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E8.1

Link to [E8.1: [SCC Strategic Goals and Objectives 2010-13](#)]

**SOLANO COMMUNITY COLLEGE DISTRICT  
CLASS SPECIFICATION**

**CLASS TITLE:** Student Services Generalist

**BASIC FUNCTION:** Under the direction of a Student Services or Center Dean, perform a variety of support duties and provide current and potential students with registration, financial aid, outreach, assessment, and career services at multiple sites or in an assigned area such as a Satellite Location or Center.

**DISTINGUISHING CHARACTERISTICS:** The employee assigned to this class reports directly to the Dean and performs specialized and complex work requiring previous work experience in student services.

**REPRESENTATIVE DUTIES:**

**Essential duties and responsibilities include the following. Other job-related duties may be assigned.**

Provide administrative support to assigned supervisor and assigned programs and services.

Provide general information and assistance to students, staff, counselors, faculty and administrators, and the public concerning registration, and a variety of financial aid, career services and assessment.

May assist with outreach coordination activities and follow up at the Center.

Train and provide work direction to student workers. Coordinate schedules and process student worker timesheets.

Collaborate with college staff, school administrators and faculty to coordinate outreach to local high school, middle school and elementary school populations in partnership with Coordinator of Marketing & Student Recruitment.

May assist in scheduling counseling appointments.

Assist in preparing promotional materials, correspondence, reports, applications, and other written materials related to high school outreach.

Prepare and maintain a variety of records, reports, and files related to student outreach activities; maintain confidentiality of student information records.

Serve as a liaison between SCC student services programs and the Centers.

Serve as back up to open site each week-day morning and prepare it for students and staff.

Update information on electronic news board and bulletin boards.

Collect and account for money from students for registration or materials.

Assist students in completing forms, applications and other materials according to program requirements.

May collect and compile statistical data into special or periodic reports.

Distribute brochures, applications and other information related to the assigned function.

Use complex features of desktop publishing, word processing, database management spreadsheet or other specialized software to create, develop, format, lay out, type, proofread, and prepare a variety of documents.

Maintain various records, files, logs and lists; enter data in computer equipment and file paperwork as required.

Refer students to appropriate Student Services programs and/or counseling services counselor for professional services.

Perform other office duties including composing correspondence and written materials, establishing and maintaining filing systems; and operate a variety of office equipment and machines including computers, peripheral equipment, calculators and copiers, keyboarding and duplicating various materials.

**Secondary Functions:**

Perform job-related duties as assigned.

**MINIMUM QUALIFICATIONS:** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**EDUCATION AND EXPERIENCE:** Graduation from high school including or supplemented by clerical and computer training and one year of increasingly responsible clerical experience which includes the operation of personal computers using the complex features of desktop publishing, word processing, spreadsheet and data base management software or any combination of training, experience, and/or education that provides the required knowledge, skills, and abilities.

**LANGUAGE SKILLS:**

Ability to write information for reports or publications that conform to prescribed style and format.

Ability to read and explain SCC policies and procedures, State and federal laws, rules and guidelines, and community college curriculum, schedule, policies and procedures affecting assigned area of student services.

Ability to effectively present information and respond to questions from students, staff and the general public.

**MATHEMATICAL SKILLS:**

Ability to add, subtract, multiply, and divide, using whole numbers, common fractions, and decimals.

**REASONING ABILITY:**

Ability to solve practical problems and deal with variables in situations where only limited standardization exists.

**CERTIFICATES, LICENSES, REGISTRATION:**

Valid California driver's license.

**OTHER SKILLS AND ABILITIES:**

**KNOWLEDGE OF:**

Community college courses and curriculum preferred.

Admissions and Records and Financial Aid rules, regulations, policies and procedures.

Regulations governing the community college registration procedures.

Rules, regulations, procedures, policies and function of federal, State and District financial aid programs.

Interpersonal skills using tact, patience and courtesy.

Applicable sections of State Education Code and other applicable laws.

Modern office practices, procedures and equipment.

Maintain records and prepare reports.

Modern office practices, procedures and equipment, including letter and report writing, recordkeeping techniques, receptionist and telephone techniques.

**ABILITY TO:**

Work within complex, integrated Enterprise Resource Planning (ERP) systems.

Perform a variety of general outreach support activities related to the development, implementation and promotion of District programs and services for student

- recruitment purposes.
- Read, interpret, apply and explain rules, regulations, policies and procedures.
- Provide general information regarding rules, regulations, procedures, policies and catalogs regarding student registration, financial aid, and other student services areas.
- Operate a computer and applicable software.
- Communicate effectively both orally and in writing.
- Work independently with minimal supervision.
- Meet schedules and time lines.
- Establish and maintain cooperative and effective working relationships with others.
- Public speaking. Speak in public.
- Demonstrate a sensitivity to relate to persons with diverse socio-economic, cultural, and ethnic backgrounds, including the disabled.
- Assist students in completing forms and applications.
- Train and provide work direction to student and temporary workers.
- Operate office equipment such as mainframe and microcomputers and printer, adding machine, copier, automated telephone system and facsimile machine.
- Use word processing, spreadsheet data base management computer software, and desktop publishing effectively and accurately.
- Work confidentially with discretion.

**PHYSICAL DEMANDS:** The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties outlined in this classification, employees in this classification are regularly required to stand and sit for long periods of time, walk short distances on a regular basis, use hands and fingers to operate an electronic keyboard or other office machines, reach with hands and arms, stoop or kneel or crouch to file, speak clearly and distinctly to answer telephones and to provide information; and hear and understand voices over the telephone and in person. Some employees in this classification are frequently required to travel to other District locations to attend meetings or conduct work.

All employees assigned to this classification must regularly lift, carry and/or move objects weighing up to 10 pounds.

Specific vision abilities required for positions assigned to this classification include close vision (clear vision at 20 inches or less), color vision (ability to identify and distinguish colors), ability to adjust focus (ability to adjust the eye to bring an object into sharp focus).

**WORK ENVIRONMENT:** The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The work assigned to this classification is typically performed in an office environment. While performing the duties of this classification, the employee regularly is exposed to extensive contact with students, frequent interruptions and the hazards of working with video display terminals. The work environment is moderately noisy. The employee in this assignment may work alone and may be confronted by persons seeking shelter within the building.

KU/zg:11-29-10

Board approved: 12/15/10

**From:** [Barbara Fountain](#)  
**To:** [April Takahashi](#); [Barbara Fountain](#); [Cyrielle Carrera](#); [Donna Luttrell-Williams](#); [Fawziya Abdullah](#); [Gale Anderson](#); [James Noblejas](#); [Jenny Gonzalez](#); [John Siefert](#); [Juliet Ennis](#); [Kelly Lawler](#); [Kelsey Moran](#); [Laurie Cheatham](#); [Leslie Almonte](#); [Lisa Raquel](#); [Madge Garrett](#); [Maria Delgado](#); [Marisol Delgado](#); [Maureen Bates](#); [Shemila Johnson](#); [Shirley Lewis](#); [Susan Beavers](#); [Teish Hollis](#); [Teresa McLeod](#); [Thomas "Jerry" Kea](#); [Tina Abbate](#); [Tonya Kent](#)  
**Subject:** Few "Center" Items  
**Date:** Monday, May 21, 2012 4:46:04 PM

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Based on the discussions I've now had with staff at both Centers, I have some follow up work to take care of. Below are a variety of items but do let me know if I need to add anything....

