PORTERVILLE COLLEGE

OFFICE OF STUDENT SERVICES
COMPREHENSIVE PROGRAM REVIEW REPORT

Spring 2012

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INTRODUCTION

Prior to the 2011-12 academic year in which the regular Student Services program review was scheduled to be completed, a SWOT (strengths, weaknesses, opportunities, threats) survey was distributed to the student services staff in the spring 2011 term. The results of this survey, in addition to other information that was reviewed and discussed, was used in the development of the *Office of Student Services Three-Year Strategic Plan (2012-2015).* The plan was implemented to begin in the fall 2011 term and some of the information in the Strategic Plan is included within this comprehensive program review report.

The SWOT survey, review of related data and information, and the completion of the program reviews provided the various programs with an opportunity to assess their respective programs, determine goals to accomplish during the next several years, and develop methods to measure or assess the effectiveness of our activities and services.

The college is committed to the concept that its mission statement is the driving document for institutional planning. In that same spirit, the mission statement of the Office of Student Services is the sub-driving document for planning within Student Services. As noted in this document, each program within Student Services has a general mission statement; however, it must also be understood that each program's mission statement is also linked to the Office of Student Services mission statement. In other words, the vision, mission, and values statements for the Office of Student Services are shared among each of its programs.

The MISSION of Porterville College

With students as our focus, Porterville College provides our local and diverse communities an excellent educational experience that fosters intellectual curiosity and growth, lifelong learning, and prepares our students for personal and academic success.

In support of our values and philosophy, Porterville College will:

1. Provide quality academic programs to all students who are capable of benefiting from community college instruction.
2. Provide comprehensive support services to help students achieve their personal, vocational and academic potential.
3. Prepare students for transfer and success at four-year institutions.
4. Provide courses and training to prepare students for employment or to enhance skills within their current careers.
5. Provide developmental education to students who need to enhance their knowledge and understanding of basic skills.

6. Recognize student achievement through awarding degrees, certificates, grants, and scholarships.

The VALUES of Porterville College

Porterville College's core values define the character of the institution and are active ingredients in all that the College does. Through our commitment to these values the College can better serve and be more responsive to its students, staff, and community:

- *Collaboration* – working together to encourage input and dialogue in a collegial and cooperative manner.
- *Respect* – treating each other with respect, trust, and dignity.
- *Innovation* – nurturing and supporting exploration of new ideas, programs, and services to enhance our service to the community.
- *Accountability* – continuously assessing where we are as a College and to assume responsibility for all that we do.
- *Participation* – fostering and encouraging the involvement of staff and students in campus activities and the various aspects of the College decision-making process.

The PHILOSOPHY of Porterville College

In support of our mission and values, Porterville College will base its decisions and actions upon the following beliefs:

- All students at Porterville College will be treated with respect and dignity regardless of who they are or the goals they have established for themselves.
- The College staff will provide the best service possible to its students in order for them to meet their individual academic or vocational goals.
- The College will encourage innovation, creativity, and new ideas and will support professional development opportunities for its staff.
- As an integral part of the community, the College will interact with and be responsive to local business and industry.
- As an integral part of the Kern Community College District, the College will participate in and be actively involved with all district-wide committees and governance structures.

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OFFICE OF STUDENT SERVICES VISION, MISSION AND VALUES STATEMENT

The Office of Student Services is committed to the general mission of the college in addition to the vision, mission, and values statements as listed below. The Office of Student Services will

maintain its responsibilities, complete its tasks, and serve our students in this spirit and dedication.

Vision

To be acknowledged for our outstanding service to students; recognized as committed and student-centered practitioners; and regarded as catalysts in the success of our students.

Mission

The Office of Student Services strives to enhance the educational experience of our students by providing programs and services designed to empower students to attain their academic, personal, and life goals.

To accomplish our mission, the staff of the Office of Student Services will:

- Offer quality programs to help students achieve their academic, personal, and vocational goals.
- Provide timely and accurate information and advice regarding academic policies and procedures, requirements, and campus resources.
- Assist prospective, current, and returning students to understand and meet their academic requirements.
- Collaborate with faculty and staff to enhance student learning and success.
- Promote student leadership and involvement.
- Serve as a campus information and referral agent.

Values

In support of our mission statement, the Office of Student Services is committed to certain core values that define the character of the programs and services we provide:

- *Students* – The Office of Student Services values each individual student and is committed to the College Mission Statement's introductory statement, "With students as our focus…"
- *Service* – The Office of Student Services is committed to providing the most effective service possible to every student it serves.
- *Professionalism* – The Office of Student Services staff will work in a professional manner with each student, faculty, staff, and administrator; treating everyone with the respect and dignity they deserve.
- *Confidentiality* – The Office of Student Services will adhere to confidentiality in counseling sessions, except as required by law, so that students can be free to express

themselves, and also maintain confidentiality in the maintenance of academic records and related files.
- *Learning* – The Office of Student Services supports student learning and development and will provide necessary programs and services designed to enhance the overall learning experience of our students.
- *Assessment* – The Office of Student Services is committed to an on-going process of assessment designed to monitor and improve the effectiveness of our service to students.

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LINKING PORTERVILLE COLLEGE'S MISSION STATEMENT TO THE OFFICE OF STUDENT SERVICE'S MISSION STATEMENT

The following are various excerpts from the Porterville College Mission, Values, and Philosophy Statement that parallel (or are linked to) the Vision, Mission, and Values statement of the Office of Student Services.

Porterville College	**Office of Student Services**
Provide comprehensive support services to help students achieve their personal, vocational, and academic potential.	Offer quality programs to help students achieve their academic, personal, and vocational goals.
Collaboration – working together to encourage input and dialogue in a collegial and cooperative manner.	Collaborate with faculty and staff to enhance student learning and success.
Respect – treating each other with respect, trust, and dignity.	Professionalism – The Office of Student services will work in a professional manner with each student, faculty, and administrator; treating everyone with the respect and dignity they deserve.
Accountability – continuously assessing where we are as a college and to assume responsibility for all that we do.	Assessment – The Office of Student Services is committed to an on-going process of assessment designed to monitor and improve the effectiveness of our service to students.

Provide quality academic programs to all students who are capable of benefitting from community college instruction; Provide developmental education to students who need to enhance their knowledge and understanding of basic skills.

All students at Porterville College will be treated with respect and dignity regardless of who they are or the goals they have established for themselves.

The College staff will provide the best service possible to its students in order for them to meet their individual academic or vocational goals.

Learning – The Office of Student Services supports student learning and development and will provide necessary programs and services designed to enhance the overall learning experience of our students.

Students – The Office of Student Services values each individual student and is committed to the College Mission Statement's introductory statement, "With students as our focus…"

Service – The Office of Student Services is committed to providing the most effective service possible to every student it serves.

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STUDENT SERVICES PROGRAM REVIEWS

Admissions and Records

Program Mission Statement

The Admissions and Records Office is committed to maintaining a supportive learning environment by providing accurate and timely information regarding student's enrollment services and academic policies while providing a response, respectful and individualized service to students, faculty, staff and the community we serve.

(Note that this program mission statement is linked to the Office of Student Services Vision, Mission, and Values Statement found on page 5; therefore, Admissions and Records supports the same vision, methods to accomplish mission, and values as the whole division)

Service Area Outcomes

- Students will be able to successfully navigate Degreeworks an online audit degree system with an understanding of its available features.

- Students will complete their Admissions Application with improved accuracy.

- Graduating students will complete petition for degree/certificates evaluations in a timely manner.

- Student will be able to describe the matriculation requirements for necessary to receive priority registration.

Program modifications made based on previous program review SAOs or other type of assessments:

Data regarding course offerings and student enrollment was examined to determine the most opportune hours of operations of the Admissions and Records (A/R) office, in addition to all programs in Student Services. Also, the A/R staff noted decreased activity at the counter during certain hours on certain days, specifically in the evening. Since budget cuts resulted in reduced staff in A/R, the hours were modified accordingly to the data and staff input. During staff meetings that focused on discussions relating to the provision of services and strategies to improve our activities, it was determined that one service that needed improvement was relating to the degree evaluation process. Various suggestions were provided and the process was improved. In addition to this, Degreeworks, an online degree evaluation system, was evaluated by college and district staff, purchased, and training for implementation is currently underway.

Analysis of Current Performance

To help current and prospective students and their families better understand what Porterville College has to offer a variety of information is available online in the catalog and web site that provides information about PC, including: enrollments; degree offerings; cost of attendance; admissions; registration procedures and access to BanWeb student online accounts. The online system of registration and waitlist has eased enrolling at Porterville College.

The increase in student enrollment has caused the college and district to reconsider its policy on priority registration based on the completion of the assessment, orientation, counseling and student educational plans. The Admissions Office provides in-reach opportunities to students educating them on the required components for priority registration.

The Director of Admission Office has taken the lead in the district for the implementation of Degreeworks, an online degree audit system. The project will improve student success through a more accessible, convenient, and organized way for students to know where they are academically and how they can plan the rest of their college careers. DegreeWorks, in

coordination with a counselor, can assist students plan for future classes, keep track of and monitor the completion of the requirements necessary to reach their academic goal. The system will provide forecasting of enrollment trends based on student educational plans that are entered into Degreeworks. This will assist the college in determining where to spend its resources for course offering based on the forecasting capabilities of the system.

In addition, the A/R Director is leading the district in the implementation of E-SARS. This web interface software to the SARS·GRID Scheduling and Reporting System enables students to gain limited access to an online system for the sole purpose of making, changing or canceling their own appointments with counselor. Students making appointment for a counselor will have priority based on the completion of the matriculation components (assessment and orientation) and units.

Program Strengths and Areas for Improvement

- *Strengths*

One of the strengths of the Admission office is actually a result of limited resources due to budget constraints. Since the budget impacted staff, the A/R office has moved technology to the forefront in an effort to streamline processes. The Internet has also changed business practices in the A/R Office. Students have college information available at their fingertips anytime of the day. They can read through course catalogs and learn about campus activities on the college websites, participate in online courses, and communicate with instructors online. The delivery of online registration has gained momentum with the student population. Delivery of services to students can also be accessed through smart phones or IPADS which are also increasing in popularity.

- *Areas for Improvement*

Even though technology is a strength it is also an area where the A/R Office needs to continue to seek opportunities and further expand the delivery of services through blogs, Twitter handles, and Facebook. As a result of the changing technology, students are learning about more schools and are enrolling concurrently in multiple colleges. Technology now allows students to learn about colleges on their own by having online access to the campus. It now makes it a priority to ensure that information on the college's web site is updated regularly by the Admissions Office to attract the interest of potential students.

Improving on communication to students through technology will be important in the next few years to update them on new online systems that affect their enrollments. The one area of the A/R Office that should not be sacrificed due to technology is staffing. The A/R Office still must continue to meet the public face-to-face, email or by phone to exchange information regarding student's records or address admissions issues.

Goals

- Goal(s) from previous program review

  ***Goal 1*:**   Monitor student demand and accordingly provide sufficient hours of operation to facilitate student access to admissions, registration, and records information.

  Progress: This goal was accomplished by extending the hours of operation to the public. Currently the Admissions Office is open on Tuesday and Wednesday evenings until 6:30 p.m. These dates were determined to be the highest in demand for students.

  ***Goal 2*:**   Review and enhance all related publications and website information, in addition to the information provided from staff to students and the community, to ensure it is clear accurate, and consistent.

  Progress: The web information for admissions was reviewed and continues to be an ongoing effort due to the changes in policies or procedures from the state. The staff has created a handout to provide students with the steps for registration on the web. This has proven to be beneficial to students both on campus and in the high schools.

