

Palo Verde College

Student Services: 2010 Program Review

Programs:

Admissions & Records (A & R)

CalWORKs

Counseling

Disabled Student Program and Services (DSPS)

Extended Opportunities Programs and Services (EOPS)

Financial Aid

Outreach & Events

Transfer & Career Center (TCC)

Student Services: 2010 Program Review Summary

**The Student Services 2010 Program Review Summary was written by Student Services Personnel*

Admissions & Records (A & R): The A & R Department combined has over 60 years of experience all within Palo Verde College Student Services Department. The combined experience has significantly contributed to a strong understanding of the California MIS State reporting requirements, and has played a vital role in the Datatel /Colleague implementation and conversion campus wide. Further implementation demands will continue to strain the department. In addition, the department lacks necessary office space to work efficiently, they have outdated printers for high-volume needs and file storage space has reached maximum capacity. File organization has posed a problem for many years and A & R has contracted with Matrix Imaging to scan and process enrollment data in an effort to acquire more storage space. Installation and training of this system has been scheduled. To meet the goal A & R will sort through much of the data, mark and compile stored files that can be destroyed.

CalWORKs: Current management and staff are adequate to perform functions and responsibilities. The CalWORKs coordinator attends annual conferences and partnership summit meetings to stay abreast of CalWORKs program policies, procedures, needs and concerns. Due to the size of and unique demographics of Palo Verde College, the students receive over the top one-on-one service. Wait time is minimal and students are provided educational supplies, childcare, and program needs are met in an exemplary fashion. CalWORKs will increase partnerships to increase student work placement, and will place more emphasis on student transfer to obtain a bachelors degree after successful completion of a two year degree. With the increasing CalWORKs student population, eventually a full time CalWORKs coordinator position will be warranted to adequately provide CalWORKs services. The budget is also a concern as future state funding is cut.

Counseling: Counseling serves as an initial, and vital process which sets the stage for the Student-Matriculation process. Counseling takes pride in establishing positive rapport-building relationships for all students. Counseling has participated in internet and in-service trainings, which are essential in the success for counseling and matriculation. These trainings keep the department abreast of new activity at different campuses around the state. Budgetary constraints have limited the Counseling faculty of attending conferences and meetings. The Faculty have improvised by attending internet trainings and utilize list-serves to communicate by email. Clerical support is also inadequate to meet counseling faculty needs. In addition, part time advisors/counselors have been eliminated due to budgetary constraints. Faculty have utilized work study students to assist with clerical needs, and one part time advisor was able to return and has assisted with achieving program goals.

Disabled Student Program and Services (DSPS): DSPS offers services to any student who has a verifiable physical, psychological or learning disability, either temporary or permanent, which results in one or more educational limitations. Currently, the department services approximately 189 students, as of Fall 2009. DSPS SLO's were reformatted and more targeted/specific to program needs compared to the 2004 program review recommendations. Professional development was addressed during the last program review, but unfortunately, given the budget constraints, the DSPS staff has not been able to participate in conferences. They have been able to attend in-services conducted by coordinators and campus faculty. Once the budget improves, the department plans to increase the number of assessments given to students with potential learning disabilities and increase assistive technology center utilization. Also,

with the return of the part time counselor and peer counselors (as budget permits), this would assist in addressing the program goals and facilitate completion.

Extended Opportunities Programs and Services (EOPS): During the last program review, EOPS was serving 613 low-income, first generation college students. EOPS now serves 692 students from four site locations: The Main campus, Needles, Chuckawalla State Prison and Ironwood State Prison (MIS Fall 2008 & 2009). Prior to budget constraints, EOPS had 2 full-time Counselor, 1 director/counselor, 2 part time counselors, 3 peer counselors and 1 secretary. The department has now limited the part time counselors to temporary status and only 2 peer counselors have been hired back temporarily. Also, the EOPS advisory committee recommended addition/revision to the SLO's and program goals to assist students successfully complete their goals. Equipment at this time is adequate to support the program; with time, the equipment will need to be updated.

Financial Aid: The department staffing is adequate to support the program. Like A & R, the Financial Aid department plays a vital role in the Datatel implementation and conversion campus wide. Further implementation demands will continue to strain the department. Once Colleague is fully implemented, this will allow the department more time to work on program goals. In addition, the department lacks file storage space is reaching capacity. Like other departments, Financial Aid has been unable to attend workshops and conferences due to limited funding. They have however attended "webinars and trainings on-campus to stay abreast of Datatel trainings and Financial Aid updates.

Outreach & Events: Outreach & Events serves a broad and diverse student population at Palo Verde College. It serves prospective students, current and alumni students. The program's inception was relatively recent, and has worked with other departments for marketing and outreach needs. Current staffing is adequate to perform functions and responsibilities, but as the events grow to accompany an ever increasing student body, additional part-time staffing may be necessary. Office space and facilities are adequate. Storage space is also limited, with no designated storage space to house materials that are disseminated to the college and community.

Transfer & Career Center (TCC): The TCC offers services to students planning to transfer to a four-year college or university, or for career planning. TCC has a 4'x6' location in the lobby by a common stairway wall. Unfortunately, the assigned area does not provide the necessary space to support a resource library for college catalogs, transfer guides, computer stations and other key materials representative of TCC. Further, there is no adequate space for clerical assistance and other students to sit and explore transfer options or opportunities. Like other departments, the TCC director has attended limited conferences and trainings due to limited budget. These trainings keep the department abreast of new Transfer activity at different campuses around the state. The director has improvised by attending internet trainings and enlisted to list-serves to communicate by email. The department has utilized FA work study students to assist with clerical needs, and 2 peer counselors. The department's plans to improve on SLO and department goals to assist students meet their transfer and career needs.

Program Evaluation Summary – Student Services

- **Evaluate each aspect of the program**

1. Support of the College Mission

Very Strong Satisfactory Needs Improvement Major Concern N/A

2. Accomplishments in Achieving Goals Outlined in Previous Program Review

Very Strong Satisfactory Needs Improvement Major Concern N/A

3. New Goals

Very Strong Satisfactory Needs Improvement Major Concern N/A

4. Personnel Summary

Very Strong Satisfactory Needs Improvement Major Concern N/A

5. Staff Development

Very Strong Satisfactory Needs Improvement Major Concern N/A

6. Facilities and Equipment

Very Strong Satisfactory Needs Improvement Major Concern N/A

7. Financial Resources

Very Strong Satisfactory Needs Improvement Major Concern N/A

8. Strengths/Weaknesses

Very Strong Satisfactory Needs Improvement Major Concern N/A

- **Evaluate the Program Overall**

Very Strong Satisfactory Needs Improvement Major Concern N/A

Notes:

#6 Facilities & Equipment – Several of the departments have run out of space.

#7 Financial Resources – Many categorical programs have been cut back resulting in curtailment of crucial programs.

Student Services Program Review

(2005 to 2009)

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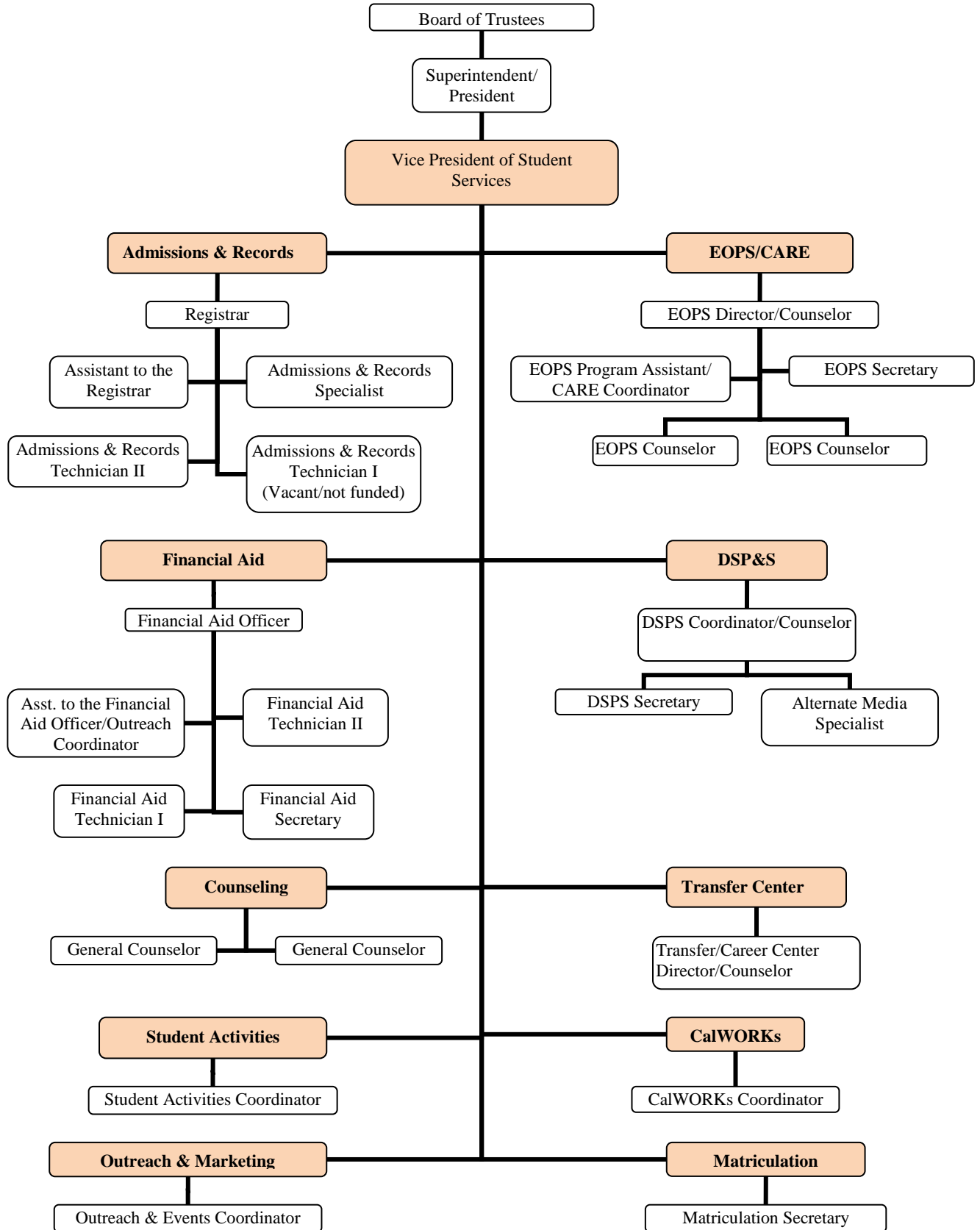
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**Student Services
Organizational Chart**



Admissions & Records

1. Support of the College Mission.

a. Summarize the program in terms of key functions and responsibilities.

Admissions & Records (A & R) serves students, faculty, staff and the broader community by accurately obtaining, processing, storing and reporting academic records pertaining to student enrollment data. This data is systematically processed in accordance with federal and state reporting guidelines and deadlines to ascertain appropriate funding. In addition, the data functions as a means of both developing and updating college policies that affect various areas of student records and, more importantly, our students.

b. Describe how the program supports the overall mission of the College as adopted by the Board of Trustees.

Palo Verde College mission statement is as follows: Palo Verde College is a California community college that provides an exemplary learning environment with high quality educational programs and services. It promotes student success, lifelong learning, and community development. Our goal is to create better futures for our students and our communities (page 9, College Catalog, 2009).

Admissions & Records transcends all aspects of the PVC mission. That is, the accurate maintenance and security of records provides a framework which supports the overall PVC mission. Further, we maintain student records while providing services to the community in a timely and professional manner.

c. Describe, in qualitative and quantitative terms, the population served by the program.

Admissions & Records serves all student populations at Palo Verde College including prospective students and alumni. Admissions & Records processes 4,000 to 5,000 registration applications per semester, processing as many as 150 transcript requests each month and 100 enrollment verifications each semester. There are also approximately 200 transcript evaluations done each year.

In addition, Admissions & Records serves faculty by providing information and materials throughout the academic year along with other staff members (administrators, program directors, managers, clerical staff etc.) by providing information and data needed for various programs and/or reporting requirements to better serve our student populations.

2. Accomplishments in Achieving Goals Outlined in the Previous Program Review.

a. Describe progress in achieving goals outlined in the previous program review, including evidence documenting such achievements.

Goal 1: To complete all tasks needing completion/as assigned.

Goal 2: Securely store and organize files.

Goal 3: Jenzabar Software, InfoMaker Reporting Tool and the Advising Module trainings were requested during the last program review.

Goal 4: Continually update forms and publications.

Goal 5: To incorporate the National Student Clearinghouse (NSC) to process the reporting via data importing.

Goal 6: Establish a transcript evaluator within the A & R department.

b. Explain modifications of goals outlined in the previous program review, including evidence documenting such modifications.

Goal 1: Even with the reorganization of the duties across staff members a few years ago, part-time temporary workers are hired every year to help the department manage everyday workload demands. There is currently an Admissions & Records Technician I position vacant/not funded.

Goal 2: File storage space and file organization has posed a problem for many years. For example, although A & R and the Maintenance Department organized past enrollment data approximately 3 years ago, the storage area has reached maximum capacity. PVC also contracted with Matrix Imaging to scan and process (on diskettes) 10 boxes of enrollment data in an effort to acquire more storage space. Furthermore, PVC purchased a document scanner and scanning software to assist with documenting and storing student data including historical student records. Installation and training of this system will be during spring semester of 2010. In summary, PVC still needs to sort through much of the data, mark and compile stored files that can be destroyed.

Goal 3: Since the last program review, minimal training was provided for Jenzabar Software, InfoMaker Reporting Tool and the Advising Module because the college began discussions, the search and the implementation of Colleague (i.e., Enterprise Resource Planning software, ERP).

Goal 4: Continually update forms and publications, an ongoing process.