1. Susan, I'm going to have you help me set up all the center staff members with the faculty tab. Can you see me Tuesday afternoon and we'll work on this?
2. April, the center staff members would like to have a better understanding of fees in Banner so I thought we might utilize the time Jenny spends with us to work on that among other things. Can you please plan to spend 30 minutes to an hour a day for about a week with Jenny when she first starts joining us next week going over TGRAPPLY? Then she could assist in further cross training her center colleagues on the things she learns.
3. Fawziya, does accuplacer send updates of any kind letting us know when they are going to have system outages?
4. To all, I think we are in agreement that joint meetings between our three areas would be very helpful. To start, do we want to shoot for one a month? I can send coverage to both centers so that everyone can participate.
5. Dr. Lewis and Dr. Kea, sorry to add one more committee but I asked Dr. Laguerre and he was in favor of us once again having Student Services Managers Meetings with, imagine this, all the Student Services Managers! He wants us to rotate locations so you don't always have to drive to yet another one. Just giving you head's up so you know why you are getting the invites for those. It will be the two of you, Erin, Mostafa, Robin and I....am I forgetting anyone?
6. To all Center staffers, I talked to Robin about adding you to her \$financialaid updates and she said no problem, she'll include you in those.

*Barbara Fountain*  
*Director of Admissions & Records*  
*Solano Community College*  
*(707) 864-7000 x4313*  
*barbara.fountain@solano.edu*

<b>Proposal Title</b>	Library Services & Facilities Expansion Plan & Accreditation Response
<b>Proposal Lead</b>	Librarians (written by Erin Duane)

<b>Proposal Description</b>
<i>Please write a brief description of what your proposal will achieve, why it is important to the college and what areas will be impacted or will contribute to the success of the proposals outcomes.</i>
Per the Accreditation Team’s recommendations, this proposal intends to expand and improve the Library’s services and facilities at all locations, specifically to the Vallejo & Vacaville Centers. The proposed expansions will improve services and resources to students at all locations, will improve security of Library holdings, and will provide room for future expansion. In particular, this proposal focuses on improved/increased dedicated space, security for resources, staffing, and textbook collection.

<b>Links to Area Outcomes</b>	
<i>Use this section to describe how your proposal links to the outcomes of your program or department. In particular how it will strengthen or enhance delivery of your outcomes?</i>	
<b>Area Outcome</b>	<b>Link Description</b>
Access: <b>Provide a Library environment that attracts and supports students from our diverse community to increase success via access to information.</b>	Overall, this proposal will improve the Center’s physical location(s) including additional seating, dedicated quiet space, and security for Library resources. At the Library, our “Access” Outcome includes (among other things): the collections, InterLibrary loan, and textbook reserves. This proposal will enhance “Access” by actually providing circulation and increasing the textbook reserves collection. Overall, the goal is to make the Library a functional and useful part of students’ experiences at the Centers.
Services: <b>Support and expand Library services to address the current and future educational needs of the students and the college.</b>	At the Library, our “Services” Outcome includes (among other things): circulation, reference, and technologies. This proposal’s technology and equipment purchases are needed in order to actualize circulation at the centers. This proposal to expand the Library’s spaces and hours will give us more room to provide service, and will allow us to reach more students and to offer more resources. Technology improvements will allow for future growth of services as well.
Enter the area outcome it links to	Describe how the proposal links to the outcome.
<b>Notes:</b>	
Click here to enter any additional areas or outcomes the proposal may support	

## Proposal Rationale and Benefits

*Use this section to talk about why the proposal is necessary and what the wider benefits are. These may be things like increasing student success, increased efficiency of paperwork or processes, financial savings to the district. You may also add additional details about how the proposal supports the mission of the college or the core competencies.*

Accreditation findings:

“Based on its tour of the Vacaville and Vallejo Centers and a student/faculty forum in Vallejo, the team noted that an area that requires strengthening is the library facilities and holdings at the centers. The number of student work centers should be expanded in the long run along with the meager book and reference collections at the centers. Some students indicated their appreciation of the hardworking and responsive librarians, but also indicated their frustration with the lack of immediate access to books. (Standards II.C.1.c, II.C.2)”

Recommendation #8:

“In order to meet the standards, the team recommends that the College develop a plan to provide equitable access to appropriate, comprehensive, and reliable services to students who are taking classes at the Vacaville and Vallejo Centers and online. Increased funding and staffing for the libraries at the two centers should be a priority. This plan should also include a regular evaluation of the services. (Standards II.B.3.a, II.C.1)”

To address the above findings/recommendation, the Library is focusing on and proposing the following:

**SPACE:** At Vallejo, the existing library room will remain as a quiet workspace for students, with additional seating/desks. The existing entrance will be converted to a fire-alarmed door. The door leading to the lab next door will serve as the quiet workspace’s new entrance, with the librarian workstation moved outside that door. Locking shelves (new) will be behind the librarian workspace, providing secure-but-visible access to the collection.

At Vacaville, the existing Library room will remain, but the back wall behind the librarian desk will be repositioned to expand the Library’s footprint by approximately 5 feet. New shelves will be purchased as well.

Both space improvements are intended to provide students with a more comfortable, usable, student-friendly environment, and to maximize the space and seating.

The Fairfield Library has received some large generous donations as well as new books purchased for the collection. To solve this new shelving need, periodical shelves are being cleared and need to be moved to the general stacks area. Additionally, the group study area has always been a popular place for students to study, but the noise generated in this area carries to students studying individually elsewhere. Group Study enclosures would help limit this frustration greatly. The furniture in both the group and quiet study areas is very dated and falling apart; any new furniture would be greatly appreciated.

**SECURITY:** At Vallejo, locking shelves will be purchased to hold the Library’s collection. These shelves are crucial, as the library space at Vallejo is becoming more open to the lab area. When the Library is closed, the lab area may still be in use. Securing the collections is paramount.

Technology for secure circulation will be installed at both centers: security gates (alerting for unauthorized removal of items), book scanners (to check books out), and book desensitizers. These technologies will allow for secure sharing/use of the Library’s materials, reducing loss/theft, and

increasing access for students. (Currently, access is limited because there is no secure way to loan items to students.) These additions to technology will facilitate many future improvements that the Library would like to make when resources are available.

In Fairfield, certain standard Library security measures have stopped working or are entirely absent. The Circulation area is relatively open. At one time swing doors prevented non employees from entering, but they are no longer there. The largest portion of the very expensive textbook collection is inside the Circulation area. If all staff/student workers are pulled away from circulation, the textbooks have no security. Swing doors that can be locked would improve security of the Circulation area and staff.

Three of eight emergency exit alarm doors no longer work on 3 of the 8 library doors. Additionally, the staff and faculty offices, technical area, bib lab, training lab, and even the Library front door need updated locks. Numeric punch locks instead of keys would allow all Library staff and faculty access to the various rooms in the library, instead of burdening only Circulation with the task of locking/unlocking rooms multiple times per day. Serving as "keymasters" takes Circulation staff away from the Circulation area repeatedly, which is problematic (for security reasons) during the day.

Due to the decrease in staff/faculty as well as number of student workers, it is very hard to monitor all areas of the Library. Security cameras in areas that are not viewable from reference and circulation would allow staff to visually "do rounds" without leaving the circulation desk unattended. Security cameras would also improve the safety of the student workers as well as faculty/staff who have to go into areas that are not easily visible, to deal with difficult students. Finally, the cameras would help us monitor the collection to prevent theft and damage.

#### STAFFING/HOURS:

The Vallejo Center needs librarian hours on Fridays. Originally the VJO Center didn't offer Friday classes, so the need for a Librarian was not imperative. Now there are Friday classes and student requests for Friday Library hours is high. Open hours on Friday will provide students with a research resource (librarian), research tools, laptops, printing, quiet space, etc.

#### TEXTBOOKS/COLLECTIONS:

The Library's textbook reserves would benefit greatly from regular and timely funding. If Center deans can create an annual line-item in their budgets, which is distributed to the Library before the beginning of each semester, the Library can more easily provide a current, timely textbook reserve collection to students. This collection is one of the heaviest-use services we provide, and student access to textbooks is directly related to their persistence and success in their courses.

