



# Porterville College

## Student Services Comprehensive Program Review Report

Spring 2009

# **PORTERVILLE COLLEGE**

## **OFFICE OF STUDENT SERVICES *COMPREHENSIVE PROGRAM REVIEW REPORT***

**Spring 2009**

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## **PURPOSE OF THIS COMPREHENSIVE PROGRAM REVIEW REPORT**

This report is more than just a compilation of program reviews conducted by the various programs within the Office of Student Services. Rather, this report takes a more comprehensive approach to evaluating the entire division and linking our services to the mission of the college, the Kern Community College District (KCCD), and the state community college system.

The most effective student services division is one in which its activities are well coordinated, its programs understood by the general campus community, and its efforts integrated college-wide. Too often, program reviews, assessments, development of student learning outcomes (SLOs) and implementation of assessment strategies are done in isolation.

This comprehensive report provided the student services programs with an opportunity to assess their programs, identify strengths and areas of improvement, set goals, establish a connection with the other programs in the division, and provide a link with our efforts to the campus, district, and state system.

Desired outcomes of this comprehensive report included: the evaluation of program effectiveness; program improvement; completing the development of SLOs and establishing a coordinated plan to assess these outcomes; looking ahead with established goals; and instilling a division and campus-wide understanding of the strengths and needs of all programs within the Office of Student Services.

In an effort to integrate student services into the operations of the college, this report provides a linkage between the Office of Student Services with the college mission statement and strategic plan. This way, the campus community can see the interrelationship of the programs and activities between student services and the general campus, and how these programs affect student learning and success.

To complete this report, during the fall 2008 term each program wrote a mission statement, completed a program review, finished the development of their program's SLOs, and distributed these SLOs so that their assessment would be completed during the proposed four-year plan. The compilation of the information within this report was done in the fall 2008 term in order that any recommendations for improvement could be reviewed and discussed during the spring 2009 term with full implementation of the recommendations during the 2009-10 academic year.

As an ongoing addendum to this report, the Office of Student Services will be compiling a yearly report regarding the assessment of their SLOs and how these assessments have been used in program modification and improvement of overall services to students.

## INTRODUCTION

As indicated in the 2006 accreditation team’s final report, the college mission statement should be used as “the driving document for institutional planning.” In support of that recommendation, since the college mission statement is the driving document for institutional planning, it has been placed at the beginning of this report and will be linked in various sections of this report to the Office of Student Services mission statement and all of our activities, services, and goals.

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### ***The MISSION of Porterville College***

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

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

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

*(As noted later in this report, the program review section requests links to this portion of the Mission Statement by the specific number above – in the regular printings of the Mission Statement these items are normally bulleted, not numbered.)*

### ***The VALUES of Porterville College***

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

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

***The PHILOSOPHY of Porterville College***

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

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

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**The Office of Student Services is committed to the general mission of the college in addition to the vision, mission, and values statements as listed below. The Office of Student Services will maintain its responsibilities, complete its tasks, and serve our students in this spirit and dedication.**

<b>Office of Student Services Vision, Mission and Values Statement</b>
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**Vision**

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

## Mission

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

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

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

## Values

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

- **Students** – The Office of Student Services values each individual student and is committed to the College Mission Statement’s introductory statement, “With students as our focus...”
- **Service** – The Office of Student Services is committed to providing the most effective service possible to every student it serves.
- **Professionalism** – The Office of Student Services staff will work in a professional manner with each student, faculty, staff, and administrator; treating everyone with the respect and dignity they deserve.
- **Confidentiality** – The Office of Student Services will adhere to confidentiality in counseling sessions, except as required by law, so that students can be free to express themselves, and also maintain confidentiality in the maintenance of academic records and related files.
- **Learning** – The Office of Student Services supports student learning and development and will provide necessary programs and services designed to enhance the overall learning experience of our students.
- **Assessment** – The Office of Student Services is committed to an on-going process of assessment designed to monitor and improve the effectiveness of our service to students.

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

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

**Porterville College**

Provide comprehensive support services to help students achieve their personal, vocational, and academic potential.

Collaboration – working together to encourage input and dialogue in a collegial and cooperative manner.

Respect – treating each other with respect, trust, and dignity.

Accountability – continuously assessing where we are as a college and to assume responsibility for all that we do.

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

**Office of Student Services**

Offer quality programs to help students achieve their academic, personal, and vocational goals.

Collaborate with faculty and staff to enhance student learning and success.

Professionalism – The Office of Student services will work in a professional manner with each student, faculty, and administrator; treating everyone with the respect and dignity they deserve.

Assessment – The Office of Student Services is committed to an on-going process of assessment designed to monitor and improve the effectiveness of our service to students.

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

*(Porterville College cont.)*

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

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

*(Office of Student Services cont.)*

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

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

**LINKING THE COLLEGE STRATEGIC PLAN TO STUDENT SERVICE PROGRAMS AND ACTIVITIES**  
**Short Term Initiatives and Long Term Goals**

- **Strategic Plan Short Term Strategic Initiatives**

Initiatives

Student Services Program and Activity Link

Define and Embrace the Mission of the College

The Office of Student Services has developed a mission statement that reflects and supports the college’s mission statement.

Improve and Integrate the College Planning Process

The staff of Student Services is involved in various aspects of college-wide planning and our decisions often rely on relevant data.

Institutionalize and Assess Student Learning Outcomes

All student services programs have identified program SLOs and are currently assessing these through a four-year assessment plan.

Enhance and Expand Evening and Online Student Services

The hours of operations of student services programs are now available in the evenings. All programs have online information/web pages linked to the college website.

Evaluate and Understand Roles and Responsibilities in College Governance

The Student Services staff are members on various participatory governance committees and takes seriously their responsibility to be involved and engaged.

- **Strategic Plan Long Term Strategic Goals**

<u>Goals</u>	<u>Student Services Program and Activity Link</u>
Expand Technologies for Students, Faculty, and Staff	Student services programs continue to expand various technologies within their specific services and activities. New features will include the implementation of Luminus, on-line orientations, email, and related hardware and software for DRC students.
Utilize Effective Enrollment Management Strategies to Increase Access	The Marketing and Outreach Committee continues to coordinate with local schools and maximize our outreach activities to potential students.
Utilize Effective Enrollment Management Strategies to Increase Retention	Online services are being increased and SLOs and their assessment continues to be a priority. Student satisfaction is surveyed to understand levels of interest and areas to improve services.
Assess and Improve Organizational Effectiveness	SLOs are being assessed on a regular cycle and the results of these are used to improve effectiveness. Student surveys are administered in an effort to understand concerns or issues from the students' perspective.

**Student Services General Student Learning Outcomes (SLOs)**

The Office of Student Services supports the expectations of the Accrediting Commission for Community and Junior Colleges (ACCJC) in regards to SLOs and their assessment. The following SLOs are either general, i.e. those shared by all student services programs at Porterville College, or program-specific, i.e. those relating specifically to a program or office.

Student Services General SLOs:

- Students who actively participate in student services programs and activities will demonstrate their satisfaction with the services they were provided.
- Students who actively participate in student services programs and activities will develop a fuller understanding of a range of learning and study strategies, and how these can enhance student learning and impact academic success.

- Students who actively participate in student services programs and activities will demonstrate their knowledge of the academic policies and procedures required of them to transfer and/or to complete their certificates or degrees.
- Students who actively participate in student services programs and activities will demonstrate their knowledge of campus services and resources available that will support their learning.

## **Student Services Program-Specific Mission Statements, Program Reviews, and Student Learning Outcomes**

It should be noted that the goals listed below for each program are not all encompassing, but rather they are highlighted or priority goals during the next program review cycle. Each program has a variety of goals they intend to accomplish each academic year as part of their regular activities, so not all program-related goals are listed in the following program reviews. In addition, the SLOs may be modified as assessments are completed, reviewed and services modified accordingly.

### ***Admissions and Records***

#### Mission Statement

***The mission of the Admissions and Records Office is to admit, register and graduate students in an efficient fashion in accordance with guidelines and procedures, to maintain accurate student records, to provide information and to foster a positive working environment by providing quality service to campus and external communities.***

#### Summary of Current Performance

The Admissions and Records (A/R) office is primarily responsible for the coordination of all practices and policies regarding the registration process. The primary method of registration is via the web. An analysis of the current process of web registration shows that it is an efficient method for the enrollment of students. It allows for students to access their academic records, financial aid status, college catalog, accounts and policies.

The hard copy and online class schedule provide instructions on how to register for classes and includes a Spanish section to assist limited English speakers. A new feature added in the class schedule and web is the Early High School Admit Program. This page answers the question as to how special admit students enroll at Porterville College if still in high school and provides a link to access the Special Admit form online.

