A. **Unit Under Review**: Napa Valley College Transfer Center

Program Evaluation Team: Ron Rhyno
Verification Team Members:
Stephanie Burns, Biology Instructor
David Angelovich, Chair, Business & Computer Studies / Budget Committee
Representative / Accounting Assistant Professor
Jan Schardt, Learning Resources Assistant
Jill Schrutz, Dean Financial Aid/EOPS/TRIO

B. **Statement of Completion**

The report was complete and easy to follow.

C. **Strengths of the Program**

The Transfer Center provides a variety of services to students who desire to transfer to four year schools. The focus of the program is on the transfer student. The dedicated staff is well trained and willing to do “whatever it takes” to help students. In particular the use of the 100% drop-in model has been very successful in advising/counseling students.

The Program has successfully experimented with various outreach efforts to students which have resulted in successful outcomes. Finally, the Program has extensive updated materials that students can use and take home.

D. **Areas for Program Improvement**

**Staffing**
The Program has a need for additional staffing of a .5 typist clerk to provide full-day support to the center’s professionals. This position has been requested on schedule B. There is also a need to backfill the Transfer Counselor during peak periods. This has been requested on schedule C.

**SLO Matrix**
The SLO matrix is in the draft stage. This needs to be completed.
Data Collection
The Center does not have the ability to gather information about Independent and Out-Of-State transfer data. Procedures should be developed to obtain this information so that it can be included in the transfer results.

At Risk Students
The Center should continue to develop procedures to quickly identify “at risk” students so that they can be provided with the necessary help to be successful.

University Catalogs
Many Universities are currently charging for catalogs. In order for the Center to stay up to date, it is necessary to purchase these catalogs. This request for funds has been included on Schedule C.

Student Survey
A current student survey has not been conducted. This should be completed as soon as possible in order to obtain current feedback about the Center’s operations.

Transfer Center Website
The Website needs to be updated to reflect current information. This is an ongoing concern of all areas of the college to provide accurate information.

E. Summary
The Napa Valley College Transfer Center is doing a very good job at serving the needs of the transfer students. We were especially impressed with the 100% drop-in model that is currently being used to advise/counsel students and the Center’s willingness to try different techniques to provide outreach to the students. The team recommends: add additional staffing to assist the Center’s professionals, complete the SLO matrix, develop procedures to collect additional transfer data, identify and help “at risk” students, acquire current paper University catalogs, complete the student survey and update the Center’s website.
Program Evaluation Summary for **THE TRANSFER CENTER**

Program

Complete the following sections based on the program evaluation completed. This summary will be forwarded to the Planning Committee after the verification phase is complete.

A special acknowledgement is due all the members past and present of the Counseling Division, EOPS, the Trio Programs and MESA for being a most integral part in the college’s transfer outcomes. A huge expression of gratitude is owed the NVC Administrations and Boards, past and present, that have allowed the Transfer Center to uniquely adhere to the legislature’s original intent and have provided over the years additional human resources directly leading to NVC’s increase in transfer outcomes.

And finally, but not least, for the band of intrepid transfer center colleagues, a very heartfelt and deserved acknowledgement is due for accepting the challenge of creatively partnering in lean and good times, to seek out and practice new ways of enacting the transfer student advising, counseling, and support processes the past 14 years. For Marivic Sy, when there were two of us, and now Charlene LaRoche, Mark Martin, Gwen Kell, and legions of student workers who have made Napa Valley College a Region II transfer exemplar in our intention, our objectives, our practices, and our outcomes, all of you share a primary role in Napa Valley College’s transfer outcomes.

**Program Achievements (major achievements, changes, implementations, progress since last program review)**

- Steadily increasing student contacts
- Increasing transfers (when we include available data for transfers to Independents and out-of-state colleges and universities).
- Increasing transfer percentage of New Majority students
- Increase in number of Universities offering Guaranteed Transfer Admission Agreements (TAAs) with Napa Valley College.
- Increase in University On-the-Spot or Instant Admission events on the NVC campus.
- Very strong contacts and relationships with Northern California Colleges and Universities, including Independents.

**Strengths (unique characteristics, special capacities)**

- Dedicated staff as student-centered learners willing to do “whatever it takes” for students.
- Focus on transfer indicated students compared to generalist operations
- A 100% drop-in model unique to advising/counseling venues, eliminating “no-shows” and providing the foundation for increasing contacts with our spontaneous, post-modern student populations.
- Ongoing and various forms of experimental telephone outreach efforts.
- Use of an “introduction to transfer” initial advising model appealing to different learning styles and based in conceptual knowing at the beginning.
- Student drop-in access from opening to closing.
- A fully open and accessible student-centered physical space allowing students to “hang out”.
- Extensive materials, consistently updated, for student use and to take home.

**Challenges (concerns, difficulties, areas for improvement)**

- Since 2001-02 total New Majority transfer indicated students and total European American transfer indicated students have been growing closer together in their respective numbers. New Majority students continue, however, to lag significantly behind European American transfers, particularly certain groups. This will become more significant as new majority students increase in numbers.

- For the immediate future Transfer Center practices will continue to produce some transfer gains particularly with the assistance of new technology like the SARS appointment “call” and notification [soon] system. *However, we will be challenged* as our student body continues to become a “new majority.” Retention and persistence will necessarily become the ground for major gains in student transfers. Smaller, excellent caseload programs (EOPS, SSS, MESA) will continue to help but major gains in transfer will be based upon retention and persistence gains as a result of whole system (College-wide) adjustments and efforts.

- The Center’s telephone outreach follow-up effort (TOFU) is promising for student retention and persistence. Center staff are exploring ways to make it a practice more integral to the way the Center conducts business.

**Optional: What additional data, if any, would have been helpful to effectively evaluate the program?**

- Napa Valley College is producing far more student transfers than the combined CSU/UC reports indicate. Counselors and Transfer Center personnel know we are helping students transfer to California Independents and out-of-state colleges and universities. (For example, Pacific Union College recently reported to us, 31 NVC transfers in 02-03, 20 in 03-04, 37 in 04-05. This data is not reflected in State transfer outcomes reports. With this single Independent College data, 02-03 transfer outcomes are 269, 268 in 03-04, and 304 in 04-05).