Book scanners (similar to a copy machine) would greatly benefit students as well, at both Centers. Often two or more students come at the same time to use a textbook. The scanner would allow multiple students to access one available textbook. Furthermore, since textbooks are "Library use only", students need a way to "take" portions of a textbook home. Photocopiers are expensive for students and are not environmentally friendly; a book scanner would solve these two issues. Lease options are available.

Eventually, both Centers would like to expand their collections with not only reference materials but circulating materials as well. This will include delivery of SNAP (Solano, Napa and Partners) Consortium materials. Impacts on the college would include SNAP charges for book delivery and increased staffing needs in order to process these delivered materials.

**This proposal will move us closer to equitable access to appropriate, comprehensive, and reliable services to students who are taking classes at the Centers. The goal is to mirror like-services at all library locations.**

### Proposal Delivery

*Use this section to explain why your proposal is the most efficient way to deliver the outcomes of the proposal. If alternative methods to deliver the project results have been considered note them here also.*

Every semester, the Library has explored ways to improve our services within our current footprints at the Centers. We have reached the limits of our existing spaces, and have also determined that technological and security improvements will afford similar services between the Centers and the Fairfield campus. This proposal takes the work we've done, to date, and moves it to the next logical step.

### Proposal Activities

*Use this section to talk about specific activities or milestones associated with your proposal. This will help the evaluator get a sense of what needs to be done by when*

Target Date	Activity
5/23/2012	Supplies/furniture have been ordered.
5/24/2012	Prepare spaces at Centers. Begin wall reconstruction @ VACA.
6/30/2012	Move periodical shelving at FF.
7/13/2012	Finish physical reconstruction at Vacaville.
7/31/2012	Security gates and desensitizers installed @ both Centers. Security measures at Fairfield installed/fixed.
8/10/2012	Reorganize Vallejo space: new desks, bookshelves organized, etc.

### Proposal Outcomes

*Use this section to talk about the specific outcomes of the proposal. You can also add detail on how you expect to measure the success of the outcome. Evaluation of proposal outcomes will be important in follow up.*

Outcome	Evaluation Method
Numbers of students using the library increase.	Data collection/evaluation at the end of each semester.
Textbook collection is more secure.	Evaluation of holdings at start/end of each semester to determine losses.
Textbook collection is utilized more. (Less "We don't have that book, sorry!" turnaways.)	Data collection/evaluation, and circulation statistics for checkouts and book scanner usage.
Student satisfaction.	Survey
No accreditation sanctions!	Recommendation #8 removed

### Proposal Resources

*Use this section to describe the funds you are requesting to implement the proposal*

Category	Cost	Description
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Capital Outlay	\$ 5500	Shelving & Locking bookshelves (both Centers)
Capital Outlay	\$ 16000	Security Gates (both Centers)
Capital Outlay	\$ 3200	Book desensitizers (both Centers)
Supplies & Materials	\$ Amount.	Book Scanner (Vallejo) - Lease
Other	\$ Amount.	Wall reconfiguration (VACA), Door conversion (VJO), Security measures at Fairfield (Cameras, Circ gates, emergency exits, group study enclosures, punch locks)
Capital Outlay	\$ Amount.	Additional desks/tables (Vallejo), Replace furniture (Fairfield)

### Funding Source

Use this section to request funds from a particular source. VATEA and SB70 funds are restricted to certain types of proposals. The general fund can be used without restriction

Fund	Restrictions	Approx 2012/2013 Allocation
VTEA <input type="checkbox"/>	CTE related funding that supports activities such as marketing, curriculum development, student services, professional development, and student success.	\$150,000
SB 70 <input type="checkbox"/>	Activities that support curriculum development, career pathways development, faculty development in health information technology, drafting, mechatronics, welding and water/wastewater.	\$150,000
General X	No restrictions	\$200,000

### Other Required Resources

Please indicate if any other pre-existing resources are required for the proposal. This may include office space, pre-existing equipment or any other resources that do not need additional funding.

Vallejo expansion will utilize currently existing instructor furniture and student chairs.

### Other Sources of Funding

Use this section to outline any other sources of funding such as grants or loans that may be used to supplement the proposal.

[Click here to enter text.](#)

### Final Comments

Use this section to add any additional comments you would like to be included in the evaluation of your proposal.

[Click here to enter text.](#)

**STUDENT SERVICES COUNCIL  
NOTES FOR TUESDAY APRIL 3, 2012**

- Scott Ota presented to the Council the College website which will replace the current website. He has presented the new website to students, Academic Senate and the President's Cabinet, and also to the Dean's Council. The website is currently slated to roll-out in June.
- Jeff Lamb presented the Council with his plans for a library upgrade, especially at the Centers. This is in response to the ACCJC review of the College last fall and their subsequent recommendations.

Overall, the ACCJC was concerned about funding levels of the library, which have been set back to 2005 funding levels. Concerns were also raised as to the services to students at the libraries at both Centers.

Library holdings needs to be expanded for both Vallejo and Vacaville Centers

The Vallejo Center experiences quite a bit of library traffic and so the footprint of the Vallejo Center library needs to be expanded, also the space for books needs to be expanded and security for library properties needs to be considered. Any renovations to the library/learning lab area can be completed in the summer.

Vacaville also faces the same situation. While the library has adequate patronage, the Reading/Writing lab in Vacaville needs to be outfitted with more technology.

In order to control expenditures, a closer examination of the databases provided to the students by the libraries will be undertaken.

- Learning Management System – currently the College will stay with the current platform for E-College. Pearson who has just bought Canvas (another E-College platform) can offer the District a free E-College platform if the instructors purchase their books for the classes run on E-College. If this is accepted, than the District could save \$400,000 per year for three years on the cost of E-College. With the three year contract of our current LMS, we can use the system for two years, than on the third year transition to Canvas.
- Fall Flex-Cal – Barbara Fountain met with the Flex Cal Committee last week to discuss moving the Campus-wide President's Update to an earlier morning time in order to coordinate Student Services Office closure for that meeting. The committee agreed that to hold the President's Update at 8:30 am and all Campus-wide activities afterwards. This would allow Student Service workers to close their offices and attend. This will be done with the caveat that there will be clear communication via email, website, etc of this closing.
- It was further proposed that due to work involved in preparing for the semester, the staff at both Centers will attend the activities that morning, return to the Centers to conclude preparations for the first of the semester, which for this Fall will be on Monday, August 13, 2012.

It was further proposed that all the Student Services Offices should remain closed that day. Since that day is a Friday, the offices usually are open abbreviated hours.

Some exceptions were noted.

1. The ID station would be open, but manned by student workers. Mostafa would take this suggestion to the ASSC.
2. Student crisis would be attended to on a case-by-case basis.
3. DSP – even with communication to students going out, there will be students showing up for pretty routine help that probably can be hold over to the next day.
4. CALWORKS should remain open.

Keep exceptions to a minimum

Have good signage to remind and inform students of the closure.

- Agenda Item 6 – Summer Staffing. The Center offices will remain open for the summer. Limited staffing, possibly a seasonal worker fielding registration and admission questions. Student Services Generalist would then be freed to go to the Fairfield Campus for training in Student Services Offices. The Admin III's would also be given more scheduling responsibilities.

Vacaville still has flood clean-up to do and would like to use the summer to accomplish tis work.

Will there be counseling at all at the Centers during the summer?

Robin Darcangelo likes the idea of cross-training the Generalists

Barbara Fountain stated that A&R will still accept petitions for degrees over the summer.

Address the cross-training of all student services staff in other departments, i.e. CALWORKS.

It was recommended that we should expand discussion of cross-training of all front-line staff.

