

PORTERVILLE COLLEGE
PROGRAM REVIEW REPORT: NON-INSTRUCTIONAL PROGRAMS

Name of Program/Operational Area: Advising and Counseling

Contact Person: Maria Roman

Submission Date: Jan 2018

[Note: The information in this area will repeat on all pages.]

Porterville College Mission Statement:

With students as our focus, Porterville College provides our local and diverse communities ~~an excellent~~ **quality** educational ~~experience~~ that ~~fosters~~ **promotes** intellectual curiosity, ~~and~~ **personal** growth, ~~and~~ lifelong learning, ~~and~~ **while** preparing ~~our~~ students for ~~personal~~ **career** 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~~ **career** 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.

Program 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.

Service Area Outcomes (SAO):

- After completing the online orientation, students will be able to identify various strategies to improve their chances for academic success.
- Interviews with local high school staff will indicate their satisfaction with the counseling and orientation services provided at the local high schools.
- Staff will express satisfaction with the implementation of Degree Works and student utilization of the system will increase each subsequent year after its implementation.

The advising and counseling staff has established policies and procedures to improve the delivery of services to students. A variety of services are provided year around to the general student population as well as to students in categorical programs. Assessing the progress is ongoing through regular department meetings and conducting and assessing the SAOs within each area.

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Online Orientation SAO: Of the 2854 students who participated in the online orientation 2624 (92%) completed the orientation successfully and passed the final questions. See detail information below in the Analysis of Current Performance.

High School Staff SAO: During an SAO conducted in April 2017, nine high schools responded to the survey and all are 100% satisfied with the services provided to the graduating seniors: orientation, assessment, and counseling/ed plans.

Degree Works SAO: Degree Works is an online comprehensive program used to complete the abbreviated and comprehensive student educational plans (SEP) that students need to satisfy the SSSP matriculation components for priority registration. Degree Works interfaces with Banner which makes the program more efficient in providing services to students. During Spring 2017, for the first time, counselors completed the abbreviated SEP remotely in the high schools and adult school using Degree Works. The abbreviated SEP was developed, printed, and signed by both the student and PC counselor. The SAO conducted in April 2017, concluded that 100% of the counselors were somewhat satisfied or very satisfied in response to the question: "Overall, how satisfied are you with Degree Works?" This program is one of the reasons the percentage of the both Abbreviated and Comprehensive Ed Plans completed increased from 21% in 2015-2016 to 26% in 2016-2017 and No Ed Plans decreased from 35% in 2015-2016 to 27% in 2016-2017 (see charts below).

Also reflected in the KCCD Institutional Research and Reporting charts below, the counseling and advising staff is very excited to see the number of fully matriculated first time student's increase from 57% in 2015-2016 to 68% in 2016-2017 see charts below. This is a true testament to how dedicated the staff is when providing the necessary tools to ensure student success. Here is the website where the data is located: https://ir.kccd.edu/program-review/pc/student-services/2017-18_APR_PC_COUNSELING_Student_Services.pdf

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2017-18 Student Services Trend Data

Porterville College

Counseling

Student Headcount, Unduplicated ¹	2012-13		2013-14		2014-15		2015-16		2016-17	
	#	% change- prev. yr	#	% change- prev. yr	#	% change- prev. yr	#	% change- prev. yr	#	% change- prev. yr
First-Time Students	1,224	-	1,287	5%	1,271	-1%	1,303	3%	1,147	-12%
CA Matriculation Requirements²	#	%	#	%	#	%	#	%	#	%
Assessment										
Completed	891	73%	910	71%	1,006	79%	1,058	81%	1,028	90%
Exempt	3	0%	3	0%	2	0%	12	1%		
Not Completed	330	27%	374	29%	263	21%	233	18%	119	10%
Orientation										
Completed	756	62%	791	61%	906	71%	1,044	80%	977	85%
Exempt	2	0%	2	0%						
Not Completed	466	38%	494	38%	365	29%	259	20%	170	15%
Counseling										
Completed	681	56%	770	60%	907	71%	947	73%	965	84%
Exempt	1									
Not Completed	542	44%	517	40%	364	29%	356	27%	182	16%
Ed Plan										
Abbreviated	20	2%	15	1%	63	5%	183	14%	285	25%
Comprehensive	560	46%	651	51%	511	40%	372	29%	185	16%
Both (Abbrev. and Comp.)	3	0%	8	1%	41	3%	279	21%	302	26%
Other Ed Plan					6	0%	13	1%	66	6%
Exempt	1	0%								
No Ed Plan Completed	640	52%	613	48%	650	51%	456	35%	309	27%
Fully Matriculated										
Fully Matriculated³	486	40%	564	44%	531	42%	742	57%	779	68%
Not Fully Matriculated	738	60%	723	56%	740	58%	561	43%	368	32%
Follow-up⁴	#	%	#	%	#	%	#	%	#	%
Completed					430	34%	691	53%	829	72%
Not Completed					841	66%	612	47%	318	28%