Goal 5: A & R recently signed a new agreement with National Student Clearing House and began processing test files so monthly CORE (i.e., graduation and enrollment data) submissions can be generated.

Goal 6: Transcript Evaluator established in the A & R department.

- c. Describe specific, documented accomplishments that support and facilitate the achievement and assessment of student learning outcomes, including measures employed to evaluate program effectiveness in achieving such outcomes.**

As of December 2004, when the previous Program Review was written, Student Learning Outcomes (SLOs) were not addressed. SLO's were introduced to Student Services upon the arrival of our current V.P. of Student Services. As of then, A & R has addressed SLO's.

Measuring awareness in this context is difficult. Due to privacy and FERPA regulations, the A&R office is not readily visible to students; they are located in a somewhat hidden corner of the Student Services department. Students contact the A&R office on a case-by-case basis for various reasons (petition, error in schedule/transcript, transcript request), so it is difficult to pinpoint what a student should know or how they should behave after an encounter with the A&R staff. Nonetheless the A&R staff supports student understanding of admissions and records procedures by continuously evaluating the effectiveness of such procedures and making changes when needed to improve services.

3. New Goals

- a. Outline new goals including an explanation of how the program supports the achievement of student learning outcomes, and state timelines for completion, measures for evaluating achievement of such goals, and a process for implementing improvements.**

Goal 1: To go 100% paperless except for inmate population enrollments (students restricted from online access).

Goal 2: Implementation of imaging software to allow faculty and staff to access imaged documents, thus assisting with going paperless.

Goal 3: More training needed with all aspects of the new student information system (Datatel, Business Objects, Crystal Reporting, WebAdvisor, etc.).

Goal 4: Implementation of Degree Audit to streamline the processing of degrees and certificates.

Note: Admissions & Records serves as a driving force behind our new operating system. We pride ourselves in all aspects of job performance; however, this conversion (new student information system) requires more training in order for us to continue to thrive at levels commensurate with our capabilities.

4. Personnel Summary

- a. Provide an organizational chart of the program, showing personnel coverage of key functions and responsibilities.**

See organizational chart located on page 2.

Registrar responsibilities include but are not limited to the following: admissions applications; registration; record keeping, storage and destruction; reporting; verification of degrees, certificates and honors' recipients; policy drafting; regulations interpretation (FERPA); academic progress and dismissal; correspondents with students, faculty and staff.

Assistant to the Registrar responsibilities include but are not limited to the following: admissions applications; registration; record keeping and storage; reporting; verification of degrees, certificates and honors' recipients; regulations interpretation (FERPA); transcript evaluations; international students; and correspondents with students, faculty and staff.

Admissions & Records Specialist responsibilities include but are not limited to the following: admissions applications; registration; record keeping and storage; Veterans services; regulations interpretation (FERPA); and correspondents with students, faculty and staff.

Admissions & Records Technician II responsibilities include but are not limited to the following: admissions applications; registration; record keeping and storage; transcript and enrollment verifications; regulations interpretation (FERPA); and correspondents with students, faculty and staff.

Admissions & Records Technician I position remains vacant/not funded. The responsibilities include but are not limited to the following: Admissions & Records Technician II support, typing, filing, and other clerical duties as assigned.

b. Are current management and staff adequate to perform functions and responsibilities satisfactorily and to achieve program goals? Explain.

A & R currently needs additional staff to satisfactorily perform functions and responsibilities. A & R played a vital role in the Datatel conversion (new information system) campus wide implementation. Further implementation demands will continue to strain the department. Specifically, Image Now and Degree audit implementations (in 2010). For example, Image Now will require the scanning of all documents, cataloging and attaching each document to the student record. Degree Audit will include the module setup, training and maintaining the product.

c. Describe organizational changes that will improve program performance, provide timelines for the achievement of such changes, and describe measures that will assess the effectiveness of such changes.

An effective organizational chart will improve program performance by filling the vacant/not funded A & R Tech I position. This would eliminate the need to employ the full and/or part-time temporary employees who require extensive training for a relatively short period of time.

5. Staff Development

- a. Describe specific professional development activities in which program members participate, and explain how such activities benefit or enhance the program and support and facilitate student learning outcomes.**

All staff members attend monthly faculty/staff meetings and Student Services meetings during the academic year to stay abreast of department, budget and campus issues. All staff members also participate in Career Day activities to support Outreach & Events.

The Registrar and Assistant to the Registrar both attend the Full Administrative Counsel, Curriculum and ERP CORE meetings which informs our program of updates that affect the services provided to students (e.g., policies, activities, catalog and program changes, software updates and enhancements).

- b. Describe areas of unmet professional development needs among personnel in this program, if applicable, and outline plans to address those needs.**

A & R was beginning to network with other California Community Colleges when the search for and conversion to *Colleague*, an Enterprise Resource Planning (ERP) software, began. Subsequently, physical attendance to conferences and meetings has not happened with the exception of a few circumstances. Specifically, A & R has not physically attended any conferences in the last two years and management has only attended a few regional meetings and one MIS training. We will, however, attend as many WebEx sessions as possible so staff members are provided the opportunity to stay up-to-date on state, federal and program regulations. That is, since A & R operates via a staff of four, the ERP conversion all encompasses our small department. Once we acclimate to this new ERP and if budget concedes, networking and conferencing will resume at regional meetings and training sessions.

Areas that are currently unmet include Veterans Affairs Training and Regional Western Associations of Veterans Education Specialist (WAVES) Conferences, International Student Workshops, Regional Meetings, Regional and State Conferences. The department needs to be included in the 3CDUG (Datatel User Group) meetings and annual conferences to expand and build upon their networking capabilities for the new ERP.

6. Facilities and Equipment

- a. Are current facilities, such as classrooms, offices and equipment, adequate to support the program? Explain.**

A & R lacks the necessary office space to work efficiently. Currently, the Registrar is housed in a small office while three full-time staff members are housed in a somewhat medium size office. A & R also has a temporary part-time employee utilizing a cubicle on the other side of Student Services (i.e., no space is available any closer to A & R).

- b. Is available dedicated space adequate to support the program? Explain.**

A & R sustains two staff offices (i.e., containing two management and two classified staff) and one cubicle (i.e., one temporary employee). A & R also experiences significant rise in traffic during peak periods of every semester (e.g., registration, graduation, mid-term grading, and final grading). These peak traffic periods are flooded by faculty, financial aid and accounts receivable staff members throughout the work day and evening. During these periods, there have been more than 8 individuals in the medium size office followed by a line exiting the office into a hallway.

Further compounding the problem, A & R will begin implementation of the ImageNow Document Imaging Software requiring another computer and scanner to the already over capacitated office space.

- c. Is available equipment adequate to support the program? Explain.**

Thus far, A & R office equipment has been satisfactory. Currently, all staff members utilize an old printer for high volume needs (e.g., copies of 40 or more) housed in the Registrar's office (i.e., also the sole printer for the Registrar). Due to the age of this machine, service agreements can no longer be obtained thereby eventually justifying the machine's replacement. The other staff members share two small printers in their office. One of these machines is also very old, no longer serviceable and will eventually warrant replacement.

- d. Describe plans for future changes in support facilities or equipment.**

There are no future plans to make changes to support facilities. Additional space, however, has been requested. New equipment expenditures are adopted by the budget each year in case of an equipment failure.

7. Financial Resources

- a. Provide a financial report showing, for each year of the preceding 3 years, budgeted vs. actual expenditures for each of these line items, at a minimum: Personnel**

**Salaries, Personnel Benefits, Supplies, Contract Services, & Capital Expenditures.
Explain deviations from budget exceeding 10% of any line item.**

2006-2007	Budgeted	Actual
Personnel Salaries	\$74,172	\$73,836
Personnel Benefits	\$0	\$29,220
Supplies	\$3,600	\$1,308
Other Operating Expenses/ Contract Service	\$40470	\$40470
Capital Expenditures	\$0	\$3699
Other Outgo	\$0	\$0
Total	\$118,242	\$148,533

2007-2008	Budgeted	Actual
Personnel Salaries	\$173,715	\$198,176
Personnel Benefits	\$67,753	\$83,859
Supplies	\$8,375	\$2,868
Other Operating Expenses/ Contract Service	\$17,600	\$4,178
Capital Expenditures	\$3,500	\$2,637
Other Outgo	\$0	\$0
Total	\$270,943	\$291,718

2008-2009	Budgeted	Actual
Personnel Salaries	\$287,995	\$231,383
Personnel Benefits	\$106,690	\$98,857
Supplies	\$611	\$200
Other Operating Expenses/ Contract Service	\$8115	\$4221
Capital Expenditures	\$0	\$0
Other Outgo	\$0	\$0
Total	\$403,411	\$334,661

b. Describe plans for future budget changes.

We have not discussed any future budget changes at this time; however, as the department evolves with the new Student Information System, there will be the need for changes in the future.

8. Strengths and Weaknesses

a. List and comment on the major strengths of the program.

A & R's major strength is experience. Our current four full-time employees have over 60 years of combined experience all within the Palo Verde College Student Services Department. Among these individuals, there are several years of experience in other service areas (e.g., EOPS, DSPS and Financial Aid) which helps us understand the form and function of the new Enterprise Resource Planning (ERP) software. This endeavor has been exemplified through our commitment to Student Services and the broader Palo Verde College community. In addition, our experience has significantly contributed to our strong understanding of the California MIS State reporting requirements.

b. List and comment on the major weaknesses of the program.

Budget constraints represent A & R's major weakness. The department is understaffed and lacks adequate office space. If the department is able to fill the Tech I (a vacant/not funded position), in addition to have the temporary staff member, it would help facilitate both employee productivity and employee morale immensely. In addition to being understaffed, during the new ERP conversion, A & R experienced no employee backfill to assist with day-to-day program operations. Since 75% of the full time staff is involved in the implementation process (including training sessions where the entire staff attended) the day-to-day program operations are unable to be completed. As a result, A & R is months behind on numerous operations that are still done by a manual process (e.g.,

transcript evaluations, Petition to Graduate evaluations and Industrial Emergency Council [IEC] off campus enrollments).

The new ERP implementation also requires an increased employee information technological skill-set. This has been quite demanding since none of our staff have an Information Technology (IT) background. To further compound this problem, PVC's IT Department is also understaffed. Therefore, obtaining the necessary IT support A & R needs is simply not possible. That is, A & R really needs an IT staff member dedicated solely to Student Services given the magnitude of the ERP implementation. For example, entering the second term/semester with the new ERP creates many demands for report generation via a new reporting tool. Since there have only been a few training sessions, no A & R staff member is truly comfortable with generating new reports that will be without error.

c. List recommendations for improving and correcting identified weaknesses.

Additional training is quintessentially important for A & R staff members to increase their familiarity with the ERP. As previously stated, it is highly recommended that Student Services obtain an IT staff person with knowledge of the new ERP and all other related software directly effecting Student Services. This will allow us to resolve Student Services' ERP issues as they arise (e.g., report creation assistance, CAL MIS submission and error detection, manage CCCApply, ImageNow and Degree Audit updates).

CalWORKs

1. Support of the College Mission

a. Summarize the program in terms of key functions and responsibilities.

A categorically funded program serving CalWORKs students and their families by providing educational and career opportunities combined with an array of high-quality support services that enable students to complete their educational goals, find meaningful employment, and successfully transition to the workforce. Through collaboration and advocacy with the college and community partners, CalWORKs prepares a segment of California's workforce by promoting the economic self-sufficiency for CalWORKs students through the attainment of a higher education (page 4, CalWORKs handbook, 2007).

b. Describe how the program supports the overall mission of the College as adopted by the Board of Trustees.

See page 3, item 1, subset "b," for Palo Verde College Mission Statement.

CalWORKs supports an "exemplary learning environment with high quality educational programs and services" by providing supportive educational services (e.g., tutoring,

books, needed supplies and referrals to other programs), and child care while students attend class. CalWORKs also provides monthly workshops on topics which students have expressed an interest. The above services promote “student success” along with monitoring of attendance and providing tutoring resources (via the System Office of California Community Colleges) if needed (CalWORKs Program Handbook, pg 8, 2009). CalWORKs promotes lifelong learning through workshops offering lifelong skills such as self esteem, money management, parenting skill, and employment training.

c. Describe, in qualitative and quantitative terms, the population served by the program.

A very specific population is served as outlined in the program Handbook (CalWORKs Program Handbook, pg 8, 2009). Qualitatively, one must be receiving cash aid from the county, must be enrolled in classes at Palo Verde College, and must have children under the age of 13 to receive services from the CalWORKs program. Quantitatively, the 2006-2007 MIS data reported on 35 females, 1 male (9 African Americans, 17 Hispanics, and 10 Whites). Eight of the CalWORKs students receive assistance from DSPS, eight of the CalWORKs students were successful in English Basic Skills classes, and 28 receive financial aid. As evidenced by the 2008-2009 Program Plan, CalWORKs increased from 36 to 44 students at the main campus.

2. Accomplishments in Achieving Goals Outlined in the Previous Program Review.

a. Describe progress in achieving goals outlined in the previous program review, including evidence documenting such achievements.

The previous goals have all been met: Monthly meetings have been in place since the last review, job readiness skills workshops are provided, referrals to additional services are provided as needed and job placement has been established. In addition, increased recruitment efforts have been implemented along with county involvement at the CalWORKs orientation during each semester. Since the last program review, the current CalWORKs Coordinator attends annual CalWORKs Conferences and regularly scheduled regional meetings to keep abreast on new policies and procedures.

b. Explain modifications of goals outlined in the previous program review, including evidence documenting such modifications.

As stated in subset “a” of question 2, the goals outlined in the previous program review were achieved without modifications.

c. Describe specific, documented accomplishments that support and facilitate the achievement and assessment of student learning outcomes, including measures employed to evaluate program effectiveness in achieving such outcomes.