In addition to representing what’s factual about NVC’s transfer outcomes; the ability to gather and publicize Independent and out-of-state transfer data will produce a positive marketing effect for Napa Valley College.

TCtr.Prog.rev.Sp06.rr
Student Services & Academic Support Program Evaluation

Program/Service: The Napa Valley College Transfer Center
Date: March 22, 2006

1. Mission

A. Program Mission Statement

This section should be a short, clearly stated purpose of the program or services. In other words, what does the program/service/department contribute to Napa Valley College’s (NVC) Mission? Write or revise your program mission statement in the space below. The NVC Mission is provided for reference.

*Napa Valley College Mission*

Napa Valley College engages students by providing high quality programs and services that promote learning, enhance individual development, and prepare life-long learners for their roles in our diverse, dynamic, and interdependent world.

*Napa Valley College Transfer Center Mission*

The Napa Valley College Transfer Center as an “above and beyond” effort, provides direct services, support, and facilitation for the successful and smooth preparation, application and transfer of increasing numbers of NVC students to four-year Baccalaureate institutions of their choice.

The NVC Transfer Center helps all transfer indicated students and students considering transfer, and following Title 5, Part VI, section 50127 of the California Code of regulations has a “priority emphasis” on student groups under-represented in California higher education. Those groups are: American Indian, African American, Chicano/Latino/ [Mexican American], disabled, low income, and other students currently underrepresented in the transfer process.

B. The program falls within one or more of the following categories (check all that apply)

- Student Services Program
- Academic Support Program

2. Services

A. What specific services does the program/unit offer?

Pursuant to the Title 5, VI Transfer Center legal mandate, the Napa Valley College Transfer Center offers an array of services “above and beyond” those historically provided within community colleges transfer related counseling and advisement functions.

Transfer Center services include: transfer advisement and counseling for Napa Valley College enrolled students intending or considering transfer to a four year College or University to
complete their Baccalaureate degree (Green #A), all in a 100% drop-in format; secure referrals to other departments and services; walk-in access to university catalogs; access to “drop” file cabinets with “take-home” materials and handouts for UCs, CSUs, California Independent Colleges and Universities, Out-of-State Colleges & Universities, Extended Degree format colleges, Women’s Colleges, Historically Black Colleges and Universities, Tribal Colleges, and Distance Learning format Colleges and Universities.

Other services include transfer application workshops, financial aid and scholarship workshops and classroom presentations (Blue # 5); ACT/SAT/ CBEST/LSAT/ materials; appointments with 4 year College/University representatives; guaranteed transfer admission agreements (TAAs) with CSUs, UCs, and Independents; 4 student computer stations with ‘book marked’ internet transfer sites; general information college CDs; a Fall college Transfer Day with +/- 40 California and out-of-state college/universities in attendance; and beginning in Fall 2000, a Transfer Planning credit course.

Center staff help students understand the relationship between broad career interests, occupational alternatives, college majors, and college/university choices as a developmental progression first calling for exploration and clarification of personal and career interests and values, then comparison among alternatives leading to personal choice and decision-making. In the progression from career interests to college major and College choice, undecidenedness is a critical factor for retention and success as research shows that many “stop-outs” and “drop-outs” have not identified a college major. Choosing a College optimally occurs after the major has been chosen. And having a major is a prerequisite to the development of a Transfer Educational Plan (EdPlan). To assist students clarify career/occupational objectives, referral to the Career Center and counseling guidance classes is ongoing.

In addition to face-to-face advisement and counseling, Center personnel also have conducted several types of telephone follow-up activities; one focused on transfer indicated students with 45 units or more, and one contacting all students indicating transfer as a goal. The current telephone outreach follow-up (TOFU) project is directed to New 1st time transfer indicated students as a way of engaging those students early to help increase retention and persistence (Blue # 6).

At the core of the transfer effort is a fully open and accessible student-centered physical space and an active action-oriented objective to assist each student in developing a transfer Educational Plan of appropriate course work designed to meet: student interest, College/ University minimum admission requirements for Junior standing, lower division preparation/requirements for the major, and completion of the general education transfer pattern if desired by the student and appropriate for the major.

Operating on a 100% drop-in basis [for at least the first visit], the Center is working as an “action research” project attempting to provide high quality, easy-access services and to create within a more open and spontaneously accessible physical space, an active learning environment where students have both opportunity and responsibility for helping to learn and participate in their own learning for transfer planning. While students are in the Center they are fully supported and guided by Center personnel who are available for one-on-one advisement/counseling, or to
lightly guide while giving students opportunities for “hands-on” computer research, access to catalogs and filed materials, appointments with 4 year College/University representatives, or simply a space to sit and explore the world of transfer.

B. How does your unit ensure that these services are meeting the needs of students? How do you evaluate how well the services are meeting the needs of students served?

A current student survey has not been conducted (College Researcher on leave). However prior student surveys, student feedback, students returning for help, the increasing numbers of student contacts (Blue #s 1,2), and numbers of Transfers [including to Independents] (Green #s D,E,F; Green “Data Comments” sheet, bullet) indicate the Transfer Center is accomplishing its Mission in increasingly meeting the needs of NVC transfer students, and increasing the numbers of transfers.

C. Review the Student Learning Outcomes Program Map and assess the following:
1. Complete the SLO Matrix form (attached)
   See attached
2. Once established, in what ways will students in your program/service demonstrate achievement of stated learning outcomes? List
   To be developed
3. Discuss the methods used to assess whether the students achieved the stated student learning outcomes. What was the success rate?
   To be developed.
4. What interventions were used to support those students who did not achieve the SLO’s? What programmatic changes will be made to ensure future SLO achievement?
   To be developed.
5. An accreditation standard requires NVC to make public expected learning outcomes for its programs. In what ways are the program’s expected learning outcomes made public? Check those that apply:
   - Catalog
   - Brochure  {To be developed
   - Website
   - Other:

D. How does this program/service support student learning in NVC instructional programs?

The Center’s advising, and in particular its counseling function for transfer students continually attempts to holistically integrate a student’s academic capability -- based upon placement scores, prior high school or college work, and ascertainable student developmental and environmental issues, (e.g. clarity of goals and ability to self-regulate, motivation, personal matters of self and identity, employment hours, home and support issues, etc.) -- in order to advise and counsel for successful course placement leading to student retention, persistence, and success – and therefore student learning.