- Goal(s) for current program review cycle

  ***Goal 1*:**   Implementation of Degreeworks.

  Timetable for completion: Summer 2012
  Needed resources: Restoration of A/R supervisor position
  Obstacles to completion (if any):   Funding
  College mission statement item: 2
  Assigned responsibility: Director, A/R

  ***Goal 2*:**   Implementation E-SARS

  Timetable for completion: Summer 2012
  Needed resources: Time to train counselors
  Obstacles to completion (if any):   Schedule and staff limitations
  College mission statement item: 2
  Assigned responsibility: Director, A/R

Staffing Resources

Current Staffing Levels

- Administrator – one full-time director (who also serves as director of matriculation and veterans services)
- Classified – two full-time; two part-time

Request for New/Replacement Staff and Justification of Each Position:

<u>Admissions and Records Supervisor</u> - The position of Admissions and Records Supervisor should be restored. This position was relinquished to assist the college during the impact of budget cuts. It has become evident that the loss of this position has made it more difficult for the Admissions Office to adequately serve the needs of the institution. The responsibilities of this position are essential and include coordinating Admission and Records activities, implementation of policies and procedures, training of staff, as well as providing support to the Director of Admissions. In addition, the implementation of Degreeworks will necessitate additional staff and require courses articulated to PC to be entered into Banner to fully track courses that apply to student's degrees. (NOTE – this position request is pending a reclassification review – the position may be reclassified and, therefore, the position being requested may change).

Budget Request

	Current Budget	*Amount of Increase*	*Revised Total*
2000 (Student)	0	0	0
4000	4,500	0	4,500
5000	7,900	0	7,900
Other	0	2,500	2,500

Justification: The increase of $2,500 would be to the 6000 account to purchase a computer for another work station in the office.

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Advising and Counseling

Mission Statement

The mission of the advising and counseling department is to foster and promote the academic, personal, and social development of our students by providing a wide range of services to help them resolve personal difficulties and acquire the skills, attitudes, and knowledge that will enable them to be successful.

(Note that this program mission statement is linked to the Office of Student Services Vision, Mission, and Values Statement found on page 5; therefore, advising and counseling/matriculation supports the same vision, methods to accomplish mission, and values as the whole division)

Service Area Outcomes

➢ After completing the Youtube online orientation, students will be able to identify various strategies to improve their chances for academic success.

➢ Interviews with local high school staff will indicate their satisfaction with the counseling and orientation services provided at the local high schools.

➢ Staff will express satisfaction with the implementation of Degreeworks and student utilization of the system will increase each subsequent year after its implementation.

Program modifications made based on previous program review SAOs or other type of assessments:

With the implementation of online advising and with more and more students utilizing the internet and social networking sites to communicate, students comments during orientation session evaluations, in addition to during Education classes and counseling sessions, provided the impetus to consider developing an orientation session through similar online services. With that, the Youtube presentation was discussed and currently under development. Staff input during evaluations of the degree evaluation process, in addition to student comments, indicated that a more streamlined and efficient process needed to be developed. Software systems were discussed and evaluated, and the Director of Admissions/Records provided leadership in working with the district office staff to consider and finally purchase Degreeworks.

Analysis of Current Performance

A variety of counseling and advising-related services are provided to students during the academic year, including the summer. Some services are specific to a categorical program while others are for the general student population. Students may see a counselor by appointment, drop-in, or online.

In addition to individual appointments, group sessions are also provided for probation/disqualified students, orientations, career and transfer workshops, and technological assistance is available through various software programs, such as EUREKA, ASSIST, or websites for career or college search.

The Student Services web page has been improved to include more information regarding services and additional links to sites that may be of interest to students in terms of advising and transfer. A "Frequently Asked Questions" link was developed that includes over 600 questions

students have asked. This link allows students to search for answers that may be available to them thereby saving the time and effort to see a counselor for the same information.

Program Strengths and Areas for Improvement

- *Strengths*

The counseling and advising staff are dedicated individuals who are committed to our students. Regardless of categorical program affiliation, they often assist any student needing help and are always willing to work together to serve our students. The counseling staff participates in various campus committees and/or working groups and is involved in the participatory governance of our college. This active participation on the part of the staff further integrates student services into the overall operations of the campus.

- *Areas for Improvement*

One of the most significant areas of need has to do with staffing - especially with the implementation of the requirements of the Student Success Task Force recommendations. These requirements will place additional workload on the counseling staff. Therefore, it will become necessary to hire an additional counseling or academic advising support.

Currently, there are only three full-time general fund counselors to serve our entire non-categorical student population. However, each counselor has additional responsibilities as part of their load. For example, one of these general fund counselors also has the responsibilities as the Articulation Officer and student-athlete advisor, another full-time counselor also serves as the Transfer Center coordinator, and the third counselor has now taken on the responsibility of coordinating career services. With that, neither of these positions is exclusively a counseling position.

As we increase counseling-related technology, including online registration, online orientations, etc., the student services lab will need to be fully implemented with computers and a staff person to coordinate. The lab is currently only functional from the perspective that it allows for group meetings, workshops, or assessment/orientation sessions. However, the lab needs to be operational throughout the day with a staff person to monitor.

Goals

- Goal(s) from previous program review

    Goal 1:   Implement online counseling/advising
    Progress: Online advising was implemented and is now an ongoing service.

    Goal 2:   Implement online orientation

Progress: This goal is still in the development stages. Rather than an online orientation where students read information on a computer screen, it was decided to develop a quasi-face-to-face online orientation using Youtube. The three-part scripts have been written and now the actual production of the presentations is being worked on.

- Goal(s) for current program review cycle

  Goal 1:   Complete the Youtube online orientation

Timetable for completion:	Summer 2012
Needed resources:	Staff's personal video equipment
Obstacles to completion (if any):	Staff time
College mission statement item:	2
Assigned responsibility:	Vice President, Student Services

  Goal 2:   Implement a full-service Student Services computer lab

Timetable for completion:	During 2012-13 academic year
Needed resources:	New advisor staff position
Obstacles to completion (if any):	Budget
College mission statement item:	2, 3
Assigned responsibility:	Vice President, Student Services

  Goal 3:   Increase counseling services to local high schools

Timetable for completion:	On-going during program review cycle
Needed resources:	Staff time, possibly additional adjunct counselors
Obstacles to completion (if any):	Staff time and budget
College mission statement item:	2, 3
Assigned responsibility:	Director, A/R

Staffing Resources

Current Staffing Levels

- Faculty – three full-time counselors (however, each counselor has other duties assigned as part of his/her load)
- Adjunct faculty – one adjunct counselor who averages approximately 15 hours per week throughout the academic year, including summers.

*Request for New/Replacement Staff and Justification of Each Position:*

<u>Full-time classified Educational Advisor</u> – due to recommendations from the Student Success Task Force and the impact these recommendations will have on advising of students, it will be imperative that the college increase its advising capabilities. This position would serve in the Student Services computer lab and assist students on a full-time basis, not only in advising, but assist students in the navigation of advising-related software. An entry level salary for this position is approximately $51,072.

<u>One part-time adjunct high school outreach counselor</u> – Due to the recommendations from the Student Success Task Force and the impact these recommendations will have on the counseling of students, the college needs to increase its counseling capabilities. With the assignment of priority registration now requiring the completion of the four matriculation requirements, i.e. assessment, orientation, counseling and a Student Educational Plan (SEP), it is imperative that graduating high school students have the opportunity to satisfy all of these requirements prior to entering the college. With that, an effort was made in spring 2012 to send the counselors out to the high schools to provide counseling and develop an SEP. This effort proved to be a success and it was determined that placing an adjunct counselor on a rotational basis throughout the school year at the high schools would enhance this effort and improve student transition from high school to the college environment. This person could also provide support on the college campus when not at one of the high schools. For 36 weeks at 20 hours per week, this would amount to approximately $43,200.

Budget Request

	Current Budget	*Amount of Increase*	*Revised Total*
2000 (Student)	0	0	0
4000	500	0	500
5000	0	5,000	5,000
Other			

Justification: The 4000 account total is for some basic supplies for the counseling center. The 5000 account total is for the EUREKA career services online system. This is a five-year service agreement that is ending in May 2012. This was originally budgeted out of matriculation, but the recent budget cuts in matriculation do not allow for this to be paid out of that account anymore.

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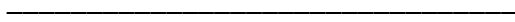
CalWORKs

Mission Statement

The mission of the CalWORKs program is to serve students and their families challenged with social and economic barriers to achieve self-sufficiency through higher education and training; offering career opportunities through collaboration and advocacy with our college and community partners; as well as encouraging the enrollment, retention, and transfer of our students to expand their human potential and enrich the quality of their lives.

(Note that this program mission statement is linked to the Office of Student Services Vision, Mission, and Values Statement found on page 5; therefore, CalWORKs supports the same vision, methods to accomplish mission, and values as the whole division)

Service Area Outcomes

➢ Students who attend the CalWORKs orientation will be able to demonstrate knowledge regarding the program purpose and services provided, identify individual responsibility, and be able to comply with program requirements: time cards, referrals, attendance forms, travel log, self-evaluations and child care hour requirements.

➢ Students who attend that Resume Building workshop will be able to demonstrate knowledge on the importance and significance of preparing a quality resume which incorporates the recommended building blocks.

➢ Students who attend the Job Interview Skills workshop will be able to differentiate between what is appropriate and what is not appropriate during a successful job interview as well as demonstrate confidence and apply learned skills when performing the mock interview.

➢ After attending the initial counseling appointment and completing an Educational Study Plan, students will be able to communicate their short-term and long-term educational goals(s).

➢ Students who attend the CalWORKs Internship Orientation will be able to demonstrate knowledge regarding the program purpose and services provided, identify their individual responsibilities, and be able to comply with program requirements: time cards, referrals, and self-evaluations.

Program modifications made based on previous program review SAOs or other type of assessments:

The SAO assessments resulted in a variety of changes made including: the orientations were modified to ensure consistency in the information presented by the various staff members; a multi-year assessment cycle was established in an effort to continuously evaluate programs and services; the power point used in the presentations of the workshops was improved upon; and the items covered during the orientations were modified to better reflect student needs and program requirements.

Analysis of Current Performance

The Porterville College CalWORKs Program serves students and their families challenged with social and economic barriers to achieve self-sufficiency through higher education and training; offering career opportunities through collaboration and advocacy with our college and community partners; as well as encouraging the enrollment, retention, and transfer of our students to expand their human potential and enrich the quality of their lives. The following services are provided to CalWORKs students enrolled in the program:

Career guidance: Using tools such as CalJobs, and EDD labor market information students can explore career opportunities. Staff provide students assistance with their career goals, and advise them on how they can achieve those goals. Once a career goal is decided; the staff meet with the students and determine a major that would best suit the kinds of careers they have chosen. Students are advised as to the appropriate classes to select based on their assessment scores and complete an educational study plans that will achieve their educational goals.

Assessments: Student needs are assessed in a variety of ways. Students complete an assessment form where they answer a series of questions. By answering these questions barriers are identified that would prevent them from being successful towards their educational goals. Once barriers are identified (if any) students are connected with resources that can assist them in overcoming these barriers. If the resource that they need is not available on campus, we can refer them to resources off campus. CalWORKs is a partner in the One Stop System; which is a group of non-profit, community and government organizations that offer a wide range of services to people in the community. These services are usually free.

Work-study placement: Students are placed into departments on and off campus and provide them with part-time employment while they are attending Porterville College. The CalWORKs program will cover a maximum of 75% of the student's wages while the department in which the student is working in, covers at least 25%. This opportunity provides the student with valuable work experience and assists them financially.

