who have Ed Plans  
• Counseling department meeting minutes  
• % if DSP&S students who receive accommodations  
• % of students who receive degree, transfer, and persist to next semester  
• % of students who have Ed Plans  
• DSP&S department meeting minutes  
• % of students who complete assessment, orientation, Ed. Planning  
• Program plans and completed annual update forms  
• Staff evaluations  
• Annual Staff retreats  
• Ongoing and regular trainings to update staff on technology and new skills need to assist students (i.e., Datatel, financial services)  |
| Board and Administrative Policies related to Student Services | • Accreditation standards  
• Alignment with CC League standards |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Coordination of the Student Services Component              | • College Mission  
• Core 4  
• Accreditation standards IIB |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Curriculum                                                 | • Counseling Curriculum Development                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| International Student Recruitment and Enrollment            | • Core 4                                                                 | • International Student Enrollment and campus activities  
• College Catalog and Schedule of Classes  
• Student Records  
• FERPA Release/Directory Information  
• % of students who receive degree, transfer, and persist to next semester  
• % of students who have Ed Plans  
• Counseling department meeting minutes  
• % if DSP&S students who receive accommodations  
• % of students who receive degree, transfer, and persist to next semester  
• % of students who have Ed Plans  
• DSP&S department meeting minutes  
• % of students who complete assessment, orientation, Ed. Planning  
• Program plans and completed annual update forms  
• Staff evaluations  
• Annual Staff retreats  
• Ongoing and regular trainings to update staff on technology and new skills need to assist students (i.e., Datatel, financial services)  |
| Student Health Services                                     | • Core 4                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Enrollment Services                                         | • Accreditation Standard IIB                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Counseling                                                 | • College Mission  
• Core 4  
• Accreditation Standards  
• Student Success Task Force |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Disabled Student Services and Programs (DSP&S)              | • College Missions  
• Core 4  
• Accreditation Standards |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Matriculation                                              | • College Missions  
• Core 4  
• Student Success TF                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Program Planning Processes                                  | • Program Reviews                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Staff Development                                           | • Staff Development                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Student Learning Outcomes and Assessment of SLOs | • Program Development and Change process | • Each year programs are assessing or reassessing an SLO and every 6 years they are completing a comprehensive program plan |

**REVIEW OF PROGRAM**

**Who Are Our Customers, and for Which Services?**

The Office of the Vice President of Student Services (VPSS) does not have a great deal of direct student contact. Our office primarily services the programs that have direct student contact. Our mission is to see that Student Services programs are effectively functioning and supporting students’ educational and emotional needs. The VPSS provides visionary leadership to and coordinates the efforts of the Student Services component. There are approximately 94 full and part-time component staff and faculty who provide the direct services for students’ academic and emotional support.

Student Services Component (Appendix A)

- **Vice President** (Dennis Bailey-Fougnier)

- **Confidential Executive Assistant** (Sandi Moore)
  
  Emergency Support Program
  
  Student Health Insurance and Student Accident Reporting

- **Dean of Student Services** (Sesario Escoto)
  
  Campus Operator and Welcome Desk
  
  Cabrillo Advancement Program
  
  Extended Opportunities Services and Programs/CARE
  
  Student Employment
  
  Student Government, Activities, and Organizations
  
  Student Rights & Responsibilities (Conduct)
  
  AR 5040 Nondiscrimination and Sexual Harassment
  
  Student Housing
  
  Student Transportation
  
  EOPS Summer Migrant Program
  
  Student Food Pantry
  
  Borrow a Book Program

- **Dean of Counseling and Educational Support Services** (Margery Regalado Rodriguez)
  
  Counseling (Puente, International Students, and Transfer and Career Center)
  
  Disabled Students Services and Programs (DSP&S), including Learning Skills and funding for Adaptive Physical Education (APE) and partial funding for the Stroke Center faculty
  
  Matriculation
  
  Assessment
  
  Outreach
  
  High School Articulation Council
Director of Enrollment Services (Tama Bolton)
Admissions & Records and Veteran Certification
Financial Aid and Scholarships

Project Coordinator, Fast Track To Work (Catherine Lachance)
CalWorks
Workforce Investment Act (WIA)
CTE/Teacher Pipeline
Foster Youth
S4C Samper 4th Grade Experience

Faculty Coordinator, Student Health Services (Katie Dowling)
Nursing and Nurse Practitioner Health Services and Support
Psychological Counseling

See Appendix B and C for job descriptions for the Vice President of Student Services and the Confidential Executive Assistant.