A mention by Robin that the Student Services Binder is still in development.

- Move Agenda item 7 to May meeting
- Future Agenda Item – Fall retreat, set date for October.
- Future Agenda Item – FERPA training for student workers and student services staff.
- Agenda Item 10 – Banner 8.6 update. The schedule for upgrade to 8.6 has been changed from mid-April. Would like to move it to the summer when we have no classes, will avoid the many complications that often come with an upgrade. The Banner Operations Team and Banner Student Team discussed moving the upgrade implementation to June 5, 2012, and having it operational on June 6, 2012. There is a complementary upgrade that then must be made with Oracle. For this upgrade the whole system must be offline for a week. This will upgrade Oracle from 10G to 11G. This downtime might work with most offices, but there are regulatory issues with Financial Aid that might interfere. The decision on what week to choose to make this

upgrade must be made. The two weeks chosen are the last week of July and the last week of September.

- Future Agenda Item – Communication concerning proposed system downtime for upgrade.
- Agenda Item 11 – move to May Agenda
- Agenda Item 12 – Move to May Agenda.
- Agenda Item 13 – Erin Vines Absent
- Other – Marie Mayne, requested donations of scratch paper and wrapped candy to the Tutoring Center.

# Library Services Expansion Plan & Accreditation Response

## From the recent Accreditation Report:

### Findings:

“Based on its tour of the Vacaville and Vallejo Centers and a student/faculty forum in Vallejo, the team noted that **an area that requires strengthening is the library facilities and holdings at the centers**. The number of student work centers should be expanded in the long run along with the meager book and reference collections at the centers. Some students indicated their appreciation of the hardworking and responsive librarians, but also indicated their frustration with the lack of immediate access to books. (Standards II.C.1.c, II.C.2)”

### Recommendation #8:

“In order to meet the standards, the team recommends that the College develop a plan to provide equitable access to appropriate, comprehensive, and reliable services to students who are taking classes at the Vacaville and Vallejo Centers and online. **Increased funding and staffing for the libraries at the two centers should be a priority**. This plan should also include a regular evaluation of the services. (Standards II.B.3.a, II.C.1)”

To address the above findings/recommendation, the library is focusing on the following:

- Space
- Security
- Staffing/hours
- Textbooks/collections

Additionally, SCC’s main library on the Fairfield campus serves on average 1400 students per day. These students use the Library for access to computers, text reserves, group study area, quiet study area, and simply for a quiet place to unwind. The heavy use and high demand has encouraged us to ask for the following updates to the library.

## Space

### ***Proposal 1: Vallejo***

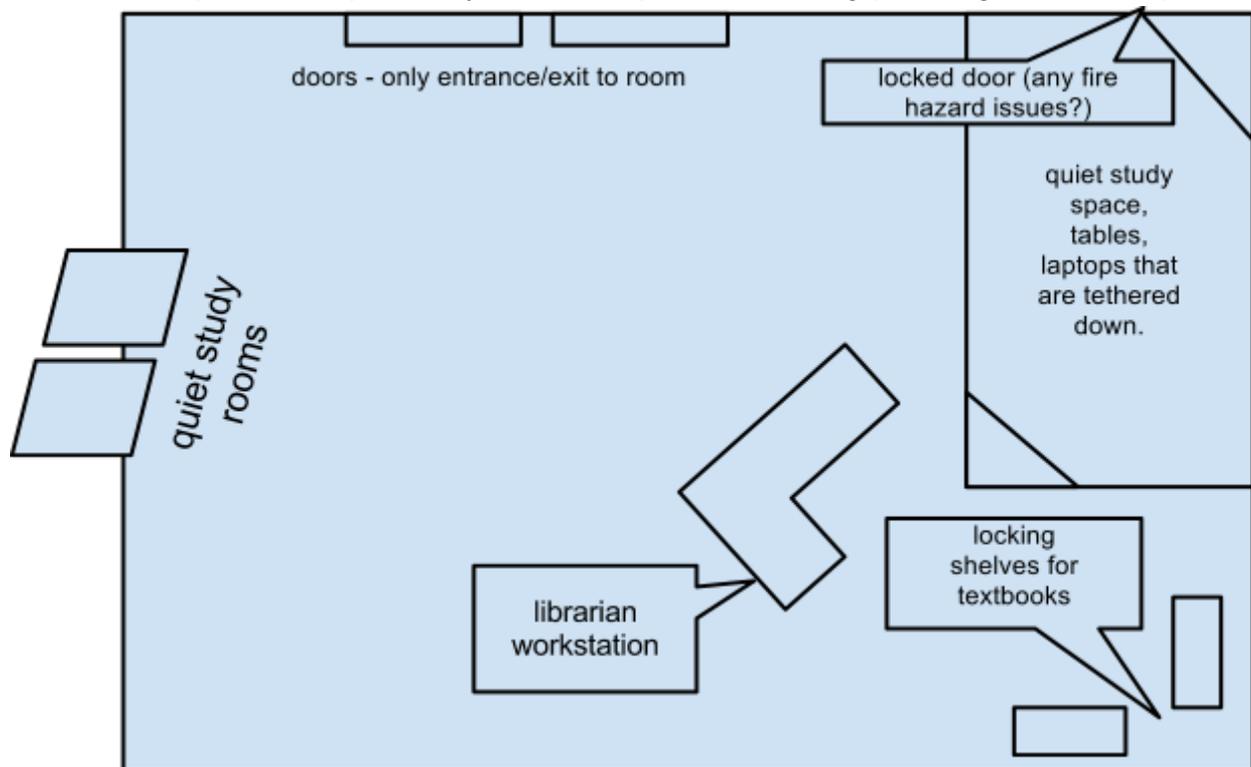
Move the librarian and the collection (textbook and reference) into the lab space next door (ROOM 24). See the diagram below.

The current library room will remain “quiet workspace” for individual study, with locked/tethered laptops set up. The librarian workspace will be just outside the room, with visibility into the room. Students can also work in pairs/groups in the lab space, all while maintaining the security of the library’s books, etc, behind the librarian’s desk in lockable shelves/cabinets. This will allow the librarian to leave the room if needed for bathroom breaks, orientations, etc., without

having to evict students.

**Options:** The lab/library could divide available hours out in an equitable and student-friendly way if space-sharing is an issue. (I don't think the noise in the lab during its busy time is going to be a problem because the main workspace for the library will remain in the current/separate room.) The *free-standing* group study rooms (2) on the opposite side of the lab could also be reserved for the library, and the librarian could "check them out" to students who need an even quieter space.