August 11, 2005
E. What future trends are likely to impact the program/service?

The meteoric rise in the use of technology and distance/on-line learning will likely lead to at least some on-line or email advising. While this may advantage a student’s use of her/his time, it is problematic because of the complex, highly nuanced, and ever changing world of transfer requirements. The few limited current examples of e-advising are time consuming, disjointed, and compete with face-to-face, real time advising/counseling needs. In the absence of in-depth face-to-face communication E-Advising carries risk for the student and the College because of the interface gap inherent in the on-line medium. Any misunderstanding caused by the distance interface can jeopardize a student’s EdPlanning and therefore ability to meet transfer requirements particularly for competitive campuses (e.g. UC Berkeley, UCLA, Cal Poly San Luis, CSU San Diego), or competitive majors (e.g. BSN Nursing, Architecture, Engineering, etc.).

F. Are services being offered on-line? If yes, describe.

To a limited degree on-line advising is occurring. Transfer Center personnel are requested (by the Coordinator) to answer basic questions but to ask the student to come in at a time convenient for her/him. Out-of-State [few] queries are answered as fully as possible with qualifications and disclaimers in the absence of student transcripts, data, etc. The new Transfer Center Webpage is now available for students.

G. Reflect on your responses to Section 2. Services, and write objectives on Schedule A Unit Plan Form as needed for improvement.

$2400.00 Fall ‘06 & $1200.00 Spring ’07 to backfill Transfer Counselor released to teach FYE classes.
$11840.00 to provide Transfer Center/Outreach Services/New Majority afternoon support 20 hrs/week.
$1000.00 to pay for the “new” costs of University catalogs passed on to NVC.

3. Student Success and Equity

A. Review the data that is available. Discuss program/services trends relative to college-wide trends. Identify areas where disparity exists for any demographic group (ethnicity/race, gender, age, disability).

The Title 5, VI Transfer Centers special focus on underrepresented groups anticipated the demographic growths we have been witnessing at NVC for a number of years. Native American, African American, Chicano/Latino/Mexican American, and Other Non-White students while emerging as a new majority (Green # C), continue to be underrepresented in transfer at NVC (Green #s D, E). This is particularly true for African American and Native American and “Other” students (Green # E).

August 11, 2005
The transfer centers TOFU Project (telephone outreach follow-up) is an effort to reach new 1st time transfer students in their first semester, to promote retention and persistence the platforms for success.

B. Identify strategies used to identify and assist students at risk? Discuss their effectiveness.

The Title 5 special focus groups appropriately identify those groups needing special attention. The TOFU project, newsletters, and working with MESA, SSS, and EOPS students has provided some effectiveness. Intersecting the CSFI (College Success Factors Index – a student self-reporting “risk” identification assessment as part of the Matriculation intake process) instrument with new first time transfers would greatly improve transfer personnel ability to focus first on specific transfer indicated students likely to drop-out or encounter difficulty.

C. What has the program/service done to formalize links with instructional programs?

Regular ongoing communication to faculty and staff via e-mail announcements is the current most effective communication link. Classroom presentations (Blue #5), instructor led class visits to the transfer center, and instructor referrals are also part of the interface with instructional programs. To enhance student transfer opportunities some recommendations for articulations with specific University majors have been made to Division Chairs by the Coordinator.

D. How does this program/service support other student services within the college? Describe formal links with other student services.

Transfer personnel attend and participate in counseling division meetings and regularly report-out to Counseling Division members for transfer related conferences and meetings. In addition the Coordinator routinely forwards via email current transfer related information to Division Members, MESA and TRIO personnel, Student Services Council and Matriculation Committee members.

E. How does the program/service enhance student development and success?

Transfer Center personnel encourage, support, and advocate for all transfer indicated students and act as facilitating (and as needed, advocating) liaisons with university personnel and admissions departments. We will do whatever it takes ethically to assist a student in her/his transfer process [including getting up at 2:00 am to communicate with the University of Edinburgh, Scotland]! Transfer Center Counselors work with student interests, skill levels, and personal circumstances in the effort to facilitate student development and maximize the probability of success.
F. Describe programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Transfer staff awareness and sensitivity, the TOFU project and its focus on underrepresented students, referrals from SSS, MESA, and student word-of-mouth marketing have marked the Transfer Center as a diversity friendly environment. The increasing diversity of the College’s transfer cohorts (Green #s G, H) are one indicator of Transfer Center understanding and appreciation of diversity. All transfer center personnel have taken the IDI and attended all Diversity trainings offered within the Student Services area as well as workshops, conferences and other outside events where diversity learning is taking place.

G. What methods are being used by faculty and staff to address the differences in learning styles among students served?

At the request of the Transfer Center Coordinator, all transfer advising/counseling personnel are asked to provide each new first time transfer center attendee with a basic conceptual understanding of the three elements or components of transfer for “Junior” standing. The conceptual ‘brief’ consists of a paper document outlining the three elements, connected to a real or hypothetical major and a university general education pattern. Students ‘see’ a document and a web site with the major course articulation between NVC and a University, ‘hear’ the explanation, and leave with three documents ‘in hand’ representing the three elements of transfer. The visual, auditory, and kinesthetic ways of accessing information for learning are addressed. Opportunity for the student to ask questions and receive answers provides another active, student-managed way of accessing information and making meaning.

H. Reflect on your responses to Section 3 Student Success and Equity, and write objectives on Schedule A as needed for improvement.

$2400.00 Fall ’06 & $1200.00 Spring ’07 to backfill Transfer Counselor release to teach FYE classes will allow the TOFU project and student advisement to be carried out in the Transfer Counselor’s absence.

$11840.00 to provide Transfer Center/Outreach Services/New Majority 20 hrs/week afternoon support will provide support and coverage in the afternoon where there is now only sporadic student support causing Center staff to act as receptionists, answer telephones, and perform clerical tasks while attempting to advise/counsel students.