SECTION TWO – ASSESSMENT, REVIEW AND IMPROVEMENT

Administrative Unit Outcome and Assessment

Student Services deans, directors, faculty directors, and staff utilize the communication, leadership development, advocacy and fiscal oversight support of the Vice President’s office to improve their programs and services to facilitate student success.

In January 2012, we conducted a survey of the direct reports to the Vice President of Student Services (VPSS) office to determine if we are meeting our administrative outcome:

The VPSS provides direct support to five areas within Student Services. We surveyed these leaders to assess the administrative outcome. Four of the five direct reports to the Vice President of Student Services responded to the survey. Through the program planning process, other departments in the component will survey students to determine if Student Services programs are ensuring a diverse, resourceful, healthy, and safe learning environment and the financial, academic, co-curricular, and individual support students need to achieve their educational and personal goals.

Review and Improvement:

The short survey focused on three areas: leadership, communication, and fiscal oversight. The four questions were open-ended. The survey was designed to provide the office with baseline data/comments in which to improve communication with the management team, fiscal oversight and assistance, and strengthen leadership within the component.

Findings:

1. Fiscal. Some of the programs have very complex budgets and need more assistance. These areas could use more technical assistance than the VPSS’s office can provide. Departments with multiple funding sources and complex formulas need an accounting specialist. Even though the
respondents felt that the VPSS provided good support, they needed a more detailed level of support and feel uncomfortable having to call upon the business office staff for assistance.

2. Communication. Respondents felt that the VPSS provides good two-way communication. Good listener, willing to have disagreement and dialog, respectful, responds quickly to email and voice mail messages, supportive, does not micro manage, does not avoid making difficult decisions. Recommendations: more direct and regular communication with management team; gather more information from a broader group before making decisions or communicating with wider community; often hedges or is non-committal with communication, would like less “politician” and more direct communication.

3. Leadership. Respondents indicated that the VPSS is supportive of them. They are encouraged, mentored, provided with suggestions for improvement, and assistance with leadership skills/trainings. Several indicated that the VPSS could be more helpful with staffing issues and resolving unprofessional behavior by staff. Several commented on the VPSS’s laid back style and openness for dialog and not letting egos get in the way.

**Recommendations, Action Items and Associated Costs**

1. **Create a 50% Division Accounting Specialist position ($22,500)**
   - The Vice President of Student Services Office is responsible for a highly complex budget. The component’s departments need a Division Account Specialist (DAS) position to maintain fiscal stability. Creating a DAS position would directly allow for increased efficiency and effectiveness in overseeing the budget. It would additionally reduce requests to the Business Office for support.

2. **Develop consistent and direct communication system ($0)**
   - Develop a regular meeting schedule for entire management team.
   - Develop a communication tool for the entire component (email newsletter).
   - Make sure that individual managers have and keep regularly scheduled meetings with the VPSS.

3. **Team Building and Broad Component Planning ($500)**
   - The Student Services managers team is fairly new in their positions or at Cabrillo. A team retreat to develop a common vision for the component and to develop long-range planning is needed to move the programs forward and to look at how we can better integrate Student Services and Instruction to increase student success.

**Significant Accomplishments in Student Support**

The past several months have been very eventful in Student Services. We have accomplished much. We have seen the component almost double in size with the addition of Fast Track to Work and the former Instructional Development division’s move to Student Services. Below is a short description of each of the accomplishment.