Job development: CalWORKs partners with many organizations in the community such as the Porterville Partners, and One-Stop Site Committee, where there is opportunity to network and develop jobs for our students. At every organization the program staff promotes the hiring of college students.

Resume and cover letter workshops: Students often come in seeking employment but do not possess the proper tools to obtain employment. With that, students can attend resume and cover letter workshops to ensure that they develop these job seeking tools. These workshops educate students on how to develop and personalize their own cover letter and resume thereby increasing their chances of getting employed.

Interview and job search techniques: Students are advised on how to prepare for an interview and provide practice interview sessions so they may feel comfortable during a real interview. Students are provided with job search techniques using various sources such as the internet, newspaper, phonebook, and networking.

Job retention: In an effort to improve their retention in a job, the program teaches students on how to keep their jobs and how to make them shine as a new employee. The staff helps students to assess their current job situation and evaluate any new barriers that may prevent them from continuing with their employment.

Advocacy: When there is a conflict with a CalWORKs student and the County Welfare Department (CWD) the staff advocates for the student and tries to develop a workable resolution for the student. The staff researches decisions made by CWD to ensure that the decisions made by the CWD are within the program regulations. When the budget allows, the staff attend CalWORKs conferences to keep updated on changing rules and regulations.

In its ongoing efforts to improve services to students, the program staff continues to become familiar with as many resources as possible on and off campus, so that they can better serve students with a wide variety of appropriate and effective services. The services mentioned above are some of the basic services that the program offers its students in an effort to assist them in their educational and career goals.

Students Served:

2007-2008   211
2008-2009   269
2009-2010   189
2010-2011   243

In the fall 2011 term of the 177 CalWORKs students, seventy-eight percent (78%) completed the term in good academic standing.

Program Strengths and Areas for Improvement

- *Strengths*

The CalWORKs program's strengths include offering students quality student support services, providing a supportive learning environment, developing community partnerships for the benefit of students, and promoting positive campus working relationships.

The program educates the staff on resources and customer service so that they are better prepared to provide quality services to students. Students' needs are assessed and barriers are addressed to assist them in creating a supportive learning environment for themselves. The staff is involved and has created partnerships with numerous community organizations to benefit students in the form of employment, work experience, and internship. The staff's involvement in campus activities assist to promote positive working relationships with other departments on campus.

- *Areas for Improvement*

One of the areas that the program needs to strengthen is the program's website. The director is working with the webmaster to improve the website that students can use to get information. The CalWORKs staff needs to continue to learn the Inside PC portal to send email to students, post announcements, board messages, and chat on a regular basis.

Because the high turnover in the department's part-time staff, another area that needs strengthening is the policies and procedures manual. The director continues to work with staff to ensure that the manual is kept updated with new and revised policies and procedures at all times.

Goals

- Goal(s) from previous program review

  Goal 1:   Enhance follow up with former students to determine program effectiveness.
  Progress: This has not been completed but continues to be discussed. Currently, there is no process in following up with students, but some of the social interaction sites, such as Facebook, continue to be examined.

  Goal 2:   Develop statistical data report regarding graduation rates, program effectiveness, and student employment to self-sufficiency.
  Progress: Until additional reports can be developed through the campus or district institutional research office, the program decided to continue to use the reports that are provided through MIS and normal campus or district reporting processes.

- Goal(s) for current program review cycle

Goal 1:   Develop a more comprehensive and user-friendly website in the new college portal.

Timetable for completion: 2012-13 academic year
Needed resources: None
Obstacles to completion (if any):   Staff time
College mission statement item: 2, 3
Assigned responsibility: Director, CalWORKs

Goal 2:   Continue to make program presentations to the county caseworkers on an ongoing basis.

Timetable for completion: On-going
Needed resources: Materials for brochures, flyers, etc.
Obstacles to completion (if any):   Staff time
College mission statement item: 2, 3
Assigned responsibility: Director, CalWORKs

Staffing Resources

Current Staffing Levels

- Faculty – one full-time director; however, this person also serves as the director of EOPS/CARE.
- Adjunct faculty – one part-time counselor who works approximately 20 hours per week during the academic year.
- Classified – one part-time Department Assistant I; one part-time Program Technician.

Request for New/Replacement Staff and Justification of Each Position:

No new positions are being requested at this time.

Budget Request

NOTE - CalWORKs is a categorically-funded program. Therefore, the amounts listed below are from the CalWORKs budget, not the general fund, and no dollars are being requested from the college's general fund budget. Depending on the eventual allocation received, some adjustments may be made to the following amounts.

	Current Budget	Amount of Increase	Revised Total
2000 (Student)	0	0	0

4000	269.28	0	269.28
5000	30,750.00*	0	30,750.00*
Other			

*The majority of this amount pays for child care services for the program's students.

Justification: These amounts fund the basic operations of the office.

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Disability Resource Center (DRC)

Mission Statement

The mission of the Porterville College Disability Resource Center is to facilitate learning, promote independence, and encourage life-long learning to the students we serve. The goal of the DRC is to provide our students the opportunity to succeed through a student-centered approach that is focused on providing equal access. We strive to insure that reasonable and appropriate accommodations are provided that will assist our students in reaching their true potential. The DRC is a caring and supportive place of acceptance where each student's individuality is embraced and celebrated. As we focus on your abilities not your disability, your accomplishments are limitless.

(Note that this program mission statement is linked to the Office of Student Services Vision, Mission, and Values Statement found on page 5; therefore, the DRC program supports the same vision, methods to accomplish mission, and values as the whole division)

Service Area Outcomes

➢ Students involved with DRC will be able to identify specific accommodations they may use to achieve success in school.

➢ DRC students will better understand the requirements for graduation and certification through completion of an Educational Study Plan.

➢ DRC students will demonstrate satisfaction with the knowledge and services provided by the DRC faculty and staff.

Program modifications made based on previous program review SAOs or other type of assessments:

Student needs were assessed through individual and focus group discussions with students and staff and it was found that the DRC students had an increasing need for enhanced or better technologies to address their respective disabilities. Upon these assessments, a total review of the equipment was undertaken to ascertain not only the age or lifespan of the software and hardware, but how this equipment met the ongoing needs of disabled students. This review showed that not only was much of the equipment outdated but that it also needed not to be brought into compliance with 508 regulations. With that, outdated equipment was brought into compliance and additional software was purchased to better meet the needs of the students.

Analysis of Current Performance

Students' accommodations are requested by the student and approved by the DRC Program Coordinator or Counselor on an individual basis. These do not duplicate services or instruction which is otherwise available to all students. Accommodations are directly related to the educational limitations of the verified disability of the student to be served. These accommodations are directly related to the student's participation in the educational process at Porterville College. Accommodations are provided to promote the maximum independence and integration of the individual student and support participation of students with challenges in educational activities consistent with the mission statement of Porterville College and the Disability Resource Center.

Accommodations provided are related to the educational limitations of the verified disabilities of the student to be served and promote the maximum independence and integration of the student. The accommodations provided directly relate to the student's participation in the educational process at Porterville College and the program supports student participation in activities that are consistent with the mission of the community college and the Disability Resource Center of Porterville College.

Accommodations provided as they relate to the individual educational limitations of a particular student are: Priority Registration; Test taking accommodations; Distraction Reduced Setting; Extended Time on tests; Test Proctoring; Registration Assistance; Tutoring beyond what is provided to other students; Counseling – educational and crisis; Orientation – this is offered three times every fall and spring semester; Assistive Technology - Dragon Naturally Speaking voice to text program, Read and Write gold – text to speech program, Inspiration – visual mapping program, and Alternative Text Format – e-text, RFB& D, MP3, Braille.

The DRC program provides training to students individually as requested. The DRC Computer lab includes 8 computers; 1 specialized computer room for students, and provides the following services: Closed Captioning; Adaptive Equipment; CCTV; FM Hearing System; Ubi-Duo's Featherweight magnifier; Digital tape recorder; Magic wand; Daisy player for RFB& D; Victor Stream Reader; Braille keyboard; Voice Recorder; Scribes; Note taker; Preferential Seating; Mobility Assistance; Sign Language Interpreters.

The DRC has incurred a significant loss of funding, due to the current fiscal crisis. During the 2010-2011 Academic year staffing was reorganized to meet the needs of the students and budgetary limitations due to a 48% cut in funding. Accommodations continue to be provided to students and some adaptive equipment has been updated. A site license for Read and Write Gold which is a text to speech program, with the take home versions, allows all students and staff access to this program, and compliance with Universal Design Learning.   During the 2010-2011 academic year 648 tests were proctored by the DRC staff.   The staff of the DRC serviced 508 students in 2010-2011 academic year.

Program Strengths and Areas for Improvement

- *Strengths*

The DRC staff is a committed group of professionals who are student-centered and student success focused. The high number of students who use the lab, utilized test-taking assistance, and the continued increase of students served provide evidence of the DRC staff's commitment during these economically difficult times. Student orientations, held 3 times during the fall and spring semesters have proved to be a valuable service to new and returning students.

Students are encouraged to reach their highest potential, and think beyond a certificate to meet the challenges of the job market.   The number of students graduating with their AA/AS continues to increase each year and approximately 50% of those graduating with their AA/AS plan on pursuing a Bachelors degree. Beyond the staff at PC, the student's of the DRC are our greatest strength. They continue to step up to the individual challenges they face, overcome the obstacles, and prevail.

- *Areas for Improvement*

Data was collected regarding the use of the DRC High Tech Lab during the 2010-2011. In the DRC High Tech Lab test proctoring is done; students are trained to use the software, and are provided with a supportive learning environment to study. During this time the 8 computers in the Lab were used 873 times. During the 2010-2011 academic year 648 tests were proctored by the DRC staff. The high use of the lab for test proctoring and daily use indicates that students know of the resource which is a significant improvement. Due to increased student usage, an additional space for the lab is an area needing improvement.

Currently the DRC staff is providing services to military veterans; however, the number of veterans at this time is few, yet their needs are high. It is anticipated that the staff and resources will not be sufficient to meet their individual unique needs as it relates to the accommodations and support services that veterans often require. With the unique needs of the veterans and the continued growth in the general disabled student population, it will be difficult to meet student needs with the existing staffing.

With the economic challenges it is predicted that the current funding allocation will not be sufficient to meet the staffing and services needed to provide to students. It is anticipated that the funds needed to provide sign language interpreters and the unique individual needs of our Veteran's will be in excess of the current allocations provided by the Chancellor's office.

Goals

- Goal(s) from previous program review

  Goal 1:   Increase the number of students in the DRC Program through increased outreach activities.

  Progress: As a result of additional outreach activities being provided by the program, there was an approximate twenty-seven percent (27%) increase in the number of students in the DRC program as compared to the year prior.

  Goal 2:   Increase the number of DRC students who are graduating and transferring from PC through rigorous testing and preparation.

  Progress: No data was available on prior year graduation and transfer rates, so the following totals will serve as the benchmark for future semesters, but five percent (5%) of the DRC students graduated with their degrees. Of this total, fifty percent (50%) of them transferred to a four-year institution.

- Goal(s) for current program review cycle

  Goal 1:   Improve transition from local area high school special education program to Porterville College DRC.

  Timetable for completion: Beginning in 2012-13 and on-going
  Needed resources: Staff time
  Obstacles to completion (if any):   Coordinating efforts with high school programs
  College mission statement item: 2, 3
  Assigned responsibility: LD specialist/DRC coordinator

  Goal 2:   Increase the number of DRC students graduating from Porterville College by 10% each subsequent year.