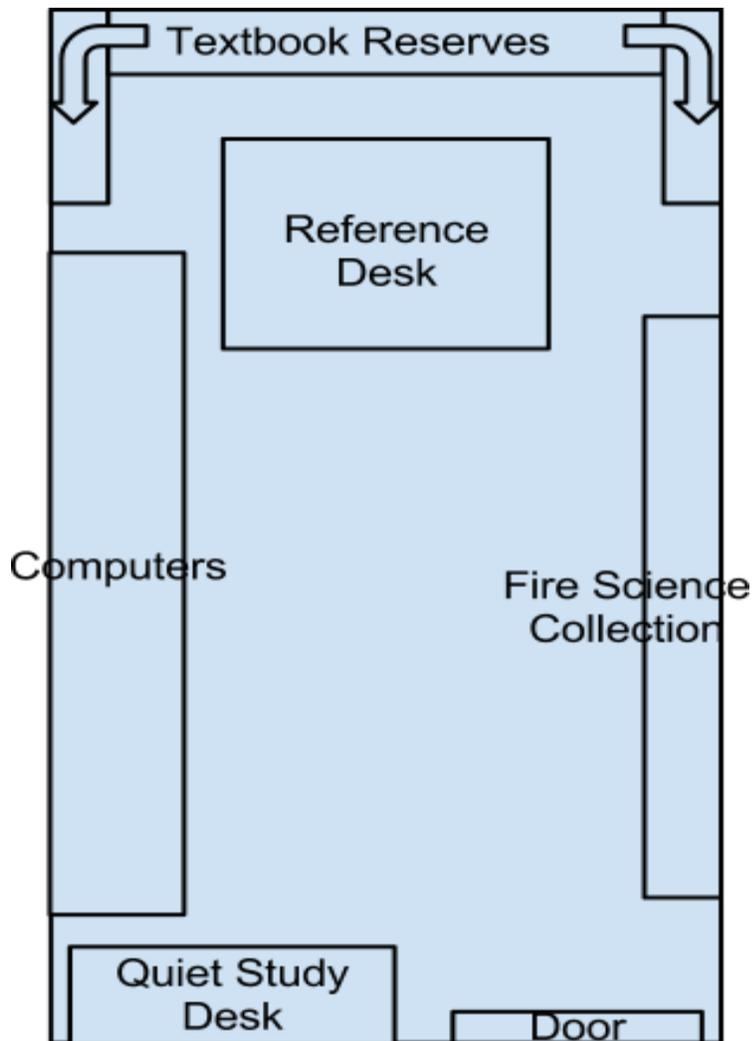
Purchases required (see **Security** below): locking book cabinets/shelves, additional seating for existing library room's quiet study space, security gates, and a desensitizer once delivery of SNAP holdings is in effect. If possible, we would like more seating and lower tables in the "quiet room", potentially with other options for seating (beanbags? A couch?)



## Space

### **Proposal 2: Vacaville**

Knock out the wall behind the current Reference Desk. Extend the walls to the end of the Reading/Math lab. Put the Textbook Reserve Collection behind the Reference Desk. Create more space for quiet study. Allocate space to the Fire Science Collection.



## Space

### Proposal 3: Fairfield Library

#### Move periodical shelves to stacks

SCC's main library has received some large generous donations as well as new books purchased for the collection. We need shelves to put these books on. Periodical shelves are being cleared, and we would like two or three of them moved to our stacks area.

#### Group study enclosures

The group study area has always been a popular place for students to study in a group, but unfortunately the noise this generates bothers students studying individually. Enclosures would help limit this frustration greatly. It would be nice to have new furniture in the group study as

well as the quiet study area as the furniture is very dated and falling apart.

## **Security: Both Centers**

Issues related to security include (repeatedly) stolen textbooks, one stolen laptop, and instances where the librarian is uncomfortable because of a “problem” visitor in the current (small) library room.

Any expansion needs to account for securing the library’s physical resources. We need to augment our security efforts.

## **Fairfield Library:**

### **Security Cameras**

Due to the decrease in staff/faculty as well as number of student workers, it is very hard to monitor all areas of the library. Security cameras in areas that are not viewable from reference and circulation would allow us to visually do rounds without leaving the circulation desk unattended. Security cameras would also allow us to ensure the safety of the student workers as well as faculty/staff who have to go into areas that are not viewable to deal with difficult students. Finally, the cameras would help us monitor the collection to prevent theft and damage.

### **Doors for Circulation/Alarm doors that work**

The circulation area is relatively open. At one time swing doors prevented non employees from entering, but they are no longer there. Behind circulation is where our very expensive textbook collection is kept. If all staff/student workers are pulled away from circulation, it is very easy for students to “help themselves” to the textbooks. Swing doors that can be locked would assist us. Our emergency exit alarm doors no longer work on 3 of the 8 doors. We would like those fixed or replaced.

### **Punch locks on staff/faculty offices and technical area etc**

The staff and faculty offices, technical area, bib lab, training lab, and even the library front door need updated locks. It would be nice to have numeric punch locks instead of keys, as the number of keys that must be carried and monitored is high as well as time consuming to have to go get a key to open up or relock a door for others using the labs.

## **Staffing/hours (Both Centers with emphasis on VJO until VACA grows)**

Depending on the reconfiguration of the library’s space, staffing/hours *may* be rearranged if lab space is used. **However, I don’t personally think that use of the lab space will necessitate a revision of library hours.** By maintaining the current library room as a quiet space, and by incorporating the two group study rooms, busy (noisy?) lab hours shouldn’t be a problem for students wishing to study.

Obviously, it would be ideal to have more librarian hours at Vallejo during the week, and/or coverage on Fridays. I'm doubtful that the current budget climate will allow for it in the near future, but a plan should be stated to increase the library's presence as we move forward.

### Textbooks/collections (Both Centers)

The library's textbook reserves are an expensive and *heavily* used resource. The current system of loaning textbooks to students is not working; we need something that reaches across all campus locations and will create accountability for the borrower. I am recommending that the library purchase ResourceMate soon, as a networked catalog system for textbooks.

The library would benefit from a separate line-item budget for textbooks. Waiting until mid-semester to purchase textbooks is not working well, and lack of available funds (when they are needed) is the cause of delay. Perhaps the Center Deans would allocate a modest amount prior to the start of each semester (\$1,500?), and then increase that amount within the first couple of weeks of each semester as needs/numbers are known.

Eventually, SNAP delivery may reach us in VJO and VACA. I'm not sure what this would cost? And it would certainly add to our space and security needs. But offering similar services from the Fairfield Campus at the Centers should include this service.

### Things That Will Cost Money

ITEM	PRICE	QUANTITY per Center	TOTAL per Center	NOTES
Gaylord Locking Shelves	\$1700	3	\$5100	
Security Gates	\$5,245 - \$8,100	1	\$5,245 - \$8,100	depends on gate(s) chosen
De/Sensitizer	\$1,650 - \$4,315	1	\$1,650 - \$4,315	depends on features of machine
Copy Machine or (better) a Book Scanner				VJO copier vender could supply a quote?
Textbook Catalog	\$1,200	1 (for all campus locations)	\$1,200	Plus upgrades as system ages (approx \$150 every 2 years)

Additional Student-Use Laptops				
Barcode Scanners	\$250	1	\$250	
Additional Shelving		VACA Only		
Wall Reconfiguration		VACA Only		
Convert current door to fire door		VJO only		

### **Services to Online Students**

To improve our services to online students the library will look at increasing our presence in the College's Learning Management System (LMS) and increasing our hours of electronic reference, and look into more places on the website and within the LMS to put the ereference widget.

To increase our presence in the LMS we will be developing discipline specific units of instruction in the College LMS for any faculty to copy into their courses. Each unit will look at subject specific resources, include video tours of our resources and databases and easy step-by-step instructions for accessing our various resources.

**From:** [Erin Duane](#)  
**To:** [Thomas "Jerry" Kea](#); [Shirley Lewis](#); [Frances "Betsy" Julian](#); [David Froehlich](#)  
**Cc:** [Jeffrey Lamb](#); [Jowel Laguerre](#); [Sandra Rotenberg](#); [Ruth Fuller](#); [Quentin Carter](#); [Rashmi Johal](#); [Carla Maguire](#)  
**Subject:** Library Facilities @ Centers & Library Accreditation Response  
**Date:** Wednesday, April 18, 2012 1:51:34 PM  
**Attachments:** [LibraryAccreditationResponse2012.pdf](#)

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Hi everyone:

Attached please find the library's response to the recent accreditation team's recommendations, regarding expansion of library services and facilities at the Centers. (I've copied their recommendations & findings below, for reference.)

The library has met a couple of times to discuss options, and we'd like to get you involved as our options impact you in some way.

Dr. Laguerre met with us last month and indicated that this summer may be a good time to implement the library's Center expansion(s); I know that the timeline for spending any available funds puts us in a crunch for this fiscal year. Email may be easier, but we may need/want to set up a meeting to discuss ideas, timeline, funds, and action items?