**New Division**

- Creation of a new division within Student Services: **Counseling and Educational Support Services (C&ESS)**. In July 2011, the Dean of Instructional Development moved to the component, bringing the areas of DSP&S, Learning Skills, Matriculation, Assessment, and
Outreach into student services. We combined these programs with Counseling to form a new division. It has been a beneficial integration of services and programs. Many thanks to Margery Regalado Rodriguez, Dean of Counseling and Educational Support Services, for her leadership. The transition has been smooth and the increased integration has brought about numerous positive changes that break down barriers for students.

New Program
- **Fast Track to Work** moved to Student Services in 2011 from the Instruction component. This brings another “pure” student service program from Instruction to integrate with Student Services programs. The FTTW program has been an integral part of the college for 12 years and recognized by the state as a model Student Services program, currently serving over 300 students. The program works in partnership with the state and county to support students enrolled in CTE programs who meet eligibility requirements of various federal, state and county funded programs. This program has established a direct bridge for students with the business community which improves student prospects in the labor market. Since the integration of FTTW with Student Services, students have experienced a significant improvement of the delivery of intensive supportive student services. Many thanks to Catherine Lachance, Claire Rubach, Alicia Hernandez, Kate Sandusky, and Jenna Becker for making this transition a success.

**Career Technical Education Teacher Pipeline** (CTE/TPP) relocated in 2011 to Student Services. The CTE/Teacher Preparation Pipeline program supports students interested in teaching careers. Since this program integrated with Student Services, Education 80 students have been given the opportunity to create new ways by which to interface with K-12 (particularly fourth grade 2012) to promote events that expose elementary students to college. Many thanks to Catherine Lachance for her successful grant writing and implementation of this program.

**Veterans**
- In fall of 2011, Cabrillo opened a new **Veterans Information Center**. Congressman Sam Farr was on hand for the opening. Kudos to student and veteran Rod Moreland for leading this effort. The center offers academic and emotional support for vets enrolled at Cabrillo. Since the center has opened we have seen a 50% increase in identified veterans on campus. There are direct increases in the number of certified veterans and vets using services in Student Health Services and Counseling. The center needs a permanent staff person to coordinate services. The center is running on VA funded work-study students which is not sufficient.

**Food Pantry**
- In December, 2011, Student Affairs created and implemented a new **Food Pantry** for enrolled students. Through donations from student government, staff, and faculty, Student Affairs began distributing food to students in need. We have been serving 30 to 50 students a week. Many thanks go to Sesario Escoto, Lois Christos, Flor Chacon, Kim Flock, and the Student Senate.

**Emergency Support Program**
- In spring 2011, through donations from the Cabrillo Foundation, the Student Senate, and carryover funds from the college, we created the **Emergency Support Program**. This program is made up of short term emergency loans and one-time grants. Implemented in fall 2011, the program has distributed $10,000 each semester to students to purchase textbooks, pay rent or utilities, and buy food or a bus pass. In spring 2012, we began providing one-time grants to...
students who have emergencies but no way to repay the money. The amount of this program is much smaller and more tightly controlled. This program allows the college to distribute money to male students in a similar format to the WES program.

Foster Youth Support Program
- In spring 2012, the Cabrillo College Foundation was given $50,000 to develop a Foster Youth Support Program. We immediately went to work developing a program. Some pieces were already in place: Financial Aid (Teri Martin and Lynn Leslie) and Counseling (Sally Larter) had designated people to work with former Foster Youth. The donation allowed us to concentrate on contacting former and current Foster Youth to help them navigate the college’s process. We hired and trained three former Foster Youth to mentor other students on campus and in the community. We were also able to give grants, totaling over $30,000, to former Foster Youth enrolled at Cabrillo.

S4C Samper 4th Grade Experience
- On May 11, 2012 almost 2700 4th grade students came to Cabrillo as part of the Santa Cruz County College Commitment. Student Services led this effort. The 4th graders each participated in two “educational experiences” during their visit. The experience was designed to familiarize students with college and motivate them to think that attending college is the best option when they graduate from high school. The students had pre and post instruction in career options to get them to start thinking about their futures. Although thanks and appreciation go to the many people who participated in this event, Melissa Brilino in particular deserves special recognition for coordinating all the details; without her the program would not have been successful.