The A/R Office implemented the imaging of transcripts with the summer 2006 transcript submissions. Utilizing the imaging of transcripts onto the Singularity web has eased the access by identified users, i.e. counselors, academic advisors, and financial aid staff whenever necessary. The Degree Evaluation process was revised to streamline this procedure and the Degree Petition is now available in the Counseling Center and on the web.

In its efforts to meet the demands of today's computer savvy students, the A/R Office continues to implement new technologies to be used in its services, such as by piloting CCCTrans. This is an electronic alternative to the processing of traditional paper transcript that now allows students immediate delivery of their official transcripts.

### Program Strengths

The A/R staff is well-versed in the policies and procedures of the admissions and enrollment procedures and processes and is committed to providing professional service and assistance to our students, staff, and the community.

In its efforts to facilitate the web enrollment of students who may not have access to the latest technology the college has set up mini computer labs in the Counseling Center and the Financial Aid Office. The A/R Office continues to improve the efficiency of online registration and other enrollment processes through regular meetings of the district Banner Student Team and coordination with their counterparts at the other colleges in the district.

The Director of A/R communicates via emails to high school counselors and principals providing them with registration and college updates relevant to their students. This has proven to be a positive communication tool improving the relations between the high schools and the college A/R Office.

The A/R office staff actively participates in the enrollment management efforts of the college through marketing, outreach, providing community workshops, etc. This involvement has strengthened relations with the campus staff and the local feeder high schools. The delivery system for registration continues to improve providing an efficient online admissions process. In addition, the ability to image transcripts has resolved the issue of access for counselors.

Implementation of the automated wait list system has improved the enrollment of students. This process has allowed students into classes without the need of Add/Drop slips. The students are rolled into classes from the waitlist and notified via email. The automated waitlist has been an effective enrollment management tool for the college.

The A/R office ensures delivery systems are timely and efficient in responding to student requests concerning their personal records and related information. The office does an excellent job in maintaining confidentiality, accuracy, and security of student records and

reports. In addition, the ongoing accounting of census, attendance, and grade reports is accurate and in compliance with college, state, and federal regulations.

### Areas for Improvement

Due to the ever changing world of technology, the college needs to continue to ensure that its technological processes remain relevant and useful for today's student body. In addition, there is a "communication gap" with our students and the degree evaluation process needs to be improved upon. With that, the implementation of Luminis and Degree Works will be important to the college's ability to compete in this age of technology, improve the degree evaluation process, and enhance communication with our students.

The Luminis Platform will give individuals personalized access to information and services previously limited by location or hours of operation, while Degree Works is a web-based degree evaluation and audit process that will provide students and counselors with an immediate, up-to-date, and accurate assessment of progress toward completion of their degree requirements. Both of these should be implemented and will greatly help the college to improve its services to students.

As enrollments continue to grow the public demand at the counter may result in additional staff being needed. It is hoped, however, that through the use of technology the current staff may be able to handle the additional students. It is also understood that many students still require face-to-face assistance at the counter, so staffing will continue to be an issue of concern as enrollments increase.

### Staffing

- Faculty – one .5 director (who also serves as .5 director of Financial Aid)
- Classified – four full-time: one A/R supervisor; one A/R Tech II; one A/R tech I; one A/R assistant

### Goals

- *Goal 1: Monitor student demand and accordingly provide sufficient hours of operation to facilitate student access to admissions, registration, and records information.*
  - College Mission Statement Item That Links to Goal: Item 2
  - Timelines to Complete Goal: This goal will be an ongoing activity.
  - Needed Resources: None
  - Obstacles to Completion: None

- *Goal 2: Review and enhance all related publications and website information, in addition to the information provided from staff to students and the community, to ensure it is clear, accurate, and consistent.*
- College Mission Statement Item That Links to Goal: Item 2
- Timelines to Complete Goal: This goal will be an ongoing activity.
- Needed Resources: None
- Obstacles to Completion: None
  
- *Goal 3: Review and implement current and/or proposed technological software and hardware programs that will improve efficiency of admissions and records delivery systems.*
- College Mission Statement Item That Links to Goal: Item 2
- Timelines to Complete Goal: This goal will be an ongoing activity.
- Needed Resources: Budget to purchase related technologies.
- Obstacles to Completion: Budget

### Student Learning Outcomes

- Students will demonstrate the ability to easily access the BanWeb online admissions application.
- Students will be able to recognize the available registration tools to select courses on the college website.
- Students will be able to successfully register for classes online.
- Students will demonstrate their knowledge of the Intent to Graduate procedure.
- The majority of students will register for courses during the priority registration period.

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## ***Advising and Counseling/Matriculation***

### Mission Statement

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

## Summary of Current Performance

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

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

## Program Strengths

The counseling and advising staff are dedicated individuals who are committed to our students. With that commitment, they often assist students regardless of program identification and are always willing to work together in their common bond of service to students. In our efforts to assist evening and/or distance education students, counseling assistance is now provided online via the “ask a counselor a question”, and during various evening hours on campus.

The workshops that are provided for disqualified and probation students have assisted these students to understand their responsibilities and what they need to do to succeed academically. Therefore, these workshops help to increase the retention rate of these at-risk students. Some technology enhancements have been and continue to be made that further enhance our ability to serve our students.

The counseling staff participates in various campus committees and/or working groups and is involved in the participatory governance of our college. This active participation on the part of the staff further integrates student services into the overall operations of the campus.

## Areas for Improvement

One of the most significant areas of need has to do with staffing. There are only two full-time general fund counselors to serve our entire non-categorical student population. Currently, one of these general fund counselors also has the responsibilities as the Articulation Officer and student-athlete advisor. The other full-time counselor also serves as the Transfer Center coordinator. Therefore, neither of these positions are exclusively a counseling position. There are other counseling positions but they are categorical, i.e. EOPS, matriculation, and DRC. As student enrollment continues to increase, it will become necessary to hire an additional counseling position to serve our students.

In addition to a counselor, hiring a full-time counter receptionist is imperative. Currently, two part-time receptionists work at the counter. With the hourly schedules of only two part-time

positions, there are hours during the work day when the counter is vacant. This has impacted our service to students. If a full-time counter person is hired, the hours will be covered and information flow and assistance to students will be enhanced.

As student enrollment continues to increase, and as our services continue to be expanded, the issue or concern regarding facility and space within the student services area needs to be addressed. Currently, the student service area is maxed out with little or no room for growth. If additional staff is hired, there will be no office space for them to be located in the area. Or, without additional space, the adjunct counselors who currently share offices may have to work in an open area that is not appropriate or conducive to counseling students.

As we increase counseling-related technology, including online registration, online orientations, etc., there needs to be a lab or additional space in which to house the computers that are necessary for this technology. The current area does not allow for very many computers and the space is extremely limited. In addition, in order to keep abreast with college and career-related technology, the counselors who instruct education classes need to teach these classes in computer-assisted classrooms. Sometimes, these classrooms are not available so better coordination of room assignments needs to be considered.

### Staffing

- Faculty – one Matriculation Coordinator/Counselor, one general fund counselor, and one .5 counselor (who also serves as the .5 Transfer Center Coordinator)
- Classified – one part-time assessment specialist

### Goals

- *Goal 1: Implement online counseling/advising, i.e. real time chat, etc.*
  - College Mission Statement Item That Links to Goal: Item 2, Item 3
  - Timelines to Complete Goal: If Luminas grant is received, implement in fall 2009.
  - Needed Resources: Grant dollars since not in college budget.
  - Obstacles to Completion: Acceptance of Luminas grant.
- *Goal 2: Implement online orientation.*
  - College Mission Statement Item That Links to Goal: Item 2
  - Timelines to Complete Goal: If Luminas grant received, implement in fall 2009.
  - Needed Resources: Grant dollars since not in college budget.
  - Obstacles to Completion: Acceptance of Luminas grant.

## Student Learning Outcomes

- After attending the new student orientation session, students will be able to identify the availability and location of academic and support services available to them.
  - Upon completion of the Education course, students will be able to create and follow a six-term Educational Study Plan.
  - After utilization of EUREKA and discussing the results with a counselor, students who are undecided will be able to make appropriate choices about their major and career.
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## ***Athletics***

### Mission Statement

***The Porterville College intercollegiate athletic teams will operate as an integral part of the Porterville College campus and community, and will provide student-athletic excellence. Our coaches and support staff are dedicated to the development of academic progress, athletic abilities, sportsmanship, and teamwork. Our programs aim to instill the merit of leadership and citizenship that provides each student-athlete with the necessary resources to reach his or her potential.***

### Summary of Current Performance

The athletic department currently consists of five intercollegiate sports, i.e. baseball, softball, volleyball, men's basketball, and women's basketball, serving approximately 90 full-time student-athletes. The teams participate in the highly competitive Central Valley Conference. During the 2007-08 school year, the baseball team had the highest finish among PC teams with a third-place standing. The softball team also had a respectable season, and was nominated for a state academic award after compiling a cumulative team grade point average of 3.04.