4. Enrollment Trends and Student Satisfaction

A. Review the participation rate data and describe recent trends.
   • Have there been significant fluctuations in the number of students served? If so, explain

With the exception of two years in which the Coordinator was alone for significant periods of time (00-01, 01-02), the numbers of students served have increased each year (Blue # 1). This is a function of our active in-reach activities, and the response of students to our services. As a
100% drop-in environment (exceptions are some EdPlans, Guaranteed Transfer Admission Agreements [TAAs, Blue #3], personal counseling situations, or student schedule constraints due to work) we diverge from the traditional “medical” appointment-only model and appeal to the needs of today’s spontaneous, multi-tasking, postmodern community college students. As a result of being “100%” drop-in we don’t have no-shows, which hover around 30% for appointment system models. And we are continually looking for ways of increasing our student contacts and students served (Blue #s 1,2).

- Are there external factors such as community demographics or the economy that have affected the program? What are the plans to address these factors?

The number of transfer indicated students fluctuates with the economy. As the economy improves the numbers decline and as the economy declines the numbers increase (Green # A). The Transfer center has defined its transfer student cohort as all transfer indicated students (Green # A). Our objective is to contact and work with as many of the 1800 to 2300 transfer indicated students as possible (Blue #2). Our Meta goal has been to achieve 500 transfers per year. While it’s certain that we have not achieved that goal, it’s also certain we have transferred many more students that the combined UC/CSU reports indicate; perhaps approaching 400 students if California Independents (e.g. Pacific Union College, St. Mary’s College, Dominican University, Pepperdine, USC, etc., etc.), and out-of-state university transfers are included.

Isolated data indicates we have had significant numbers of students transferring to California Independents and out-of-state (Green “Data Comments” sheet - bullet). Pacific Union College alone reports 31 NVC transfer students in the 02-03 AY; 20 in 03-04; and 37 in 04-05. This data is obviously not reported in CSU/UC reports nor CPEC data, and has not been added to NVC’s transfer outcomes.

The current barriers to significantly increasing the numbers of NVC transfers are low retention and persistence rates (Red # P), and success rates for the new majority (Red #s S1-S6). Transfer center services assist retention and persistence. Significant increases in retention and persistence will require “whole system” adjustments and responses.

B. How does the program/service impact student enrollment and retention?

Counselor’s experience and retention literature clearly indicate that good advising and counseling service contribute to student retention, persistence, and success. We know we keep students in school and help them to be successful. How many is uncertain. If the college were to intersect the CSFI with new 1st time transfer indicated students [a report we pull from IT] we would be able to focus our TOFU project first on those students most likely to dropout. That effort would more than pay for itself.
C. Review the hours of operation for the program/service and the results of the student satisfaction surveys and discuss whether the program/service hours are scheduled appropriately to meet student need.

We have historically scheduled our evening hours based upon IT data showing the days and hours of greatest student concentration. The Center has allocated its hour of opening to coincide with the Counseling Center hours. We open at 9:00 am daily and close at 4:00 pm except for Tuesday evening when we are open from 5:00 to 7:00 pm and Friday when we began closing at 3:00 pm this Spring 2006. The Coordinator has integrated counselor/advisor schedules so that we remain open during the lunch hour and as much as possible two staff members are available for drop-ins at all times.

The move to the block schedule has clearly affected student traffic patterns. [it also appears to have had some influence on the ability of students to develop conflict free class schedules] Fridays in particular have much lighter student traffic. The new SARS appointment system may be able to reveal more clearly student contact patterns allowing us to make adjustments to better schedule our services.

We have not conducted a current or recent student survey.

D. Discuss the results of the student satisfaction survey, identifying areas for improvement and continued success.

We have not conducted a current survey but as previously indicated, the increasing numbers of student contacts, student returnees, and student “thank you’s” provide sufficient anecdotal evidence of student satisfaction.

E. Review student/staff ratios and financial data and describe recent trends.

Staffing patterns have remained the same since 2002, and except for negotiated salary adjustments the budget has not changed in many years.

F. Reflect on your responses to Section 4. Enrollment Trends and Student Satisfaction, and write objectives as needed for improvement on Schedule A.

Supplements requested as previously indicated.

5. Community Outreach

A. What recruitment and/or community outreach activities has the program engaged in or initiated?

The originating purpose of transfer centers (Title 5 mandated functions) is to increase the numbers of community college enrolled students transferring to 4-year colleges and universities. The Center’s activities and efforts are focused upon “inreach” to currently enrolled NVC
students and new incoming enrolled students. This focus helps retain and persist students, outcomes important to student success and FTES.

Center personnel do not conduct off-campus secondary school outreach. The college’s “outreach” personnel conduct those activities.

**B. What has the program/service done to establish relationships with secondary schools and/or four-year institutions?**

The NVC transfer center, per its mandate, since 1992 has established extensive relationships with four-year colleges and universities. Regular student appointment visitations by area CSUs (Sonoma State University, CSU Sacramento, CSU East Bay, San Francisco State U., and Chico State U.) and UCs (UC Davis, UC Santa Cruz, UC Berkeley [intermittent]) have been established for a number of years (Blue #4). In addition Pacific Union College, Dominican University, and St. Mary’s College regularly visit for student appointments (Blue #4). All representative student appointments are met in the transfer center.

The College’s annual Transfer Day (32nd annual in ’06), coordinated by the transfer center, draws +/- 40 Universities/Colleges each year including out-of-state universities (Blue # 6). All Napa Valley High Schools are invited and bus transportation paid for by the transfer center budget. The coordinator role has worked with Independent colleges and universities (Pacific Union College, Dominican University, Argosy University, University of Phoenix, St. Mary’s College [extended degree program], University of San Francisco, University of Indiana, etc.) to establish “draft” articulation agreements which are passed on to the articulation officer for review and approval.

NVC and UC Davis are partners in the Transfer Opportunity Program (TOP) in which a UC Davis representative comes to NVC one day every other week for student advising appointments. NVC pays $3800.00 per year for the program, which includes advising for guaranteed transfer admission agreements (TAAs), application workshops covering all UC applications, and classroom visitations and presentations.