As of December 2004, when the previous Program Review was written, SLO's were not addressed. SLO's were introduced to Student Services upon the arrival of our current V.P. of Student Services. As of then, CalWORKs has addressed SLO's.

CalWORKs SLO assessment was conducted in the spring and fall of 09 semesters, using a pre-test/post-test design to investigate orientation effectiveness. The results were analyzed and discussed and incorporated into improved orientation procedures.

3. New Goals

- a. **Outline new goals including an explanation how the program supports the achievement of student learning outcomes, and state timelines for completion, measures for evaluating achievement of such goals, and a process for implementing improvements.**

CalWORKs will encourage each student to have a working resume in place by the end of semester. For example, workshops will be offered on resume writing and promote Transfer and Career Center collaboration. CalWORKs will also establish at least 10 partnerships for student employment (preferably on campus) through advisory committee efforts.

4. Personnel Summary

- a. **Provide an organizational chart of the program, showing personnel coverage of key functions and responsibilities.**

See organizational chart located on page 2.

- b. **Are current management and staff adequate to perform functions and responsibilities satisfactorily and to achieve program goals? Explain.**

Current management and staff are adequate to perform functions and responsibilities; however, an ever increasing CalWORKs student population will eventually warrant a full time CalWORKs coordinator position to adequately address PVC CalWORKs students.

- c. **Describe organizational changes that will improve program performance, provide timelines for the achievement of such changes, and describe measures that will assess the effectiveness of such changes.**

Currently, CalWORKs is concerned over future state funding. In this budget crisis, sustainability is a greater concern compared to change and program improvement. The program is serving the CalWORKs population on campus to the best of the limited staffing ability. In the future, a full time CalWORKs Director/Manager along with an assistant would better meet the needs of the CalWORKs students (i.e., once the program reaches 100 to 150 enrolled students). In addition, a closed door office would be

extremely beneficial for the Director/Manager and the assistant could operate the “front window” and help trouble shoot student needs.

5. Staff Development

- a. Describe specific professional development activities in which program members participate, and explain how such activities benefit or enhance the program and support and facilitate student learning outcomes.**

The CalWORKS Coordinator attends annual conferences and partnership summit meetings to stay abreast of CalWORKS program policies, procedures, needs and concerns. This, in turn, provides PVC students with a complete, current and comprehensive program.

- b. Describe areas of unmet professional development needs among personnel in this program, if applicable, and outline plans to address those needs.**

The CalWORKS coordinator requires additional MIS training given the recent implementation of the new school wide operating system.

6. Facilities and Equipment

- a. Are current facilities, such as classrooms, offices and equipment, adequate to support the program?**

Currently, the facilities and equipment are adequate to support the program. It would be very beneficial for the coordinator to be placed in an office setting that better supports student confidentiality as compared to the current mall office environment.

- b. Is available dedicated space adequate to support the program?**

The space is appropriate, but the openness of the cubical arrangement lends no privacy for student confidentiality.

Private office space would benefit the program due to the fact that often students have private personal information to share that should not be presented to the Coordinator in the open work space provided.

- c. Is available equipment adequate to support the program?**

As of now yes.

- d. Describe plans for future changes in support facilities or equipment.**

As of now future changes are not planned.

7. Financial Resources

- a. Provide a financial report showing, for each year for the preceding 3 years, budget vs. actual expenditures for each of these line items, at a minimum: Personnel Salaries, Personnel Benefits, Supplies, Contract Services, and Capital Expenditures. Explain deviations from the budget exceeding 10% of any line item.**

See the budget report below. All funds allocated are to be spent as stated in the program plan for the fiscal year.

2006-2007	Budgeted	Actual
Personnel Salaries	\$21,000	\$21,000
Personnel Benefits	\$10,439	\$10,439
Supplies	\$12,619	\$12,619
Other Operating Expenses/ Contract Service	\$107,040	\$107,040
Capital Expenditures	\$0	\$0
Other Outgo	\$0	\$0
Total	\$151,098	\$151,098

2007-2008	Budgeted	Actual
Personnel Salaries	\$17,459	\$17,459
Personnel Benefits	\$7,444	\$7,444
Supplies	\$41,422	\$41,422
Other Operating Expenses/ Contract Service	\$59,548	\$59,548
Capital Expenditures	\$0	\$0
Other Outgo	\$0	\$0
Total	\$125,873	\$125,873

2008-2009	Budgeted	Actual
Personnel Salaries	\$41,802	\$41,802
Personnel Benefits	\$7,942	\$7,942
Supplies	\$29,395	\$29,395
Other Operating Expenses/ Contract Service	\$59,321	\$59,321
Capital Expenditures	\$0	\$0
Other Outgo	\$0	\$0
Total	\$138,460	\$138,460

b. Describe plans for future budget changes.

No changes at this time.

8. Strengths and Weaknesses

a. List and comment on the major strengths of the program.

Due to the size and unique demographics of Palo Verde College our students receive over the top one-on-one service. Students wait time is minimal. Students are provided educational supplies, childcare, and program needs are met in an exemplary fashion.

b. List and comment on the major weaknesses of the program.

The CalWORKs program could increase partnerships to place students for work placement, and place more emphasis on student transfer to obtain a bachelors degree after successful completion of a two year degree.

c. List recommendations for improving and correcting identified weaknesses.

CalWORKs will increase partnerships to increase student work placement via the following methods: 1) Advisory Committee feedback; 2) Consult with the Employment Development Department; and 3) increase marketing and outreach efforts.

Counseling

1. Support of the College Mission.

a. Summarize the program in terms of key functions and responsibilities.

Counseling is one of the most important activities of the matriculation process. Counselors are available to assist all students in several areas including but not limited to: 1) deciding upon an educational objective; 2) determining the courses required to achieve this objective; 3) determining the services needed to assist students in achieving their objective; and 4) assisting students in course selection appropriate to their goals (College Catalog, 2009).

b. Describe how the program supports the overall mission of the College as adopted by the Board of Trustees.

See page 3, item 1, subset “b,” for Palo Verde College Mission Statement.

Palo Verde College follows the guidelines set forth in Title 5 Regulation specifying the role of counselors. Counseling is a function of the matriculation process, which includes, but is not limited to: 1) **academic counseling**, in which the student is assisted in the assessing, planning, and implementing his/her immediate and long-term academic goals; 2) **career counseling**, in which the student is assisted in assessing his/her aptitudes, abilities, and interests, and is advised concerning the current and future employment trends; 3) **personal counseling**, in which students are assisted with personal life issues interfering with their academic success; and 4) **crisis intervention**. All of the aforementioned activities promote student success, lifelong learning and community development.

c. Describe, in qualitative and quantitative terms, the population served by the program.

Qualitative: Counseling assists all student populations at Palo Verde College. Students in EOPS, DSPS or in any other special program also receive General Counseling. Students have access to counseling by electronic, phone or on campus appointment, or by drop-in basis. Most of the Counseling Faculty is bilingual (Spanish/English), which accommodates a need of the community. Counseling adheres to the mission of an “exemplary learning environment with high quality educational programs and services.” Palo Verde College Counselors embrace the belief that every human being is unique and capable of growth. Counselors strive to provide appropriate support and guidance in order to help empower students to achieve their goals. Counselors are committed to assist students with planning and decision-making.

Quantitative: According to SARS, under reason code *Counseling/Advising*, the data (i.e., number of student contacts/counselor) reveal an upward trend indicating an overall increase in student contacts semester after semester from January 2005-December 2009 (excluding summers).

Term	Student Contact Number
Spring 2005	565
Fall 2005	1035
Spring 2006	959
Fall 2006	1405
Spring 2007	1800
Fall 2007	1936
Spring 2008	2140
Fall 2008	3615
Spring 2009	4909
Fall 2009	3571
Total	2,1935

2. Accomplishments in Achieving Goals (Recommendations) Outlined in Previous Program Review.

- a. Describe progress in achieving goals outlined in the previous program review, including evidence documenting such achievements.**

The previous program review cited 16 goals or recommendations within the Counseling/Matriculation component. The following represents the progress of the 16 goals or recommendations.

Note: Even though some of the following goals cite special programs/services, they were addressed collaboratively across EOPS, DSPS, Distance Education, CalWORKs/CARE, Enrollment Management and General Counseling.

Goal 1: Continue outreach efforts in Needles, especially targeting the Hispanic and Native American populations.

Needles focused its efforts on retention and persistence by implementing various counseling functions. For example, (Hispanic and Native American) students (as well as other students) in Needles are advised in advance to meet with their counselor(s) for three vital student-counselor contact sessions. These sessions are to review academic progress during the onset of classes, mid-term periods and finals to review and discuss course completion. All academic progress reviews include the following: 1) Review of academic follow-up for encouragement and possible intervention; 2) If needed, intervention meeting with student-counselor-instructor; and 3)

Implementation/recommendation of added campus services or community referrals. The final review includes academic counseling and advisement to carefully review course completion and educational planning (Program Plan, 2008-2009 & Advisory Report, 2009).

Goal 2: Inform the public of college instructional and student services programs to underrepresented populations.

In regard to informing underrepresented populations of college instructional and student services programs, widespread efforts have been made to inform these individuals. For example, EOPS makes regular PSA announcement on local radio (i.e., KERU 88.5), email messages to students of available services, lists all workshop activities on a community calendar, and develops and delivers brochures to various community locations including Blythe, Needles and surrounding areas (catalog, website, DATATEL, Advisory Report 2009). In essence, counseling utilizes a variety of mediums and methodologies to inform underrepresented populations of Palo Verde College's intent to further promote student success, lifelong learning, and community development thereby creating better futures not only for our students, but for the broader communities we serve (catalog, website, DATATEL, Advisory Report, 2009).

DSPS utilized the following methods to inform the public of instructional and student services programs to underrepresented populations: 1) DSPS provided a workshop on transitioning, the overall DSPS program/philosophy, and conducted SLOs to students with special needs (on 11/21/2008) at Palo Verde High School; 2) DSPS provided a workshop featuring transitioning, tours of vocational programs and the overall college, Assistive Technology Center and conducted SLOs to student with special needs (on 3/20/2009) from students from Palo Verde High School; 3) DSPS hosted an outreach event providing transitioning, showed videos on classroom lectures and provided a college tour (on 3/3/2008) for students special needs from Palo Verde Middle School; 4) DSPS coordinate an annual Spring Fest event from 2004 to 2007 providing outreach to students with disabilities ranging from mild/moderate to moderate/severe; 5) Flex Day Presenter on "*Students with Learning Disabilities: What is Our Role in Assisting These Students?*" during Spring semester 2008; and 6) Cooperative Agency Resources for Education (C.A.R.E.) Presenter on "*Self-Esteem*" during Fall semesters' 2008 and 2009.

Goal 3: Collect data to research our enrollment management needs.

Outreach & Events has collected and aggregated prospective student data using surveys across Career Day events. Data collected includes: Primary language, Educational Goals and preferred Program of study. This data has been disseminated and made available to the Instruction Office for planning and enrollment management needs, thereby meeting this goal.

Goal 4: Continue special events and student activities to support student recruitment and retention.

The following are examples of countless special events and student activities every year that support recruitment and retention across student services departments:

- *Career Day*
- *Discover Workshop/Career Exploration Process*
- *Cinco de Mayo events*
- *CalWORKs Easter Egg Hunt*
- *Spring Street Festival*
- *DSP&S Spring Fest (provided 2004-2007)*
- *Scholarship Awards Ceremony*

- *FAFSA Workshops*
- *Orientations*
- *EOPS Early Alert*
- *EOPS Awards Ceremony*
- *CARE/CalWORKs Recognition Ceremony*

Goal 5: Conduct faculty and staff training on culturally diverse and disability issues.

EOPS has made significant progress with presenting on various campus events and training activities: Academic Senate, Flex Day, Career Day, ASB, and hosted workshop activities to students, faculty, and classified to encourage strengthening campus diversity. The mission of the program is to strengthen the retention and graduation of a culturally and economically diverse population on our campus (*2008 EOPS Advisory & Accreditation Report*).

DSPS presents at various campus events and training activities as well. For example, *Section 508: Electronic and Information Technology Accessibility* during the Spring Flex Day of 2009; *Students with Learning Disabilities: What is Our Role in Assisting These Students?* during Spring Flex Day of 2008; *Self-Esteem* to Cooperative Agency Resources for Education (C.A.R.E.) students during the Fall semesters of 2008 & 2009; and Presented DSP&S program information to GES 115, The Master Student Class broadcasted to Needles during Fall semester 2007.

Goal 6: Budget funds for transfer and career facilities, activities, and services to students.

The Palo Verde College district has increase the overall budget for the Transfer and Career Center (TCC) on an annual basis. In 2006/2007 \$1,700, 2007/2008 \$4,050.00, and in 2008/2009 \$2,913.00. In 2008/2009 there was a decrease due to the budget deficit.

Goal 7: Maintain sufficient counseling contact with our students at Spring Street, Needles, and the prison sites.

Several efforts have been made to increase counseling contacts with our students at Spring Street, Needles and the prison sites.

Needles: Using student learning outcome data, EOPS has made significant progress toward increasing its counseling contacts with students. EOPS makes it equally important to travel to Needles by making 3 visits per term, and regular campus advisement is provided (Advisory Report '08, '09).

Prison Sites: A full-time distance education counselor who makes periodic trips to prison sites meeting with students that may have questions in regards to their academics. The distance education counselor facilitates academic progress which includes: 1) Review of academic follow-up for encouragement and possible intervention; 2) If needed, intervention meeting with student-counselor-instructor; and 3)

Implementation/recommendation of added campus services or community referrals. The final review includes academic counseling and advisement to carefully review course

completion and educational planning (Program Plan, 2008-2009 & Advisory Report, 2009). The counselor also maintains open communication with inmate students via mail or correspondence through the proctors at these sites. EOPS makes it equally important to travel to ISP and CVSP by making 3 visits per term (Advisory Report '08, '09).