  Timetable for completion: Spring 2013
  Needed resources: Additional staff support
  Obstacles to completion (if any):   Budget and staffing
  College mission statement item: 2, 3
  Assigned responsibility: LD specialist/DRC coordinator

Goal 3:   Increase the number of students served by 10% each semester.

        Timetable for completion: Beginning fall 2012 and on-going
        Needed resources: Additional staff support
        Obstacles to completion (if any):   Budget and staffing
        College mission statement item: 2, 3
        Assigned responsibility: LD specialist/DRC coordinator

Goal 4:   Have an Active Minds Chapter in place on campus which is a National Suicide Prevention and Awareness Student Organization.

        Timetable for completion: 2013-14
        Needed resources: None
        Obstacles to completion (if any):   Staff time
        College mission statement item: 2
        Assigned responsibility: LD specialist/DRC coordinator

Staffing Resources

Current Staffing Levels

- Faculty – one full-time Learning Disabilities Specialist/Counselor (who also serves as program coordinator)
- Classified - one full-time, eleven month Department Assistant II; one part-time Alternative Media Specialist.

Request for New/Replacement Staff and Justification of Each Position:

Return the Alternative Media Specialist to full-time - The Alternative Media Specialist works in the DRC High Tech Lab and provides a variety of services including "chopping and scanning" a large amount of textbooks, the monitoring of test proctoring, training and supervising students to use technology and/or equipment, working collaboratively with the IT department as needed for changing technology needs, assisting with orientation, and providing students as well as staff with DRC in-services as needed. Due to the increased volume of use, it is apparent that the DRC High Tech Lab is not just a mandated accommodation but also a lab that assists students in being academically successful while teaching them to be technologically independent. Under the direction of the Alternative Media Specialist the quality of service, promotion of learning to navigate the programs independently and having a qualified support staff available beyond the part time status is needed. The responsibilities of this position, in addition to serving the growing number of students with the ongoing advances in technology, are difficult to provide only an a part-time basis.

Increase the contract days for the DRC Coordinator/Counselor from 175 days to 195 days - This will provide 20 floating needs to provide students of the DRC with services during breaks and summer session. This appears to be the most cost effective way to maintain compliance with ADA and Title V regulations without hiring additional staff.

Budget Request

NOTE - DRC is a categorically-funded program and the majority of the amounts listed below are from the DRC budget, not the general fund. However, in order to remain compliant with the Office of Civil Rights (OCR), the program will be in need of equipment or services that its regular budget cannot support. With that, some dollars will be requested from the college's general fund budget (see below). Depending on the eventual allocation received, some adjustments may be made to the following amounts.

	Current Budget	Amount of Increase	Revised Total
2000 (Student)	16,000*	0	16,000*
4000	10,000	0	10,000
5000	49,015	0	49,015
6000	8,412	7,500	15,912
Other	0	75,000	75,000

*Note – this amount is used for tutoring, note taking, scribing, and other services that students provide to DRC students.

Justification: This past year, the DRC program needed additional specialized equipment beyond which it currently had. With the recent reductions in the DRC budget, additional equipment is difficult to afford and purchase, but in order to comply with ADA and OCR the equipment needed to be purchased. For example, the program had 4 FM systems and during the spring 2012 semester it proved necessary to purchase 2 more due to increased demand - and these are approximately $1,000 each. In the event we have more than one visually impaired student on campus at a time, the program will need to purchase another Braille keyboard, at a cost of $7,500.

COLLEGE FUNDING NEEDED

The college has been advertising for a part-time (1-19 hours per week for 11 months) Sign Language Interpreter III for over a year, but there have been no or limited applications; therefore, the position has not been filled. If filled, the minimum beginning salary would be around $24,000. Regardless if this position is hired or not, the college still needs to comply with ADA and OCR requirements and provide interpreting assistance to students needing it. To contract out these services to an outside agency, Sign language Interpreter costs are

approximately $100 per hour. Until the position is hired, it is requested that the college allocate $75,000 for Sign Language Interpreter costs annually. Based on historical data it has not exceeded this amount in the past 3 years. In previous discussions, the CLC and Budget Committee approved this cost to be taken out of the general fund.

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EOPS/CARE

Mission Statement

The mission of the EOPS/CARE program is to provide "over and above" support services to eligible students challenged by language, social, economic, and educational barriers. EOPS/CARE is committed to facilitate the successful completion of students' educational goals and objectives.

(Note that this program mission statement is linked to the Office of Student Services Vision, Mission, and Values Statement found on page 5; therefore, EOPS/CARE supports the same vision, methods to accomplish mission, and values as the whole division)

Service Area Outcomes

➢ Students who attend the EOPS/CARE orientation will be able to demonstrate knowledge of the purpose of the program, the services provided, and student responsibilities.

➢ After completing the second counseling appointment, students will be able to communicate their short and long-term educational goals.

➢ After completing the third counseling appointment/exit interview, students will demonstrate satisfaction with EOPS/CARE services.

➢ Students who attend the Career Assessment workshop will be able to identify the career development process, their interests, values, and personality type.

➢ Students who attend the Transfer workshop will be able to demonstrate knowledge of the differences among the CSU, UC, and private colleges, application deadlines, and identify transfer resources.

Program modifications made based on previous program review SAOs or other type of assessments:

The SAO assessments resulted in a variety of changes made including: The program developed and implemented an "EOPS Appointment Checklist" to ensure that information discussed with students by the various counselors was essentially the same; the orientations were modified to ensure consistency in the information presented by the various staff members; a multi-year assessment cycle was established in an effort to continuously evaluate programs and services; the power point used in the presentations of the workshops was improved upon; and the items covered during the orientations were modified to better reflect student needs and program requirements.

Analysis of Current Performance

EOPS's mission is to recruit and retain students affected by language, social, and economic handicaps, to increase the number of eligible EOPS students served and to assist those students to achieve their educational objectives and goals, including, but not limited to obtaining job skills, occupational certificates, or associate degrees, and transferring to four-year institutions. The Cooperative Agencies Resources for Education (CARE) serves EOPS students as they seek to break the welfare-dependency cycle by supporting them to complete college-level educational or training programs so that they may become more employable and economically self-sufficient.

The EOPS/CARE Office provides the following academic support services to all EOPS and CARE students: academic, financial and personal counseling; monitoring of progress reports; transfer and vocational guidance; tutorial referrals; student success workshops; priority registration and student educational field trips.

The EOPS Program provides the following financial support services to all eligible EOPS students: EOPS meal card; EOPS book voucher; EOPS additional tutoring; UC & CSU application fee waivers; school supplies. The CARE Program provides the following financial support services to all eligible CARE students: CARE grant; CARE book voucher; meal card; school supplies; and additional tutoring.

EOPS/CARE Students Served:

2007-2008   754 (103 CARE)
2008-2009   732 (111 CARE)
2009-2010   539 (82 CARE)
2010-2011   490 (86 CARE)

During the 2009-2010 school year, the EOPS Program experienced a 40% reduction in funds which resulted in a reduction of students serviced.

Program Strengths and Areas for Improvement

- *Strengths*

The EOPS/CARE staff provides excellent support services to their students and the staff is committed not only to their students, but also to the college and district in general. The staff is actively involved in many campus and district committees as well as being involved in community events and partnership opportunities.

One of the strengths of the program is that the counselors quickly build rapport with the students during the time they spend with them. Each student sees their EOPS counselor three times per semester. The first contact includes the completion of a Student Educational Plan; the second contact is to review the student's academic progress; and the last is the exit contact. During the exit contact the counselor reviews key information that students need to be aware for the next semester i.e. registration, financial aid status.

It has been found that one of the keys to student success is follow-up and monitoring of student progress utilizing the Progress Report. Each student is required to bring in a completed form in which their instructors indicate the student's current class status. This process continues to be one of the strengths that EOPS continues to conduct. The Progress Report allows the EOPS staff to provide proactive solutions to academic concerns that may potentially prohibit a student from achieving his or her educational goal. Examples of proactive solutions include tutorial referrals, encouraging students to engage in serious conversations with instructors during office hours, withdrawing from courses prior to the withdrawal deadline, reviewing assessment test results and amending Student Educational Plans (SEP) to reflect a new major or course sequence to be taken by the student.

- *Areas for Improvement*

One of the areas that the program needs to continue to strengthen is the program's website. The website needs to be modified in an effort to develop a more user-friendly website where students can get necessary information. The EOPS staff needs to continue to learn the Inside PC portal to send email to students, post announcements, board messages, and chat on a regular basis.

Since the college recently outsourced the cafeteria and book store services, the EOPS program must continue to modify the delivery process to find a way to simplify the method for purchasing of books and meal cards. Processes and procedures will need to be reviewed in an effort to improve this delivery of services to the EOPS students.

Goals

- Goal(s) from previous program review

***Goal 1*:**   To improve the tracking of students who transfer to universities.

Progress: This has not been completed but continues to be discussed. Currently, there is no process in following up with students, but some of the social interaction sites, such as Facebook, continue to be examined.

- Goal(s) for current program review cycle

***Goal 1*:**   Complete a comprehensive and user friendly website in the new college portal.

Timetable for completion:	Fall 2012
Needed resources:	None
Obstacles to completion (if any):	Staff time
College mission statement item:	2, 3
Assigned responsibility:	EOPS director

***Goal 2*:**   Re-establish the Peer Advisor Program in which EOPS students assist other students.

Timetable for completion:	2012-13
Needed resources:	Staff time to develop and funds for materials
Obstacles to completion (if any):	Budget and staff time
College mission statement item:	2, 3
Assigned responsibility:	EOPS director

Staffing Resources

Current Staffing Levels

- Faculty – one full-time director (who also serves as director of CalWORKs); two full-time counselors.
- Classified – one full-time Program Manager; one part-time Department Assistant I.

Request for New/Replacement Staff and Justification of Each Position:

The EOPS program is in need of clerical assistance, preferably full-time. In 2009-2010 the program funding was reduced by over 40% and lost a full time Department Assistant position. This position was funded by both EOPS and the college. Losing this position left the program without clerical assistance which has impacted support to staff and overall assistance to the program's students.

Budget Request

NOTE - EOPS is a categorically-funded program. Therefore, the amounts listed below are from the EOPS budget, not the general fund, and no dollars are being requested from the college's general fund budget. Depending on the eventual allocation received, some adjustments may be made to the following amounts.

	Current Budget	*Amount of Increase*	*Revised Total*
2000 (Student)	0	0	0
4000	1,000	0	1,000
5000	3,350	0	3,350
Other			

Justification: See note regarding budget. There are no additional positions being requested at this time.

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Financial Aid

Mission Statement

The Financial Aid Office at Porterville College will provide financial aid services which are accessible, sensitive to individual student needs, and effective in enabling students to bridge the gap between family resources and educational expenses. The delivery of services will be characterized by timeliness, accuracy, and clarity and will be accomplished through the simplest procedures consistent with fiscal responsibility and governmental regulations. The Financial Aid Office maintains a strong commitment to extending our knowledge on financial aid issues or problems and seeks to develop a comprehensive system of student financial support services.

(Note that this program mission statement is linked to the Office of Student Services Vision, Mission, and Values Statement found on page 5; therefore, the financial aid office supports the same vision, methods to accomplish mission, and values as the whole division)

Service Area Outcomes

➢ Staff and students will indicate that efficiency has improved in completing required reports to the state, processing student's financial aid applications, inputting of waivers,

monitoring students satisfactory academic progress, providing individual assistance and administering of the program.

- ➢ Over ninety-percent (90%) of the financial aid students packets will be processed and awarded within 30 days from receiving their application in BANNER.