More soon,  
Erin

**Findings:**

"Based on its tour of the Vacaville and Vallejo Centers and a student/faculty forum in Vallejo, the team noted that **an area that requires strengthening is the library facilities and holdings at the centers.** The number of student work centers should be expanded in the long run along with the meager book and reference collections at the centers. Some students indicated their appreciation of the hardworking and responsive librarians, but also indicated their frustration with the lack of immediate access to books. (Standards II.C.1.c, II.C.2)"

**Recommendation #8:**

"In order to meet the standards, the team recommends that the College develop a plan to provide equitable access to appropriate, comprehensive, and reliable services to students who are taking classes at the Vacaville and Vallejo Centers and online. **Increased funding and staffing for the libraries at the two centers should be a priority.** This plan should also include a regular evaluation of the services. (Standards II.B.3.a, II.C.1)"

---

**Erin Duane**  
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and LR10 Instructor  
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<b>Proposal Title</b>	Peer Tutoring Expanded
<b>Proposal Lead</b>	Marie Mayne, Tutoring Center Specialist

### Proposal Description

*Please write a brief description of what your proposal will achieve, why it is important to the college and what areas will be impacted or will contribute to the success of the proposals outcomes.*

This proposal will serve more students overall but particularly those at the Vacaville and Vallejo Centers. Students show increased success where embedded tutors are placed.

Recommendation #8 of the recent Accreditation Evaluation Report states that the District should plan to provide equitable access to the centers. At the moment no tutoring services are available at the centers. This aligns to the strategic goals.

### Links to Area Outcomes

*Use this section to describe how your proposal links to the outcomes of your program or department. In particular how it will strengthen or enhance delivery of your outcomes?*

Area Outcome	Link Description
Access to tutoring	This proposal significantly increases access to tutoring services for a population who currently do not have access.
Student Success	<p>This proposal will provide effective tutoring services to students at the centers and greatly increase their chances of success and improve classroom performance.</p> <p>Recent Evaluation Comments:</p> <ul style="list-style-type: none"> <li>* "I would not have made it through Physiology Bio5 without my tutor. I received an 'A' in one of the hardest classes on campus with one of the most difficult professors with the help I received from Jeremy."</li> <li>* "I don't know how I would have passed without help from my tutor. She explained things in a way I could understand and made sure I understood before we were done."</li> <li>* "She knows the subject so well and explains the material in such an understanding way."</li> <li>* "The Tutoring Center is the most valuable resource for learning valuable material in my studies. The Tutoring Center has aided in (me) obtaining better grades."</li> </ul>
Enter the area outcome it links to	Describe how the proposal links to the outcome.

### Notes:

Click here to enter any additional areas or outcomes the proposal may support

## Proposal Rationale and Benefits

*Use this section to talk about why the proposal is necessary and what the wider benefits are. These may be things like increasing student success, increased efficiency of paperwork or processes, financial savings to the district. You may also add additional details about how the proposal supports the mission of the college or the core competencies.*

This proposal is necessary because currently there are no tutoring services at the centers. SCC has a commitment to deliver services that are responsive to the needs of our students. The lack of services to the Centers is inequitable and the proposal addresses the need to provide equitable access for all students enrolled at SCC, following the ACCJS recommendation. The other major benefit of the proposal is that it can directly affect student success. Embedded tutors work directly with students in the classroom. This serves students who do not always go out and look for help by providing that help in their classes, removing logistical barriers to access tutoring.

This proposal supports the mission of the college in particular Strategic Goal #2 to Maximize Student Access and Success.

The proposal also supports a wide variety of core competencies depending on the tutoring subject being delivered.

## Proposal Delivery

*Use this section to explain why your proposal is the most efficient way to deliver the outcomes of the proposal. If alternative methods to deliver the project results have been considered note them here also.*

This is the most effective way to provide tutoring, because with embedded tutoring the tutors are placed in direct contact with students in the classroom at the centers. Other options included providing online tutoring, but the cost was prohibitive for the number of hours needed and had the disadvantage of requiring students to actively seek tutoring from people who were not SCC faculty.

## Proposal Activities

*Use this section to talk about specific activities or milestones associated with your proposal. This will help the evaluator get a sense of what needs to be done by when*

Target Date	Activity
8/17/2012	Canvas faculty for recommendations for tutors
9/3/2012	Contacting, interviewing and placing tutors
9/22/2012	Training and orientation for new tutors
9/24/2012	Place tutors on Vacaville and Vallejo campuses
12/1/2012	Evaluate tutors
12/14/2012	Start process again for Spring Semester

## Proposal Outcomes

*Use this section to talk about the specific outcomes of the proposal. You can also add detail on how you expect to measure the success of the outcome. Evaluation of proposal outcomes will be important in follow up.*

Outcome	Evaluation Method
Increased student success at Centers	Analyze end of semester grades for sections that include embedded tutors compared to those sections without tutors.
Provision of equitable service at Centers	That there is tutoring in place and sustainable, look at tutor evaluations and hold focus group with faculty.
Click here to enter text.	Click here to enter text.

### Proposal Resources

Use this section to describe the funds you are requesting to implement the proposal

Category	Cost	Description
Other	\$ 38400	4 tutors at 2 centers paid \$8 per hour for 20 hours per week for 15 weeks and 2 semesters
Supplies & Materials	\$ 1600	Portable whiteboards, pens, markers, calculators.
Choose a category	\$ Amount.	What will the money be used for?
Choose a category	\$ Amount.	What will the money be used for.
Choose a category	\$ Amount.	What will the money be used for?
Choose a category	\$ Amount.	What will the money be used for?

### Funding Source

Use this section to request funds from a particular source. VATEA and SB70 funds are restricted to certain types of proposals. The general fund can be used without restriction

Fund	Restrictions	Approx 2012/2013 Allocation
VTEA <input type="checkbox"/>	CTE related funding that supports activities such as marketing, curriculum development, student services, professional development, and student success.	\$150,000
SB 70 <input type="checkbox"/>	Activities that support curriculum development, career pathways development, faculty development in health information technology, drafting, mechatronics, welding and water/wastewater.	\$150,000
General <input checked="" type="checkbox"/>	No restrictions	\$200,000

### Other Required Resources

Please indicate if any other pre-existing resources are required for the proposal. This may include office space, pre-existing equipment or any other resources that do not need additional funding.

Meeting room and lab space at each center.

### Other Sources of Funding

Use this section to outline any other sources of funding such as grants or loans that may be used to supplement the proposal.

None

### Final Comments

Use this section to add any additional comments you would like to be included in the evaluation of your proposal.

**Although this is a new service the need is for sustainable funding for multiple years.**

**Associated Students of Solano College**

**Meeting Minutes March 20, 2012, 12:52 pm-3:20 pm**

**Solano Community College, Vallejo Campus, Boardroom**

**Call to Order** President Moran-Richardson called the meeting to order at 12:52pm. Karl Pua took the minutes.

**Official Roll Call** Executive Officers present: Moran-Richardson, Castillo, Pua, Sperow;  
Senators present: Duran-Gomez, Baig, McCaffery, Steverson, Salazar, Schmitgal, Vaughn, Zapantis;  
Associates Present: Davis, Ott **Quorum met with seven (8) senators; one (2) associates.**

**Approval of Agenda** Motion by Senator Baig, seconded by Senator Vaughn to approve the meeting agenda of March 20, 2012. **(2,0,0) (8,0,0)**. Senator McCaffery moved to postpone agenda item IV. Senator Salazar seconded. **(2,0,0) (8,0,0)**.

**Instructor's Report** Powell informed ASSC that Call-to-Questions need votes, and instructed ASSC to make motions concise. He also instructed that committee time be spent the way it should.