### Program Strengths

Full-time and part-time faculty/coaches have varied experiences and have enjoyed success at different levels. Our most effective methods that supports student learning involves providing a positive environment –with knowledgeable and caring support staff – that teaches life lessons in the classroom, in competition, and in society. Athletics provides opportunities for student-athletes to pursue their goals in higher education and the workforce.

The hiring of the full-time Director of Student Programs and Athletics has helped the overall efforts of the program. In the past, the athletic director was a part-time position. Now, with the

position being full-time, the athletic director is now available to the coaches whenever needs arise.

The Athletic Department offers a student leadership component with the Student-Athlete Advisory Council (SAAC). The SAAC consists of 15 members (5 from each sport), where, as an active and recognized PC student club, shared decisions are made on behalf of all sports teams. This is a voluntary club – led by elected student-athlete officers, a faculty advisor, and the athletic director. The council promotes school spirit and organizes community service projects throughout the year.

The Athletic Department provides an annual Student-Athlete Orientation, and holds each student accountable to complete a mandatory Educational Study Plan to ensure academic goals are met.

### Areas for Improvement

To help support the academic progress and learning of our student-athletes, a regular and organized study hall should be implemented. Efforts to improve and expand marketing, fundraising, and community outreach projects to promote the sports programs should also be considered. A marketing plan is needed to support the needs of the program and provide guidelines to the athletic staff. Facility upgrades are needed, particularly in and around the gymnasium (court, locker rooms, offices, weight rooms, etc.), but mostly to comply with Title IX standards (softball field upgrades, new dugouts, improved grass and infield dirt). The college and community would also benefit by adding new sports programs.

Other areas of additional improvements include: a Student-Athlete Academic Planner; a Game Management Team; continue to upgrade athletic web site; and campus involvement for attending home events. Equipment needs include: laptop computer; statistical software; film equipment; practice equipment; and basketball/volleyball team chairs.

### Staffing

- Management – one full-time Director of Student Programs and Athletics (actually a dual position serving both student programs and athletics)
- Classified – one full-time, ten-month athletic trainer
- Faculty – three full-time head coaches/PE instructors
- Adjunct faculty – two adjunct head coaches, and three adjunct assistant coaches

### Goals

- *Goal 1: Develop a Marketing Plan for athletics to promote sports in the community and increase fundraising efforts.*

- College Mission Statement Item That Links to Goal: Item 2
- Timelines to Complete Goal: Spring 2010
- Needed Resources: None
- Obstacles to Completion: None
  
- *Goal 2: Organize and host an annual Student-Athlete Awards banquet each spring to recognize academic and athletic achievement, along with honoring Hall of Fame inductees.*
  
- College Mission Statement That Links to Goal: Item 6
- Timelines to Complete Goal: Spring 2010
- Needed Resources: A budget to initially fund the banquet – although tickets will be sold.
- Obstacles to Completion: Hall of Fame committee efforts will need to be reorganized.
  
- *Goal 3: Create a Student-Athlete study table and mandatory grade-check system to monitor academic progress and increase GPAs and graduation rates.*
  
- College Mission Statement That Links to Goal: Item 1, Item 2, Item 3
- Timelines to Complete Goal: Begin full implementation in fall 2009.
- Needed Resources: None, although a stipend may be requested for supervisor(s).
- Obstacles to Completion: None, coaches are in support of program.

### Student Learning Outcomes

- After attending the fall term orientation session, the student-athletes will have an understanding and knowledge of eligibility rules and basic Commission on Athletics (COA) requirements.
- Ninety percent (90%) of Porterville College sophomore student-athletes will be in compliance with eligibility requirements in order to participate as second year players.

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## **CalWORKs**

### Mission Statement

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

## Summary of Current Performance

The CalWORKs program offers the following services: Career guidance – Using tools such as Eureka, CalJobs, career assessments, and EDD labor market information to help students explore career opportunities; Academic advising to ensure that appropriate classes are selected and planned; referrals to campus or community services based on identified barriers; Work-study placement where students are placed at a variety of job sites, both on and off campus, in order to gain experience in their chosen field; Workshops are offered to students that include topics such as building a resume and cover letter, effective interview and job search techniques, and job retention, how to deal with difficult children, and effective ways to cook nutritionally.

There were 211 students served in the 2007-08 academic year. This number exceeded the target of 200.

## Program Strengths

The specific objectives of the CalWORKs program are to provide students with quality student support services, provide a supportive learning environment, develop/promote community partnerships for the benefit of students, and promote positive campus working relationships. With its dedicated staff, the program continues to accomplish these objectives.

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

## Areas for Improvement

Due to the increasing number of eligible students, staffing continues to be an issue and a request for a part-time Program Technician replacement is in process. Since the program handles approximately 200 students, an additional adjunct counselor is needed. Two peer advisors would also be helpful to assist during heavy registration periods.

The program is in need of office space for the technicians and part-time counselors. Lack of privacy is one of the major issues for staff to deal with students. The two peer advisor positions would need space to work with students.

Because the program serves an employment resource on campus, there needs to be more computers in AC 126 to help students with job search on the internet. The computers would also support pre-employment needs such as resume and cover letter completion.

The Financial Aid Office and CalWORKs program need to continue to work cooperatively in order to increase matching funds with the Federal Work Study Program. The program needs to increase the off campus contracts with employers to have matching funds for work placements.

As part of its commitment to assessment and evaluation, the program also needs to follow up with former students to determine program effectiveness.

### Staffing

- Faculty – one .38 coordinator
- Adjunct – one .6 adjunct counselor
- Classified – one full-time secretary; two part-time classified program assistants

### Goals

- *Goal 1: Enhance follow up with former students to determine program effectiveness.*
  - College Mission Statement Item That Links to Goal: Item 2
  - Timelines to Complete Goal: This will be an ongoing activity.
  - Needed Resources: None, other than basic supplies and staff time to implement.
  - Obstacles to Completion: Sufficient response rate from former students.
- *Goal 2: Develop a statistical data report regarding graduation rates, program effectiveness, and student employment to self-sufficiency.*
  - College Mission Statement Item That Links to Goal: Item 2
  - Timelines to Complete Goal: This will be a yearly, ongoing activity, beginning in 2009-10.
  - Needed Resources: None, other than researcher time to implement.
  - Obstacles to Completion: None

### Student Learning Outcomes

- Students who attend the CalWORKs orientation will be able to demonstrate knowledge regarding the program purpose and services provided, identify individual responsibility, and be able to comply with program requirements: time cards, referrals, attendance forms, travel log, self-evaluations and child care hour requirements.
- Students who attend that Resume Building workshop will be able to demonstrate knowledge on the importance and significance of preparing a quality resume which incorporates the recommended building blocks.
- Students who attend the Job Interview Skills workshop will be able to differentiate between what is appropriate and what is not appropriate during a successful job

interview as well as demonstrate confidence and apply learned skills when performing the mock interview.

- After attending the initial counseling appointment and completing an Educational Study Plan, students will be able to communicate their short-term and long-term educational goals(s).
- Students who attend the CalWORKs Internship Orientation will be able to demonstrate knowledge regarding the program purpose and services provided, identify their individual responsibilities, and be able to comply with program requirements: time cards, referrals, and self-evaluations.

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## ***Disability Resource Center (DRC)***

### Mission Statement

***The Disability Resource Center (DRC) focus is on abilities, not disabilities. The mission of the DRC is to ensure that each student in the program is provided appropriate services and the opportunity to have a successful and enriching experience while attending Porterville College.***

### Summary of Current Performance

Accommodations being provided: Note takers, tape recorders, accessible parking, texts on tape, enlarged print, e-text, CCTV/magnifier, assistive technology, extended time on tests, calculators, distraction reduced setting, accommodations letter, transcribing lectures, priority registration, registration assistance, disability-related counseling, extra tutoring, referral to campus services, referral to community services, adapted furniture, and Adaptive PE classes.

The DRC has a High Tech Lab where test proctoring is done; students get training to use accessible software, and opportunities to study. A tactile map has been purchased and will be installed and available in spring 2009.

There are four hundred and four (404) students needing special accommodations who are being served by DRC, and two hundred thirty-four (234) students are enrolled in Adaptive PE.

### Program Strengths

A recent research report showed that DRC students had a persistence rate of sixty-nine percent (69%). This was the highest rate of any unique program on campus. This is an indication of the dedicated staff and quality services provided by the program.

Using services provided by the DRC, many students in the program reach higher goals than planned. They are able to complete certificates and degrees, which allow them to find employment or transfer to a four-year school. In the past, many students wanted job skills to quickly help them find employment, but in the current job market, that is often not adequate.