- ➢ Through effective marketing of the CCCApply system to financial aid applicants, students who apply for admission to Porterville College will simultaneously use the system to apply for federal and state financial aid.

Program modifications made based on previous program review SAOs or other type of assessments:

Efforts were undertaken regarding the enhancement of outreach to high school students to explain the financial aid application process before they graduate from high school. Orientations were held at the local high schools and parents were invited. Based on the reviews of the high school staff, students and parents who attended, the workshops were a success and will be continued. The Financial Aid office is also undergoing a reorganization to more effectively and efficiently serve students and improve the application and awarding process.

Analysis of Current Performance

The Financial Aid office offers the following services:

Assistance to students when completing the Free Application for Federal Student Aid (FAFSA) online process: The Financial Aid Office provides assistance in English and Spanish to students applying for financial aid.

Computer Lab: The Financial Aid Office has a computer lab to assist students with their online application process.

Financial Aid Counter: The Financial Aid Office provides assistance to students as they enter the office. The Financial Aid Assistant provides full-time coverage at the counter offering daily assistance in completing the FAFSA electronically on-line. This assistance has decreased the error rate in applications, thereby improving the disbursement of funds to students. A decrease in students dropped due to non-payment of tuition has resulted with the daily inputting of student fee waivers by the Financial Aid Assistance.

Outreach and In-Reach Services: The Financial Aid Office provides a variety of outreach and in-reach services by conducting on and off campus workshops and attending community events in addition to meeting with high schools/middle schools from Porterville Unified School District and Burton School District.

Assistance to Foster Youth: The Financial Aid Office has a Foster Youth Liaison that provides one- on-one assistance to foster youth students who are referred through the statewide contact list provided by the California Student Aid Commission (CSAC). The Financial Aid Office has participated in the Foster Youth Success Initiative (FYSI) efforts mandated by the California Community Colleges Chancellor's Office.

Educational Advisement: The Financial Aid Office has a part-time Counselor each semester to help with Educational Study Plans for appeals, Cal Grant C Certificate programs, and Success Contracts for the Financial Aid Office.

Documentation Process: The Financial Aid Office provides assistance to students in gathering the appropriate documentation to complete the application process which will determine their eligibility for both federal and state student financial aid.

Packaging/Awarding of Financial Aid: The Financial Aid Office staff awards approximately 13 million dollars each year to students at Porterville College. These awards include federal and state aid such as Pell, SEOG, FWS, Calgrant, Chafee, EOPS, CARE Grant, Resources (BIA, Meal Tickets, Book Waivers, off campus scholarships) and Board of Governors Fee Waiver. The addition of two full-time Financial Aid Technicians, has improved the workload of office staff which includes monitoring/reconciliation of grants (Pell, Cal Grant, SEOG, FWS, EOPS, CHAFEE), payroll of federal work-study and campus based work-study students, Webgrants, and Foster Youth Success Initiative participation. Additional Financial Aid Technicians have proven to not only benefit the Financial Aid Office but also the campus as a whole through increased participation in outreach events at the local high schools as well as community based events.

Scholarships: The Financial Aid Office, the Porterville College Foundation and members of the Scholarship Committee work closely to review scholarship application yearly and award approximately $110,000 annually to recipients.

BFAP-SFAA funding to the Porterville College Financial Aid Office has provided the Director and staff an opportunity to continue its staffing and outreach efforts. With the elimination of the Assistant Director of Financial Aid, two full-time Financial Aid Technicians have joined the financial aid office in the past year. This has provided greater efficiency in awarding and assistance to students. In addition, students have a broader understanding of the financial aid process and the resources available to them at Porterville College.

Program Strengths and Areas for Improvement

- *Strengths*

An event proven to be successful is the *PC College and Financial Aid Night* which is coordinated by the Financial Aid Office. This event is held every January for high school seniors and their families. A college fair is available with informational booths represented by PC academic

divisions and Student Services departments providing information on their respective areas. English and Spanish workshops are given by the Financial Aid staff discussing important topics regarding FAFSA and the upcoming year. The Financial Aid Office mails invitations to every senior in the service area including Porterville Unified School District and Burton School District. This year 1,250 invitations were mailed to the local senior population.

Other Outreach efforts include Tulare County Job Fair, Porterville Fair, Iris Festival/Porterville Reads event, Tulare County College Night, Porterville College Annual High School Counselor's Retreat, Porterville College Athletic FAFSA Workshops, Annual Tulare County Foster Youth Summit, Porterville College High School Senior Day, FAFSA workshops at all high school campuses throughout Porterville/Burton School Districts, Porterville College Health Fair, Tulare County Step-up Youth Summit, Tulare County Office of Education Cool Nigh South/ North events for middle school students and numerous other career fair, workshops and campus tours to schools outside our district such as Delano, Alpaugh and Lindsay schools.

- *Areas for Improvement*

Due to increased student traffic during regular office hours, little time is available to meet and update the staff on upgrades in BANNER, policy and/or regulatory changes, organizational review, and evaluation of procedures. Opportunities to network with other KCCD counterparts for discussion on issues of mutual interest should be improved. Additional improvements to students access to documents, financial aid information, disbursements, appeal dates and updates for students needs to be addressed.

The BFAP allocation could increase if every student served, whether they enrolled or not, completed an Admissions Application for the college. Currently an estimated 15% of the students are not reporting to the State because they do not enroll and complete the admissions application. Even still, the students received a service from the Financial Aid Office and could have been counted to increase the BFAP Allocation.

<u>Goals</u>

- Goal(s) from previous program review

    ***Goal 1*:**   Increase public awareness of the availability of financial aid through outreach and public service activities.
    Progress: The Financial Aid office developed and implemented a variety of workshops and presentations on the high school campuses and coordinated events both on campus and in the community that have increased visibility and improved the distribution of information.

Goal 2:   Working with the Foundation Director, improve coordination between the Scholarship Committee, Financial Aid office, and the Foundation Office by clearly defining the organizational structure.

Progress: The scholarship process was modified and coordination has been improved.

- Goal(s) for current program review cycle

Goal 1:   Improve methods for distributing information and communicating with students in regard to their financial aid through "Inside PC."

Timetable for completion:	Begin spring 2012 and on-going
Needed resources:	Flyers, posters, and staff time to input online
Obstacles to completion (if any):	None
College mission statement item:	2, 3
Assigned responsibility:	Director, Financial Aid

Goal 2:   Remain in compliance with Federal, State and Institutional policies and regulations.

Timetable for completion:	On-going
Needed resources:	Staff training
Obstacles to completion (if any):	None
College mission statement item:	2, 3
Assigned responsibility:	Director, Financial Aid

Goal 3:   Continue with outreach/in-reach and retention activities.

Timetable for completion:	Begin spring 2012 and on-going
Needed resources:	Staff time
Obstacles to completion (if any):	None
College mission statement item:	2, 3
Assigned responsibility:	Director, Financial Aid

Staffing Resources

Current Staffing Levels

- Manager – one full-time interim director.
- Classified – three full-time FA technicians; one full-time FA assistant.

Request for New/Replacement Staff and Justification of Each Position:

No new staff is being requested at this time.

Budget Request

NOTE - Financial Aid is a categorically-funded program (BFAP). Therefore, the amounts listed below are from the financial aid budget, not the general fund, and no dollars are being requested from the college's general fund budget. Depending on the eventual allocation received, some adjustments may be made to the following amounts.

	Current Budget	*Amount of Increase*	*Revised Total*
2000 (Student)	3,000	0	3,000
4000	1,849	0	1,849
5000	7,423	0	7,423
Other	7,548	0	7,548

Justification: These amounts fund the basic operations of the office.

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Matriculation

Mission Statement

The Matriculation Program supports the mission of Porterville College by providing student access and success through effective core services, including orientation, assessment and placement, and counseling. The program focuses primarily on entering students' transition into college to provide a foundation to understanding the college culture. Matriculation ensures student equity in assessment, student services, and access to college resources and provides a foundation for students to achieve their educational goals.

(Note that this program mission statement is linked to the Office of Student Services Vision, Mission, and Values Statement found on page 5; therefore, the financial aid office supports the same vision, methods to accomplish mission, and values as the whole division)

Service Area Outcomes

- ➢ Students completing an orientation will be able to demonstrate their knowledge of the registration procedures including login, how to register, admissions application, etc.:

➤ Students completing an orientation will be able to describe the matriculation requirements necessary for priority registration, i.e. assessment, orientation, counseling, and the completion of a Student Educational Plan (SEP).

Program modifications made based on previous program review SAOs or other type of assessments:

See the Advising and Counseling section. In the last program review, Matriculation was blended in with Advising and Counseling; therefore, no specific SAOs or other types of assessment were established separately for Matriculation.

Analysis of Current Performance

The college provides its prospective and new students with matriculation services including assessment, orientation, and counseling. The requirements for students to receive priority registration were modified to include priority being given to students who have completed the matriculation requirements. This has required the Matriculation Office to change its practices in the assessment and orientation of students. To ensure the components for priority registration were completed for high school seniors the calendar was moved to September from its historically start date of February. In the past, the assessment and orientation calendar began in February for the upcoming summer and fall.

The Matriculation Office has focused on changing the "enrollment behavior" of seniors and the public to prepare for priority registration up to four months in advance.   The program staff is marketing a "*Go Green for Priority Registration*" campaign. This message is a result of the upgrade in BanWeb for student's accounts that check off as components of matriculation are completed. When all four components checked off the student's registration turn "green" this informs students that they are ready for priority registration.

The orientation has been revised to "navigate" students through the college procedures and provide them with an understanding of the college culture. The students are navigated through the college's BanWeb system to become familiar with the features. They are informed of important dates listed on in the PC home page as well.

Program Strengths and Areas for Improvement

- *Strengths*

One of the strengths of the Matriculation Program is its development of a solid relationship with the local high schools. The high school counselors are invited to the college each year for a High School Counselor's retreat to be updated on the college programs and assessment schedules. This effort has fostered communication between the high schools and Porterville College counseling and admissions staff.

The college has an active Matriculation Advisory Committee that is comprised of representatives from Language Arts, Math, Social Science, Counseling, Research, and the Vice President of Academic Affairs and Vice President of Student Services. The Assessment Technician is well informed as to assessment processes and regulations and is involved in the technical maintenance of Accuplacer Companion and CLESA.

Porterville College was selected as a pilot for Accuplacer/MyFoundationsLab this year. The pilot assessment includes a diagnostic testing section that will be used with two cohorts commencing in March 2012. The Summer Bridge Program "GRASP" will use Accuplacer/MyFoundationsLab as the center piece with graduating seniors during the summer 2012 session. Students will given a pre-test and post-test to determine if students participating in the project move up one level. The college plans to have 150 students participating in two cohorts of 75 each.

- *Areas for Improvement*

The program needs to improve upon and be more proactive in educating the students on: completing the matriculation components by marketing it with priority registration; the definition of "recommended levels" as opposed to "prerequisites" to defer basic skills students from enrolling in courses above their placement levels; and informing students on proper placement and adhering to educational plans.

Staffing concerns need to be addressed. For example, the hours for the Assessment Technician's position should be increased from the current 10 (823 hours) to 12 (999 hours) months. The newly approved Student Success Task Force Recommendations enforce assessment as critical to student success. With that, this would necessitate the increase of hours of the Assessment Technician.

The college should move from Accuplacer Companion (hardcopy testing) to Accuplacer Online depending, however, if the state approves a common assessment. If the common assessment is approved, the college plans to participate and utilize this common instrument.

Goals

In the last program review cycle, matriculation was blended in with Advising/Counseling. With that, no specific goals were established in which to measure progress. For this program review, matriculation has been separated into its own section.