Source: Cognos Report (August, 2017)

¹ **First-Time Student Headcount, Unduplicated**: Number of first-time students enrolled on census day, where each student is counted one time.

² **Matriculation Requirements**: There are four matriculation requirements for CA Community College students: Orientation, Assessment, Counseling/Advising and the development of an Educational Plan.

³ **Fully Matriculated**: Students who completed or were exempt from all four matriculation requirements.

⁴ **Follow-up**: Students who received any Academic Progress and/or Career Interest services.

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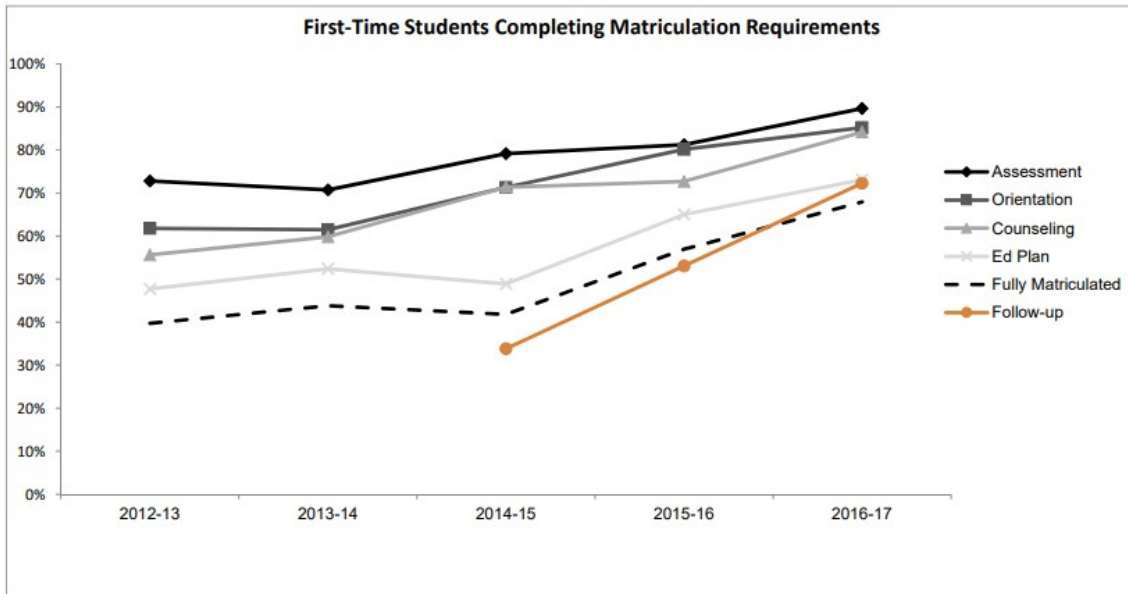
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2017-18 Student Services Trend Data

Porterville College

Counseling



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Analysis of Current Performance:

In the counseling and advising area, there are currently three full-time and three part-time counselors who provide services to the general student population. Some of these counselors are assigned to areas or duties outside of counseling area including one counselor located in the Veteran Resources Center. Other counseling duties include the Early Alert Program, the Transfer Center, Foster Youth, Athletic, English As A Second Language, online counseling and matriculation components of multiple measures.

In addition to individual appointments, group sessions take place during high peak demand. Close attention is placed to students who are on academic probation or suspension and incoming freshman. Counselors also conduct a variety of workshops which include new student orientations, career, transfer and study skills workshops. Technological assistance is available to students which include Navigate, Degree Works, ASSIST, and Cranium Cafe (an online video counseling program) will be available in the near future.