Enrollment Services
- On July 1, 2011, the VPSS initiated an Enrollment Services pilot. The pilot was designed to integrate Admissions & Records operations with those of Financial Aid and Scholarships. The pilot was led by Tama Bolton, Masina Hunnicutt, and Tootie Tzimbal. During the first phase of the pilot the staff reviewed the overall operations of both departments and how much they affected each other’s work. They evaluated job overlap, functions, office cultures, and looked for efficiencies. In phase two, the group hired a consultant to help them work through the process of integration and cultural shifts. They discovered how many items that they have in common, but also how much they hamper one another in helping students. In January 2012, the VPSS recommended that the pilot become permanent. The recommendation was approved by Cabinet and CPC. Tama Bolton became the permanent Director of Enrollment Services and Tootie Tzimbal, the permanent Assistant Director of Financial Aid. The program will fill the now vacant Financial Aid Advisor position. Although the program is losing three positions in the 2012-13 budget cuts, the program has increased efficiencies by packaging as many students automatically, sending transcripts electronically, and electronically verifying enrollment. These improvements and many more, are a result of the staff’s hard work.

Recommendations, Action Items, and Associated Costs

4. Create a 50% Veterans Center Program Coordinator position ($19,000)
   - The newly created Veterans Center is being staffed by VA-supported work-study students. The center requires a Cabrillo staff member to provide continuity, consistency and training. The center will not be successful over time without permanent staff. Volunteers and students alone cannot keep the place afloat.
5. **Create a Program Coordinator for the S4C Samper 4th Grade Experience ($22,500)**
   - Present staff does not have the capacity to support this event every year. Permanent S4C support staff is needed. In 2012, the County Office of Education provided funding. The program will fail without consistent staff concentrating on this project.

6. **Create a Mentor Program Specialist for Foster Youth Support Program ($19,500)**
   - For spring 2012, a donation is paying for a portion of one staff person’s time to help get the initial program off the ground. To truly provide support for this population and to stabilize the program, a dedicated staff person is needed.

7. **Move the Dean of C&ESS’s salary out of the Matriculation budget and into the General Fund ($125,000)**
   - The college is only funding of one of the five required Matriculation services. This is due to the recent state cuts to the Matriculation budget and the college’s use of Matriculation money for salaries not services.

**SECTION THREE:** (See the following grid for a summary of recommendations within Student Services).

### Student Services Program Planning Recommendation Summary Grid

<table>
<thead>
<tr>
<th>Student Services</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>VPSS 1 Create 50% Division Accounting Specialist position</td>
<td>$22,500</td>
</tr>
<tr>
<td>VPSS 2 Develop Communication Plan for Component</td>
<td>$0</td>
</tr>
<tr>
<td>VPSS 3 Leadership/Team Building Retreat and Component Planning</td>
<td>$500</td>
</tr>
<tr>
<td>VPSS 4 Create 50% Veterans Center Program Specialist position</td>
<td>$19,000</td>
</tr>
<tr>
<td>VPSS 5 Create 50% Program Coordinator position for S4C 4th Grade Experience</td>
<td>$22,500</td>
</tr>
<tr>
<td>VPSS 6 Create 50% Foster Youth Support Program Specialist</td>
<td>$19,000</td>
</tr>
<tr>
<td>VPSS 7 Move the portion of the Dean of Counseling and Educational Support Services’ salary in Matriculation to the General Fund. This will balance the Matriculation budget and allow the college to offer the required Matriculation Services.</td>
<td>$125,000</td>
</tr>
<tr>
<td>Student Affairs 8 Request budget augmentation from the VP of SS, $15,000 and the ASCC Student Senate, $15,000 for student wages</td>
<td>$30,000</td>
</tr>
<tr>
<td>Student Affairs 9 New operator console and software</td>
<td>$6,500</td>
</tr>
<tr>
<td>DSPS 10 Strengthen coordination and communication between DSP&amp;S programs (LSP, Adapt PE, Assistive Technology, Counseling, Stroke and Acquired Disability Center and direct service providers).</td>
<td>$500</td>
</tr>
</tbody>
</table>