- Goal(s) from previous program review

    ***Goal 1*:**   *See Advising/Counseling section*
    Progress: *See Advising/Counseling section*

- Goal(s) for current program review cycle

    Goal 1:   Develop a Marketing Plan to students to improve their understanding of matriculation requirements, prerequisites, deadlines, etc.

Timetable for completion:	2012-13 academic year
Needed resources:	Funding for materials
Obstacles to completion (if any):	Staff time
College mission statement item:	2, 3
Assigned responsibility:	Director, Admissions and Records

    Goal 2:   Implement Accuplacer Online

Timetable for completion:	2013-14 academic year
Needed resources:	Funding
Obstacles to completion (if any):	Budget and facility to assess students
College mission statement item:	2, 3
Assigned responsibility:	Director, Admissions and Records

Staffing Resources

Current Staffing Levels

- Manager – the A/R director provides .20 of her time to matriculation
- Classified – one .41 assessment technician

Request for New/Replacement Staff and Justification of Each Position:

Increase hours of Assessment Technician - the hours of the Assessment Technician's position should be increased from the current 10 (823 hours) to 12 (999 hours) months. The newly approved Student Success Task Force Recommendations enforce assessment as critical to student success and will place more demand on our college to increase the availability of assessment offerings. With that, this would necessitate the increase in hours of the Assessment Technician. The amount of this increase would be $4,145.

Budget Request

	Current Budget	*Amount of Increase*	*Revised Total*
2000 (Student)	0	0	0
4000	1,467	33	1,500

5000	9,300	2,000	11,300
Other	0	5,000	5,000

Justification: 4000 - Increase supplies for additional items to complete projects; 5000 – Purchase additional units for Accuplacer online if common assessment is not approved for 2012-13. The units will need to be purchase at mid-year and will wait for common assessment updates. The Other account ($5,000) is for an additional computer and related hardware necessary for the assessment and admissions office.

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Student Programs

Mission Statement

The mission of student programs is to promote activities which contribute to the development of skill and facility in human relations, the development of leadership abilities, and meeting the recreational and social needs of students.

(Note that this program mission statement is linked to the Office of Student Services Vision, Mission, and Values Statement found on page 5; therefore, student programs supports the same vision, methods to accomplish mission, and values as the whole division)

Service Area Outcomes

- ➤ Students who work the events in the various Student Program activities will understand and demonstrate good event management techniques, practices, and competence.

- ➤ Students who are involved with ASPC will develop and demonstrate good leadership and critical thinking skills when making decisions relating to student government.

Program modifications made based on previous program review SAOs or other type of assessments:

Physical enhancements were made to the student center including television monitors so that students can watch various programs throughout the day. Due to expressed student interest, more activities and programs were added to the activity calendar to increase student participation and their connectedness to the college environment.

Analysis of Current Performance

"Student Programs" encompasses several areas that represent the PC student body, including: Associated Students of Porterville College (ASPC/Student Senate), college student clubs and organizations (Inter-Club Council), student activities and events, and campus life. The program is available to all students, where most activities are free or a nominal fee is charged.

Student Programs recently accomplished Goal 2 from previous Program Review: Establishing a Student Ambassador program to assist with campus events and community projects. The Director organized a team of seven student leaders who will participate in this activity beginning in the 2012 spring semester.

The one-unit class (formerly Political Science 55 and General Studies 55) increased its enrollment figures over the last few years. Unfortunately, due to budget cuts, the class was removed from the spring 2012 schedule. There is concern from students and PC staff/faculty that the recent Student Government success and positive momentum may diminish now that the club is strictly a volunteer organization and without a paid faculty advisor.

Class Enrollment Totals

Fall 2008: 19   Spring 2009: 15   Academic Year: 34
Fall 2009: 22   Spring 2010: 19   Academic Year: 41
Fall 2010: 34   Spring 2011: 31   Academic Year: 65
Fall 2011: 32   Spring 2012 – volunteer total is 20

Program Strengths and Areas for Improvement

- *Strengths*

Through ASPC and ICC, events and activities are held on campus during annual, seasonal, and/or cultural traditions. ASPC supports student learning through its legislative process and open meetings each week, with guidance by the director and faculty advisor.

The elected officers, senators, and general membership are encouraged to include and promote participation from all diverse student populations. ASPC and ICC members are active and the most visible student representatives on the PC campus. Other student learning opportunities are fostered with students volunteering on campus and in the community.

- *Areas for Improvement*

The Student Center/Cafeteria area is in need of a major facelift. Most college Student Centers/Cafeterias today resembles restaurant or café settings. At PC, this area is not as appealing or welcoming even though it's the most visited building on campus. Major funding needs to be allocated for upgrades.

The Student Center/Cafeteria has old flooring and the ceiling is worn and discolored. The walls are outdated with wood paneling, and most need new paint as well. Seating is not ideal, with only large round tables and cloth chairs that are stained. New seating should include small booths (2-4 people) and tables (4-6 people).

Goals

- Goal(s) from previous program review

  ***Goal 1*:**   Develop a Master calendar for campus events to be held each term.
  Progress: With the implementation of Luminus, this goal was modified. Being an online resource, Luminus is a more effective way to promote PC events.

  ***Goal 2*:**   Establish a Student Ambassadors program to assist with campus events and community projects.
  Progress: Goal completed at the start of the spring 2012 term.

  Goal 3:   Upgrade ASPC furniture, recreation equipment, etc. to create a more student and staff friendly environment.
  Progress: There has been some progress in completing this goal. New televisions monitors were purchased and installed in the cafeteria, in addition to some wall sections being re-painted. Plans are being discussed regarding replacing ceiling tiles. Due to the number and cost of upgrades that need to be accomplished, this will remain an on-going goal.

- Goal(s) for current program review cycle

  ***Goal 1*:**   Continue to upgrade ASPC furniture, recreation equipment, etc. to create a more student and staff friendly environment.

  Timetable for completion: Ongoing
  Needed resources: Student Center dollars to be allocated for improvements
  Obstacles to completion (if any):   Budget
  College mission statement item: 2
  Assigned responsibility: Director, Student Programs and M/O manager

  ***Goal 2*:**   Re-Institute the class section for Student Government which was cut from the class schedule in spring 2012.

  Timetable for completion: Complete by May 2012
  Needed resources: Approval by administration/CLC

Obstacles to completion (if any):   Tying the course to a major or program of study
College mission statement item: 4
Assigned responsibility: Director, Student Programs

***Goal 3*:**   Host a student leadership conference or workshop series that includes guest speakers

Timetable for completion: Complete by fall 2012
Needed resources: Funding to attract guest speakers and materials
Obstacles to completion (if any):   Budget
College mission statement item: 2
Assigned responsibility: Director, Student Programs

Staffing Resources

Current Staffing Levels

- Administrator – one full-time director (who also serves as the Athletic Director – essentially fifty-percent of his time is in athletics and fifty-percent in student programs)

Request for New/Replacement Staff and Justification of Each Position:

Although technically not a request for a new/replacement staff, it would serve the program much better if the faculty advising responsibilities could be accomplished as part of load, release time, or stipend. The faculty advisor spends an extensive amount of time attending the class, participating in the activities, providing leadership to CLC and other organizations on behalf of the students, etc.

Budget Request

Note - Student programs (government and activities) are funded out of the Student Fee account; therefore, there is no general fund budget account. Since club accounts are generated through fund raising, there is no budget established through the regular budget development process and no general fund dollars are being requested.

	Current Budget	Amount of Increase	Revised Total
2000 (Student)	None		
4000	None		
5000	None		
Other	None		

Justification: See note above.

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Transfer Center

Mission Statement

The mission of the Porterville College Transfer Center is to assist students to transfer beyond the community college into public, private, or independent colleges and universities. The Transfer Center makes available to students, counselors, and faculty advisors current information and resources to facilitate the transfer process.

(Note that this program mission statement is linked to the Office of Student Services Vision, Mission, and Values Statement found on page 5; therefore, the Transfer Center supports the same vision, methods to accomplish mission, and values as the whole division)

Service Area Outcomes

➢ After attending one of the CSU/UC transfer workshops, students will be able to demonstrate their knowledge of transfer requirements.

➢ After attending the CSU/UC application workshop, students will indicate that the information presented was helpful in the process of completing their application.

➢ After attending an appointment with the transfer counselor, students will be able to demonstrate their knowledge of transfer requirement.

Program modifications made based on previous program review SAOs or other type of assessments:

Based on SLO assessment results, the following modifications were implemented: The CSU/UC Transfer Workshop was modified to dedicate more time to transfer resources; the CSU/UC Application workshop was modified to allow more time to answer more questions so all students had the opportunity to get all their application questions answered; a "Transfer Student Counseling Appointment Checklist" was created for use during counseling appointments because some students were not able to demonstrate knowledge of all the necessary transfer information; and a flyer with transfer application deadlines and procedures was created and distributed to make students aware of the application deadlines.

Analysis of Current Performance

The Transfer Center provides an array of services to students: individual and walk-in counseling appointments, transfer workshops, and visits and workshops by representatives from 4-year colleges and universities.   In addition to these services, the Transfer Center also offers a physical location where students have access to catalogs and literature from 4-year institutions, handouts in a variety of subjects, and computers they can use to access additional transfer information and complete their transfer applications.

The Transfer Center coordinator works closely with the counselors by providing them with up-to-date transfer information and answering their transfer questions. In addition, the Transfer Center coordinator participates in outreach activities geared towards high school counselors and high school students.

Program Strengths and Areas for Improvement

- *Strengths*

The Transfer Center coordinator continues to develop collaborative relationships with the counselors and general campus community. The Transfer Center Advisory committee meets every year to review Transfer Center activities and services and provide suggestions about how to improve them. This committee is composed of faculty from different divisions, counselors, students, administrators, and representatives from transfer institutions. A number of faculty members of the Advisory committee also work with the Transfer Center coordinator on the Transfer Scholarship committee, which nominates Porterville College students for the Jack Kent Cooke Foundation scholarship.

Porterville College students are able to obtain transfer information and counseling in a variety of formats.   In addition to being available in the office for individual and walk-in appointments, the Transfer Center coordinator holds an information table in the Student Center twice per week. Students are able to obtain a variety of transfer handouts and general transfer information. The Transfer Center workshops, offered monthly, provide students with timely information about transfer requirements and deadlines, transfer admission guarantees, financial aid, and internet resources. In addition, UC and CSU application workshops are held to assist students with the application process.

The Transfer Center website adds to the strength of this program. Students can readily access important transfer requirements and links to transfer resources. In addition, they can access online transfer counseling through a link on the Transfer Center website.

- *Areas for Improvement*

A more suitable physical location that is adequately equipped with bookshelves and filing cabinets is needed to be able to properly display university catalogs and transfer related handouts. Additional computers are also needed to allow transfer students access to online

resources and online applications to transfer schools. Additional staff, most likely an educational advisor, is needed to coordinate services and activities as well as to be available to students in the Transfer Center on a walk-in basis.

Goals

- Goal(s) from previous program review

  ***Goal 1*:**   Increase the number of Transfer Admissions Agreements.
  Progress: The number of transfer admission agreements has increased. The ability to submit online applications together with increased publicity and the creation of a TAG workshop made this change possible. From fall 2010 to fall 2011; TAG applications went up from 5 to 129. During fall 2011, students were able to submit TAGs to unlimited number of campuses. During fall 2012, students were able to submit only one TAG, and the number of TAGs submitted went down to 11. Continued work towards this goal is needed.