Students who are in probation or suspension take on online probation workshop before meeting with a counselor. During this meeting the student and counselor review and fill out the Student Success Contract. Counselors work to ensure students understand the consequence of their academic status and review strategic options to improve their outcome.

Online Orientation Summary:

Starting April 16, 2015 the student services division started using COMEVO software to offer online orientation. Between April 16, 2015 and April 17, 2017, approximately 2854 students have participated in the online orientation. There are nine sections in the orientation and each section has up to 4 questions. A student cannot make progress to the next section without successfully answering the questions for each section. Students are currently allowed to complete the orientation during multiple sittings, which means they do not have to complete it immediately. This allows students some level of flexibility since the orientation can take up to 45 minutes to complete. In order for students to receive credit for the orientation, they have to pass a final test. The test is a set of 15 questions in which the cut off number of questions answered correctly must be above 10. Of the 2854 students who participated in the online orientation 2624 (92%) completed the orientation successfully and passed the final questions.

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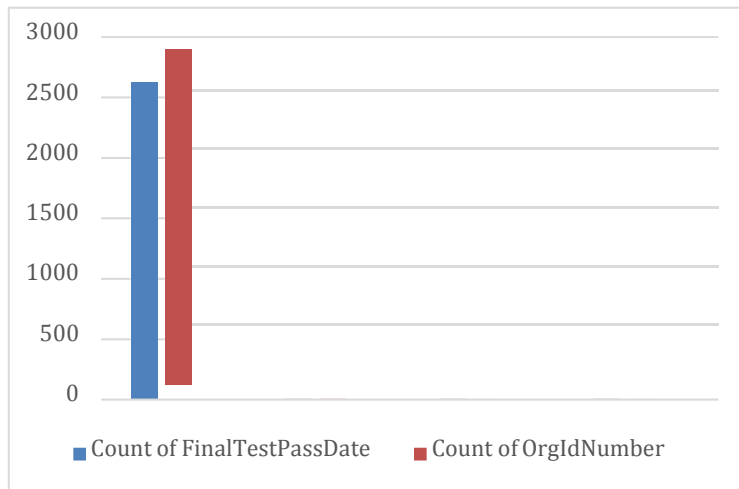
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The table below shows the number of online orientation participants (Count of OrgIdNumber) vs number who passed the orientation (Count of FinalTestPassDate).

Count of FinalTestPassDate	Count of OrgIdNumber
2624	2854



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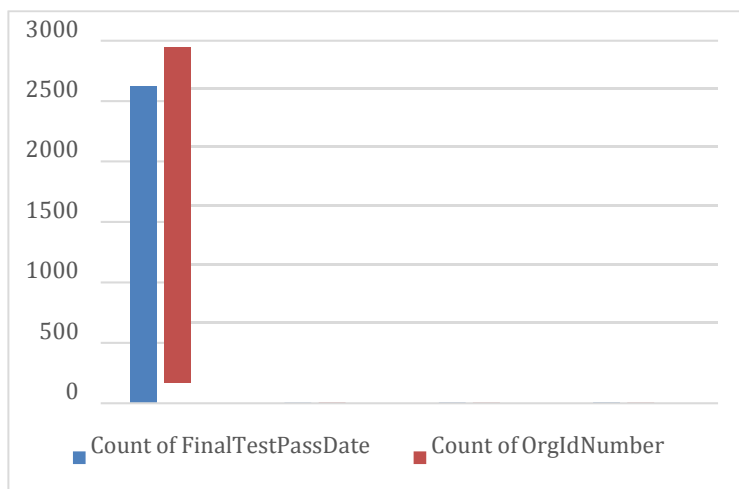
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The table and graph below represent the distribution (Count of OrgIDNumbers) of test scores (Row Labels) for the time period.