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1 This list will be expanded as programs finish their program plans. Recommendations on this list are limited to budget items, with the exception of the VPSS.
<table>
<thead>
<tr>
<th>Department</th>
<th>Action</th>
<th>Description</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSPS</td>
<td>11</td>
<td>Continue to accommodate student needs and reduce duplication of services by relocating the Stroke and Acquired Disability Center to the Allied Health building (2010) and moving the Learning Skills Program closer to DSP&amp;S.</td>
<td>$2,000</td>
</tr>
<tr>
<td>Student Affairs</td>
<td>12</td>
<td>Student Activities Coordinator to be fully funded by the Student Center Fee. This will require IT assistance to program Datatel to maximize Student Center Fee collection</td>
<td>$25,000</td>
</tr>
<tr>
<td>TOTAL FOR RECOMMENDATIONS</td>
<td></td>
<td></td>
<td>$272,500</td>
</tr>
</tbody>
</table>
Appendix A: Student Services Component Organization Chart
Appendix B: Vice President of Student Services Job Description

Cabrillo College Board Policy # 2070.07

VICE PRESIDENT/ASSISTANT SUPERINTENDENT, STUDENT SERVICES
EDUCATIONAL ADMINISTRATOR

JOB DESCRIPTION
The Vice President/Assistant Superintendent, Student Services, is the senior Student Services officer of the college and provides strategic direction and leadership to Student Services in supporting the mission of the college. The Vice President serves on the senior management team as a member of the President’s Cabinet and contributes to strategic planning for the College. Plans, develops, implements and evaluates annual goals and objectives for Student Services that increase student retention, diversity and equity; contributes to college-wide learning outcomes; and maintains the well-being and encourages the success of all students. Supervises multiple staff and areas within the Student Services component.

SCOPE
Under the general direction of the Superintendent/President, the Vice President/Assistant Superintendent, Student Services, directs all departments and programs of student services at the district administrative level.

TYPICAL DUTIES AND RESPONSIBILITIES
1. Directs activities, planning and development for Student Services programs. (E)
2. Directs and supervises and evaluates assigned academic and classified staff; recommends for employment, directs the assignment of, and directs the evaluation of all Student Services staff. (E)
3. Directs the utilization of the Student Services facilities. (E)
4. Responsible for the district's policy on student discipline and student grievance. (E)
5. Coordinates the preparation of the annual budget for the Student Services component of the college, and is responsible for Student Service department and program budgets, and assists in the preparation of the district budget. (E)
6. Acts as a representative of the college with other community colleges, educational institutions and the community. (E)
7. Assists in the articulation and matriculation activities of the college. (E)
8. Directs the application for and management of Student Services grant programs. (E)
9. Participates in and supports the accreditation process. (E)
10. Directs a regular process of program review. (E)
11. Coordinates the Student Services component with other major components of the college. (E)
12. Acts as chair or assigns a chair for councils and committees related to Student Services. (E)
13. Chairs or serves on district/college committees as required or assigned. (E)
14. Ensures equity and diversity in Student Services and promotes equity and diversity throughout the college. (E)
15. Performs related duties as required or assigned.

(E) = designates essential functions
QUALIFICATIONS

Knowledge and Abilities:
An advanced degree in education, counseling or related field and experience in Student Services is strongly preferred with an emphasis in program and policy development, organizational management, budgeting and leadership. Excellent supervisory skills, strong analytical and budgeting skills, and a proven record of working cooperatively and flexibly as part of a team. Substantial leadership experience and excellent communication skills are essential. Ability to work cooperatively and effectively with individuals of diverse ethnic and educational backgrounds and with all segments of the college community; and to perform consistently under the pressure of deadlines and other administrative demands.

Adopted: February, 1988
Revised: August 5, 1996
Revised: December 4, 2006
Appendix C: Confidential Executive Assistant Job Description

EXECUTIVE ASSISTANT

DEFINITION
Under general supervision, provides varied, complex and often confidential secretarial and office administrative assistance to a vice president of the College or to an administrator of a major functional area at a similar organizational level; performs related duties as required or assigned.