### Areas for Improvement

The DRC has outgrown its space. As the number of students served and necessary accommodations increase, there is more of a need for test-taking and the High Tech Lab. It is anticipated that disabled veterans will be increasing in numbers which will further impact the limited space. With more program students, DRC will need at least one part-time person to proctor tests.

There is a need for more computers but no space for them. The DRC staff is discussing putting Kurzweil on all the computers in all the labs on campus requiring more licenses.

Mental health issues and psychological problems are being documented at colleges and universities across the United States in record numbers. Therefore, psychological services should be available on campus. At a minimum, a nineteen-hour psychologist or intern would be needed to provide this service.

### Staffing

- Faculty – one program director, and one LD specialist/counselor
- Adjunct faculty – one .6 counselor
- Classified – one full-time media specialist, one full-time secretary and one part-time receptionist

### Goals

- *Goal 1: Increase the number of students in the DRC Program through increased outreach activities.*
  - College Mission Statement Item That Links to Goal: Item 2
  - Timelines to Complete Goal: This will be an ongoing goal for each academic year.
  - Needed Resources: Adequate staffing to maintain and offer outreach activities.
  - Obstacles to Completion: State budget issues could impact funding.
- *Goal 2: Increase the number of DRC students who are graduating and transferring from PC through rigorous testing and preparation.*
  - College Mission Statement Item That Links to Goal: Item 2, Item 3
  - Timelines to Complete Goal: This will be an ongoing goal for each academic year.

- Needed Resources: Current staffing levels are sufficient to meet goal.
- Obstacles to Completion: None

### Student Learning Outcomes

- Students involved with DRC will be able to identify specific accommodations they may use to achieve success in school.
  - DRC students will better understand the requirements for graduation and certification through completion of an Educational Study Plan.
  - DRC students will demonstrate satisfaction with the knowledge and services provided by the DRC faculty and staff.
- 

## ***EOPS/CARE***

### Mission Statement

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

### Summary of Current Performance:

In the 2007-2008 academic year, EOPS/CARE Programs served a total of 720 students and these numbers will increase during 2008-09.

The following learning support services are provided to all EOPS and CARE students: academic, financial and personal counseling, complete Educational Study Plans; monitoring of progress reports; transfer and vocational guidance; tutorial referrals; student success workshops; and priority registration. In addition, EOPS provides its students the following financial support services: EOPS meal ticket grant; EOPS book voucher; EOPS additional tutoring; UC & CSU application fee waivers; and school supplies.

The CARE Program provides the following financial support services to all eligible CARE students: CARE grant; CARE book voucher; meal ticket grant; school supplies; and additional tutoring.

The Mini-Corps Program, which can serve up to twenty-five (25) students, is an additional service available to students. Mini-Corps provides direct services to migrant students in the

elementary, junior high and high schools. At the writing of this program review, Mini-Corps has placed nineteen college students to work as teacher assistants in twelve (12) K-12 schools in Tulare County.

### Program Strengths

The rapport that has been built between the EOPS counselors and students is excellent. The students have indicated that they feel comfortable in coming to see their EOPS counselors for any academic and personal issue.

The program does an excellent job in monitoring the student academic performance of all EOPS students every semester. This is done by requiring all EOPS students to submit progress reports completed by their instructors during the mid-point of every semester. Upon reviewing the progress reports, the counselors determine proactive solutions which include tutorial referrals, encouraging students to engage in serious conversations with instructors during office hours, etc.

Many of the direct services that are “over, above and in addition to” that are provided to EOPS students, i.e. meal tickets, book vouchers, counseling, workshops, and priority registration, have been found to be positive contributions to their academic and personal success.

A variety of workshops are provided that are designed to prepare EOPS students to succeed in college and to enhance their skills and understanding in career exploration, time management, financial aid, graduation requirements, academic regulations, study skills, internet resources, transfer, and scholarships.

Mini-Corps prepares PC students to be future teachers by working with migrant children in a classroom environment. The program provides work-study placement in elementary, middle schools and high schools.

### Areas for Improvement

Additional EOPS office space to expand services to students is needed. In order to increase advising and monitoring-related services, the peer advising program should be reinstated. In addition, to assist students to complete their school assignments and perform other educationally related tasks, additional computers should be available. Also, the program needs additional storage space to store materials used for recruiting and marketing.

The ability to increase services to EOPS students who are transferring to universities is an area that should be improved upon. Some examples of these services would be additional visitations of EOPS students to campuses, increase university representatives conducting workshop on our campus, and invite former EOPS students as panelist in workshops.

The program is in the need of a third full-time counselor to meet the needs of the three counseling appointments required by Title V regulations.

### Staffing

- Faculty – one .62 coordinator, two full-time counselors
- Adjunct faculty – two .6 adjunct counselors
- Classified – one full-time program coordinator, one full-time secretary

### Goals

- *Goal 1: To improve the tracking of students who transfer to universities.*
  - College Mission Statement That Links to Goal: Item 2, Item 3
  - Timelines to Complete Goal: This will be ongoing, beginning in 2009-10.
  - Needed Resources: None, other than researcher's time to implement.
  - Obstacles to Completion: None

### Student Learning Outcomes

- Students who attend the EOPS/CARE orientation will be able to demonstrate knowledge of the purpose of the program, the services provided, and student responsibilities.
- After completing the second counseling appointment, students will be able to communicate their short and long-term educational goals.
- After completing the third counseling appointment/exit interview, students will demonstrate satisfaction with EOPS/CARE services.
- Students who attend the Career Assessment workshop will be able to identify the career development process, their interests, values, and personality type.
- Students who attend the Transfer workshop will be able to demonstrate knowledge of the differences among the CSU, UC, and private colleges, application deadlines, and identify transfer resources.

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## **Financial Aid**

### Mission Statement

***The mission of the Financial Aid Office (FAO) is to make higher education accessible for the Porterville College student body by: awarding and delivering federal, state and institutional need-based financial aid; partnering with other entities to recruit and retain a highly diverse***

***student body; being committed to supporting the educational excellence of our students through the use of financial aid-related technology; and administering its aid programs in an efficient and fiscally responsible manner.***

### Summary of Current Performance

The following funded programs coordinated by the FAO and the number of students served by each program are: PELL - \$1,096,623.00 (1130 students); SEOG -\$105,750.00 (163 students); CARE - \$ 21,200.00 (54 students); EOPS BOOKS - \$ 305,713.33 (371 students); EOPS MEAL TICKET - \$ 84,200.00 (424 students); Cal Grant B - \$157,334 (216 students); Federal Work-study - \$123,104 (75 students).

In addition to fund disbursement responsibilities, the FAO staff is also involved with various outreach activities. The Financial Aid Technician/Ed. Advisor, in conjunction with the EOPS Counselor, coordinates with the County Foster Youth liaison in the efforts of the Foster Youth Program – Chaffee Grant. They have created the Foster Youth Introductory (FYI) workshops held twice a semester to prepare students for college and to develop life learning skills for success. The FAO staff coordinates and/or participates in events such as College Fair Night, financial aid workshops, Senior Day, Career Fair, PC Connection, and various high school visitations during the year.

Approximately 70% of the files downloaded by the US Department of Education (DOE) to Porterville College were flagged to be audited. The “verification” process is comparing information from the students FAFSA application with signed copies of their (and spouse’s, if they are married) Federal tax forms, or with W-2 forms or other financial documents. The law requires the FAO to ask for this information before awarding federal aid.

Financial aid packages are created to equitably distribute the resources according to funding criteria. Eligible applicants are packaged with Federal Pell Grant, Federal Work Study (dependent on availability of funds) and SEOG. Due to limited funding, the college cannot attempt to meet 100% of the financial need of students.

### Program Strengths

The FAO has become recognized as leaders in outreach and is taking the lead in implementing new financial aid-related technology that supports learning. A few examples of these technological enhancements are individual assistance to complete the FAFSA Online; development of a small computer lab in the FAO; and the implementation of the new technology such as issuance of a “Debit Card” to deposit student’s grants.

The FAO staff works collaboratively with other offices to ensure compliance with aid regulations, and continues to make an effort to enhance the quality of service to students and the community. The staff provides leadership in the development of policy and procedures

relating to financial aid in order to expand access, advocate for aid programs and delivery systems that are effective and efficient. In addition, the office ensures compliance by monitoring federal, state, and institutional rules and regulations.

The faculty and classified staff continue to embrace volunteering and participating in the various community and campus events listed above in order to increase student awareness, improve communication, enhance collaboration among high schools, and improve services.

### Areas for Improvement

A staff vacancy in the FAO office needs to be filled. This position is critical to the timely packaging and disbursement of student awards. An additional part-time position to work specifically on outreach is necessary to provide adequate contact with high schools and community agencies. With the increase in student enrollment, the computer lab area that students use to complete the FAFSA, etc. will need to be expanded. The purchase of an imaging software module would improve the efficiency of posting documents and in storage of records.