Guaranteed transfer admission agreements described in **Services 2. A.**, have been expanded from UC Davis to include UC Santa Cruz, UC Riverside, UC Santa Barbara [a “paper” agreement], Sonoma State U., San Francisco State U., CSU East Bay, and St. Mary’s college (Blue #3). Sonoma State, CSU Sacramento, and CSU Chico conduct “On-the-Spot” or “Instant” Admissions events on the NVC campus.

**C. What has the program/service done to establish relationships with the business community?**

Because of the Centers focus on NVC enrolled students, relationships with the business community have not been established.

August 11, 2005
D. How has the involvement of the advisory committee helped in improving and/or promoting the program/service (if the program has such a committee)? Describe the size, membership and regularity of meetings. If no advisory committee, would this form of external input be helpful?

The transfer center had an advisory committee in its first formative year. Because of lack of participation the committee was disbanded with the approval of the then Dean of Student Services (later V.P. Student Services).

E. Reflect on your responses to Section 5. Community Outreach, and write unit objectives as needed for improvement on Schedule A.

Center plan incorporates increased 4 year University collaboration.

6. Accreditation and External Reviews

A. Review the Accreditation Self-Study Planning Agenda, Accreditation Final Report, and results of previous program evaluations that are included in the attached data. Discuss the recommendations that are relevant to the program/service and how the program/service has responded.

The single transfer center related accreditation team recommendation from the 2003 Accreditation Study is Recommendation 3 – develop an effective evidence based program review process. The transfer center has been collecting data for many years as evidenced in this Program Review document.

The college’s self study recommendation to remedy the transfer center space issue (Self-Study, standard 5, p.18) has been addressed with the move to the current library location.

The Transfer Center is supported by the NVC Articulation Officer and the articulation function to ensure that NVC transfer courses meet the ACCJC Joint Policy Statement On Transfer and Award of Academic Credit. In addition each and every college seeking articulation through the Transfer Center is screened for accreditation status with one of the 5 national accrediting associations. Institutions not members of one of the 5 associations do not receive course articulation support from NVC.

Transfer Center personnel are careful in working with students to assure that students are aware of non-transferability issues when students are investigating non-regionally accredited colleges/universities.

B. Indicate the sources of information used in question 6.A.

- [ ] Accreditation self study planning agenda
- [X] Accreditation final report
- [ ] Previous program evaluation recommendations

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C. **Review the recommendations from any other licensing, evaluation, or accreditation bodies.** Discuss the recommendations of the review teams relevant to the program/service and how the program responded.

A peer review by other transfer center directors in the 1990s recommended offices for center staff and visiting university representatives to ensure a student’s right to privacy. The current location, with a few exceptions for some university visits, substantially meets that recommendation.

D. **If this program is responsible for maintaining ACCJC Accreditation Standards, attach a description of how NVC is addressing each standard.** This information will be used in the next Accreditation Self Study.

The Transfer Center is responsible to the Title 5, section VI mandates. The NVC Transfer Center has been supported by the college Administration and Board to significantly meet those mandates with the exception of [full] secretarial support.

E. **Reflect on your responses to Section 6. Accreditation and External Reviews and write objectives as needed for improvement on Schedule A.**

None needed.

7. **Resources.** The results of program evaluation feed into the planning and budget process. Consider the staffing and financial data provided, as well as the Unit Plan forms you completed during this evaluation, while answering the questions in this section. Requests must be linked to the 2005-2011 NVC Strategic Plan Goals and Objectives.

A. **Staffing.** Summarize the staffing resource needs identified in the unit plans. Discuss any changes needed. (complete Schedule B Staffing form as needed)

Center staff needs continue to include: need for full time secretarial/clerical support. Backfill for the Transfer Counselor’s release to teach in FYE classes this next academic year will allow the Center to implement its TOFU project and meet advising needs. [Schedule B completed]

B. **Program-Specific Equipment.** Discuss the strengths and weaknesses of the program-specific equipment available to enhance program success. What needs remain? What strategies are planned to meet those needs? (complete Schedule C Request for Budget Augmentation form as needed)

Transfer Center equipment needs are currently “met.” However, the fax machine is over 10 years old with limited features and problematic. The student computer stations printer and the Center staff printer are also over 10 years old and intermittently malfunction.

August 11, 2005
C. Facilities Improvement/Renovation. Discuss the strengths and weaknesses of the physical resources available to enhance program success. What needs remain? What strategies are planned to meet those needs? (complete Schedule D Building Improvement/Renovation as needed)

Facilities improvements will not be made because the library is scheduled to be renovated as part of the Bond measure.

D. Technology. Discuss the strengths and weaknesses of the technology available to enhance program success. What needs remain? What strategies are planned to meet those needs? (complete Schedule E Request for Technology form as needed)

The Center’s on-site technology needs are currently met except for a laptop to support classroom presentations, group advising, transfer orientations, application workshops, and other uses. Next years budget as configured should support acquisition of a laptop without an additional budget request.

The ASSIST statewide articulation system between CCs, CSUs, and UCs is an invaluable resource available to all counselors, faculty, staff, students, and community members. CSU Mentor and UC Pathways as system specific web sites also valuable resources used by counseling division members and available to students and anyone with web access.

The SARS appointment system is a valuable use of technology for identifying and tracking student drop-ins and appointments.

E. Professional Development. (a) Using the results of the Faculty/Staff Accomplishments survey, summarize the professional development activities undertaken by faculty and staff. (b) Based on the goals that resulted from this program evaluation, complete the Schedule F Professional Development Needs form to indicate what areas of focus have been identified for future faculty/staff development. Note: Budget requests for Travel and Conference should be addressed or requested in the question 7G.