  ***Goal 2*:**   Increase the number of resources available to students, i.e. UC preparation paths and CSU Lower Division Transfer paths.
  Progress: The number of resources available to students increased significantly since the last progress review. There are now more handouts available in the Transfer Center on a variety of subjects. The Transfer Center coordinator is now available twice a week in a central location on campus to answer general transfer questions and provide handouts. The Transfer Center has now an updated website with helpful information and resources for transfer students. In addition, transfer students can also obtain online transfer counseling.

  ***Goal 3*:**   Use SLO assessments to improve quality of services provided to students
  Progress: SLO assessments have been used to improve the quality of services provided and have proven to be useful tools in overall planning and development of services.

  ***Goal 4*:**   Relocation of Transfer Center to a more suitable location
  Progress: This goal has not yet been accomplished. Since physical space is limited, a more suitable location is difficult to realize. However, with the recent addition of the computer lab consideration is being given to moving the Transfer Center into the computer lab and including other resources such as career services information. This way, the lab becomes more of a service center. But this cannot be accomplished until the budget allows for the hiring of an Educational Advisor to supervise the computer lab.

- Goal(s) for current program review cycle

Goal 1:   Relocate the Transfer Center to a more suitable location

Timetable for completion: Complete during 2012-13
Needed resources: None
Obstacles to completion (if any):   Facility space
College mission statement item: 2, 3
Assigned responsibility: Vice President, Student Services

Goal 2:   Increase the number of Transfer Admission Agreements completed

Timetable for completion: 2012-13 and on-going
Needed resources: Staff time for necessary outreach
Obstacles to completion (if any):   Limitations of staff time
College mission statement item: 2, 3
Assigned responsibility: Transfer Center Coordinator/counselor

Goal 3:   Increase the reach of the Transfer Center, so more students are aware of its services

Timetable for completion: 2012-13 and on-going
Needed resources: Minimal supplies for posters, handouts, etc.
Obstacles to completion (if any):   Staff time for outreach
College mission statement item: 2, 3
Assigned responsibility: Transfer Center Coordinator/counselor

Goal 4:   Continue to use SLO assessment results to improve the quality of services provided to students

Timetable for completion: On-going
Needed resources: None
Obstacles to completion (if any):   None
College mission statement item: 2, 3

Staffing Resources

Current Staffing Levels

- Faculty – one full-time coordinator who is also a general counselor. Therefore, her responsibilities in the Transfer Center are approximately a .45 load.

Request for New/Replacement Staff and Justification of Each Position:

No additional positions are being requested at this time.

Budget Request

	Current Budget	*Amount of Increase*	*Revised Total*
2000 (Student)			
4000	500	0	500
5000	0	1,300	1,300
Other			

Justification: An increase is needed in the employee travel account, so the Transfer Center coordinator can attend the CSU and UC transfer conferences.

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Veterans Services

Mission Statement

The mission of the Veterans' Certification Office at Porterville College is to act as liaison between the student, the school, and Veterans Administration (VA). The Veterans' Certification Office plays an integral role in the lives of veterans on campus by providing support services to the veterans. Veterans who have earned educational benefits and have made the decision to return to school to pursue their educational goals depend on the office to help qualify them so they may receive their monthly educational benefits.

(Note that this program mission statement is linked to the Office of Student Services Vision, Mission, and Values Statement found page 5; therefore, the veterans' services office supports the same vision, methods to accomplish mission, and values as the whole division)

Service Area Outcomes

➢ Staff will express an increased awareness of the issues faced by veterans while transitioning to civilian and college life.

➢ Veterans who participate in the orientation will indicate an understanding of college procedures and how to access college resources and services.

➢ Veteran/Veteran Dependent students will be able to demonstrate their knowledge and understanding of academic requirements and the importance of the Student Educational Plan.

Program modifications made based on previous program review SAOs or other type of assessments:

A website was developed and is linked to the college webpage that includes pertinent information necessary for the veteran students. This website also includes highlights of current and former students. An orientation was implemented and held each academic year that includes student success topics, completion of related documents, deadlines, etc.

Analysis of Current Performance

The veteran students at Porterville College are provided with a variety of services in order that they may receive their VA benefits. These services include intake, orientation, counseling, completion of a Student Educational Plan, and monitoring of progress. A website has also been developed that provides information pertinent to veteran students and also links them to additional information and forms they are required to complete.

Although veteran students follow the same admissions and enrollment processes as regular students such as admissions policies, graduation requirements, social and academic policies, refund policies, student conduct standards, and complaint and grievance procedures, they are also required to have a Student Educational Plan by the start of their second semester. In addition, veteran students are also required to enroll in approved education plan courses in order to continue their GI Bill benefits, and, by state law, are granted priority registration.

Program Strengths and Areas for Improvement

* *Strengths*

Porterville College staff advocates for veterans and their families who are students. The Admissions Office serves as the hub connecting the veterans to services on campus such as financial aid, counseling, and academic support. The goal of the Veterans Program is to help present and past service members and their families to experience a smooth transition from orientation to graduation.

* *Areas for Improvement*

The difficult financial situation affecting VA, state and local budgets, makes it challenging for the college as it desires to maintain and expand its services to veterans. With that, the college must search out grants, best practices, and institute more innovative and creative ways to serve the veterans. The college only provides minimal staff and needs to expand the hours that veterans can receive assistance from a staff person. Since the first experience at the college for a veteran is the service they receive at the Admissions and Records counter, this area may often not be a confidential place; therefore, the college needs to find a location that provides an atmosphere of confidentiality as veterans are answering questions or providing staff with information. The veteran's privacy is a vital part of the dialogue since it includes discussion of their funds and private information relating to their service.

Goals

- Goal(s) from previous program review

  Goal 1:   Use program SLO assessments to improve services.
  Progress: Some modifications to the student orientations were implemented due to comments on surveys and through student interviews. Comments also suggested that additional office space for lounging, having workshops, etc. would be important and, therefore, the goal of office space has been maintained for next year.

  Goal 2:   Implement a physical, centralized Veteran's Office.
  Progress: The adjunct counselor has been assigned an office, so this goal has been partially met. It was hoped that an area could be developed with space to view materials, work on the computer, etc. but no additional space has yet been allocated.

- Goal(s) for current program review cycle

  Goal 1:   Implement an area for veteran students, rather than just an office for the counselor.

  Timetable for completion: Fall 2013
  Needed resources: Area for office space, etc.
  Obstacles to completion (if any):   Facilities
  College mission statement item: 2
  Assigned responsibility: Vice President, Student Services

  Goal 2:   Increase counseling availability

  Timetable for completion: Fall 2013
  Needed resources: Funding for additional counseling hours

Obstacles to completion (if any):   Budget
College mission statement item: 2, 3
Assigned responsibility: Vice President, Student Services

Staffing Resources

Current Staffing Levels

- Adjunct faculty – one part-time counselor who works approximately 15 hours per week.

Request for New/Replacement Staff and Justification of Each Position

Additional adjunct hours – an increase in the hours of the current adjunct counselor to 25 hours per week would better serve the veteran students. Currently, the counselor is only able to provide minimal assistance to the veterans due to limited hours. Additional hours would allow for additional monitoring, follow up and would result in increased student success. These additional 10 hours per week would equal $27,000.

Budget Request

	Current Budget	Amount of Increase	Revised Total
2000 (Student)	0	0	0
4000	0	500	500
5000	0	1,000	1,000
Other	0	2,500	2,500

Justification: 4000 - To provide the veterans counselor with funds to purchase supplies in working with Veterans, i.e. pen, pencils, ink cartridge, file folders, etc.; 5000 - Counselor and Certifying Official to attend annual conference; Other - Purchase a computer and small printer for counselor.

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Vice President, Student Services

Mission Statement

The mission of Office of the Vice President of Student Services (VP/SS) is to provide support, professional expertise, encouragement, and oversight of all student services programs and activities.

(Note that this program mission statement is linked to the Office of Student Services Vision, Mission, and Values Statement found on page 5; therefore, the Vice President's office supports the same vision, methods to accomplish mission, and values as the whole division)

Service Area Outcomes

➢ Yearly review of the Office of Student Services Three-Year Strategic Plan will show that services are being improved and accomplished through the completion of the various goals and objectives within the Plan.

➢ Staff will indicate that inter-discipline communication continues to improve through all-staff meetings, monthly list serve updates, and various other forms of communication and staff networking.

Program modifications made based on previous program review SAOs or other type of assessments:

The SWOT survey, staff focus group discussions, and individual meetings with staff and program directors during the previous program review cycle indicated that better inter-divisional communication should occur to ensure that all staff is aware of each program's activities. With that, the idea of an "all-staff" meeting was implemented and two have been held (spring and fall 2011) and will continue to be scheduled each term. At these meetings, each program director reports on activities and progress, in addition to reports on various services and activities across the campus that each staff person should be made aware of. Staff input has indicated that these meetings have been useful and effective.

Analysis of Current Performance

The Vice President's office continues to support the staff and programs within Student Services. Bi-weekly meetings are held with the counseling staff and an additional bi-weekly meeting specifically with the program directors. In addition, an all-staff meeting is held each term to foster communication across the division.

During the previous program review cycle, the Vice President was appointed as the VPSS northern California representative to the State Chancellor's Matriculation Advisory Committee. This committee meets approximately once every two months in Sacramento to discuss issues relating to matriculation across the community college system. In addition, the VPSS also attends and actively participates in the meetings of the regional VPSS group. The VPSS also serves on a variety of campus and district committees including but not limited to co-chair of the College Learning Council, Strategic Planning subcommittee, Budget Subcommittee, Matriculation Advisory committee, and district Vice President Leadership team.

The Vice President also took the leadership in the development of the *Office of Student Services Three Year Strategic Plan*. This plan includes various goals and objectives that the division will accomplish during the next three years.

Program Strengths and Areas for Improvement

- *Strengths*

The Vice President continues to support the staff in Student Services and often advocates for the division in various campus and district meetings. The office has an excellent working relationship with the general campus population and this relationship has helped to foster communication across campus and within the division itself. The Vice President is actively involved in district, regional and statewide committees and activities and encourages the staff to be involved, too.

- *Areas for Improvement*

With the continuing enhancements in student services-related technologies, it is essential that Student Services keep abreast and up-to-date with such advancing technologies. However, due to the budget situation it has been difficult to do so. With that, it is recommended that grants be considered that may be able to support these efforts. As indicated in the SWOT survey, better inter-divisional communication should occur so that all staff are apprised and knowledgeable of the various services, activities, and calendars of the programs within student services in general.

Goals

- Goa(s) from previous program review

  ***Goal 1*:**   Work with program directors/coordinators to ensure SAOs are assessed and to utilize these assessments in program improvement.
  Progress: This goal will be ongoing; however, it has essentially been met. The program directors have been working on SAO assessments and then using these results to improve their services to students.

  ***Goal 2*:**   Develop a yearly "Student Services SAO Report" that will show the progress of SAO assessment and how these assessments have been used in program improvement.
  Progress: A draft has been written but is still being worked on. The first report will be distributed to the College Learning Council toward the end of the spring 2012 term.

- Goal(s) for current program review cycle

Goal 1: Provide leadership and assistance to ensure the completion of the goals and objectives within the Office of Student Services Strategic Plan.

Timetable for completion:	On-going during three years of plan.
Needed resources:	None
Obstacles to completion (if any):	Budget and staffing implications may affect completion of some objectives in the plan.
College mission statement item:	2, 3
Assigned responsibility:	VPSS

Goal 2: Provide monthly/regular email reports to all student services staff regarding issues affecting Student Services specifically or the college in general.