### Staffing

- Faculty – one .5 director (who also serves as .5 Admissions and Records director)
- Classified – four full-time: one assistant director; one technician; one clerk; and one tech/educational advisor

### Goals

- *Goal 1: Increase public awareness of the availability of financial aid through outreach and public service activities.*
  - College Mission Statement Item That Links to Goal: Item 2
  - Timelines to Complete Goal: This will be an ongoing activity.
  - Needed Resources: Additional part-time staff to conduct outreach activities.
  - Obstacles to Completion: Budget
- *Goal 2: Working with the Foundation Director, improve coordination between the Scholarship Committee, Financial Aid office, and the Foundation Office by clearly defining the organizational structure.*
  - College Mission Statement That Links to Goal: Item 2
  - Timelines to Complete Goal: Spring 2009
  - Needed Resources: None
  - Obstacles to Completion: None

- *Goal 3: Provide opportunities for office staff to participate in training and professional development opportunities in order to enhance personal and program effectiveness.*
  - College Mission Statement That Links to Goal: Item 2
  - Timelines to Complete Goal: This will be an ongoing activity.
  - Needed Resources: Funding for staff development.
  - Obstacles to Completion: Budget
  
- *Goal 4: Maintain excellent record of compliance by continuous monitoring of federal, state and institutional rules and regulations.*
  - College Mission Statement That Links to Goal: Item 2
  - Timelines to Complete Goal: This will be an ongoing activity.
  - Needed Resources: None
  - Obstacles to Completion: None

### Student Learning Outcomes

- Students will be able to gather their information for FAFSA on the web worksheet.
- Students will be able to recognize the advantage of completing the FAFSA online.
- Students will demonstrate the ability to complete the FAFSA online application with ease.

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## ***Student Programs***

### Mission Statement

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

### Summary of Current Performance

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

## Program Strengths

Through ASPC and ICC, events and activities are held on campus during annual, seasonal, and/or cultural traditions. ASPC supports student learning through its Political Science (Student Government) course, where 15-25 students are enrolled each semester – and policy and legislative processes are learned and practiced. The elected officers, senators, and general membership are encouraged to include and promote participation from all diverse student populations. ASPC and ICC members are active and the most visible representatives on the PC campus. Other student learning opportunities are fostered with students volunteering on campus and in the community.

## Areas for Improvement

The Student Center area, including the student lounge, cafeteria, student recreation center, quad area, and student senate office, needs improvements in many service areas. Currently, the center is staffed with four part-time student workers, but their hours vary and important hours are not covered. The director's office is in the AC building, so a regular staff member at the center is needed to service students at peak hours.

The center's office is small, and supplies are very limited. Office equipment (computers, monitors, supplies) needs to be upgraded, and student recreation items (video games, board games, sports equipment, televisions, newspapers, magazines) are non-existent. ASPC has voted to purchase some of these items, as well as new furniture, but funding is limited.

The original student recreation room – now the Student Center Conference Room (SCCR) - is not utilized by students as it was in past years. Rather, the room is used mostly for campus meetings and classes. Since the SCCR is a large space, this would provide the ideal "hub" for students to gather and meet during free time.

The cafeteria is in need of a major facelift. Most college cafeterias today resemble restaurant or café settings and the cafeteria is not as appealing or welcoming as it should be. Major funding needs to be allocated for cafeteria upgrades, especially since this is the center of the campus where students and staff spend a lot of time.

## Staffing

- Management – one full-time Director of Student Programs and Athletics (actually a dual position serving both student activities and athletics)
- Adjunct faculty – ASPC advisor

## Goals

- *Goal 1: Develop a Master Calendar for campus events to be produced each term.*

- College Mission Statement Item That Links to Goal: Item 2
- Timelines to Complete Goal: This will be an ongoing activity beginning in 2009-10.
- Needed Resources: None
- Obstacles to Completion: None
  
- *Goal 2: Establish a Student Ambassadors program to assist with campus events and community projects.*
  
- College Mission Statement That Links to Goal: Item 2
- Timelines to Complete Goal: This will be an ongoing activity beginning in 2009-10.
- Needed Resources: None
- Obstacles to Completion: None, but dedicated students will be needed.
  
- *Goal 3: Upgrade ASPC furniture, recreation equipment, etc. to create a more student and staff friendly environment.*
  
- College Mission Statement That Links to Goal: Item 2
- Timelines to Complete Goal: This will be an ongoing activity beginning in 2009-10.
- Needed Resources: Student center dollars to be allocated for improvements.
- Obstacles to Completion: Necessary allocation available for this project.

### Student Learning Outcomes

- Students who work the events in the various student program activities will understand and demonstrate good event management techniques, practices, and competence.
- Students who are involved with ASPC will develop and demonstrate leadership and critical thinking skills when making decisions relating to student government.

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## ***Transfer Center***

### Mission Statement

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

## Summary of Current Performance

Due to the resignation of the Transfer Center Coordinator/counselor and the lengthy process for filling the position, the Transfer Center was not staffed in 2008 from mid-April to the end of October. During this period individual counselors and faculty advisors provided transfer information to students. The position was filled in October 2008. The new Transfer Center Coordinator has been organizing the activities and establishing contacts with university representatives. Since this position has now been filled, an array of services is again being provided to students, such as university representative visits, transfer-related workshops, and individual appointments.

Currently, the Transfer Center is the process of contacting university representatives to create a schedule of visits. In addition, two workshops have been scheduled to assist students with transfer issues: a) a general transfer workshop in which students receive information about transfer schools, requirements, and financial aid, and b) an application workshop for students applying to transfer for fall 2009. In addition, the Transfer Center Coordinator has made available appointments and walk-in time to individually assist students with their application.

Finally, the Transfer Center coordinator is working to reestablish a collaborative relationship with the rest of the counselors and faculty advisors.

## Program Strengths

The new Transfer Center coordinator is a well respected counselor on campus who has vast experience in counseling, advising, and transfer-related issues. In addition, she is also a campus leader in the development, implementation and assessment of student service SLOs. Many transfer-related activities are being offered and the center is again an active component of the overall efforts of student services.

The Transfer Center coordinator is establishing a collaborative relationship with the counselors, faculty advisors, and general campus community. The location of the Transfer Center is now in the counseling center area which allows for increased student usage.

## Areas for Improvement

The Transfer Center needs to increase the services it provides to students as well as provide a suitable location for the center. There are additional services that can be provided to students at a minimal cost such as an electronic newsletter, handouts with transfer information, onsite admission days, marketing of TAGs, creation of TAGs with additional schools, transfer related publications, and additional workshops.

A more suitable physical location that is adequately equipped with bookshelves and filing cabinets is needed to be able to properly display university catalogs and transfer related

handouts. Additional computers are also needed to allow transfer students access to online resources and online applications to transfer schools.

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

### Staffing

- Faculty – one .5 Transfer Center coordinator (the coordinator is full-time on campus but also serves as a .5 general counselor)

### Goals

- *Goal 1: Increase the number of Transfer Admissions Agreements.*
  - College Mission Statement Item That Links to Goal: Item 2, Item 3
  - Timelines to Complete Goal: This will be an ongoing activity.
  - Needed Resources: None
  - Obstacles to Completion: None
- *Goal 2: Increase the number of resources available to students, i.e. UC preparation paths and CSU Lower Division Transfer paths.*
  - College Mission Statement Item That Links to Goal: Item 2
  - Timelines to Complete Goal: This will be an ongoing activity.
  - Needed Resources: None
  - Obstacles to Completion: None
- *Goal 3: Use SLO assessments to improve quality of services provided to students.*
  - College Mission Statement Item That Links to Goal: Item 2
  - Timelines to Complete Goal: This will be an ongoing activity.
  - Needed Resources: None
  - Obstacles to Completion: None
- *Goal 4: Relocation of Transfer Center to a more suitable location.*
  - College Mission Statement Item That Links to Goal: Item 2
  - Timelines to Complete Goal: No timeline set, will depend on available facilities.
  - Needed Resources: Additional space for suitable location.
  - Obstacles to Completion: Facility space.

## Student Learning Outcomes

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

## ***Veterans Services***

### Mission Statement

***The mission of the Veterans Services office is to facilitate educational access and foster academic success for students who are military veterans and their dependents by providing them with information and services that will maximize their learning, academic, personal, and vocational development.***

### Summary of Current Performance

There are currently 45 students being served by the Veteran's office. The program counselor meets with each student prior to the beginning of the term to complete a class schedule and Educational Study Plan (ESP). As the term progresses, the students are expected to meet with the counselor periodically to review their academic history, plan classes, etc. Workshops are held during the course of the academic year to inform veterans of their responsibilities, necessary documentation to complete, etc.