CLASS CHARACTERISTICS
This class is distinguished from other College support classes in that incumbents provide varied, complex, technical and often confidential secretarial and office administrative assistance for a vice president or similar level administrator of the College. General work guidelines are normally established by the administrator; however, day today activities may require the use of initiative and independent judgment, particularly when prioritizing work from several staff members, dealing with staff or student related confidential materials, or when dealing with a variety of college students and staff and representatives of the public. This class is distinguished from Executive Assistant to the Superintendent/President in that the latter provides varied, complex and often confidential secretarial and office administrative assistance to the Superintendent/President of the College.

EXAMPLES OF DUTIES (Illustrative Only)
- Serves as the liaison between a vice president or other administrator and students, staff, faculty, community organizations, governmental agencies and others by providing information and assistance regarding various College programs, schedules, policies, procedures and requirements and resolving administrative problems
- Receives and screens visitors and telephone calls and takes messages or refers callers to the appropriate person, office and/or program
- Screens requests and schedules appointments with students, administration, faculty, and others
- Receives complaints and concerns from faculty, administration, staff, students and the public and responds appropriately in accordance with College policy
- Performs a variety of administrative support duties such as coordinating the grant preparation and production of major grant proposals and accreditation reports, arranging logistical details for campus conferences and meetings and serving as support staff to various committees
- Coordinates the processing of Workers' Compensation claims and the preparation of appropriate reports
- Prepares and advertises formal bid specifications and receives bids
- Researches and compiles a variety of informational materials from sources both inside and outside the office, including materials for submission to the Governing Board and for presentation at conferences
- Directs the works of staff or student assistants on a project or day today basis
- Provides work instruction as required
- Drafts, types or word processes, edits and prepares agenda items for the Governing Board
- Coordinates the operation and modification of the College's telephone system
- Prepares and/or monitors the budget for the area to which assigned
- Opens, sorts and prioritizes mail, attaches pertinent backup materials and prepares responses
- Types or word processes drafts and a wide variety of finished documents including instructional and administrative materials from stenographic notes, electronic dictation, brief instructions or prior materials
- Uses word processing equipment and inputs or retrieves data and prepares reports using an online or personal computer systems
- Reviews finished materials for completeness, accuracy, format, compliance with policies and procedures, and appropriate English usage
- Organizes own work, sets priorities, and meets critical deadlines
- Relieves executive staff of certain administrative details by maintaining a calendar, following up on projects, transmitting information and keeping informed of relevant activities
- Makes conference and travel arrangements
- Organizes and maintains various files, including confidential and tickler files
- Purges files as appropriate
- Performs related duties as required or assigned
QUALIFICATIONS

Knowledge of:

- Standard office administrative and secretarial practices and procedures, including filing and business letter writing
- Organization and function of an educational institution
- The terminology and basic principles and concepts of the administrative or instructional functional areas to which assigned
- The operation of standard office equipment, including a word processor and/or a personal or online computer and appropriate software
- Correct English usage, including spelling, grammar, punctuation and vocabulary
- Recordkeeping and filing principles and practices
- Basic budgetary principles and standard business mathematics. Skill in:
- Providing varied, responsible and often confidential office administrative and secretarial assistance to administrative staff
- Interpreting, applying and explaining complex policies and procedures
- Organizing work, setting priorities, meeting critical deadlines and following up on assignments with a minimum of direction
- Researching, compiling and summarizing a variety of information
- Establishing and maintaining detailed and accurate records and files
- Composing correspondence independently or from brief instructions
- Editing a variety of written materials
- Using initiative and judgment within established guidelines
- Maintaining confidentiality of information
- Maintaining a calendar for the administrator
- Establishing and maintaining effective working relationships with those contacted in the course of the work
- Typing or operating a keyboard at a rate of 55 net words per minute from printed copy

Other Requirements:

Specific position’s may require or desire bilingual skill in a designated second language.

NOTE: Specific positions may require skill in taking dictation by hand or stenographic machine at a rate of 80 words per minute and transcribing it accurately. Performance exam(s) will be administered.