Senator McCaffery left at 12:58 and came back at 1:00.

**Advisor's Report** Ghous passed out the election code. He expressed the need to get the kiosks installed. He also talked about Solano's accreditation, and the revamping of the SDO.

**Information Items** Bostic presented the smoking policy that is going to be enforced soon and asked for ASSC's opinion on what the SCC alumni's website should be. Senator Salazar moved to move the information item (Smoking Policy) to action. Senator Vaughn seconded. **(2,0,0) (8,0,0)**. Senator Vaughn moved to move Treasurer Sperow's information item (Problem Cube) to action. Senator McCaffery seconded. **(2,0,0) (8,0,0)**. Senator McCaffery moved to postpone the agenda for a tour of the Vallejo campus. Senator Schmitgal seconded. **(2,0,0) (7,1,0)**. Senator Vaughn moved to move information item B (Problem Cube) to action. Senator Zapantis seconded. **(2,0,0) (8,0,0)**.

**Action Items** Senator Schmitgal moved to name the alumni website The Falcon's Branch. Senator Baig seconded. Senator Zapantis called to question. Senator Salazar seconded. **(2,0,0) (8,0,0)**. Motion: **(0,2,0) (2,6,0)**. Senator McCaffery moved to name the alumni website Solano Legacy. Senator Zapantis seconded. Senator Steverson called to question. Senator Schmitgal seconded. **(2,0,0) (8,0,0)**. Motion: **(0,2,0) (4,4,0)**. President Moran-Richardson passes the motion. Senator Vaughn moved to approve to support the aforementioned campus smoking policy.

Senator McCaffery seconded. Senator Vaughn called to question. Senator Baig seconded. (2,0,0) (8,0,0). Motion: (2,0,0) (8,0,0). Senator Vaughn moved to approve the \$100 budget for Problem Cubes. Senator McCaffery seconded. (2,0,0) (8,0,0).

Senator Zapantis left at 2:37.

**Unfinished Business** Senator McCaffery moved to remove Ana Valenzuela as the chair of the election committee. Senator Vaughn seconded. (2,0,0) (8,0,0). Senator Vaughn moved to appoint Naser Baig as the Election Committee chair. Senator Steverson seconded. (2,0,0) (6,0,1). Senator Steverson moved to appoint Kelsey Moran-Richardson, Phil McCaffery, Charlenee Ott, Joseph Zapantis, James Vaughn, and Naser Baig to the Election Committee. Treasurer reported that he may be meeting with professors in the Business Department. He also reported that he will be having a meeting about the Student Activities proposal on Thursday from 12:00 to 1:00. Senator Steverson reported that there is a calendar for the project, and that she met with the Interior Design teacher. She has also made rules and regulations for the project. President Moran-Richardson reported on the first four forums and she suggested dates and times for future forums. Associate Ott left at 2:52.

**Committee Reports** Senator Salazar reported that Cinco de Mayo will be held on May 5th 2012. She has been contacting businesses like KUIIC to succeed in this event. Senator Baig said that applications are due this week and will be reviewed on Wednesday. Senator Duran-Gomez reported that her committee will be fundraising to save sports, and has written a letter to President Laguerre.

**Division Reports** Senator McCaffery reported that a teacher has failed a student for lack of participation due to a torn ligament. He also reported that the Cosmetics Department will be holding a fundraiser: a hair show.

**Executive Board Reports** President Moran-Richardson explained “bad standing” for students. Advocate Castillo introduced to ASSC the biannual assembly on April 27-29 2012. Secretary Pua asked for ASSC to check in with him before leaving the room during meetings. Treasurer Sperow tells ASSC to make sure numbers are clarified in regards to budget, etc. He also discussed reaching out to high schools.

**Announcements** Senator McCaffery announces that he is, in fact, okay. Senator Steverson advertised the hair show which she is a part of. Senator Salazar announced that there will be a Cinco de Mayo meeting tomorrow. Advisor Ghous reiterated that ASSC turn in office hour time sheets.

Associate Mark Martinez left at 3:19.

**Adjournment** Motion by Senator McCaffery, seconded by Senator Steverson to adjourn the meeting. (1,0,0) (6,0,0) Meeting adjourned at 3:20PM.

Associated Students of Solano College

Meeting Minutes March 27, 2012, 12:47 pm-2:30 pm

Solano Community College, Vacaville Campus, Boardroom

**Call to Order** President Moran-Richardson called the meeting to order at 12:47 pm. Karl Pua took the minutes.

**Official Roll Call** Executive Officers present: Moran-Richardson, Castillo, Freire, Pua, Sperow; Senators present: Duran-Gomez, Baig, Steverson, Salazar, Schmitgal, Vaughn, Zapantis; Associates Present: Davis, Ott. **Quorum met with seven (7) senators; two (2) associates.** Associate Ott left at 12:50

**Approval of Agenda** Motion by Senator McCaffery, seconded by Senator Baig to approve the meeting agenda of March 13, 2012. **(1,0,0) (6,0,0)**. Associate Ott entered at 12:52.

**Approval of Minutes** Senator McCaffery moved to approve the minutes of March 13th, 2012 and February 11th, 2012 Senator Baig seconded. **(2,0,0) (6,0,0)**

**Public Forum**

**Instructor's Report**

**Advisor's Report** Ghous advised that campus committees should not carry personal opinions from discussions. He also said that resignations must be emailed to Kelsey. He requested that time sheets be turned in. Senator Zapantis entered at 1:04.

**Information Items** VP Ligioso discussed the properties of the SCC budget. Phil moved to give Ligioso an extra five minutes to speak. Senator Salazar seconded. **(2,0,0) (7,0,0)**. Treasurer Sperow discussed Earth Day on April 18th from 11:00am - 2:00pm, and requested that Earth Day vendors be charged \$20 that day. Senator McCaffery moved to move Sperow's information item to action. Senator Salazar seconded. **(2,0,0) (7,0,0)**. Senator Baig presented the Election website. Senator Zapantis presented a quote for the kiosks, stating the \$1,670.22 price for all nine kiosks.

Treasurer Sperow left at 1:36.

Senator McCaffery moved to move the information item to action. Senator Baig seconded. Motion was withdrawn. Advocate Castillo reiterated the information for the conference.

Treasurer Sperow entered at 1:38.

Senator McCaffery moved to give Castillo an extra five minutes. Senator Zapantis seconded. **(2,0,0) (7,0,0)**. Associate Ott presented the Solano Kids Rock! event on April 21, 2012, and requested that the vendor fee be \$25.

**Action Items** Senator McCaffery moved to approve the \$300 budget to re-do the ID card room. Senator Baig seconded. (2,0,0) (6,1,0). Senator McCaffery moved to reduce the vendor fee to \$15. Senator Salazar seconded. Senator McCaffery amended his motion to make the reduced vendor fee only for Earth Day vendors. Senator Salazar accepted. Advocate Castillo called to question. Senator Salazar seconded. (2,0,0) (4,0,0). Amendment: (2,0,0) (5,2,0). Motion: (1,1,0) (4,3,0).

**Unfinished Business** Treasurer Sperow reported that he met with Troy. Senator Steverson reported that she met with the Interior Design teacher and that she will present the project to the class.

**Committee Reports** Associate Ott talked about the Calpers non-profit organization. Senator Salazar reported that she met with Julie Martinez and finished the paperwork for Cinco de Mayo vendors. She also reported that KUIIC may have conflicts. Senator Zapantis talked about the sustainability committee. Senator Duran-Gomez talked about sports promotions to raise funds. Associate Ott talked about the Blue Ribbon list.

**Division Reports** Senator Steverson reported that she went to the governing board meeting and discussed the renovations being done to the Fine/Applied Arts building. Senator Salazar reported that the art department will be offering three more classes.