Spring Street Campus: There has been consistent part-time counseling/advising at this site.

Goal 8: Continue efforts to put distance counseling into place.

EOPS/Needles: The program has made strides to improve the lines of communication across staff and students in Needles utilizing Title III services to implement more seminars, workshops, and trainings via interactive “Poly-com” activities. Students are contacted by email, telephone, and setting up site announcements of upcoming visits to Needles (2008 EOPS Advisory & Accreditation Report).

Distance Ed. Department: The goal has been achieved since a full time distance education counselor was hired in 2007. The distance education counselor makes periodic trips to the prison sites to meet with students that may have questions in regards to their academics. The counselor also maintains open communication with inmate students via correspondence or through the proctors at these sites.

Goal 9: Continue to move forward with providing technology for use in counseling and enrollment.

Student Services utilizes the following software for enrollment and counseling services: CCCApply, Colleague, Eureka, SARS, Accuplacer, and Tutortrack. In addition, counseling utilizes the college website to facilitate persistence, enrollment, retention and outreach.

Goal 10: Develop or adopt a new evaluation tool that can be used for non-teaching faculty.

A Non-Teaching Faculty Evaluation tool was developed in 2007 and revised in 2008.

Goal 11: Continue the process of reviewing SARS Reports in order to summarize our contacts with students. This will assist us in determining and supporting their academic needs.

SARS is being utilized for this purpose. In addition, the campus has implemented Datatel.

Goal 12: Continue to work with the Matriculation committee to ensure that Title 5 requirements are met and that instructional faculty is aware of, and understand the guidelines.

The Matriculation Plan has been updated (December 2009).

Goal 13: Explore different follow-up methods for students who are experiencing academic difficulties to see what works and what does not.

Follow-up activities provide important opportunities for students to experience needed academic counseling via a one-on-one student/counselor session. Methods such as Early Alert and Progress Reports embrace the concept that every student can succeed if given the proper support and guidance. All follow-up methods begin with a sense of guidance and rapport building, and transition into an in-depth analysis.

Goal 14: Continue to evaluate student needs and make referrals to appropriate student support service program areas.

EOPS is continuously developing a Student Learning Outcomes (SLO) tool to identify the needs of the program. EOPS uses a pre-test/post-test research design to collect data, and quantify and qualify program needs. Based on current findings, students are provided with an interactive tool that engages students and counselors to research program guidelines. This form is referred to as “My EOPS SLO.” Last, students are provided with a reference of campus services which includes who to contact when referred to other program areas (student files, EOPS Manual-forms).

General Counseling uses several forms/techniques such as the Transfer Center Student Referral form, the New Student and Returning/Continuing Matriculation check-list, intake interview, assessment interpretation/referral, financial aid referral, DSPS referral, EOPS referral, and CARE/CalWORKs referral.

Goal 15: Examine staffing needs in the counseling/advising area and add appropriate staff as needed:

During the last program review (Program Review, 2004), counselors were evaluating transcripts upon request. The process resulted in transcript evaluation inconsistency. The SASS Division recommended a Transcript Evaluator be designated and be part of the Admissions and Records Department. This goal has been met via the hiring of a Transcript Evaluator.

Goal 16: The SASS Division recommends that assessments/placement scores be added to the registration/advising module of Jenzabar as a guidance tool.

This goal has been met. Colleague, which has integrated the assessment scores for counseling use, as well as restricting registration for classes in which prerequisites have not been met.

b. Explain modifications of goals outlined in the previous program review, including evidence documenting such modifications.

The previous program review cited 16 goals or recommendations within the Counseling/Matriculation component. The following represents those goals or recommendations which were modified.

Note: No modifications needed for Goals numbered 3, 4, 6, 9, 10, 11, 12 and 16 due to the goals being addressed as progress.

Note: In addressing goals 1, 7, and 8, the Needles Center moved to a new building as of summer 2009. This significantly expanded the opportunities for daytime classes, workshops and seminars.

Goal 1: Continue outreach efforts in Needles, especially targeting the Hispanic and Native American populations.

Modifications of **Goal 1** includes the following: 1) EOPS scheduling telephone conference calls as needed with individual students; 2) Lending library made available to EOPS students to check out textbooks; 3) Campus library expansion of online offerings and training to Needles Campus; 4) Early Alert form used in Needles for instructors to send messages about poor student performance or attendance early in the semester, with appropriate interventions; 5) Mandatory visits by EOPS each semester to Needles students; 6) Routinely provide New Students with orientation and financial aid workshops; 7) Complete the student educational plan, with each student early; 8) Part-time counselor identified for Needles and trained on Campus; 9) Additional help available for Financial Aid, Academic Advising; 10) Opportunities for students to participate in CARE conferences annually .

Goal 2: Inform the public of college instructional and student services programs to underrepresented populations.

Modifications of **Goal 2** include the following: 1) EOPS makes regular PSA announcements on radio (KERU 88.5); 2) Email messages of available services are regularly sent to students; 3) Workshop activities are posted on the community calendar; 4) Palo Verde College website is regularly utilized to keep underrepresented students informed; and 5) Brochures are developed and delivered to various community locations in Needles and Blythe (catalog, website, DATATEL, Advisory Report 2009).

Goal 5: Conduct faculty and staff training on culturally diverse and disability issues.

Modifications of **Goal 5** include the following: 1) EOPS has participated in Flex-Day presenting on cultural diversity; 2) Provided regular seminars and workshops on campus to improve retention and persistence on campus; 3) EOPS continues to organize a Black History event in February; 4) EOPS collaborates with various campus programs to promote campus events (2008 EOPS Advisory & Accreditation Report).

Goal 7: Maintain sufficient counseling contact with our students at Spring Street, Needles, and the prison sites.

Modifications of **Goal 7** include the following: 1) EOPS travels to Spring Street each term to provide orientation services; 3) EOPS travels to Needles to make site visits to advise students on their education planning, 4-year transfer programs, tutoring services, campus events, and counseling; 4) EOPS makes mandatory visits, each semester, to meet with Needles students; 5) Routinely provide new students with orientation and financial

aid workshops; 6) Prison sites are contacted with advance notice of visits to provide advisement, orientation, education planning, and offering other services needed by students; 7) Opportunities for students to participate in CARE/EOPS annual conferences to experience educational sessions, support, and exposure to peers; and 8) Students are encouraged to participate in annual education tours to 4-year campuses (2008 EOPS Advisory & Accreditation Report).

Goal 8: Continue efforts to put distance counseling into place.

Modifications of **Goal 8** include the following: 1) EOPS have made seminars and workshops available through Interactive television for Needles students, or have traveled to Needles to routinely delivers matriculation activities; 2) Title III grant has identified a part-time counselor, available for Needles; 3) Part-time counselor was trained by EOPS to assist students with special needs; 4) Collection of student's email addresses for standard communications (2008 EOPS Advisory & Accreditation Report).

Goal 13: Explore different follow-up methods for students who are experiencing academic difficulties to see what works and what does not.

Modifications of **Goal 13** include the following: 1) Students may be contacted by email to meet with their counselors; 2) Instructors will be provided with "Early Alerts" (referral form) for referring students who are experiencing academic difficulties; 3) EOPS will have a progress update by mid-semester to identify students experiencing difficulties in their academics 4) EOPS will mail letters to communicate with students on the importance of setting up a student-counselor meeting.

Goal 14: Continue to evaluate student needs and make referrals to appropriate student support service program areas.

EOPS has taken steps/modifications to make the necessary adjustments to improve the needs of the program by developing Pre-test/Post-test research studies. From this research, counseling targets specific needs and aid students by providing them with skills, knowledge, and tools to succeed in college. Furthermore, an instrument was designed where a student and counselor can create an interactive working relationship. EOPS will continue to survey and evaluate its student learning outcomes and create the necessary tools for student success (EOPS Manual 2010 & Program Plan 2009).

Goal 15: Examine staffing needs in the counseling/advising area and add appropriate staff as needed:

The Student Academic Support Services Division (SASS) endorsed and recommended the need for a Head Counselor/Director of Counseling who would be addressing counseling matters and act as a liaison for the counseling staff. The division has modified the goal through the Division Chair to temporarily accommodate the need for a Head Counselor/Director of Counseling.

- c. **Describe specific, documented accomplishments that support and facilitate the achievement and assessment of student learning outcomes, including measures employed to evaluate program effectiveness in achieving such outcomes.**

As of December 2004, when the previous Program Review was written, SLO's were not addressed. SLO's were introduced to Student Services upon the arrival of our current V.P. of Student Services. As of then, Counseling has addressed SLO's through New Student Orientations, class room visits and student appointments.

Based on results from Fall 2007 orientation SLOs, the matriculation handout was reformulated to improve student understanding of the matriculation process, emphasizing improving students' understanding of degrees and certificates. The Counseling staff will redesign the SLO survey tool for next year to include more detailed questions, especially questions regarding academic policies.

3. New Goals

- a. **Outline new goals including an explanation of how the program supports the achievement of student learning outcomes, and state timelines for completion, measures for evaluating achievement of such goals, and a process for implementing improvements.**

Goal 1: Acquire additional clerical support

Goal 2: Counseling faculty will continue to follow and update Matriculation policies and procedures.

Goal 3: Counseling faculty will continue to develop and implement student learning outcomes creating a useful lineage of research data.

Goal 4: Continue evaluating the need for counseling services at all off sight locations.

Note: Counseling serves as an initial, yet vital process which sets the stage for the Student-Matriculation process. Counseling takes pride in establishing positive rapport-building relationships for all students. In turn, creating better futures for students and for the broader communities served.

4. Personnel Summary

- a. **Provide an organizational chart of the program, showing personnel coverage of key functions and responsibilities.**

See organizational chart located on page 2.

- b. **Are current management and staff adequate to perform functions and responsibilities satisfactorily and to achieve program goals? Explain.**

Matriculation and Counseling is limited to two full time Counselors, a matriculation secretary, one part time advisor and one peer counselor (under the Financial Aid Work Study Program shared across student services). Clerical support is inadequate to meet counseling faculty needs. In addition, part time advisors/counselors would assist faculty in achieving program goals.

- c. Describe organizational changes that will improve program performance, provide timelines for the achievement of such changes, and describe measures that will assess the effectiveness of such changes.**

No organizational changes are warranted, however, additional staffing is a necessity. Specifically, clerical support and additional part time advisors counselor would markedly improve program performance. The timeline for such a completion is contingent upon the return of categorical funding dollars proportional to pre-budget deficit levels.

5. Staff Development

- a. Describe specific professional development activities in which program members participated, and explain how such activities benefit or enhance the program and support and facilitate student learning outcomes.**

Matriculation and Counseling faculty participate in in-service and internet trainings such as but not limited to; Counselor/Advisor Training 2006; Jenzabar Training from 2005 to fall 2009; Regular Datatel meetings 2008-2009; UC Counselors conferences annually; CSU Counselors conferences annually; ETS conference annually; BSI 2008 Counseling Faculty Institute; and VA counselor training on alcoholism.

Such activities are vital for the success in counseling and matriculation which information is provided to our peers and students. They provide support from campus administrators, in both student services and instruction. The primary mission is to enhance the matriculation process of the college and have it as an institutional responsibility.

- b. Describe areas of unmet professional development needs among personnel in this program, if applicable, and outline plans to address those needs.**

Professional development among matriculation and counseling personnel has been met.

6. Facilities and Equipment

- a. Are current facilities, such as classrooms, offices and equipment, adequate to support the program? Explain.**

The current facilities are adequate; however, additional space will be needed for academic advising in a different/more private area.

b. Is available dedicated space adequate to support the program? Explain.

The current location does support effective delivery of counseling.

c. Is available equipment adequate to support the program?

Due to budget, the current equipment is not adequate, office equipment and computers need to be updated.

d. Describe plans for future budget changes?

With the overall increase in student contacts and an upward trend semester after semester, it would prove beneficial that sufficient funding and adequate staffing need to be restored.

7. Financial Resources

a. Provide a financial report showing, for each year of the preceding 3 years, budgeted vs. actual expenditures for each of these line items, at a minimum: Personnel Salaries, Personnel Benefits, Supplies, Contract Services, and Capital Expenditures. Explain deviations from budget exceeding 10% of any line item.

2006-2007	Budgeted	Actual
Personnel Salaries	\$916,585	\$865,114.67
Personnel Benefits	\$256,980	\$326,821.04
Supplies	\$96,275	\$96,315.15
Other Operating Expenses/ Contract Service	\$146,232	\$111,214.22
Capital Expenditures	\$4,596	\$5,866.94
Other Outgo	\$0	\$0
Total	\$ 1,420,668	\$1,405,323.02

2007-2008	Budgeted	Actual
Personnel Salaries	\$903,839	\$942,580.34
Personnel Benefits	\$317,557	\$309,229.05
Supplies	\$73,605	\$54,346.16
Other Operating Expenses/ Contract Service	\$107,167.78	\$89,646.59
Capital Expenditures	\$5,116.22	\$15,803.38
Other Outgo	\$0	\$0
Total	\$1,407,284.90	\$1,411,605.52

2008-2009	Budgeted	Actual
Personnel Salaries	\$912,972	\$905,540.99
Personnel Benefits	\$324,567	\$310,358.53
Supplies	\$48,793	\$52,013.69
Other Operating Expenses/ Contract Service	\$48,240	\$16,579.56
Capital Expenditures	\$500	\$1,154.65
Other Outgo	\$0	\$0
Total	\$1,335,072	\$1,285,647.42

b. Describe plans for future budget changes.

Once the budget improves, the department plans to attend conferences for professional development, add part-time counseling/advising, acquire additional testing resources for students, provide additional outreach efforts, acquire clerical support for Counselors, and expand and update equipment.

8. Strengths and Weaknesses

a. List and comment on the major strengths of the program.