Row Labels	Count of OrgIDNumber
0	247
6	1
7	3
9	6
10	142
11	235
12	433
13	596
14	697
15	494
Grand Total	2854



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Athletic Academic Summary

Athletic Academic Counselors have to comply with both Porterville College academic counseling and advising standards as well as be knowledgeable of eligibility requirements and transfer pathways for students to pursue both academics and athletics in NAIA and NCAA Division I/II/III programs. Student-athletes are required to meet all Porterville College academic requirements as well as the California Community College Athletic Association (CCCAA) compliance standards. Athletic Academic Counselors offer degree-driven advising, counseling and support services to assist student-athletes in successfully managing academics, athletics, personal and social responsibilities as well as career counseling. Athletic Academic Counseling is student centered as each student-athlete is unique in terms of their educational, career and athletic pursuits and therefore, our role is to aid students in all their collegiate endeavors. Student-athletes must be enrolled in, and actively attending, 12 units or more with at least 9 of those units counting toward the associate degree, remediation, transfer and/or certification during their season of participation. On average, student-athletes tend to enroll in 15-19 units a semester and are amongst the highest academic achieving groups on campus with an average grade point average (GPA) of a 3.0. In the 2016-2017 athletic season, the program fluctuates in serving 80-100 student-athletes.

Prior to the student-athlete enrolling in courses at Porterville College, the Athletic Academic Counselor meets with all new recruits to ensure that they have knowledge and/or have completed the Student Success and Support Program (SSSP) requirements. During this initial meeting, the Athletic Academic Counselor and the new recruit hold a New Student-Athlete Orientation and complete an abbreviated student education plan. This initial meeting helps set the tone in preparing them for academic success and ensuring that we are transferring and/or graduating our student-athletes in 2-years. During the student-athletes' first semester of competition the Athletic Academic Counselor completes a comprehensive student education plan. This process has been extremely successful and 95% of all student-athletes for the 2016-2017 season have comprehensive education plans on file.

Foster Youth Success Program Review Summary

The Foster Youth Success Program (FYSP) provides services to identified and verified current or former foster youth attending Porterville College. The goal is to provide student support services to foster youth, which will prepare and invest in the youth during their post-secondary educational journey. Our current Porterville College Foster Youth Success Program is part of the larger concerted initiative from the California Community College Chancellor's Office (CCCCO) targeting former or current foster youth who are aging out of the system to bring issues affecting these youths to the forefront and to improve the ability of these youth to access higher education. Porterville College's current foster youth students have varying degrees of need in academics, personal and social adjustment, financial management/assistance and career-related concerns.

For the 2016-2017 academic year, the program serves 90 current or former foster youth. Our ability to identify current and former foster youth has greatly improved and will continue to improve as we

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continue to change the stigmatization around this group. The FYSP Counselor works closely with Institutional Research Department to compile a list of all current and former foster youth. After a detail examination of the generated list, students are contacted to ensure that they have completed the Student Success and Support Program (SSSP) requirements, their current FAFSA, and student education plan. The FYSP Counselor then meets with every student to hold an orientation for Porterville College's FYSP and completion of an abbreviated student education plan. During the orientation phase of the FYSP, the counselor also identifies if the foster youth student is also in need of additional services. The FYSP has a great working relationship and clearly identified eligibility pathway for its' student to receive services from the Extended Opportunity Program Services (EOPS) and Disability Resource Center (DRC). The FYSP Counselor and the Office of Financial Aid also has a great working relationship and understands that funding a student's education is of the utmost priority, so much so that the counselor is located in the Office of Financial Aid as well as having a designated Financial Aid Technician to assist current and former foster youth. The FYSP Counselor meets with students at least once a semester and holds multiple workshops throughout the year in the areas of career, academic, finances, social and emotional adjustment.

English As A Second Language Summary:

The Language Arts Division implemented its redesigned ESL program in the fall of 2016. The purpose of the redesigned program is to broaden access, accelerate progress, and increase success of ESL students. The redesigned program enables any English learner, at whatever level of proficiency, the opportunity to learn the necessary skills in speaking, listening, reading, and writing to succeed in transfer level college classes, enhance employment opportunities, and/or enhance quality of life. The ESL program consist a sequence of five levels from beginning through advanced (one level below transfer level). Separate courses in Reading and Writing and Listening and Speaking are taught at each level. All courses can be taken for either credit or non-credit. Typically, Listening and Speaking classes are offered Mondays and Wednesday evenings and Reading and Writing classes are offered on Tuesday and Thursday evenings. This consistent schedule offers motivated students an opportunity to attend ESL classes four nights a week and up to 10 hours a week.

Enrollment in the ESL program has increased substantially:

Fall 2015 Census Enrollment: 92 Fall 2016 Census Enrollment: 214
Spring 2016 Census Enrollment: 83 Spring 2017 Census Enrollment: 211

The success of the redesigned ESL program has been enhanced by the services of an outreach coordinator supported by Basis Skills funds, a designated ESL counselor supported by Student Equity funds, and collaboration with Counseling and the Porterville Adult School.