Timetable for completion:	Ongoing during program review cycle
Needed resources:	None
Obstacles to completion (if any):	None
College mission statement item:	2
Assigned responsibility:	VPSS

Staffing Resources

Current Staffing Levels

- Administrator – one full-time Vice President
- Classified – one full-time administrative secretary to the VP; three part-time Department Assistant I positions at the counseling counter.

Request for New/Replacement Staff and Justification of Each Position:

At this point, no additional staff is being requested; however, it should be considered that if there ever is attrition at the counseling counter it would be better organized and managed if there was one full-time person and one part-time person at the counter, rather than three part-time. Having a full-time person at the counter will ensure better consistency of information shared with staff and students, easier coordination of duties, etc.

Although not being requested for the upcoming academic year, in terms of the overall Student Services reorganization it still remains in the plans to move the current EOPS/CalWORKs faculty coordinating position into the management classification. The current position is the last remaining faculty director position in Student Services. Due to the need for supervision of budget and staff, this move will serve to more efficiently and effectively organize and administer the division as a whole.

Budget Request

	Current Budget	Amount of Increase	Revised Total
2000 (Student)	0	0	0
4000	1,500	0	1,500
5000	1,750	0	1,750
Other			

Justification: The 4000 line item is to essentially pay for all supplies and materials for the student services area, its related programs, and the Vice President's office. This amount is actually a bare minimum needed to operate the area. The 5000 line item funds both the regional and statewide travel for the Vice President as well as yearly dues for the Chief Student Services Officers organization. It is essential that the Vice President attend local, regional, and state meetings to keep abreast of the issues and participation in the CSSO organization is equally essential to ensure Porterville College's involvement and interaction with campuses across the state.

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Wellness Center (nurse)

Mission Statement

The mission of the Wellness Center is to provide care and assistance to students when illness and injury interferes with their academic and personal success, in addition to offering programs and activities that focus on the overall health and wellness of an individual.

(Note that this program mission statement is linked to the Office of Student Services Vision, Mission, and Values Statement found on page 5; therefore, the Wellness Center supports the same vision, methods to accomplish mission, and values as the whole division)

Service Area Outcomes

➢ Students who attend the Porterville College Health Career Fair will be able to identify their career goals as related to health care.

➢ Students who are served in the Wellness Center will be able to recognize knowledge of the purpose of the center and the services provided.

➢ Students who are served in the Wellness Center will cite knowledge that HIPPA (Student Privacy) rights are followed.

Program modifications made based on previous program review SAOs or other type of assessments:

Students indicated on the surveys a wish for the fair to be located out of the smoking area. Discussions were held regarding a minor change in location of some of the booths; however, during this same time the college voted to move the smoking area to a different part of the campus. There was also concern indicated in the surveys about an inadequate amount of recyclable containers, so more containers were made available at subsequent fairs. According to interviews with those staff and community members who participated, the college needed to improve on the outreach and marketing of the Health Fair. With that, more advertisement was included in the paper, emails to campus staff were increased, and the college president used various radio spots to highlight the fairs.

Analysis of Current Performance

The services that the Wellness Center currently provides to Porterville College students include: aid for students who are ill or in need of first aid, over-the-counter medications, blood pressure checks, TB skin tests for Porterville College students, STD referrals, class presentations, supply and restock first aid kits at different locations on campus, pregnancy tests, condoms, health information, maintain incident reports, a rest area, and referrals to outside services. There is a brief survey asking students what they feel is the purpose of the Wellness Center including questions about what is provided on campus and their understanding about HIPPA guidelines.

Program Strengths and Areas for Improvement

- *Strengths*

The Health Career Fair is offered by the Wellness Center in the fall with several vendors from the area. This has been a consistently successful event. To ensure that the Health Fair is adequately meeting students' needs, a survey was developed and distributed to the students attending the event. A survey was developed for the vendors to evaluate the fair and use the information to improve it each year.

Vaccine clinics are scheduled throughout the year for PC students as well as being open to the public. The Blood Mobile comes to campus routinely for blood drives throughout the year which is also open to the public. The Wellness Center has a section on the Porterville College website with a list of services provided, resources available in the area, and information on student health insurance.

- *Areas for Improvement*

It would be beneficial to have a rest room as part of the Wellness Center for students who are ill or needing a pregnancy test. It would be beneficial to have a separate treatment/rest area for students to ensure privacy when they are seen in the center. This would also be helpful in the event the college would ever have access to a nurse practitioner/physician, psychologist or counselor. It would be beneficial to have a handicap "button" for students needing access to the Wellness Center to be able to enter if the door is closed.

It would be a definite improvement to have the Wellness Center painted and perhaps have new carpeting or flooring to make it more pleasant for students, and also, cleaner.
Additional staffing would be beneficial to improve and enhance the services of the Wellness Center. In our efforts to increase services to evening students, an additional part time evening RN would allow the center to remain open longer for evening students.

Goals

- Goal(s) from previous program review

    ***Goal 1*:**   During the next program review cycle, the center will continue to assess its SLOs and use these assessments to improve our services.
    Progress: SLOs were assessed and based on these assessments modifications were made to the Health Fair and vendor presentations.

    ***Goal 2*:**   Review the budget and SLO assessments and discuss with administration about hiring a part-time nurse to serve the evening students and/or a part-time clerical position to assist the full-time nurse.
    Progress: The budget was reviewed and discussed with administration but no positions were hired, due in part to the restrictions of the budget.

- Goal(s) for current program review cycle

    ***Goal 1*:**   Develop and distribute guidelines for responding to certain health emergencies on campus.

    Timetable for completion: Complete by May 2012
    Needed resources: None
    Obstacles to completion (if any):   Staff time
    College mission statement item: 2
    Assigned responsibility: College nurse

    ***Goal 2*:**   Purchase and install a sign for the Wellness Center to increase visibility.

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Timetable for completion:	Complete by fall 2012
Needed resources:	No estimates have been made at this time.
Obstacles to completion (if any):	Budget
College mission statement item:	2
Assigned responsibility:	College nurse

Goal 3:   Facility upgrades to current nurse's office area.

Timetable for completion:	Before the conclusion of this program review cycle
Needed resources:	No estimates yet on carpet, remodel, etc.
Obstacles to completion (if any):	Budget
College mission statement item:	2
Assigned responsibility:	College nurse and M/O manager

Staffing Resources

Current Staffing Levels

- Classified – one full-time nurse.

Request for New/Replacement Staff and Justification of Each Position:

Part time RN - this position would work only in the evenings and allow the center to remain open longer during the week for evening students. Currently, the nurse is only available one evening per week. Since many of our students only enroll for evening classes, and pay health fees like all other students, this additional position would provide services to students who may not otherwise be able to utilize the center during the day time or the one evening per week.

Budget Request

	Current Budget	*Amount of Increase*	*Revised Total*
2000 (Student)	0	0	0
4000	2,500	0	2,500
5000	4,275	0	4,275
Other			

Justification: The amounts are for necessary and essential expenses to maintain the operations of the nurse's office.

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GENERAL SUMMARY OF STRENGTHS AND AREAS OF IMPROVEMENT WITHIN THE OFFICE OF STUDENT SERVICES

As indicated in the program reviews, the following are the general strengths and areas of improvement that are shared by the majority of programs. The areas of improvement will continue to be priorities for the Office of Student Services during the next program review cycle.

General Summary of Strengths

- The programs are comprised of staff members who are dedicated not only to their students, but also to the campus, their programs, and their community.
- The staff is actively involved on campus committees, at community events, and in coordination with high schools and local governmental agencies.
- Technologies continue to be reviewed and implemented in an effort to improve the efficiency of providing services.
- The programs continue to utilize assessments in their ongoing effort to improve services to students.

General Summary of Areas of Improvement

- Staffing continues to be a concerns and the programs are in need of additional full-time, part-time, and/or adjunct personnel.
- Facilities need to be upgraded in order to more effectively and efficiently serve students.
- Although improvements have been made, computer hardware and software needs to be improved upon and upgraded to keep up with the rapid changing technologies.

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OFFICE OF STUDENT SERVICES GOALS DURING NEXT PROGRAM REVIEW CYCLE

Listed below are all of the goals provided in the program reviews above. To show similarities and consistency, these goals are grouped into the following general categories of goals:

- **Implementation of Technology**
- **Provision of Services Relating to Student Success**
- **Outreach to Students, Staff and Community**
- **Facility Enhancement**

The purpose of this listing is to highlight the work that is planned in the Office of Student Services during the next program review cycle. As stated earlier in this report, these goals are not all inclusive; rather, they are in addition to the regular, ongoing services or related activities of the student services programs.

GENERAL CATEGORY OF GOALS: Implementation of Technology

- Implementation of Degreeworks. *A/R*
- Implementation of E-SARS. *A/R*
- Complete the Youtube online orientation. *Counseling and Advising*
- Complete the implementation of a full-service computer lab. *Counseling and Advising*
- Develop a comprehensive and user-friendly website in the new college portal. *CalWORKs and EOPS*
- Implement Accuplacer online. *Matriculation*

GENERAL CATEGORY OF GOALS: Student Success and Provision of Services

- Increase the number of DRC students graduating from PC by 10% each subsequent year. *DRC*
- Increase the number of students served by DRC by 10% each semester. *DRC*
- Have an Active Minds chapter on campus which is a National Suicide Student Organization. *DRC*
- Re-establish the Peer Advisor program. *EOPS*
- Re-institute the class section for Student Government which was cut from the class schedule in spring 2012. *Student Programs*
- Increase the number of Transfer Admission Agreements completed. *Transfer Center*
- Continue to use SAO assessment results to improve quality of services provided to students. *Transfer Center*
- Provide leadership and assistance to ensure the completion of the goals and objectives within the Office of Student Services Strategic Plan. *Vice President*

GENERAL CATEGORY OF GOALS: Outreach to Students, Staff and Community

- Increase counseling services at local high schools. *Counseling and Advising*
- Continue to make program presentations to the county caseworkers on an ongoing basis. *CalWORKs*
- Improve transition from local area high school special education programs. *DRC*
- Remain in compliance with federal, state, and institutional policies and regulations. *Financial Aid*
- Continue with outreach/in-reach and retention activities. *Financial Aid*

- Develop a marketing plan to students to improve their understanding of matriculation requirements, prerequisites, deadlines, etc. *Matriculation*
- Host a student leadership conference or working series that includes guest speakers. *Student Programs*
- Increase the reach of the Transfer Center so more students are aware of its services. *Transfer Center*
- Provide monthly/regular email reports to all student services staff regarding issues affecting Student Services specifically, or the college in general. *Vice President*
- Develop and distribute guidelines for responding to certain health emergencies on campus. *Nurse*

GENERAL CATEGORY OF GOALS: Facility Enhancement

- Continue to upgrade ASPC furniture, recreation equipment, etc. to create a more student and staff friendly environment. *Student Programs*
- Relocate the Transfer Center to a more suitable location. *Transfer Center*
- Purchase and install a sign for the Wellness Center to increase visibility. *Nurse*
- Complete facility upgrades to nurse's office area. *Nurse*

SUMMARY

The staff is committed to ongoing program review and assessment in order to evaluate and improve our services to students. The results of the SAO assessments will be used to modify program activities and services as appropriate. In addition to the regular program review cycle, the staff will continually review, discuss, and modify their respective programs as appropriate. With that, reviews will be ongoing and service modification and enhancements continuous.

As noted at the beginning of this report, the vision of the Office of Student Services is "to be acknowledged for our outstanding service to students; recognized as committed and student-centered practitioners; and regarded as catalysts in the success of our students." In all that we do, the staff is committed to ensuring that this vision is realized.

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