Transfer Center counselors and Student Services Specialist regularly attend the yearly CSU and UC counselor conferences, and local University sponsored counselor conferences and meetings. All transfer center personnel have attended the Student Services Diversity trainings, and all have completed the IDI (Intercultural Development Inventory) with follow-up interpretation. The Student Services Specialist helped develop a classified staff diversity retreat. The Transfer Counselor as part of her backfill of the articulation officer attends regional articulation meetings, campus curriculum committee and academic senate meetings. The Secretary II has attended ongoing training workshops for the following: Datatel, WebAdvisor, and SARS; TLC classes each year for PowerPoint, computer security, publicity advertising; off-campus seminars for MS Word, and past UC & CSU Counselor Conferences.
F. Learning Resources. What learning resources (i.e., books, periodicals, and videos) are needed to enhance program success? (complete Schedule G Learning Resources Needs form)

The center has a full complement of materials. The “new” unexpected cost of University paper catalogs in two year cycles [this is year two] has been requested as a budget supplement. The supplement will allow purchases to update other center materials such as ‘Books’ of Majors, Scholarship books and other materials.

Note: the subscription to the online web-based catalog system (collegesource.com) used by all counselors, the evaluation technician, and others has been submitted in the counseling division budget by the Counseling Division Chair as a supplemental request.

G. Operational Budget. Are operational funds appropriate to enhance program success? If not, how would additional operational funds be used to enhance program success? (complete Schedule H Request for Budget Augmentation form as needed)

Budget augmentations as previously indicated have been submitted for: afternoon clerk-typist support; backfill of Transfer counselor; “new” paper catalogs purchase in 2006-07.

H. Budget

1. What is the source of revenue that supports this program/service (state categorical, grants, district, other)? Identify the amount and percentage of funding from each source. Describe any changes in the source of revenue since the last review.

The original categorical State funding was “folded” into community college general funds in the early 1990s. Currently the Transfer Center Coordinator, Student Services Specialist and Secretary II are district funded. The Transfer Counselor is funded by a combination of district and Partnership For Excellence (PFE) funds. Total for the four roles is: $204,356.00 base salaries, and benefits are $54,011.00

The center’s operational budget has remained at $10,450.00.

2. Since the last review, what percentage increase or decrease has occurred in the budget?

The budget has remained the same for many years.

3. Are the funds adequate?

Yes, except for the requested supplements. Note: The “new” catalog supplemental request will be withdrawn for 2007-08. The Transfer Counselor backfill supplemental need will be reevaluated for the 2007-08 AY budget.
4. What progress has been made by the program in obtaining funds or donations to enhance program success?

The Center has been adequately supported except for the secretarial support noted previously. In the late 1990s the Center received a donation of a printer from a grateful student’s family.

5. Based on the objectives on Schedule A, what budget changes are needed? What strategies are planned to meet those needs? Complete Schedule G, if needed

Needed supplements have been requested. Shifts in budget categories are made in the budget development process in anticipation of changing allocations, and during the academic year as emergent needs dictate.
STUDENT LEARNING OUTCOME (SLO) MATRIX

Accreditation Reference: The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Complete the grid by:
1. listing the program-level SLOs across the column headings,
2. listing the services provided down the rows, and
3. indicating which program-level SLOs are addressed in each service, by inserting an X in the appropriate cell(s) (i.e., where the service and the relevant SLO(s) intersect).

If a program-level SLO is not covered by any services in the program or a service does not contribute to any program-level SLOs, outline your plan to review the particular student service or expand the program-level SLOs in Section 2B of the Program Evaluation document. An example is provided at the bottom of the page.

Once completed, the grid will outline the linkage between the program-level SLOs and the course-level SLOs.

<table>
<thead>
<tr>
<th>Program</th>
<th>SLO #1</th>
<th>SLO #2</th>
<th>SLO #3</th>
<th>SLO #4</th>
<th>SLO #5</th>
<th>SLO #6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfer Center</td>
<td>Communication</td>
<td>Self-Management</td>
<td>Job/Career</td>
<td>Diversity</td>
<td>Learning</td>
<td>Self &amp; Identity</td>
</tr>
<tr>
<td>Advise</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Counsel</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Wkshops</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rep. Visits</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Referrals</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field trips</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>College Materials</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Student Computer Stations</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Student work Tables</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
INTENDED LEARNING OUTCOMES

#1 Communication
Students: prepare for Q & A with university/college representatives
explain transfer to friends & family
communicate with transfer colleges/universities departments & offices
communicate with other departments on the NVC campus
write the U.C. personal statement
identify [are aware] of their communication style

#2 Self-Management
Students: meet task deadlines
keep appointments
[time management]
collaborate with Transfer Center Staff on Ed Plans & Develop
keep transfer center materials
set transfer goals & take responsibility for their attainment

#3 Job/Career
Students: are aware of & appropriately utilize Career Center
choose their major based on career goals, or
choose their career goals based upon their major
[understand] (can express) the connection between college & career success

#4 Diversity
Students: develop working relationships with diverse individuals & groups
seek & develop (connections with) clubs & support services fostering diversity
talk about [are aware of] diversity & difference

#5 Learning
Students: [understand] (articulate) transfer requirements
understand, evaluate, and choose transfer options
Critical Thinking Skills
evaluate & contribute to transfer [plans] (planning)
[know] (verbalize) their learning styles

#6 Self & Identity
Students: confidently assert their identity
embrace their cultural values
[understand] ( ) their personal traits (strengths & weaknesses)

Legend: [ existing ] ( suggested change )