### Program Strengths

The ongoing counseling appointments with the veterans have assisted them to maintain an appropriate pattern of courses that will achieve their educational objectives. Audits into related and required documentation have shown a decrease in errors during the past couple of terms.

Students have consistently reported satisfaction with the services the counselor has been providing. The pre-academic year workshop and newly formed Veterans Club have helped the veterans acclimate themselves into the campus environment.

### Areas for Improvement

If the number of veteran students continues to grow, one adjunct counselor will not be sufficient to maintain the level of services necessary. Therefore, staffing will need to be addressed as enrollment increases. The issue of facilities needs to also be addressed. Currently, there really is no centralized or physical veteran's office. With the various forms,

documentation, and related information that are important for veteran students to have access to, the idea of a permanent and accessible location should be considered.

### Staffing

- Adjunct faculty – one .6 adjunct counselor

### Goals

- *Goal 1: Use program SLO assessments to improve services.*
  - College Mission Statement Item That Links to Goal: Item 2
  - Timelines to Complete Goal: This will be an ongoing activity.
  - Needed Resources: None
  - Obstacles to Completion: None
- *Goal 2: Implement a physical, centralized Veteran's Office.*
  - College Mission Statement Item That Links to Goal: Item 2
  - Timelines to Complete Goal: No timelines set, but goal consideration will be ongoing.
  - Needed Resources: A space in which to locate an office.
  - Obstacles to Completion: Facility space.

### Student Learning Outcomes

- Veterans who attend the fall orientation will be able to demonstrate knowledge and understanding of services provided, forms required, and student responsibilities.

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## ***Vice President, Student Services***

### Mission Statement

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

### Summary of Current Performance

The VP/SS has regular, bi-weekly meetings with the student services staff. The meeting agendas include general information regarding state, district, and college-wide issues, as well as the daily, program-specific issues impacting our on-going service to students. In addition to staff meetings, the VP/SS meets frequently on an individual basis with the program directors and staff to provide support, assistance, and oversight.

### Program Strengths

The VP/SS and the student services staff have an excellent working relationship that has helped to foster communication and the free flow of ideas and recommendations among staff in our efforts to enhance and improve our services to students. This positive working environment among the staff in the Office of Student Services additionally provides our students with an atmosphere or a feeling of welcome and support.

The VP/SS is involved in many campus and district committees and this involvement has helped to provide the student services staff with knowledge, information, and an understanding of the vast array of issues affecting our campus. The commitment on the part of the VP/SS to support and expect equitable representation of student services issues in budget, facilities, and overall planning has helped integrate the activities of student services into the overall operations of the college.

### Areas for Improvement

The campus recently hired a new administrative position, i.e. Director of Student Programs and Athletics. This position reports directly to the VP/SS and has the responsibility to coordinate all student activities and serve as the Athletic Director. No secretarial support was additionally hired to assist the new director; therefore, the clerical responsibilities have been assumed by the secretary to the VP/SS.

In addition, the changes in student travel policies and procedures have increased the amount of effort to process travel requests, and travel is a large part of the athletic department. Therefore, with no clerical support for the Director of Student Programs and Athletics, the secretary to the VP/SS has assumed added responsibilities that have impacted her primary responsibilities to the VP/SS.

For the past several years, the campus has either had only one Vice President who served as both the Chief Instructional Officer and Chief Student Services Officer, or the Vice President of Academic Affairs (VP/AA) has been a part-time, interim position. With that, the VP/SS has assumed some responsibilities that otherwise would be handled by the VP/AA, such as: being on the faculty contract negotiations team; acting as the Accreditation Liaison Officer; or serving on certain campus or district committees. Therefore, the VP/SS is often away from campus or not in the office. This absence can sometimes impact the supervision or support of the student services staff and programs.

It should be noted that the hiring process for the new Vice President of Academic Affairs was concluded at the end of the fall 2009 term and the position filled. This person will begin in spring 2009 and, therefore, this concern will be alleviated.

### Staffing

- Management – one full-time Vice President
- Classified – one full-time administrative secretary

### Goals

- *Goal 1: Work with program directors/coordinators to ensure SLOs are assessed and to utilize these assessments in program improvement.*
  - College Mission Statement Item That Links to Goal: Item 2
  - Timelines to Complete Goal: The timeline is ongoing - all SLOs will be assessed by 2011.
  - Needed Resources: None
  - Obstacles to Completion: None
- *Goal 2: Develop a yearly "Student Services SLO Report" that will show the progress of SLO assessment and how these assessments have been used in program improvement.*
  - College Mission Statement Item That Links to Goal: Item 2
  - Timelines to Complete Goal: This report will be ongoing.
  - Needed Resources: None
  - Obstacles to Completion: None

### Vice President of Student Services Administrative Unit Outcomes

- The Office of the VP/SS will monitor and support the completion and assessment of student services SLOs.
  - The Office of the VP/SS will assist in the improvement of services to students through positive and clear communication among the division.
  - The Office of the VP/SS will support each student services program and each student services employee in order to empower their efforts to improve and enhance our service to students.
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## **Wellness Center**

### Mission Statement

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

### Summary of Current Performance

The services that the Wellness Center currently provides to Porterville College students include: aid for ill students or those in need of first aid, over-the-counter medications, blood pressure checks, TB skin tests for certain classes, STD referrals, body composition analysis, class presentations, supply and restock first aid kits at different locations on campus, pregnancy tests, condoms, current information on health issues, maintain incident reports, a rest area, and referrals to outside services.

### Program Strengths

The Health/Career Fair that is offered by the Wellness Center in the fall with several vendors from the area is consistently a successful event. To ensure that the Health/Career Fair is adequately meeting students' needs, a survey was developed and distributed that is used to evaluate and improve the effectiveness of the fair.

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

### Areas for Improvement

It would be beneficial to have a rest room as part of the Wellness Center for students who are ill or needing a pregnancy test. A storage area would be helpful to store equipment, supplies, and old records. The Wellness Center could use a new wheel chair and other updated equipment. It would be beneficial to have a separate treatment/rest area for students to ensure privacy when they are seen in the center. Also, in the event the center would have access to Planned Parenthood and/or a psychologist or counselor, a private area would be needed.

Additional staffing would be beneficial to improve and enhance the services of the Wellness Center. In our efforts to increase services to students in the evening, an additional part-time, evening RN would allow the center to remain open longer for our evening students.

As the program continues to grow, a clerical position would be needed so that the office can remain open during the times the current nurse is away from the office. This clerical person could assist students while the nurse is serving another student or is out of the office, make appointments for students, answer the phones, distribute information, etc.

Some facility modifications are needed to improve the current office area. It would be beneficial to have a handicapped button for students needing access to the center, improvements to include painting, new carpet or floor, and an updated sign to include Braille.

### Staffing

- Classified – one full-time Registered Nurse

### Goals

- *Goal 1: During the next program review cycle, the center will continue to assess its SLOs and use these assessments to improve our services.*
  - College Mission Statement That Links to Goal: Item 2
  - Timelines to Complete Goal: This will be an ongoing activity each term.
  - Needed Resources: Current staffing is adequate to meet goal.
  - Obstacles to Completion: None
- *Goal 2: Review the budget and SLO assessments and discuss with administration about hiring a part-time nurse to serve the evening students and/or a part-time clerical position to assist the full-time nurse.*
  - College Mission Statement That Links to Goal: Item 2
  - Timelines to Complete Goal: Priority timeline would be during 2009-10 academic year.
  - Needed Resources: An adequate budget to support positions.
  - Obstacles to Completion: Enrollment and health fees that would pay for positions.

### Student Learning Outcomes

- Students who attend the Porterville College Health Career Fair will be able to identify their career goals as related to health care.
- Students who are served in the Wellness Center will be able to recognize knowledge of the purpose of the center and the services provided.

- Students who are served in the Wellness Center will cite knowledge that HIPPA (Student Privacy) rights are followed.
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## **GENERAL SUMMARY OF STRENGTHS AND AREAS OF IMPROVEMENT**

The following are the strengths and areas of improvement that are shared by the majority of programs as indicated above in the individual program reviews. Since the areas of improvement listed below were consistent across the division, these are considered priorities within the Office of Student Services. As college/program staffing, equipment, and facilities plans are being developed for the future the areas of improvement listed below should be considered.

### General Summary of Strengths

- Staff are dedicated to their jobs and to the success of our students.
- Staff are involved and actively participate in campus committees, activities, etc.
- Various activities are provided in coordination with the community, local schools, governmental agencies, and organizations.
- Professional assistance is provided to students that positively affects retention.
- The programs are committed to student learning and the assessment of outcomes in an effort to improve and enhance overall service to students.