Barruzo left at 2:14.

Senator Duran-Gomez reported that she met with VP Ligioso and discussed how class cuts are being decided. Senator McCaffery reported that more classes are going to be cut in Career Tech. Barruzo came back at 2:17.

Senator Zapantis discussed that BSAC on April 20th.

**Executive Board Reports** Treasurer Sperow discussed VP Ligioso's email. Senator McCaffery moved to give Sperow an additional five minutes to speak. Senator Baig seconded. (2,0,0) (7,0,0). Treasurer Sperow continues to say that SCC is out of date with contracts and that the Business Services department is not doing its job. He says that ASSC has rights to approve contracts, even though Ligioso asked him to stop. Treasurer Sperow also reports that Canteen called back and wants to be with SCC.

Advocate Castillo left at 2:26.

**Announcements** PRO Freire announced that the ads are ready.

**Adjournment** Motion by Senator McCaffery, seconded by Senator Salazar to adjourn the meeting. (2,0,0) (7,0,0) Meeting adjourned at 2:30PM.

## Outcomes Assessment

### Strengthen Community Relations

Assessment Status: **Loop closed**    First assessed on: **15-Aug-12**    Loop closed on: **01-Jun-12**    Number of Assessments: **1**

#### Outcome Description

The Center will increase connections with Benicia government, school district, and business.

Links to Core Competencies

IIIB - Social Diversity & Civics

IVC - Workplace Skills

Links to Strategic Outcomes

3.1 Respond to Community Needs

3.2 Expand Community Ties

#### Assessment Strategy

Log visits, contacts, minutes of City Hall meetings, and Chamber mixers.

#### Success Criteria

Attend at least 3 meetings from all interest groups identified.

Assessment Date	Assessment Results	Next Steps
15-Aug-12	The Dean attended meetings City Council, Chamber Mixer, and meetings with Superintendent and HS administrators. Reestablished class in Benicia High school, joined Sustainability Commission, and established business contacts for possible collaboration with district.	6/1/2012 Reestablished class in Benicia High School, joined Sustainability Commission, and established business contacts for possible collaboration with district.

### Improve enrollment management services

Assessment Status: **Loop closed**    First assessed on: **30-Jun-12**    Loop closed on: **30-Jun-12**    Number of Assessments: **1**

#### Outcome Description

The Center will increase access to enrollment services to the students.

Links to Core Competencies

IVA - Self Management & Self Awareness

Links to Strategic Outcomes

2.5 Effective Enrollment Management

#### Assessment Strategy

The access and use of the Enrollment Service will be compared to the former use.

#### Success Criteria

Students use and thus have greater access to enrollment services indicated by customer tallies and surveys.

Assessment Date	Assessment Results	Next Steps
30-Jun-12	A survey revealed interest in more service at the Information Desk and Counseling.	6/30/2012 Services added in A&R, Financial Aid, Assessment Testing, Veterans Affairs, EOPS/CalWorks, and Counseling.

## Improve academic student services

Assessment Status: Loop closed    First assessed on: 30-Jun-12    Loop closed on: 30-Aug-12    Number of Assessments: 1

### Outcome Description

The Center will increase access to academic student services, including Library services.

Links to Core Competencies

IIC - Research

Links to Strategic Outcomes

2.4 Improve access

### Assessment Strategy

The access and use of academic student services will be compared to former use.

### Success Criteria

Students use and thus have greater access to the academic services-and thereby academic success-indicated by customer tallies and surveys.

Assessment Date	Assessment Results
30-Jun-12	A Survey revealed interest in more Library and Tutorial service.

Next Steps	
8/30/2012	Library resources, space, and staffing have been increased and embedded tutoring added.

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## Outcomes Assessment

### Front Counter Services

#### Outcome Description

Students receives accurate information and the necessary tools to matriculate into the college and make informed educational decisions.

#### Links to Core Competencies

IC - Listen

IID - Problem Solving

IVA - Self Management & Self Awareness

#### Links to Strategic Outcomes

2.4 Improve access

Assessment Status

Loop closed

First assessed on

15-May-12

Loop closed on

06-Sep-12

Number of Assessments

1

### Assessment Strategy

Student surveys

### Success Criteria

80% of the students surveyed feel satisfied with the Front Counter services.

Assessment Date	Assessment Results	Next Steps
15-May-12	<p>67 students completed a "How Do We Rate" Student Satisfaction Survey in 2011-12. In rating the level of service. 75% rated service as "Excellent"; 11% rated "Good"; and 0% rated service as "Needs Improvement." Eighty-five percent (85%) of those surveyed rated the service as either Excellent or Good. It was noted that 85% of all respondents in Spring 2011 rated the service provided as "Excellent" which is up from the 66% from the Fall 2010 respondents who rated the service provided as "Excellent." Of the total students surveyed, eighty-eight percent (88%) of the respondents stated that their needs were "completely" met by the service used. Ten percent (10%) stated their needs were met only "partially." Fifty seven percent (57%) stated that the person who served them provided accurate information. Sixty eight percent (68%) stated that the person promptly addressed their need. Seventy nine percent (79%) stated tht the the person who served them was friendly and polite. In response to the survey, the ACCJC Feb. 1, 2012 Action Letter, and the results of the Spring 2012 Student Services Questionnaire (administered to almost 600 students), the Vacaville Center provided extensive cross-training of the Student Services Generalists on enrollment services and financial aid during summer 2012; added new signage, installed Financial Aid-TV, and increased service hours for evening students until 7 PM, Mon.-Thurs.</p> <p>Very few of the students who were surveyed used evening services.</p>	<p>9/6/2012 A more comprehensive student questionnaire will be developed by November 2012 that addresses the increased services that are provided at the centers. More effort to survey more students, including evening students, will be made. Dean will work with the Director of Institutional Research to redesign the existing Student Services Questionnaire to ask specific questions about Center services.</p>

## Academic Support Services

Assessment Status: First assessed on: Loop closed on: Number of Assessments

Loop closed: 15-May-12 Loop closed on: 06-Sep-12 Number of Assessments: 1

### Outcome Description

Students are provided with academic support services to stay in school.

Links to Core Competencies

IVA - Self Management & Self Awareness

Links to Strategic Outcomes

1.1 Student Learning Environment

1.3 Student Performance

2.4 Improve access

### Assessment Strategy

Students will be surveyed on their satisfaction with the level of support services at the Center. Data will be collected on types and levels of service; hours of operation; and support services staffing.

### Success Criteria

80% of students are satisfied with the level of support services at the Center. We will aim to provide a level of support services comparable to that provided at the Main Campus.

Assessment Date	Assessment Results	Next Steps
15-May-12	38 students completed "How Do We Rate?" Student Satisfaction Surveys for Center counseling services. Ninety two percent (92%) rated the service provided as "Excellent." Eight percent (8%) rated the service as "Good." 5 students completed a survey on Center assessment services. The sampling was too small to make any conclusions about the results with regard to assessment services. Of the total surveys, 0% rated the services provided as "Needs Improvement." In response to the ACCJC Feb. 1, 2012 Action Letter which contained a recommendation to increase services at the Centers as well as the results of the Student Services Questionnaire administered to students in Spring 2012, the Vacaville Center is now offering increased tutoring support and has scheduled additional evening service hours, including counseling; library services; Math Activity Lab; and the Open Computer Lab.	9/6/2012 A more comprehensive student questionnaire will be developed by December 2012 that addresses the increased services that are provided at the centers. More effort to survey more students, including evening students, will be made. Dean will work with the Director of Institutional Research to redesign the existing Student Services Questionnaire to ask specific questions about Center services.

E8.12

Link to [E8.12: [2012 Student Services Survey](#)]