TC Share/ SLO (Student Learning Outcomes) Fall.2005

August 11, 2005
<table>
<thead>
<tr>
<th>NVC Strategic Goal #1 - 5</th>
<th>Objectives</th>
<th>Priority In Rank Order</th>
<th>Program Activities/Actions</th>
<th>Resources*</th>
</tr>
</thead>
</table>
| Increase Student Success | 3. Increase the number of transfers. | 1. | a. With the full-time Transfer Counselor Role with 23 extra days and the Student Services Specialist.  
  • Increase transfer students’ Ed Plans  
  • Conduct at least 4 Transfer Workshops  
  • Support Progress of transfer students  
  • Provide information to A.S./Cert. Students interested in transfer  
  • Increase number of TAA’s written as tracked by SARS system.  
  • Conduct select student appointments for TAA’s & Ed Plans.  
  b. Support 3 new 4-yr. College articulations.  
  c. Participate in supporting SSS/MESA college visitations.  
  d. Continue to assist Counseling division to open the student “appointment” distribution system.  
  e. Conduct the 32nd Annual University “Transfer Day” event.  
  f. Provide financial support for buses for valley H.S. students to attend “Transfer Day”.  
  g. Develop one transfer-related training for Counseling Division members. | Backfill Transfer Counselor during peak periods for her FroshYearExperience teaching assignment (@ $2400.00 Fall; $1200.00 Spring) = $3600.00  
Provide afternoon Transfer Center/Outreach Services support (“ypist/Clerk II @ step A for 10.5 months) = $11,840.00  
Augment Transfer Budget to pay for ”new” cost of paper University Catalogs. = $1000.00 |
| 7. Increase student retention | 2. | a. Bulk-mail Transfer Center brochure to Fall/Spring 1st Time transfer-indicated students asking students to meet during semester "slow time" with Transfer Center Personnel/ Counselors/ Student Services Specialists.  
b. Telephone or email follow-up of Fall/Spring 2006-07 1st time transfer-indicated students with a special focus on Native American, African American, Chicano/Latino/ Mexican American students. [These three groups and low-income and disabled comprise Transfer Center’s Title V special mandate]. |
|--------------------------------|-----|--------------------------------------------------------------------------------|
| 8. Increase student persistence | 3. | Bulk-mail Transfer Center Newsletter to all transfer-Indicated students each semester.  
Complete Transfer Center SLOs  
Complete Transfer Gen. Ed. SLOs |
| 4. | a. Revise/update the Transfer Center website.  
b. Continue to lobby state entities for the inclusion of CA Independents and Out-of-State Transfer data in CC outcomes reports. |

*New requests should be defined on resource forms and included in the unit budget.  
This form is on the Planning Committee Intranet site: http://intranet/planning/  
TC Share/06-07_Unit_Plan Form Transfer March 15, 2006

**NVC Planning Priorities – 2006-2007**

1. Increase FTES by 4%.  
2. Increase student retention by 0.5% per year – the percent of students who are retained in courses (i.e. who receive grades of A, B, C, D, F, CR, NC, I) out of total students enrolled in courses (A, B, C, D, F, CR, NC, I, W)  
3. Increase persistence by 0.5% per year – the percent of students enrolled in the next term out of students enrolled in the first term  
4. Develop Student Learning Outcomes at the program level and begin to incorporate SLOs at the course level  
5. Update the curriculum as required by Title V  
6. Address plans identified in accreditation, Student Equity Plan, and Program Evaluation and Planning.  
7. Increase diversity among the faculty and staff by 2% per year

November 29
# NAPA VALLEY COMMUNITY COLLEGE DISTRICT
# STAFFING
# FY 2006-2007

5041 Transfer Center
5051 New Majority

<table>
<thead>
<tr>
<th>Number &amp; Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget Center</td>
</tr>
</tbody>
</table>

## I. Current Staffing

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>FTE</th>
<th>Range</th>
<th>Grant Funded</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Administrative:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Confidential:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Faculty:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ronald Rhyno</td>
<td>Coordinator, New Majority Affairs &amp; Transfer</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Classified:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charlene LaRoche</td>
<td>Secretary II</td>
<td>.50</td>
<td>15.5</td>
<td></td>
</tr>
<tr>
<td>Mark Martin</td>
<td>Student Services Specialist</td>
<td>1</td>
<td>21</td>
<td></td>
</tr>
</tbody>
</table>

## II. Request for New Staff
(Requires Justification)

<table>
<thead>
<tr>
<th>Job Title</th>
<th>FTE</th>
<th>Range</th>
<th>Grant Funded</th>
</tr>
</thead>
<tbody>
<tr>
<td>TYPIST-CLERK II, Step A, 10.5 months, 2-year contract</td>
<td>.50</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>(Justification attached)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Submitted By: [Signature]

Approved By: [Signature]

Budget Center Manager

President / Vice President

August 11, 2005
FY 2006-07 BUDGET

Justification: Transfer Center Δ Outreach Services Typist Clerk II

In spite of high student contact activities and a diverse workload, the Transfer Center Δ Outreach Services operations, located in Room 316 of the Library, are the only student services advising, counseling operations with only .50 FTE secretarial/clerical support. The .50 Secretary II position provides Monday through Friday support from 8:30a.m. to 12:30p.m. Afternoon “support” is student workstudy help on an irregular basis.

Consequences:

• Student help is inconsistent and student skills vary greatly, requiring constant training and interruptions of Counselors/Student Services Specialist with student questions.

• Counselors with counselees are constantly interrupted in the afternoons by student help questions, or counselors have to answer phones and greet students in the absence of student help.

• Professional, confidential, and detailed tasks are confined to Secretary II availability in the mornings.

• The Outreach Counselor receives support from another counseling center secretary, causing inefficiencies, delayed and cumbersome communications.

Request: A 10-1/2 month, .50 FTE Typist-Clerk II on a two-year contract will provide district flexibility as services move or change due to the bond construction, and more importantly, provide full-day support to the Transfer Center Δ Outreach Services professionals.
NAPA VALLEY COMMUNITY COLLEGE DISTRICT

Request for Budget Augmentation
FY 2006-2007

Schedule C

Budget Center: Transfer Center
Activity: [Signature]

I. Operating Budget

This section is used to request and justify non-capital outlay addition to your department's 2006-2007 initial budget as shown in Schedule A. This applies only to Account Codes 523xx, 524xx, 54xxx and 55xxx. List in priority order.

<table>
<thead>
<tr>
<th>Account No. &amp; Description</th>
<th>Additional Amt Requested</th>
<th>Justification (Link to Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>11450 Part-time Counseling</td>
<td>$3,600.00</td>
<td>Back fill FYE Counselor Reles (Justification attached)</td>
</tr>
<tr>
<td>54210 Purchase of paper version of university catalogs</td>
<td>$1,000.00</td>
<td>Universities charging for catalogs (see attached)</td>
</tr>
</tbody>
</table>

II. Equipment

This section is used to request and justify equipment needs. Please refer to the Napa Valley College Accounting Manual for the definition of equipment. List in priority order.