- Open to the Community
- Campus Support of General Counseling
- Counseling area visible and accessible to all students

- Knowledgeable and experienced counselors to provide appropriate and diverse counseling
- Provides over and above services to students in special population groups
- Majority of counselors are bilingual
- Dynamic group of Counselors are actively involved in the community
- The majority of Counseling faculty have held leadership roles in shared governance.

b. List and comment on the major weaknesses of the program.

- Limited funding for regional meetings and conferences
- Career Counseling

c. List recommendations for improving and correcting identified weaknesses.

These weaknesses will be addressed once the campus recovers from the budget crisis. For example, restored budgets will allow counselors to participate in career counseling trainings, workshops, and conferences.

Disabled Students Program and Services (DSPS)

1. Support of the College Mission.

a. Summarize the program in terms of key functions and responsibilities.

Disabled Students Program and Services (DSPS) is a categorically funded program designed to assist students with physical, psychological and/or learning disabilities. Services are offered to help students circumvent their functional limitations and become active, productive members of the college community. The program emphasizes independence and self-reliance while providing the support necessary for individuals to achieve their goals (page 26, College Catalog, 2009).

b. Describe how the program supports the overall mission of the College as adopted by the Board of Trustees.

See page 3, item 1, subset “b,” for Palo Verde College Mission Statement.

DSPS adheres to the mission of an “exemplary learning environment with high quality educational programs and services” by offering an array of services such as, but not limited to: learning disability assessments, a well-equipped assistive technology center, and accommodations directly related to the student’s functional limitation. These services promote “student success.” DSPS age range data (i.e., age range from 18 yrs to 100 yrs averaging 38 yrs of age) indicates lifelong learning. DSPS promotes “community

development” through outreach events. DSPS is consistent with the college mission which is to “create better futures for our students and our communities.”

c. Describe, in qualitative and quantitative terms, the population served by the program.

The program offers services to any student who has a verifiable physical, psychological or learning disability, either temporary or permanent, which results in one or more educational limitations. The program has steadily increased from the last program review in 2004. At that time, DSP&S served approximately 130 students. Presently, DSPS serves 189 students (i.e., as of fall semester 2009). Service areas include: the main campus, Needles, Ironwood State Prison, Chuckawalla Valley State Prison and Spring Street.

2. Accomplishments in Achieving Goals Outlined in the Previous Program Review.

a. Describe progress in achieving goals outlined in the previous program review, including evidence documenting such achievements.

During the last program review in 2004, Student Learning Outcomes (SLO) were to be “... identified and then measured using a method or instrument still to be developed.” DSPS created SLOs (surveyed high school students with special needs using a pre-test/post-test research design) and collected data on 2 separate occasions during the 2008/2009 academic year.

Professional development was also addressed during the last program review. Specifically, “The DSPS staff participates in a variety of staff development activities which include: attendance at the annual CAPED (California Association on Postsecondary Education and Disability) conference, the CSUN (California State University at Northridge) Assistive Technology Conference, California Community Colleges, Hi-Tech training center at Foothill-DeAnza College, DSP&S related workshops, the Assistive Technology Certificate Program, and in-services conducted by the coordinator” (Program Review, 2004). The staff, therefore attended conferences such as CAPED during 2004, 2005, 2006 and 2007; however, attendance to CAPED was halted as a result of the budget crisis.

b. Explain modifications of goals outlined in the previous program review, including evidence documenting such modifications.

Per the advisement of the SLO committee, DSPS SLOs were reformatted and more targeted/specific to program needs compared to the program review (2004) recommendations. That is, rather than be more comprehensive (e.g., “... DSP&S will expand its already existing survey to be more comprehensive in scope and will distribute it at the end of each semester” Program Review, 2004), the program targeted specific program concerns.

Unfortunately, given the budget crisis, DSPS staff members have not been able to participate in the previously mentioned conferences. They have been able to attend, however, in-services conducted by the coordinator. For example, the coordinator presented, *Section 508: Electronic and Information Technology Accessibility* during the Spring Flex Day of 2009 and *Students with Learning Disabilities: What is Our Role in Assisting These Students?* During Spring Flex Day of 2008.

- c. Describe specific, documented accomplishments that support and facilitate the achievement and assessment of student learning outcomes, including measures employed to evaluate program effectiveness in achieving such outcomes.**

DSPS SLOs were conducted on 11/21/2008 and 3/20/2009. For example, on 11/21/2008, DSPS assessed High School students w/ special needs at Palo Verde High School. The students were in Special Day Class or Resource Specialist Programs. These students represent a significant portion of the community prospective DSPS students. On 3/20/2009, DSPS assessed High School students w/ special needs at Palo Verde College. The students were enrolled in the Special Day Class only. This survey was a “follow-up” to the November survey. DSPS presented these results to the SLO committee on 4/23/2009 and during Flex Day on 08/21/2009.

3. New Goals

- a. Outline new goals including an explanation of how the program supports the achievement of student learning outcomes, and state timelines for completion, measures for evaluating achievement of such goals, and a process for implementing improvements.**

New goals include: 1) Provide increased outreach to the Blythe and Needles communities; 2) Increase the number of assessments given to students with potential learning disabilities across semesters; and 3) Increase assistive technology center utilization. DSPS will continue refining (using previous SLO data) its SLOs thereby creating a lineage of SLO data. For example, we need to increase assistive technology center utilization. We plan to accomplish this by regularly notifying students of its benefits, surveying students and networking with other California Community Colleges. We also need to continue outreach services to the community and support Outreach & Events.

4. Personnel Summary

- a. Provide an organizational chart of the program, showing personnel coverage of key functions and responsibilities.**

See organizational chart located on page 2.

b. Are current management and staff adequate to perform functions and responsibilities satisfactorily and to achieve program goals? Explain.

Due to state budgetary issues, the current management and staff are conservatively addressing program goals (e.g., increase the number of students assessed for learning disabilities and increase outreach to the Blythe and Needles communities). Hence, although DSPS is addressing the program goals, they will be difficult to fully achieve. Conversely, we would like to reinstate our part-time (i.e., up to 19 hrs/wk) academic counselor and part-time peer counselors to facilitate program goal completion.

c. Describe organizational changes that will improve program performance, provide timelines for the achievement of such changes, and describe measures that will assess the effectiveness of such changes.

No organizational changes are necessary at present; however, as previously stated in subset “b,” additional staffing is needed to fully address the program goals. For example, the return of a part-time counselor along with student workers would markedly improve program performance. The timeline for such a completion is contingent upon the return of categorical funding dollars commensurate with pre-budget deficit levels.

5. Staff Development

a. Describe specific professional development activities in which program members participated, and explain how such activities benefit or enhance the program and support and facilitate student learning outcomes.

DSPS staff attended conferences such as CAPED during 2004, 2005, 2006 and 2007; however, attendance to CAPED was halted in lieu of the budget crisis. CAPED provided the following: 1) Opportunities to network and participate in group projects with individuals from other colleges; 2) Keep up-to-date on the latest research and best practices; 3) View products/technologies from an array of vendors; and 4) Be apprised of pertinent program information from the Chancellor’s Office.

DSPS coordinated an annual Spring Fest event from 2004 to 2007 requiring all staff to provide extensive outreach and sets the stage for building relationships with prospective students with a wide range of disabilities. Next, DSPS coordinated an outreach event with the Director of Pupil Services at Palo Verde High School on November 21, 2008. All DSPS staff participated in this event which allowed us to provide an overview of program services to high school students with special needs enrolled in Special Day Class and Resource programs. During this event, DSPS also implemented our SLOs using a pre-test/post-test research design. Hence, the program was able to both provide and assess DSPS awareness to prospective DSPS students.

DSPS presented SLO data and results during a Flex Day presentation in fall of 2009. This provided a forum for sharing ideas, methodologies, caveats and future SLOs which is highly beneficial since peers provide feedback to support and facilitate future SLOs.

- b. Describe areas of unmet professional development needs among personnel in this program, if applicable, and outline plans to address those needs.**

Given the expenditures accrued while attending conferences, the staff has not been able to recently attend those conferences outlined in the previous program review (e.g., CAPED, CSUN, etc.). As stated in subset “a,” these conferences are important. DSPS does, however, participate in Listserve discussions and regional meetings to acquire pertinent information while accruing little to no costs.

6. Facilities and Equipment

- a. Are current facilities, such as classrooms, offices and equipment, adequate to support the program? Explain.**

The current facilities are adequate.

- b. Is available dedicated space adequate to support the program? Explain.**

The available space at the main campus is adequate. As for the Needles Campus, DSPS needs space for assistance technology space, test-taking accommodations, learning devices and mobility equipment.

- c. Is available equipment adequate to support the program?**

At the main campus, available equipment is adequate to support the program. As for the Needles Campus, DSPS needs assistive technology and space.

- d. Describe plans for future budget changes?**

Once the DSPS budget is restored to pre crisis levels, it would prove beneficial for both the main campus and Needles campus to implement a WorkAbility III program.

7. Financial Resources

- a. Provide a financial report showing, for each year of the preceding 3 years, budgeted vs. actual expenditures for each of these line items, at a minimum: Personnel Salaries, Personnel Benefits, Supplies, Contract Services, and Capital Expenditures. Explain deviations from budget exceeding 10% of any line item.**

2006-2007	Budgeted	Actual
Personnel Salaries	\$158,630	\$166,469
Personnel Benefits	\$52,840	\$52,953
Supplies	\$6,191	\$6,167
Other Operating Expenses/ Contract Service	\$12,211	\$11,483
Capital Expenditures	\$11,777	\$11,775
Other Outgo	\$0	\$0
Total	\$241,650	\$248,847

2008-2009	Budgeted	Actual
Personnel Salaries	\$175,629	\$175,629
Personnel Benefits	\$65,162	\$65,162
Supplies	\$4869	\$4869
Other Operating Expenses/ Contract Service	\$6149	\$6149
Capital Expenditures	\$2,635	\$3,402
Other Outgo	\$0	\$0
Total	\$254,444	\$255,211

2007-2008	Budgeted	Actual
Personnel Salaries	\$141,893	\$142,005
Personnel Benefits	\$55,030	\$55,351
Supplies	\$6135	\$6184
Other Operating Expenses/ Contract Service	\$18,661	\$19,134
Capital Expenditures	\$18,222	\$18,296
Other Outgo	\$0	\$0
Total	239,941	240,970

b. Describe plans for future budget changes.

Once the budget improves, the DSPS department plans to attend conferences for professional development, add a part time counselor, acquire additional testing resources for students, provide additional outreach efforts and expand and update equipment.

8. Strengths and Weaknesses

a. List and comment on the major strengths of the program.

- Active SLO development and implementation for DSPS department
- Community Partners/Relationship (PVHS, Sheltering Wings, Blythe Mental Health)
- Campus Support/Collaborative/Supportive Staff
- Adaptive PE course established at main campus
- Well Equipped Assistive Technology Center
- Onsite LD Specialist

b. List and comment on the major weaknesses of the program.

- Limited Assistive Technology Center Utilization
- Limited DSPS Staffing
- Limited Staff Development

c. List recommendations for improving and correcting identified weaknesses.

Limited usage of the technology center can be addressed via the following: 1) Improve collaboration with the Learning Skills Center; 2) Collaborate with other Assistive Technology Center Departments within the California Community College system; 3) Conduct research via the SLO process to further clarify the strengths and weakness of the program; and 4) improve outreach and marketing efforts. Next, staffing and staffing development weaknesses will be addressed once the budget improves as stated in statement 5, subset “b.”

Extended Opportunities Programs and Services (EOPS)

1. Support of the College Mission.

a. Summarize the program in terms of key functions and responsibilities.

Extended Opportunity Programs and Services (EOPS) assists students at the College who are affected by language, social, and economic challenges by providing essential tools to successfully complete a two-year program and transfer to a four-year institution. EOPS encourages the enrollment and retention of students who have unfavorable factors such as, but not limited to low success with prior educational experiences. EOPS assists these

students by providing an array of services described in the EOPS brochure (page 106, Institutional Self Study, 2008).

b. Describe how the program supports the overall mission of the College as adopted by the Board of Trustees.

See page 3, item 1, subset “b,” for Palo Verde College Mission Statement.

The mission of EOPS is directly aligned with the college’s mission, whereby the program promotes and encourages a learning environment that supports high academic standards for student success (page 9, College Catalog, 2009 & EOPS Manual, 2009).

c. Describe, in qualitative and quantitative terms, the population served by the program.

During the last program review (in 2004), EOPS was serving 613 (unduplicated) low-income, first generation college students who were academically disadvantaged (page 43, Student Services Program Review, 2005). EOPS now services 692 (unduplicated) students from four site locations: The main campus, Needles, Chuckawalla Valley State Prison, as well as Ironwood State Prison (MIS Fall 2008 & MIS Spring 2009). Among this group it includes a population of single head of household parents who make up a population of 48 students receiving CARE services (CARE Program Plan, 2008). Cooperative Agencies Resources for Education (CARE) students, who are at the time of acceptance into CARE, are recipients of TANF and CalWORKs. Through CARE, eligible EOPS students receive supplemental educational support services, such as counseling, advisement, classes, workshops, peer support, and networking activities. In addition, grants and allowances for child care, transportation, books and supplies are provided (page 106, Institutional Self Study, 2008).

2. Accomplishments in Achieving Goals Outlined in the Previous Program Review.

a. Describe progress in achieving goals outlined in the previous program review, including evidence documenting such achievements.

During the last program review (in 2004), the following recommendations were made: hire an additional counselor; add two peer counselors; add one clerical assistant; and add two additional office spaces.

In the 2005/2006 academic year, EOPS acquired an additional full-time academic counselor. During the 2006/2007 academic year, EOPS acquired three part-time (i.e., up to 19 hrs/wk) peer counselors which were partially funded through federal work study. Next, during the 2007/2008 academic year, EOPS added two additional part-time (i.e., up to 19 hrs/wk) academic counselors/advisors. No funding has been available for an additional clerical assistant. Furthermore, given the recent budget crisis, no funding is currently available for part-time counselors/advisors nor peer counselors.