EDUCATION AND EXPERIENCE

A typical way of gaining the knowledge and skills outlined above is: Equivalent to graduation from high school and four years of secretarial experience providing office and administrative support, two years of which involved providing secretarial services to management or administrative staff. Completion of two years of college level coursework in business or office administration and experience in an educational setting are desirable.

Revised: October, 1996
Appendix D: Student Services Department AUO Assessment Analysis Form

<table>
<thead>
<tr>
<th>Department</th>
<th>Office of the Vice President of Student Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting Date</td>
<td>January 2012</td>
</tr>
<tr>
<td>Number of Staff participating</td>
<td>2</td>
</tr>
<tr>
<td>% of department</td>
<td>100%</td>
</tr>
<tr>
<td>AUO measured</td>
<td>Provide comprehensive leadership and fiscal oversight for the component of Student Services in order to ensure a diverse learning environment and the financial, academic, co-curricular, and personal support students need to achieve their educational and personal goals.</td>
</tr>
<tr>
<td>Assessment Tool</td>
<td>Survey. Met with the Director of PRO to develop a survey that would assess the AUO. The survey was designed to assess if the VPSS’s Office was providing the leadership and fiscal oversight that the component needs to support staff and students. The four question survey focused on three areas: leadership, communication and fiscal oversight. The questions were open-ended. The survey was designed to provide the office with baseline data/comments in which to improve communication with the management team, fiscal oversight and assistance, and strengthen leadership within the component.</td>
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</table>

Assessment Analysis

(Summarize the assessment results; discuss what administrative units needs and issues were revealed)

<table>
<thead>
<tr>
<th>Assessment Analysis</th>
<th>The following assessment analysis is taken directly from the VPSS Program Plan (page 5). Findings:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Fiscal. Some of the programs have very complex budgets and need more assistance. These areas could use more technical assistance than the VPSS’s office can provide. Departments with multiple funding sources and complex formulas need an accounting specialist. Recommendation: Even though the respondents felt that the VPSS provided good support, they needed a more detailed level of support and feel uncomfortable having to call upon the business office staff for assistance.</td>
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<td></td>
<td>2. Communication. Respondents felt that the VPSS provides good two-way communication. Good listener, willing to have disagreement and dialog, respectful, responds quickly to email and voice mail messages, supportive, does not micro manage, does not avoid making difficult decisions. Recommendations: more direct and regular communication with management team; gather more information from a broader group before making decisions or communicating with wider community; often hedges or is non-committal with communication, would like less “politician” and more direct communication.</td>
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<td>3. Leadership. Respondents indicated that the VPSS is supportive of them. They are encouraged, mentored, provided with suggestions for improvement, and assistance with leadership skills/trainings. Several indicated that the VPSS could be more helpful with staffing issues and resolving unprofessional behavior by staff. Several commented on the VPSS’s laid back style and openness for dialog and not letting egos get in the way.</td>
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</table>

Next Steps

- The survey was very helpful to the VPSS to looking at his personal style and his
| (How will you address the needs and issues revealed by the assessment?) | attending to address how he interacts with the direct reports and how he supports them. The VPSS attempts to check in with director reports regularly and asks how he is doing and are the staff getting the kind of support that they need.  
- In better budget times, we would request a fiscal analyst position for the component; under the current conditions that is not going to be possible in the foreseeable future. The VPSS Office continues to facilitate communication between component departments and the business office to resolve financial issues and questions.  
- We have implemented weekly leadership team meetings to foster better communication and leadership. The team consists of the VPSS, the Deans of Students and Counseling and Educational Support and the Director of Enrollment Services. The group talks over most issues that we have in common and provides support and a sounding board on issues that are unique to specific areas. The meeting provides a place to build relationships, share information and bound ideas off colleagues. |
| --- | --- |
| Timeline for Implementation  
(Make a timeline for how you will implement the next steps outlined above) | Implementation of the assessment results is ongoing. The office is continually looking at the survey questions and results to improve support and service to the component. The survey will be sent out to the component leaders annually to assess if progress has been made. |