Separate from the strengths listed within each of the program reviews above, it is important at this point to note a recent report that emphasizes the strengths in the quality of work the student services staff, and the whole campus in general, is providing our students.

The Transfer Leadership Center, as part of a grant awarded to them from the California Community College State Chancellor's Office, conducted a series of case studies of seven California community colleges that had higher-than-expected transfer rates – and Porterville College was one of these seven colleges. Although the whole college should be proud of this accomplishment, the success in the transfer of our students is due in large part to the quality of services provided to them by the staff of student services.

The following are the factors and indicators the report highlighted that contribute to higher-than-expected transfer rates at Porterville College (from the specific section of the report titled, "Transfer Practices at Porterville College: Case study #4 of 7 Featuring Colleges with Consistently Higher Than Expected Transfer Rates, Fall 2008"). As is evident in this listing,

imbedded within each of these factors and indicators are elements of the programs and activities provided by the staff of student services:

### **FACTORS**

### **INDICATORS**

#### **Student-centered environment**

- \*High degree of contract between students and faculty.
- \*Personal touch and willingness among faculty, staff and administrators to take extra steps to help students succeed.
- \*Family feeling – shared responsibility for student success.
- \*Student success courses.

#### **Transfer Culture**

- \*Communication to students of ever-higher expectations.
- \*Continuous use of role modeling by faculty, counselors and others.
- \*Informal but effective flow of information from counselors to faculty about transfer.
- \*Message conveyed to students that the instruction they are receiving prepares them for four-year transfer.

#### **Strong, strategic relationship with local high schools**

- \*Expectation of college introduced early and repeatedly by high schools and Porterville College outreach team.
- \*High schools and colleges collaborate to offer students a guided path to college.

#### **Strong relationship with four-year universities**

- \*Transfer Admissions Agreements with five universities.
- \*Faculty advisors available to guide students to transfer.
- \*Faculty and counselors use their relationships with four-year colleges to assist and advance PC students.
- \*Efforts to bring more universities to conduct outreach.
- \*Tours to university campuses.

#### **Strong support programs that emphasize transfer**

- \*Extended Opportunity Programs and Services (EOPS) includes transfer workshops and tours to colleges.
- \*LISTO is a cohort-building initiative that supports transfer through counseling, peer support, community-building activities and university visits.

#### **High level of commitment to the institution**

- \*Large number of Porterville graduates among staff.
- \*Very low turn-over among faculty, counselors and staff.
- \*Widespread consensus about mission and purpose.
- \*Widespread commitment to students and community.

## General Summary of Areas of Improvement

- Most programs have staffing concerns and are in need of additional full-time, part-time, and/or adjunct personnel.
  - Office space is limited and needs to be expanded to allow for program expansion.
  - Student services-related technology needs to be improved upon and additional computers and/or labs made available in our area due to online registration, planned online degree audit system, EUREKA, ASSIST, and other online sources for students.
- 

## OFFICE OF STUDENT SERVICES GOALS DURING NEXT PROGRAM REVIEW CYCLE

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

- **Program Assessment and Effectiveness** – *Review, assess and report on program success*
- **Provision of Services** - *Enhance programs, services, and expand outreach to the community*
- **Student Success** – *Improve transfer, retention, or academic standing*

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

In addition, to emphasize that the work of student services is not just related to the mission of the college, these broad categories are also linked to the Kern Community College District Strategic Plan (Mission) and the California Community College system (Strategic Goals). These linkages are provided to show that the efforts of the Office of Student Services are broader than just the campus, but also relate to the mission of our district and the state community college system.

**GENERAL CATEGORY OF GOALS:**     **Program Effectiveness – Review, assess and report on program success**

KCCD Mission Statement Element Link

California Community College Chancellor’s Office Strategic Goal Link

Anticipating and preparing to meet challenges by continually assessing and prioritizing programs, services, and community needs.

System Effectiveness  
Student Success and Readiness

Office of Student Services Specific Goals from Program Reviews

- Enhance follow up with former students to determine program effectiveness. *CalWORKs*
- Develop a statistical data report regarding graduation rates, program effectiveness, and student employment to self-sufficiency. *CalWORKs*
- To improve the tracking of students who transfer to universities. *EOPS*
- Maintain excellent record of compliance by continuous monitoring of federal, state and institutional rules and regulations. *Financial Aid office*
- Use SLO assessments to improve quality of services provided to students. *Transfer Center*
- During the next program review cycle, the center will continue to assess its SLOs and use these assessments to improve our services. *Wellness Center*
- Use program SLO assessments to improve services. *Veterans Office*
- Work with program directors/coordinators to ensure SLOs are assessed and to utilize these assessments in program improvement. *Vice President*
- Develop a yearly “Student Services SLO Report” that will show the progress of SLO assessment and how these assessments have been used in program improvement. *Vice President*

**GENERAL CATEGORY OF GOALS:**     **Provision of Services – Enhance programs, services and expand outreach to community**

KCCD Mission Statement Element Link

California Community College Chancellor’s Office Strategic Goal Link

Provide basic skills education and student services programs to help students become successful learners.

College Awareness and Access  
Student Success and Readiness

## Office of Student Services Specific Goals from Program Reviews

- Monitor student demand and accordingly provide sufficient hours of operation to facilitate student access to admissions, registration, and records information. *Admissions and Records*
- Review and implement current and/or proposed technological software and hardware programs that will improve efficiency of admissions and records delivery systems. *Admissions and Records*
- Implement online orientation. *Advising/counseling*
- Working with the Foundation Director, improve coordination between the Scholarship Committee, Financial Aid office, and the Foundation Office by clearly defining the organizational structure. *Financial Aid office*
- Provide opportunities for office staff to participate in training and professional development opportunities in order to enhance personal and program effectiveness. *Financial Aid office*
- Organize and host an annual Student-Athlete Awards banquet each spring to recognize academic and athletic achievement, along with honoring Hall of Fame inductees. *Athletics*
- Establish a program for Student Ambassadors to assist with campus events and community projects. *Student Programs*
- Review budget and discuss with administration about hiring a part-time nurse to serve the evening students and/or a part-time clerical position to assist the full-time nurse. *Wellness Center*
- Review and enhance all related publications and website information, in addition to the information provided from staff to students and the community, to ensure it is clear, accurate, and consistent. *Admissions and Records*
- Develop a Marketing Plan for athletics to promote sports in the community and increase fundraising efforts. *Athletics*
- Develop a Master Calendar for campus events to be produced each spring and fall term. *Student Programs*
- Increase the number of students in the DRC Program through increased outreach activities. *DRC*
- Increase public awareness of the availability of financial aid through outreach and public service activities. *Financial Aid office*
- Assist ASPC with upgrading furniture/recreation equipment to create a more student and staff friendly environment. *Student Programs*
- Relocation of Transfer Center to a more suitable location. *Transfer Center*
- Implement a physical, centralized office. *Veterans Office*

**GENERAL CATEGORY OF GOALS:** *Student Success – Improve transfer, retention, or academic standing*

KCCCD Mission Statement Element Link

California Community College Chancellor’s Office Strategic Goal Link

Provide basic skills education and student services programs to help students become successful learners.

Student Success and Readiness

Office of Student Services Specific Goals from Program Reviews

- Implement online counseling/advising, i.e. real time chat. *Advising/counseling*
- Create a Student-Athlete study table and mandatory grade-check system to monitor academic progress and increase GPAs and graduation rates. *Athletics*
- Increase the number of Transfer Admissions Agreements. *Transfer Center*
- Increase the number of resources available to students, i.e. UC preparation paths and CSU Lower Division Transfer paths. *Transfer Center*
- Increase the number of DRC students who are graduating and transferring from PC through rigorous testing and preparation. *DRC*

**Student Services Four-Year Student Learning Outcomes Assessment Plan  
2007-2011**

The Office of Student Services supports the ongoing assessment of our programs in an effort to monitor and improve the effectiveness of our service to students and the enhancement of student learning. The following assessment plan assesses one or more of the general and program-specific student learning outcomes each year with total completion of the assessment of all student learning outcomes within four years. It should be noted, however, that the SLOs assessed within the academic years as listed below may be adjusted due to the results of ongoing assessments, changes in program goals, etc.

**2007-08 Academic Year**

***CalWORKs\****

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

- Students who attend that Resume Building workshop will be able to demonstrate knowledge on the importance and significance of preparing a quality resume which incorporates the recommended building blocks.
- Students who attend the Job Interview Skills workshop will be able to differentiate between what is appropriate and what is not appropriate during a successful job interview as well as demonstrate confidence and apply learned skills when performing the mock interview.
- After attending the initial counseling appointment and completing an Educational Study Plan, students will be able to communicate their short-term and long-term educational goals(s).
- Students who attend the CalWORKs Internship Orientation will be able to demonstrate knowledge regarding the program purpose and services provided, identify their individual responsibilities, and be able to comply with program requirements: time cards, referrals, and self-evaluations.