Next, during the 2005/2006 academic year, EOPS purchased two cubicle offices which serve the EOPS Program Assistant/CARE Coordinator and EOPS part-time academic counselors/advisors. Although these cubicle offices were required, additional fixtures are needed to secure confidentiality. At present time, we are exposing advisement/counseling services in an area that has high office traffic.

b. Explain modifications of goals outlined in the previous program review, including evidence documenting such modifications.

Modifications have included the addition/revision of the following goal during the 2007/2008 academic year per the EOPS Advisory committee: sustain EOPS/CARE students' successful goal completion (Advisory Report 2008).

c. Describe specific, documented accomplishments that support and facilitate the achievement and assessment of student learning outcomes, including measures employed to evaluate program effectiveness in achieving such outcomes.

As of December 2004, when the previous Program Review was written, SLO's were not addressed. SLO's were introduced to Student Services upon the arrival of our current V.P. of Student Services. As of then, EOPS has addressed SLO's.

The EOPS advisory committee (November, 2007) presented eight Student Learning Outcomes. EOPS/CARE used a pre-test/post-test research strategy to collect data beginning fall semester 2007. The pre-test was administered at the beginning of the semester while the post-test was given at the end of the semester during the third contact. The SLO committee recommended shortening the time between the Pre-test and Post-test surveys to produce better measures of learning.

3. New Goals

a. Outline new goals including an explanation of how the program supports the achievement of student learning outcomes, and state timelines for completion, measures for evaluating achievement of such goals, and a process for implementing improvements.

The following goals were established by the EOPS Advisory committee in May, 2009. The program could achieve student learning outcomes by 1) increasing the retention of EOPS and Basic Skills students; 2) increase EOPS student counseling hours/contact time; and 3) provide an explanation to the EOPS Advisory (May) committee on how previous analysis compare to current related reports (Advisory Report 2009).

4. Personnel Summary

- a. **Provide an organizational chart of the program, showing personnel coverage of key functions and responsibilities.**

See organizational chart located on page 2.

- b. **Are current management and staff adequate to perform functions and responsibilities satisfactorily and to achieve program goals? Explain.**

Due to the current state budgetary issues, in the spring of 2009, EOPS released all temporary/part-time (19 hrs/wk) workers including a part-time academic counselor, a part-time academic advisor and three peer counselors.

Federal work study allowed us to recently hire three peer counselors working a maximum of five hours per week each; however, we are currently serving 692 students. EOPS is providing all mandated services for PVC students, but the program will remain limited and strained until the reduction in staffing is overturned.

- c. **Describe organizational changes that will improve program performance, provide timelines for the achievement of such changes, and describe measures that will assess the effectiveness of such changes.**

At present, the need for organizational changes is not necessary. However, the reinstatement of staff; (1) part-time counselor and (1) part-time advisor will offset the considerable volume of educational counseling activities within the department. The timeline in funding will enhance critical staffing reductions and influence program fidelity.

5. Staff Development

- a. **Describe specific professional development activities in which program members participated, and explain how such activities benefit or enhance the program and support and facilitate student learning outcomes.**

EOPS staff have participated in various campus and off campus professional development activities; EOPS Statewide Conference, Career Day, Flex Day, Institute Day, UCR Counselors Conference, Mental Health training, and CARE Conference. These are among the many of the professional development activities that facilitate student learning outcomes. A center piece of an exemplary learning environment that broads' creativity and innovation approaches to student-counseling. Through the use of SLO's the department has been enhanced by means of evaluating the effectiveness of its advising methods (EOPS Program Plan, 2009 & Advisory Report, 2009).

- b. **Describe areas of unmet professional development needs among personnel in this program, if applicable, and outline plans to address those needs.**

The California State budget crisis has limited if not eliminated the annual conferences/workshops EOPS attends. The staff has been diligent, by scheduling trainings via Polycom communication as well as attending local in-services such as those offered by the Department of Mental Health and the Employment Development Department.

6. Facilities and Equipment

- a. Are current facilities, such as classrooms, offices and equipment, adequate to support the program? Explain.**

During the 2005/2006 academic year, EOPS purchased two cubicle offices which serve the EOPS Program Assistant/CARE Coordinator and EOPS part-time academic counselors/advisors. Although these cubicle offices were required, additional fixtures are needed to secure confidentiality. The need for office space is needed to secure confidentiality from high office traffic.

- b. Is available dedicated space adequate to support the program? Explain.**

Student Services outgrew the space allocated to it in the College Services Building at the main campus. This has resulted in the EOPS/CARE services being relocated upstairs utilizing space from the Library. This location takes EOPS/CARE services upstairs where students are able to seek an extension of services. It is necessary this be addressed in facility planning – that is, maintaining the integrity of the matriculation student process and library services. It is expected that the EOPS/CARE programs will grow at a rate consistent with the enrollment growth rate of the District (Educational and Facilities Master Plan, 2009).

- c. Is available equipment adequate to support the program?**

At the main campus, available equipment is adequate to support the program. Updating technology on a regular basis is imperative, however, to “ensure that state-of-the-art information technology and media are used by a highly skilled college community” (Strategic Plan and Statement of Vision, Mission and Values, Initiative 5, Technology and Support).

- d. Describe plans for future budget changes?**

EOPS will continue to update technology on an ongoing basis, as budget allows.

7. Financial Resources

- a. Provide a financial report showing, for each year of the preceding 3 years, budgeted vs. actual expenditures for each of these line items, at a minimum: Personnel Salaries, Personnel Benefits, Supplies, Contract Services, and Capital Expenditures. Explain deviations from budget exceeding 10% of any line item.**

2006-2007	Budgeted	Actual
Personnel Salaries	\$316,357	\$302,119
Personnel Benefits	\$93,060	\$91,782
Supplies	\$9,017.00	\$8,400
Other Operating Expenses/ Contract Service	\$20,652	\$28,766
Capital Expenditures	0	\$1,090
Other Outgo	\$153,417	\$217,418
Total	\$592,503	\$649,575

Note: Deviations from the above (“Other Operations”) are the results to advertising for outreach activities; need of equipment in the department; Xerox; Statewide EOPS Conference; Student Discount Cards; postage.

Note: Deviations from the above (“Other outgo”) is the result to the need of textbooks for campus students.

2007-2008	Budgeted	Actual
Personnel Salaries	\$329,162	\$303,384
Personnel Benefits	\$98,995	\$96,276
Supplies	\$14,355.00	\$8,485
Other Operating Expenses/ Contract Service	\$31,165	\$45,500
Capital Expenditures	\$7,311	\$6,392
Other Outgo	\$189,931	\$226,738
Total	\$670,919	\$686,775

Note: Deviation from the above (“Supplies”) the need to transfer funds to cover the cost of books.

Note: Deviation from the above (“Capital Outlay”) the need to transfer funds to cover the cost of books.

Note: Deviation from the above (“Other outgo”) the need to increase funding to cover the expense for student textbooks.

2008-2009	Budgeted	Actual
Personnel Salaries	\$346,310	\$322,052
Personnel Benefits	\$106,145	\$103,094
Supplies	\$9,250	\$6,016
Other Operating Expenses/ Contract Service	\$33,000	\$31,807
Capital Expenditures	\$0	\$0
Other Outgo	\$202,598	\$239,333
Total	\$697,303	\$702,302

Note: Deviation from the above (“Supplies”) the need to transfer funds to cover the cost of books.

Note: Deviation from the above (“Other outgo”) the need to increase funding to cover the expense for student textbooks.

b. Describe plans for future budget changes.

Over the next few years, EOPS will monitor its limited resources by prioritizing a few objectives: 1) protect priority book services for economically and academically disadvantaged students, 2) provide transportation assistance via bus vouchers to those most in need (i.e., who lack any type of transportation), and 3) assist CARE students with over and above services not readily available to EOPS students.

8. Strengths and Weaknesses

a. List and comment on the major strengths of the program.

- Campus Support of EOPS program
- Collaborative and Supportive Staff

- Provide campus workshops on various topics to improve student success & retention
- Implementation of “Early Alerts” for improving the educational objective leading to attainment of retention and persistence
- Identifying and reviewing student learning outcomes as method of improving and developing program services
- Maintain the delivery of program and services to the disadvantaged
- Maintain the number of students enrolled in college who are affected by language, social, and economic disadvantages

b. List and comment on the major weaknesses of the program.

- Limited tutoring for the students who lack necessary basic skills
- Lack of resources to accommodate the needs of students in Needles
- Lack of funds to assist students with transportation to and from campus
- Lack of part-time advisors to assist with the development of retention and persistence of economically and academically affected population
- Lack of Program Coordinator for the Needles Center to aid with advisement and supportive services to students in CARE and outreach

c. List recommendations for improving and correcting identified weaknesses.

This weakness will be addressed once we recover from the budget crisis. Due to the budget crisis, EOPS staff have been unable to attend the state wide EOPS Conference, regional events and conference activities. Remedies to the identified weaknesses, EOPS has engaged in various campus and community services to fill in gaps where developmental growth can be tighten. Riverside County Mental Health Services have provided training services during Flex-day and met with DSPS and EOPS personnel to increase preventative measures when working with an at risk population. As to tutoring services, EOPS students occasionally will seek their counselors support for short period tutoring in subject areas as English and remedial math. These adjustments have increased student visibility in the department and lifted students’ confidence of reaching their potentials. To resolve the issue of student learning outcomes, the department will start working with constituents from various departments across the college to identify specific goals and objectives (Spring Flex Day, 2008).

Financial Aid

1. Support of the College Mission.

a. Summarize the program in terms of key functions and responsibilities.

The Financial Aid Department at Palo Verde College assists students with financial resources to bring about admissions, attendance and promote future success. We offer financial assistance in the form of grants, scholarships and work-study.

b. Describe how the program supports the overall mission of the College as adopted by the Board of Trustees.

See page 3, item 1, subset “b,” for Palo Verde College Mission Statement.

Financial Aid supports the College’s mission statement by utilizing financial resources (i.e., grants, scholarships and work-study) to promote “... an exemplary learning environment with high quality educational programs and services.” By offsetting educational expenses (e.g., books, enrollment fees, school supplies), Financial Aid serves to help “create better futures for our students and our communities.”

c. Describe, in qualitative and quantitative terms, the population served by the program.

Financial Aid offers financial assistance to eligible students. Financial Aid experienced a slight shift down when federal regulations changed for the 2006-2007 year. However, since that time, we have seen growth in several programs. For example, Pell grant recipients increased from 265 in 2006-2007 to 338 in 2008-2009 and Board of Governors Waivers increased from 1,316 in 2005-2006 to 1,964 in 2008-2009. Please see table on the following page.

Financial Aid Award Analysis By Fund 2005-2009

2005-2006		2006-2007		2007-2008		2008-2009	
Students	Awards	Students	Awards	Students	Awards	Students	Awards

	2005-2006 Students	2005-2006 Awards	2006-2007 Students	2006-2007 Awards	2007-2008 Students	2007-2008 Awards	2008-2009 Students	2008-2009 Awards
ACG	0	0	1	\$750	2	\$1,125	4	\$3,510
BOGW	1316	\$569,586	1398	\$535,121	1694	\$519,831	1964	\$545,299
CALB	73	\$93,249	62	\$79,492	52	\$61,689	46	\$56,418
CALC	5	\$1,872	3	\$792	3	\$864	4	\$1,800
CHAFEE	1	\$5,000	0	0	2	\$8,456	4	\$16,639
FSEOG	41	\$18,583	38	\$16,650	46	\$20,981	48	\$21,510
FWS	18	\$14,228	15	\$14,007	17	\$18,061	14	\$19,553
PELL	353	\$856,226	*265	\$664,658	272	\$699,697	338	\$1,003,482

ACG-Academic Competitive Grant
 BOGW-Board of Governors Waiver
 CALB-Cal Grant B
 CALC-Cal Grant C
 CHAFEE-Foster Youth Grant
 FSEOG-Federal Supplemental Opportunity Grant
 FWS-Federal Work Study

*2006-2007 Federal Regulation changed causing fewer students to be eligible for PELL Grant.

2. Accomplishments in Achieving Goals Outlined in the Previous Program Review.

a. Describe progress in achieving goals outlined in the previous program review, including evidence documenting such achievements.

Goal 1: Increase in-reach and outreach. This was accomplished by hiring a Financial Aid Officer/Outreach Coordinator assistant along with two Peer Counselors to assist with in-reach/outreach activities. Specifically, there were 15 in-reach activities (150 students served), 12 outreach activities (383 students served) and 4 multilingual activities. Please see table below.