A part-time bilingual counselor is designated to advise the ESL students ensuring the development of the credit and non-credit educational plans. A part-time counselor funded by special funding is located at the Adult School.

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Transfer Center Summary:

The Transfer Center has gone through some staff changes in the last three years including a new location. The Transfer Center is composed of one part-time coordinator, who is housed inside the center, and a full-time educational advisor, who is assigned twenty-five percent of the time for transfer and is housed in the Counseling Center. Both staff are located inside the Student Services area.

The Transfer Center moved and relocated inside the multi-purpose lab, where students have access to literature from 4-year institutions, handouts in a variety of subjects, and computers they can use to access additional transfer information and complete their transfer applications. In addition, the Transfer Center continues to provide an array of services to students individual and walk-in counseling appointments, transfer workshops, and visits and workshops by representatives from 4-year colleges and universities.

This academic year a total of 385 transfer advising walk-ins or appointments were completed by the transfer staff to assist transfer students: 82 students attended several workshops, which included Transfer, Transfer Application, and Transfer Admission Guarantee. In addition, 40 students attended a trip to UC Santa Barbara and 18 attended a trip to CSU, Bakersfield. Last year for the first time, the Transfer Student Recognition Celebration was hosted by the Transfer Center to recognize students for their achievement. The event was well attended by transfer students and staff. This year we expect to have the same success. The event is scheduled for April 27, 2017.

The Transfer Center coordinator continues to develop collaborative relationships with PC counselors/advisors, general campus community, high school counselors and college representatives. In addition, the Transfer Center coordinator and advisor participate in outreach activities geared towards high school counselors and high school students.

Veteran Resource Center Summary:

When the White House published its "8 Keys to Success" in serving veterans and encouraged all campuses to adopt these keys, this gave Porterville College the impetus to move forward with planning for a veteran's center. One of the eight keys was to "Coordinate and centralize campus efforts for all veterans, together with the creation of a designated space (even if limited in size)." After a few months of planning, the current center at Porterville College opened its doors in the fall 2014 semester. The VRC is now a relaxing place for student veterans to gather, meet with the veterans' counselor, study, talk with veteran representatives, or just enjoy the camaraderie of fellow veterans on campus. The center also provides services to current active soldiers, and dependent/spouses of veterans, which total 120 students.

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The VRC staff includes three staff members, which include one full-time counselor and Program Technician; one VA Certifying Official located in the Admissions and Records who is assigned about 25% of the time.

Activities include- a variety of workshops, field trips, and community services. One of the Student Veteran Organization project includes visiting the homeless several times each semester; this is coordinated with the Family Crises Center. The students gather donations and put together care packages, clothing, food, tents and sleeping bags. Students celebrate their accomplishments by attending the End-Of-The Year Recognition. The Rotary Club with partnership with the Porterville College Foundation has completed the construction of the on-campus Veteran's Memorial and the ribbon cutting is schedule for late Spring 2018 semester. The Veteran Resource Center has been busy assisting the Rotary and the Foundation in raising funds for the construction via selling bricks to honor a veteran. This project will be on-going since the bricks location is unlimited in laying them down in the cement.

Program Strengths and Areas for Improvement:

Strengths:

The counseling and advising staff is dedicated to providing the utmost quality services to students. Many of them have worked at Porterville College for many years and have created a trusting and bonding commitment with each other. In efforts to accommodate the students' busy schedule, the counselors provide services both early in the morning through late in the afternoon at 5:30pm.

The counselors conduct a variety of workshops to provide crucial information to improve students' success. These workshops include field trips to other college campuses and universities, self-improvement, transfer, and study skills.

The counseling staff participates in various campus committees and working groups and is involved in the participatory governance of our campus. This includes attending other departments' division meetings. This is an informational vehicle between divisions to ensure that our division has the most current information.

Areas For Improvement:

An area of improvement for any student service department should be to increase fully matriculated first-time students. Setting a goal of increasing matriculated students by 5 percentage points every year will lead to students being more successful; completing their educational goals, educational student plans and graduating on time thereby increasing demands on counselors. Counselors should be available to every first-student immediately upon completing the assessment test.