\*CalWorks will assess each SLO every academic year. The first, second, and third SLO listed above will be assessed in the fall term and the third and fourth in the spring term.

### ***EOPS/CARE***

- Students who attend the EOPS/CARE orientation will be able to demonstrate knowledge of the purpose of the program, the services provided, and student responsibilities.
- After completing the second counseling appointment, students will be able to communicate their short and long-term educational goals.
- Students who attend the Career Assessment workshop will be able to identify the career development process, their interests, values, and personality type.
- Students who attend the Transfer workshop will be able to demonstrate knowledge of the differences among the CSU, UC, and private colleges, application deadlines, and identify transfer resources.

## **2008-09 Academic Year**

### ***Admissions and Records***

- Students will demonstrate the ability to easily access the BanWeb online admissions application

### ***Advising and Counseling/Matriculation***

- After attending the new student orientation session, students will be able to identify the availability and location of academic and support services available to them.

### ***CalWORKs\****

- Students who attend the CalWORKs orientation will be able to demonstrate knowledge regarding the program purpose and services provided, identify individual responsibility, and be able to comply with program requirements: time cards, referrals, attendance forms, travel log, self-evaluations and child care hour requirements.
- Students who attend that Resume Building workshop will be able to demonstrate knowledge on the importance and significance of preparing a quality resume which incorporates the recommended building blocks.
- Students who attend the Job Interview Skills workshop will be able to differentiate between what is appropriate and what is not appropriate during a successful job interview as well as demonstrate confidence and apply learned skills when performing the mock interview.
- After attending the initial counseling appointment and completing an Educational Study Plan, students will be able to communicate their short-term and long-term educational goals(s).
- Students who attend the CalWORKs Internship Orientation will be able to demonstrate knowledge regarding the program purpose and services provided, identify their individual responsibilities, and be able to comply with program requirements: time cards, referrals, and self-evaluations.

\*CalWorks will assess each SLO every academic year. The first, second, and third SLO listed above will be assessed in the fall term and the third and fourth in the spring term.

### ***EOPS/CARE***

- Students who attend the EOPS/CARE Orientation will be able to demonstrate knowledge of the purpose of the program, the services provided, and student responsibilities.
- After completing the third counseling appointment/exit interview, students will demonstrate satisfaction with EOPS/CARE services.
- After completing the second counseling appointment, students will be able to communicate their short and long-term educational goal.
- Students will attend a scheduled workshop and have a pre and post test to determine knowledge.

### ***Disability Resource Center (DRC)***

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

### ***Transfer Center***

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

## 2009-10 Academic Year

### ***Office of Student Services General SLO***

- Students who actively participate in student services programs and activities will demonstrate their satisfaction with the services they were provided.
- Students who actively participate in student services programs and activities will demonstrate their knowledge of campus services and resources available that will support their learning.

### ***Admissions and Records***

- Students will be able to recognize the available registration tools to select courses on the college website.

### ***Advising and Counseling/Matriculation***

- Upon completion of the Education course students will be able to create and follow a six-term Educational Study Plan.
- Students will demonstrate their knowledge of the Intent to Graduate procedure.

### ***Athletics***

- After attending the fall term orientation session, the student-athletes will have an understanding and knowledge of eligibility rules and basic Commission on Athletics (COA) requirements.

### ***CalWORKs\****

- Students who attend the CalWORKs orientation will be able to demonstrate knowledge regarding the program purpose and services provided, identify individual responsibility, and be able to comply with program requirements: time cards, referrals, attendance forms, travel log, self-evaluations and child care hour requirements.
- Students who attend that Resume Building workshop will be able to demonstrate knowledge on the importance and significance of preparing a quality resume which incorporates the recommended building blocks.
- Students who attend the Job Interview Skills workshop will be able to differentiate between what is appropriate and what is not appropriate during a successful job interview as well as demonstrate confidence and apply learned skills when performing the mock interview.
- After attending the initial counseling appointment and completing an Educational Study Plan, students will be able to communicate their short-term and long-term educational goals(s).
- Students who attend the CalWORKs Internship Orientation will be able to demonstrate knowledge regarding the program purpose and services provided, identify their

individual responsibilities, and be able to comply with program requirements: time cards, referrals, and self-evaluations.

\*CalWorks will assess each SLO every academic year. The first, second, and third SLO listed above will be assessed in the fall term and the third and fourth in the spring term.

### ***Disability Resource Center (DRC)***

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

### ***EOPS***

- Students who attend the EOPS/CARE Orientation will be able to demonstrate knowledge of the purpose of the program, the services provided, and student responsibilities.
- Students who attend the Career Assessment Workshop will be able to identify the career development process, their interests, values, and personality type.
- Students who attend the Transfer Workshop will be able to demonstrate knowledge of the differences among the CSU, UC, and private colleges, application deadlines, and identify transfer.
- After completing the second counseling appointment, students will be able to communicate their short and long-term educational goal.

### ***Financial Aid***

- Students will be able to gather their information for FAFSA on the web worksheet.

### ***Student Programs***

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

### ***Transfer Center***

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

### ***Veterans Services***

- Veterans who attend the fall orientation will be able to demonstrate knowledge and understanding of services provided, forms required, and student responsibilities.

### ***Wellness Center***

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

## **2010-11 Academic Year**

### ***Office of Student Services General SLO***

- Students who actively participate in student services programs and activities will develop a fuller understanding of a range of learning and study strategies, and how these can enhance student learning and impact academic success.
- Students who actively participate in student services programs and activities will demonstrate their knowledge of the academic policies and procedures required of them to transfer and/or to complete their certificates or degrees.

### ***Admissions and Records***

- Students will be able to successfully register for classes online.
- The majority of students will register for courses during the priority registration period.

### ***Advising and Counseling/Matriculation***

- After utilization of EUREKA and discussing the results with a counselor, students who are undecided will be able to make appropriate choices about their major and career.

### ***Athletics***

- Ninety percent (90%) of Porterville College sophomore student-athletes will be in compliance with eligibility requirements in order to participate as second year players.

### ***CalWORKs\****

- Students who attend the CalWORKs orientation will be able to demonstrate knowledge regarding the program purpose and services provided, identify individual responsibility, and be able to comply with program requirements: time cards, referrals, attendance forms, travel log, self-evaluations and child care hour requirements.
- Students who attend that Resume Building workshop will be able to demonstrate knowledge on the importance and significance of preparing a quality resume which incorporates the recommended building blocks.
- Students who attend the Job Interview Skills workshop will be able to differentiate between what is appropriate and what is not appropriate during a successful job interview as well as demonstrate confidence and apply learned skills when performing the mock interview.

- After attending the initial counseling appointment and completing an Educational Study Plan, students will be able to communicate their short-term and long-term educational goals(s).
- Students who attend the CalWORKs Internship Orientation will be able to demonstrate knowledge regarding the program purpose and services provided, identify their individual responsibilities, and be able to comply with program requirements: time cards, referrals, and self-evaluations.

\*CalWorks will assess each SLO every academic year. The first, second, and third SLO listed above will be assessed in the fall term and the third and fourth in the spring term.

### ***Disability Resource Center (DRC)***

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

### ***EOPS***

- Students who attend the EOPS/CARE Orientation will be able to demonstrate knowledge of the purpose of the program, the services provided, and student responsibilities.
- After completing the second counseling appointment, students will be able to communicate their short and long-term educational goal.
- After completing the third counseling appointment/exit interview, students will demonstrate satisfaction with EOPS/CARE services.
- Students will attend a scheduled workshop and have a pre and post test to determine knowledge.

### ***Financial Aid***

- Students will demonstrate their ability to complete the FAFSA online application with ease.

### ***Student Programs***

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

### ***Transfer Center***

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

### **Wellness Center**

- Students who are served in the Wellness Center will be able to recognize knowledge of the purpose of the center and the services provided.
- Students who are served in the Wellness Center will demonstrate knowledge that their HIPPA (Student Privacy) rights are followed.

## **SUMMARY**

The staff of Student Services dedicates itself to using the mission statements of Porterville College and the Office of Student Services as guides to serving our students, and will additionally strive to link the efforts of our programs with the college's strategic plan. These linkages will ensure that the activities within the Office of Student Services continue to be integrated into the overall efforts of our college.

The staff is committed to ongoing program review and assessment in order to evaluate and improve our services to students. The results of the SLO assessments will be used to modify program activities and services as appropriate. Even though the next round of program reviews for the Office of Student Services will not take place until the 2011-12 academic year, the staff will continually review, discuss, and modify as appropriate its activities and services. Therefore, reviews will be ongoing and service modification and enhancements continuous.

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