Month	Date	Event	# of Students	Multilingual
July	7/1/2008	Setup table inside Albertsons, gave out financial aid information	10	
	7/3/2008	Setup table outside Shell Gas Station, gave out financial aid information	7	
	7/9/2008	Setup table outside of Halby's, gave out financial aid information	8	
	7/15/2008	Hung door-hangers at the low-income apartments in East Blythe	150	
	7/23/2008	Hung door-hangers at residential homes	150	
	7/29/2008	Distributed brochures to local businesses	8	
August	8/14/2008	Needles Campus – FA Presentation and helped students with missing information letters	14	
September	9/8/2008	Spring Street Campus – New Student Orientation	9	X
	9/10/2008	Spring Street Campus – New Student Orientation	9	X
November	11/7/2008	Distributed brochures to local businesses	5	
	11/14/2008	Contacted different businesses to see if we could do outreach or distribute brochures	3	
	11/21/2008	Setup table outside of ACE Hardware, gave out financial aid information	13	
December	12/3/2008	College Night – Blythe Community Center	15	
January	1/8/2009	Main Campus – New Student Orientation	5	
	1/20/2009	Main Campus – New Student Orientation	10	
	1/30/2009	Putting together scholarship information to put online		

February	2/9/2009	Spring Street Campus – New Student Orientation	12	X
	2/11/2009	Spring Street Campus – New Student Orientation	16	X
	2/25/2009	FA Presentation – Mr. Bram’s Master Student Class	12	
March	3/5/2009	FA Presentation – Mr. Medina’s Master Spanish Class	10	
	3/24/2009	Honor’s Assembly – Spoke about FA/Scholarships	25	
April	4/2/2009	Met with Calendar Committee re: Master Calendar for students/staff		
	4/3/2009	Distributed brochures to local businesses	5	
	4/10/2009	Setup table outside of ACE Hardware, gave out financial aid information	5	
	4/17/2009	Setup table outside of Starbucks, gave out financial aid information	5	
	4/24/2009	Setup table inside Albertsons, gave out financial aid information	12	
May	5/14/2009	Awards Ceremony – Encouraged students to apply for FA and congratulated them on their achievements	10	

Goal 2: Attend staff development trainings. Financial Aid staff attended the following trainings: Datatel/Colleague (January 2008 to December 2009); 3 California Community Colleges Student Financial Aid Administrators Association (CCCSFAAA) conferences; 3 National Association of Student Financial Aid Administrators (NASFAA) webinars; 3 Direct Loan webinars; 2 PELL/Teach Grant trainings; 2 Board of Governors Waiver (BOGW) trainings; 2 MIS trainings; 2 Crystal Reporting trainings; and 2 Portal trainings.

Goal 3: Collaborate with Admissions & Records to accurately report MIS Financial Aid student data.

Goal 4: Participate in computer programming and technology training.

b. Explain modifications of goals outlined in the previous program review, including evidence documenting such modifications.

Goal 3: Financial Aid has collaborated with A & R to correct data entry discrepancies between both parties. Moreover, since the last program review (in 2004), Financial Aid had made significant progress in improving MIS reporting accuracy.

Goal 4: Since January 2008, Financial Aid has participated in regular Datatel/Colleague meetings to facilitate this institutional implementation. This, however, is an ongoing process and will require continual trainings.

c. Describe specific, documented accomplishments that support and facilitate the achievement and assessment of student learning outcomes, including measures employed to evaluate program effectiveness in achieving such outcomes.

As of December 2004, when the previous Program Review was written, SLO's were not addressed. SLO's were introduced to Student Services upon the arrival of our current V.P. of Student Services. As of then, Financial Aid has addressed SLO's.

Financial Aid has established three SLOs covering different aspects of students' understanding of financial aid. A pre-test/post-test research design was implemented during the initial presentations and then again when students received their award letters.

3. New Goals

- a. **Outline new goals including an explanation of how the program supports the achievement of student learning outcomes, and state timelines for completion, measures for evaluating achievement of such goals, and a process for implementing improvements.**

Goal 1: The Financial Aid Department is further streamlining our delivery process of serving our students in a timely manner.

Goal 2: To attend more Datatel conversion (new student information system) trainings in order for us to continue to thrive at levels commensurate with our capabilities.

Goal 3: To build upon our SLOs by measuring student knowledge for both State and Federal Financial Aid programs.

Goal 4: Financial Aid will implement a paperless student filing system using imaging technology which eliminates paper usage

4. Personnel Summary

- a. **Provide an organizational chart of the program, showing personnel coverage of key functions and responsibilities.**

See organizational chart located on page 2.

- b. **Are current management and staff adequate to perform functions and responsibilities satisfactorily and to achieve program goals? Explain.**

With the additional duties on the staff with the implementation of Colleague we have struggled to keep up. Once Colleague is fully implemented this will allow the Financial Aid Staff to work on the goals that are listed above.

- c. **Describe organizational changes that will improve program performance, provide timelines for the achievement of such changes, and describe measures that will assess the effectiveness of such changes.**

No organizational changes are warranted at present. We will continue to work on the training and cross training of the Financial Aid Staff to help ensure that we are serving our students.

5. Staff Development

- a. Describe specific professional development activities in which program members participated, and explain how such activities benefit or enhance the program and support and facilitate student learning outcomes.**

The Financial Aid Staff have participated in several staff development and training in the last year. All Financial Aid staff have attended trainings as follows: During the time of January 2008 through December 2009 our staff has attended several Datatel/Colleague trainings, 3 California Community Colleges Student Financial Aid Administrators Association (CCCSFAAA) conferences, 3 National Association of Student Financial Aid Administrators (NASFAA) webinars, 3 Direct Loan webinars, 2 PELL/Teach Grant trainings, 2 Board of Governors Waiver (BOGW) trainings, 2 MIS trainings, 2 Crystal Reporting trainings and 2 Portal trainings.

- b. Describe areas of unmet professional development needs among personnel in this program, if applicable, and outline plans to address those needs.**

The current California State budget crisis has resulted in systemic problems and financial aid is not immune. We have been unable to attend workshops and conferences requiring travel due to limited funds. The Financial Aid Department has, however, attended several online “webinars.” The recent and ongoing Datatel/Colleague conversion will require additional training sessions before program operation proficiency is achieved. There are several end of the year reports FISAP, MIS, etc. that we will also necessitate training.

6. Facilities and Equipment

- a. Are current facilities, such as classrooms, offices and equipment, adequate to support the program? Explain.**

The current facilities/offices are adequate.

- b. Is available dedicated space adequate to support the program? Explain.**

The current space is inadequate for storage of our student documents. Additional fireproof storage is needed for these documents.

- c. Is available equipment adequate to support the program?**

At the main campus, available equipment is adequate to support the program

d. Describe plans for future budget changes?

Financial Aid Department is hopeful that the BFAP SFAA funds will continue at their present amount. We did receive an increase for the 2009-2010 year.

7. Financial Resources

a. Provide a financial report showing, for each year of the preceding 3 years, budgeted vs. actual expenditures for each of these line items, at a minimum: Personnel Salaries, Personnel Benefits, Supplies, Contract Services, and Capital Expenditures.

2006-2007	Budgeted	Actual
Personnel Salaries	\$239,621	\$227,595
Personnel Benefits	\$112,304	\$97,552
Supplies	\$8,900	\$8,134
Other Operating Expenses/ Contract Service	\$11,350	\$9,945
Capital Expenditures	\$22,000	\$18,678
Other Outgo	\$0	\$0
Total	\$394,175	\$361,904

2007-2008	Budgeted	Actual
Personnel Salaries	\$235,824	\$240,797
Personnel Benefits	\$113,067	\$112,712
Supplies	\$16,515	\$15,655
Other Operating Expenses/ Contract Service	\$12,350	\$8,876
Capital Expenditures	\$11,800	\$11,786
Other Outgo	\$0	\$0
Total	\$389,556	\$389,826

2008-2009	Budgeted	Actual
Personnel Salaries	\$295,206	\$257,735
Personnel Benefits	\$117,108	\$120,938
Supplies	\$14,624	\$8,743
Other Operating Expenses/ Contract Service	\$19,884	\$15,831
Capital Expenditures	\$0	\$0
Other Outgo	\$0	\$0
Total	\$446,822	\$403,247

b. Describe plans for future budget changes.

The Financial Aid Department is hopeful that there are no cuts to the BFAP SFAA Funds in the future.

8. Strengths and Weaknesses

a. List and comment on the major strengths of the program.

- Financial Aid offers excellent customer service to PVC students, which includes superb one-on-one service (e.g., award letter discussion, probation, and check disbursement)
- Financial Aid Staff are excellent at teaming within our department and across departments
- Probation process assists students with identifying difficulties and suggests options that may help with improvement by meeting with students twice a month
- All Staff attending trainings and webinars which further encourages cross-training and teaming.

b. List and comment on the major weaknesses of the program.

- Inefficient work-flow checklist for students.
- Needle Campus communication.

c. List recommendations for improving and correcting identified weaknesses.

- The Financial Aid Department needs additional Colleague/Datatel training and work with a consultant.

- In the process of streamlining our processes.
- Plan training workshop with Needles to review FA Process. Will forward the Work-flow Checklist and a Financial Aid Frequently Asked Questions sheet to Needles.
- Need to work on a plan to become a paperless office.

Outreach & Events

1. Support of the College Mission

a. Summarize the program in terms of key functions and responsibilities.

Outreach & Events helps develop, plan and implement the college's outreach and recruitment efforts to build relationships and partnerships that support the college's strategic plan which is to attract and retain a diverse student population, provide community information and an educational outreach program. It also coordinates and oversees various campus-hosted events, including Commencement and Career Day.

b. Describe how the program supports the overall mission of the College as adopted by the Board of Trustees.

See page 3, item 1, subset "b," for Palo Verde College Mission Statement.

Outreach & Events supports an "exemplary learning environment with high quality educational programs and services" by promoting the construct "choice." That is, as program choice and course availability/choice increases, the number of students pursuing higher education also increases. For example, Career Day provides a glimpse into a variety of professions our students may choose to pursue. Since Outreach & Events informs prospective students utilizing the construct of "choice" about pursuing the many different career opportunities within post-secondary education, it helps "create better futures for our students and our communities."

c. Describe, in qualitative and quantitative terms, the population served by the program.

Outreach & Events serves a broad and diverse student population at Palo Verde College. It serves prospective students, current students and alumni. Outreach & Events recruits prospective students, celebrates success with current students and honors former students.

2. Accomplishments in Achieving Goals Outlined in the Previous Program Review.

a. Describe progress in achieving goals outlined in the previous program review, including evidence documenting such achievements.

The program's inception was relatively recent (i.e., Fall Semester 2008) and therefore, Outreach & Events was not cited in the previous program review.

- b. Explain modifications of goals outlined in the previous program review, including evidence documenting such modifications.**

As stated in subset “a” of question 2, Outreach & Events was not cited in the previous program review (in 2004).

- c. Describe specific, documented accomplishments that support and facilitate the achievement and assessment of student learning outcomes, including measures employed to evaluate program effectiveness in achieving such outcomes.**

As of December 2004, when the previous Program Review was written, SLO’s were not addressed. SLO’s were introduced to Student Services upon the arrival of our current V.P. of Student Services. As of then, Outreach & Events has addressed SLO’s.

Outreach & Events has aggregated SLO data across departments to compare/contrast survey questions and data trends/results, and disseminate the information. The life-cycle for each SLO assessment is one academic year which allows sufficient time for implementing SLO goals and evaluating improvements.

3. New Goals

- a. Outline new goals including an explanation how the program supports the achievement of student learning outcomes, and state timelines for completion, measures for evaluating achievement of such goals, and a process for implementing improvements.**

A component of the Marketing plan, an advertising plan should be developed to support the goals of PVC; it should be one voice reaching out to the community through a recognizable and predictable process. The advertising plan should grow from programs and services offered by the college with contributors from each department. The primary focus should be on educational programs and formats (i.e., online, traditional and distance education) offered by PVC followed by an outline of support services available to help students successfully complete their educational program goals.

4. Personnel Summary

- a. Provide an organizational chart of the program, showing personnel coverage of key functions and responsibilities.**

See organizational chart located on page 2.

- b. Are current management and staff adequate to perform functions and responsibilities satisfactorily and to achieve program goals? Explain.**

Current management and staff are adequate to perform functions and responsibilities.

- c. **Describe organizational changes that will improve program performance, provide timelines for the achievement of such changes, and describe measures that will assess the effectiveness of such changes.**

Although current management and staff are adequate, as the events grow to accompany an ever increasing student body, an additional part-time staff member will be necessary.

5. Staff Development

- a. **Describe specific professional development activities in which program members participate, and explain how such activities benefit or enhance the program and support and facilitate student learning outcomes.**

The Outreach & Events Coordinator attended the Annual Conference for Community College Public Relations Organization (CCPRO) in 2008. The conference provided workshops on public communication emphasizing efficient methodologies how to tailor your message to a specific demographic. The Outreach & Events Coordinator attended workshops on the following topics: Marrying Enrollment Management and Marketing, CA Community Colleges: Communicating the Value of an Invaluable Resource, Blogging, Marketing Community Colleges, Brand Positioning, and National Media Habits.

The CCPRO conference was beneficial to the Outreach & Events Coordinator in the first year of the program. It helped emphasize the importance of using real data to strategize public messages and communications. Further, it was beneficial to network with other colleges to better understand how they tackle public relations/image. Overall, this collaboration yields better strategy, better communication, better execution and a more mindful approach to representing Palo Verde College.

As previously stated, Outreach & Events supports the Student Learning Outcomes of individual departments as well as the overall college.

- b. **Describe areas of unmet professional development needs among personnel in this program, if applicable, and outline plans to address those needs.**

Outreach & Events was unable to attend the CCPRO conference due to the budget crisis. Each year the budget request will include an allocation for such vital conferences.

6. Facilities and Equipment

- a. Are current facilities, such as classrooms, offices and equipment, adequate to support the program?**

Currently, the office space and facilities are adequate with the exception of a much needed commercial quality hand truck. The hand truck would help distribute Palo Verde College materials to the community efficiently.

- b. Is available dedicated space adequate to support the program?**

Outreach & Events necessitates adequate storage space. For example, there is no designated storage space to house the materials (purchased usually in bulk to reduce costs) that we disseminate to the college and communities we serve.

- c. Is available equipment adequate to support the program?**

As stated in subset “a” Outreach & Events needs a commercial quality hand truck.

- d. Describe plans for future changes in support facilities or equipment.**

As of now future changes are not planned.