The Student Services lab located in AC 121 is underutilized because the lack of a full-time person to maintain the maximum room usage. Increasing usage of lab is vital to student success, as many students do not have access to internet or computers in their homes. Many students prefer to stay on campus to complete matriculation requirements. Students also build a camaraderie with fellow students, which supports student success.

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Goals (This section is for you to report on progress on previously established goals and listing of new goals. If your program is addressing more than 2 goals, please duplicate this page)

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
1. Online Counseling			

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1___ Item 2_ _ Item 3___ Item 4___ Item 5___ Item 6___

Progress on Goal:

Completed (Spring 2016)
 Revised (Date)

Comments:

The online counseling is assigned to a counselor who maintains the correspondence with students. Referrals to other college departments when needed in the Fall 2017 there were 139 students who used the Ask A Counselor link. Once the Cranium Café training is complete, the counselor will also be able to communicate via using a camera interface.

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
2. Online Orientation			

Which of numbered items under the Mission Statement (see page 5 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1___ Item 2_ _ Item 3___ Item 4___ Item 5___ Item 6___

Progress on Goal:

Completed (Spring 2017 See Page 5 for details)
 Revised (Date)

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Comments:

The Online Orientation is fully implemented; students have universal access to the program and have the opportunity to retake the test if needed.

Goals (This section is for you to report on progress on previously established goals and listing of new goals. If your program is addressing more than 2 goals, please duplicate this page)

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
3. Increase Transfer Center hours of operation	Spring 2018	Funding	Funding priorities

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1___ Item 2_ ___ Item 3___ Item 4___ Item 5___ Item 6___

Progress on Goal:

___ New goal
 ___ Completed (Date)
 ___ Revised (Date)

Comments:

With increasing AA-T and AS-T degrees, it has increase the demand to have a fulltime counselor to keep abreast with transfer requirement changes.

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
4. Increase utilization of Student Services Lab	Spring 2018	Funding	Funding Priorities

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1___ Item 2_ ___ Item 3___ Item 4___ Item 5___ Item 6___

Progress on Goal:

___ New Goal
 ___ Completed (Date)
 ___ Revised (Date)

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Comments:

Student Services lab is under use due to lack of staff coverage. This person will serve as resource to students.

Goals (This section is for you to report on progress on previously established goals and listing of new goals. If your program is addressing more than 2 goals, please duplicate this page)

Goal(s)	Timetable for Completion	Needed resources	Obstacles to completion (if any)
5. Increase fully matriculated 1 st time students by 5 percentage points	Spring 2018	Ongoing training and additional fulltime time counselor	Funding priorities

Which of numbered items under the Mission Statement (see page 1 of this document) will be furthered if this goal is completed? (select all that apply)

Item 1___ Item 2_ _ Item 3___ Item 4___ Item 5___ Item 6___

Progress on Goal:

New

Goal

___ Completed (Date)

___ Revised (Date)

Comments:

Continue ongoing training to improve system process and adapting new technologies to improve counseling delivery methods.

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STAFFING REQUEST

Staff Resources:

Current Staffing Levels

Full-time Staff (FTE)		Part-time Staff (FTE)	
Faculty	3	Faculty	3@.600
Temporary		Temporary	
Classified		Classified	
Management		Management	

Request for New/Replacement Staff

Use one line for each position requested. Justify each position in the space below.

	Title of Position	Classification (Faculty, Classified, or Management)	Full or Part Time	New or Replacement
Position 1	Counselor	Faculty	Full Time	Replacement
Position 2	Counselor	Faculty	Full Time	New
Position 3	Departmental Assistant	Classified	Full Time	New

Justification:

Counselors: With the increase of Transfer Degrees; this general counselor would maintain an increase of hours in the Transfer Center and provide a wide variety transfer counseling services. This counselor would also conduct and maintain with the upkeep on the multiple measures – working with the divisions at the college and local high schools. This counselor would also assist in completing the Abbreviated Student Education Plan upon the completion of the Assessment Test at PC and provide general counseling services.

Departmental Assistant: Student Services lab is under use due to lack of staff coverage. This person will serve as a resource to students.

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BUDGET REQUEST

	Current Budget	Amount of Increase	Revised Total
2000			
4000			
5000			
Other			

Justification:

(Include justification for each amount of increase requested.)

The Advising and Counseling Departments do not have a budget.