7. Financial Resources

- a. Provide a financial report showing, for each year for the preceding 3 years, budget vs. actual expenditures for each of these line items, at a minimum: Personnel Salaries, Personnel Benefits, Supplies, Contract Services, and Capital Expenditures. Explain deviations from the budget exceeding 10% of any line item.**

2008-2009	Budgeted	Actual
Personnel Salaries	\$	\$
Personnel Benefits	\$	\$
Supplies	\$3000	\$1,438
Other Operating Expenses/ Contract Service	\$28,250	\$12,972
Capital Expenditures	\$0	\$0
Other Outgo	\$0	\$0
Total	\$31,250	\$14,410

2009-2010	Budgeted	Actual
Personnel Salaries	\$	\$
Personnel Benefits	\$	\$
Supplies	\$3000	\$697
Other Operating Expenses/ Contract Service	\$28,000	\$3,407
Capital Expenditures	\$0	\$0
Other Outgo	\$0	\$0
Total	\$31,000	\$4,104

The Outreach & Events department was established in January 2008, half-way through the 2007-2008 academic year. Since budgets had already been approved and allocated, the department relied on funds from other programs to obtain the essentials for the remainder of the academic year.

During the 2008-2009 academic year, a budget of \$31,250 was requested with only \$14,410 (less than 43%) approved and adopted by the college, but only \$6,189.31 was available to use. With the State of California's fiscal problems, the entire college was asked to cut any spending that was not mandatory. Similarly, for the 2009-2010 academic year, a budget of \$31,000 was requested with approximately \$4,100 (less than 12%) received.

b. Describe plans for future budget changes.

The Outreach & Events department will continue to request \$31,000 each year to build a solid foundation for the program with a real direction and materials to support it.

8. Strengths and Weaknesses

a. List and comment on the major strengths of the program.

Collaboration across departments is a fundamental component of any successful outreach program. The cooperation among all Student Services has been extremely beneficial. There is a high level of teamwork that exists to help the Outreach & Events department work effectively with the community.

Logistical planning is essential for any event or presentation. The Outreach & Events office does a good job of taking the necessary time to plan and communicate events to both those working on the project and those who are attending the event.

b. List and comment on the major weaknesses of the program.

Outreach & Events needs to develop and implement a specific outreach plan for PVC. A specific plan will allow each outreach event to build upon the last thereby creating a lineage of data and subsequent research to further establish PVC's presence in the community's mind.

Next, while there may not be an immediate solution, a major weakness for this program is funding. This directly affects the department's ability to most effectively reach the community. A continual effort needs to be made to ensure that the community knows how to peruse the Schedule of Courses, how to apply and register.

c. List recommendations for improving and correcting identified weaknesses.

To resolve the issue of the outreach plan, the department would like to start working with constituents from various departments across the college to start identifying specific goals and objectives.

Transfer & Career Center

1. Support of the College Mission.

d. Summarize the program in terms of key functions and responsibilities.

Transfer & Career Center (TCC) is designed to assist students, from diverse backgrounds, to fulfill academic goals by preparing them to enter four-year educational institutions or the workplace. TCC also assist in clarifying career goals through: 1) Intake interview, administration and interpretation of career assessment instruments; 2) Assistance in career exploration via the latest technology; and 3) Assistance in career goal setting and decision making.

e. Describe how the program supports the overall mission of the College as adopted by the Board of Trustees.

See page 3, item 1, subset "b," for Palo Verde College Mission Statement.

The TCC adheres to the mission of an "exemplary learning environment with high quality educational programs and services" by offering an array of services to assistance students, including those from diverse backgrounds, fulfill their academic goals by

effectively transferring to a four-year education institution and/or transition to the workplace. The TCC assists students in exploring various educational paths and to subsequently plan their futures by providing the necessary resources to meet their respective needs.

f. Describe, in qualitative and quantitative terms, the population served by the program.

The TCC offers services to students planning to transfer to a four-year college or university, or for career planning. In 2001-2004, the TCC assisted in the transfer of approximately 167 students. From 2004 to the present, TCC has assisted approximately 495 (data collected from SARS 2005-2009) students with Transfer & Career Services. Services include: Dual Admissions Program (DAP), workshops, Transfer Agreement Guarantee (TAG), Student Educational Plans (SEP), fieldtrips, classroom presentations and Transfer inquiry.

2. Accomplishments in Achieving Goals Outlined in the Previous Program Review.

a. Describe progress in achieving goals outlined in the previous program review, including evidence documenting such achievements.

During the last program review in 2004, the following were recommended for TCC; 1) Increase the number of PVC students transferring; 2) Provide a facility (with adequate spacing) to support transfer activities while maintaining career and educational materials, as recommended in Title 5, section 51027; 3) Add clerical staff and student peer counselors to assist TCC, thereby establishing a more comprehensive service, as recommended in Title 5, section 51027; 4) An adequate budget which includes funds to cover expenses for public speakers, field trips to university campuses, peer counselors and clerical assistance; and 5) Participate in a variety of professional development activities/forums.

TCC has a 4'x6' location in the lobby by a common stairway wall. Unfortunately, the assigned area does not provide the necessary space to support a resource library for college catalogs, transfer guides, computer stations and other key materials representative of TCC. Further, there is no adequate space for clerical assistance and other students to sit and explore transfer options or opportunities.

Since the previous program review, TCC has been provided additional funding to support two peer counselors; however, the recent state budget crisis has resulted in the suspension of these vital positions. TCC was unable to establish a full time a clerical position, but has received support from the Matriculation secretary. TCC has been able to receive some peer counselor support via Financial Aid's Student Work Study program. The peer counselors are student workers who work between 10 to 19 hours per week, but are shared across student services.

Professional development was also addressed in the previous program review. Since the last program review, the TCC director/counselor has participated in a variety of staff development activities (2005-2009) which include: attendance at the Region 9 Transfer

Center Directors meetings, CSU and UC (ETS) counselor's conferences, Region 9 Career Development Conference, and Region 9 Articulation meetings. TCC has also been able to attend in-services trainings conducted by faculty and staff such as: Flex day, Institute Day, Datatel, EOPS, DSPS, and Financial Aid workshops. For example, the Director presented, *Transfer Day* during the Fall Institute Day of 2009 and a Transfer Day event is hosted by TCC every fall semester.

b. Explain modifications of goals outlined in the previous program review, including evidence documenting such modifications.

As stated in the previous program review, "One of the obvious needs is in staffing. Clerical assistance is needed to provide internal effectiveness of the college's transfer efforts" and the achievement of its transfer and career center plan among other activities/duties (Program Review, 2004). The district assigned the Matriculation secretary to provide some assistance with clerical support for TCC, but there is still a need for a full time secretary to provide additional support in this area.

Next, information of four-year universities, careers and educational programs and majors was not displayed due to lack of space (Program Review, 2004). The lobby area has been utilized to display information of the aforementioned items; however, students do not have access to computers for transfer research and the submission of university applications. The TCC still requires adequate space/facility in order to display transfer resource materials, counseling and support staff, a workspace for university representatives, and a student research area.

c. Describe specific, documented accomplishments that support and facilitate the achievement and assessment of student learning outcomes, including measures employed to evaluate program effectiveness in achieving such outcomes.

As of December 2004, when the previous Program Review was written, SLO's were not addressed. SLO's were introduced to Student Services upon the arrival of our current V.P. of Student Services. As of then, The Transfer & Career Center has addressed SLO's.

One of the SLO goals was for students to gain a better understanding of educational plans, including understanding of where to obtain counseling in the preparation and use of educational plans for the degrees and certificates offered by PVC.

Assessment of the SLO on educational plans suggests the need for new processes to educate students about the various degrees, their requirements and their purposes, offered at PVC. The director will meet with counseling staff and teaching faculty regarding implementing new methods to help students understand the differences between all degrees offered at PVC.

The department also plans to create an effective and achievable transfer plan in order to meet educational goals. The quantifiable outcome will be measured through assist.org printouts, CollegeSource, Transfer Center contacts and student surveys.

3. New Goals

- a. **Outline new goals including an explanation of how the program supports the achievement of student learning outcomes, and state timelines for completion, measures for evaluating achievement of such goals, and a process for implementing improvements.**

Goal 1: Transfer & Career Center will continue to meet the needs of transfer and career seeking students

Goal 2: Transfer & Career Center will continue to develop and implement student learning outcomes, creating a useful lineage of research data

Goal 3: Increase articulations with Colleges and Universities to provide students additional transfer option

Goal 4: Outreach to additional Universities to provide PVC with additional Transfer agreements

Goal 5: Increase the number of transfer and career related workshops at the main campus and in Needles.

4. Personnel Summary

- b. **Provide an organizational chart of the program, showing personnel coverage of key functions and responsibilities.**

See organizational chart located on page 2.

- b. **Are current management and staff adequate to perform functions and responsibilities satisfactorily and to achieve program goals? Explain.**

The Transfer & Career Center staff members are limited to one Director, a matriculation secretary (limited responsibilities), and two peer counselors (under the Financial Aid Work Study Program shared across student services). The staffing is inadequate to perform functions and responsibilities to satisfactorily achieve program goals. In addition, the college does not provide a facility and space adequately to support transfer center activities such as transfer resource materials, counseling and support staff, a workspace for university representatives, and a student research area.

- c. **Describe organizational changes that will improve program performance, provide timelines for the achievement of such changes, and describe measures that will assess the effectiveness of such changes.**

No organizational changes are warranted, however, additional staffing is a necessity. Specifically, a full time secretary and a full-time counselor would markedly improve program performance. The timeline for such a completion is contingent upon the return of categorical funding dollars proportional to pre-budget deficit levels.

5. Staff Development

- a. **Describe specific professional development activities in which program members participated, and explain how such activities benefit or enhance the program and support and facilitate student learning outcomes.**

Transfer & Career Staff participate in in-service and internet trainings such as but not limited to: 1) Counselor/Advisor Training 2006; 2) Jenzabar Training from 2005 to fall 2009; 3) Regular Datatel meetings 2008-2009; 4) UC Counselors conferences annually; 5) CSU Counselors conferences annually; 6) ETS conference annually; 7) BSI 2008 Counseling Faculty Institute; and 8) VA counselor training on alcoholism. Such activities are vital to the success of the Transfer & Career Center and to the overall mission of Palo Verde College.

- b. **Describe areas of unmet professional development needs among personnel in this program, if applicable, and outline plans to address those needs.**

Career Center professional development in the form of workshops, conferences and regional meetings needs to continue.

6. Facilities and Equipment

- a. **Are current facilities, such as classrooms, offices and equipment, adequate to support the program? Explain.**

The college does not provide a facility or adequate spacing to support TCC activities, as required in Title 5, Education, section 51027. That is, the present location is not readily identifiable because it is a small area located within a corridor next to the lobby. Although it is accessible to students, faculty and staff, it is not representative of an actual center. In addition, current computer equipment and software does not adequately support student TCC resources or activities.

- b. **Is available dedicated space adequate to support the program? Explain.**

The current location does not support effective delivery of Transfer & Career Center services as previously stated in statement 6, subset "a."

- c. **Is available equipment adequate to support the program?**

The current equipment is not adequate as previously stated in statement 6, subset "a."

- d. **Describe plans for future budget changes?**

Once the budget is restored, it would prove beneficial to provide sufficient funding and adequate staffing. This need would fulfill the institution's transfer operations required in Title 5. Education, section 51027.

7. Financial Resources

- a. **Provide a financial report showing, for each year of the preceding 3 years, budgeted vs. actual expenditures for each of these line items, at a minimum: Personnel Salaries, Personnel Benefits, Supplies, Contract Services, and Capital Expenditures. Explain deviations from budget exceeding 10% of any line item.**

2006-2007	Budgeted	Actual
Personnel Salaries	\$55,699.00	\$55,699.00
Personnel Benefits	\$12,913.92	\$12,913.92
Supplies	\$200.00	\$26.57
Other Operating Expenses/ Contract Service	\$0	\$0
Capital Expenditures	\$0	\$0
Other Outgo	\$0	\$0
Total	\$68,812.92	68,639.49

2007-2008	Budgeted	Actual
Personnel Salaries	\$57,584.34	\$57,584.34
Personnel Benefits	\$14,094.04	\$14,094.04
Supplies	\$250.00	\$80.17
Other Operating Expenses/ Contract Service	\$0	\$0
Capital Expenditures	\$0	\$0
Other Outgo	\$0	\$0
Total	\$71,928.38	\$71,758.55

2008-2009	Budgeted	Actual
Personnel Salaries	\$62,923	\$62,923
Personnel Benefits	\$14,963.16	\$14,963.16
Supplies	\$250	\$37.10
Other Operating Expenses/ Contract Service	\$0	\$0
Capital Expenditures	\$0	\$0
Other Outgo	\$	\$
Total	\$78,136.16	\$77,923.26

b. Describe plans for future budget changes.

Once the budget improves, TCC plans to attend conferences for professional development, acquire additional testing resources for students, and expand and update equipment. The TCC also plans to request a secretary and a counselor position, as required in Title 5. Education, section 51027.

8. Strengths and Weaknesses

a. List and comment on the major strengths of the program.

- Bilingual Director/Counselor
- Transfer and Career workshops
- Transfer & Career Center has a good relationship with instructional faculty
- Campus support for Transfer & Career Center
- Director/Counselor served in leadership roles in shared governance
- TCC counselor/director has open door policy with transfer students
- Knowledgeable Director/Counselor stays abreast of transfer updates
- Liaison for baccalaureate institutions

b. List and comment on the major weaknesses of the program.

- Inadequate space/facility
- Inadequate Budget
- Lack of a full-time secretary and a full-time counselor, as required in Title 5. Education, section 51027
- Campus is isolated from four-year college and universities

c. List recommendations for improving and correcting identified weaknesses.

In order to become compliant with Title 5, Education, section 51027, Transfer Centers: Minimum Program Standards, the TCC should be provided adequate space in a transfer center facility for the TCC Director, transfer resource materials, counseling and support staff, a workspace for university staff, and a student research area.

Four-year colleges and universities are over 100 miles away; therefore, the TCC provides field trips for students to visit these campuses. Four-year representatives visit PVC and provide student appointments regarding admission requirements.