<table>
<thead>
<tr>
<th>Description</th>
<th>Estimated Cost</th>
<th>Estimated Annual Maintenance Cost</th>
<th>Justification (Link to Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Instructional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Non-instructional</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Submitted By: [Signature]  
RON RHYNO

Approved By: [Signature]  
Presidents / Vice President  
OSCAR DE HARO

August 11, 2005
TRANSFER CENTER AUGMENTATIONS 2006-07 ACADEMIC YEAR

Back fill FYE release Counselor

The Transfer Counselor will be released 4 hours per week in 2006-07 to teach in the Frosh Year Experience program. The supplement will provide student advisement during student intensive fall term and the less intensive spring term including: counseling, advisement, Ed Plan development, and telephone follow-up of new, 1st time transfer-indicated students.

Purchase of University Catalogs

Universities now are charging for catalogs. The Transfer Center "new" unbudgeted costs exceed $1,000.00 in two-year cycles: $1,340.05 in 2004-05. The Transfer Center supplies 4-year university catalogs to the five counseling/advising centers. The cost will be in 2-year cycles consistent with university catalog printing cycles.
**SCHEDULE D**

**PROGRAM SPECIFIC EQUIPMENT REQUEST**

**Accreditation rationale:** Equipment supports student learning programs and services and improves institutional effectiveness.

Examples of program specific equipment include maps, skeletons, microscopes, artifacts, etc. They may be located in each classroom or centrally located in a workroom. For this request, consider equipment with a value greater than $200. All technology requests should be listed on Schedule E.

<table>
<thead>
<tr>
<th>Description</th>
<th>Estimated Cost</th>
<th>Estimated Annual Maintenance Cost</th>
<th>Justification (Link to Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Instructional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laptop computer</td>
<td>$1500.00</td>
<td>none</td>
<td>for classroom presentations; workshops, small group advising, orientations, etc.</td>
</tr>
</tbody>
</table>

D. Non-instructional

Submitted By: 

[Signature]

Budget Center Manager

Approved By: 

[Signature]

President/Vice President

April 2006
TECHNOLOGY REQUEST

Accreditation reference: Technology planning is integrated with institutional planning. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

In order to determine the feasibility of your idea, it is necessary to consult with the Information Technology (IT) Department. It is important that all computer related technology be centrally coordinated. This will allow the IT Department to know the full picture of the need, to plan for adequate capacity of equipment and infrastructure, and to ensure standardized equipment is purchased, if possible. It is equally important that all technology requests are consistent with the NVC Technology Plan.

Provide a general description of the project includes:
1. The equipment needed, students and/or staff who will be served, and how often it will be used.
2. Will installation and maintenance support be required?
3. Where will the equipment be located? Will space need to be modified?
4. Describe the infrastructure requirements (i.e. network, power, connectivity, security, etc.)
5. Software support needed (i.e. new licenses, upgrades, system integration, ongoing support)
6. Is additional furniture necessary?
7. Useful life of equipment – when will the equipment need to be replaced?

| 1.) Transfer Center Laptop – $1500.00 IT estimate. To be used for: classroom presentations; workshops, small group advising, orientations, etc. |
| 2.) No installation required. |
| 3.) Located in Transfer Center. |
| 4.) Infrastructure in place including security for storage. |
| 5.) District possesses software needed. |
| 6.) No additional furniture needed. |
| 7.) Replace in 5 - 7 years |

Cost estimates will be provided for priority projects only.

Submitted By: ___________________________ Approved By: ___________________________
Budget Center Manager President/Vice President

April 2006
**SCHEDULE F**

**FACILITIES IMPROVEMENT/RENOVATIONS REQUEST**

**Accreditation reference:** Facilities support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

This request is for small capital construction projects such as remodeling a small area, reconfiguring walls, building shelving, etc. Generally, projects should be under $5,000. Larger scale projects will be considered in bond construction and renovation plans.

In order to make sure that your idea meets legal requirements or is even feasible to do, we ask that you consult with the Director, Facilities Services, and address the following items on the form.

Provide a description of the project that includes:

- How the project supports the mission and objectives of your program
- Project description
- Location of the proposed project
- Health and safety impacts of the project
- On-going maintenance that will be necessary

None Requested as Library scheduled to be remodeled.

Cost estimates will be provided for priority projects only.

Submitted By:  

[Signature]

Budget Center Manager

Approved By:  

[Signature]

President/Vice President

April 2006

August 11, 2005
**PROFESSIONAL DEVELOPMENT NEEDS**

Accreditation reference: The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Please identify the professional development needs required for faculty and staff to stay current in the discipline, office technology, diversity, safety, instructional methods, and other areas. Specific training and estimated number of attendees are requested.

1. **What training needs have been identified from your program review?**
   
   Current Campus TLC trainings meet the Transfer Center needs

2. **What pedagogical training needs have been identified in your program review?**
   
   Counselors/Student Services Specialists training needs are met through Counselor conferences and Counseling Division Trainings and meetings.

3. **What types of technology does your program use? What technology training needs have you identified?**
   
   Datatel, SARS, Eureka, and Lazerfiche are primary applications used at present.


4. **What are the leading publications specific to your discipline and/or program?**
   
   UC and CSU publications are provided by those systems. Publications from other systems are requested as needed.

---

Submitted By:  

[Signature]

Budget Center Manager

Approved By:  

[Signature]

President/Vice President

April 2006
# Schedule H

## Learning Resources/Media Materials Request

### Books including Reference:

<table>
<thead>
<tr>
<th>Number of titles to add:</th>
<th>_____</th>
<th>None Needed</th>
</tr>
</thead>
</table>

Areas to consider for maintaining and developing a collection that supports this course and corresponding assignments:

- Titles that provide a multi-cultural perspective to the topics covered in the course;
- Gender perspectives on subjects; a literary, dramatic, or fictional perspectives for students to explore;
- Or titles that provide biographical information on innovators, leaders, or historic figures in the discipline.

Recommendations/comments:

Estimated cost for new materials:

### Periodical Titles: (Newspapers, Journals, Magazines)

<table>
<thead>
<tr>
<th>Number of titles to add:</th>
<th>_____</th>
<th>None needed</th>
</tr>
</thead>
</table>

Recommendations/comments:

Estimated cost for new materials:

### Electronic Databases and Indexes:

<table>
<thead>
<tr>
<th>Number of databases to add:</th>
<th>_____</th>
<th>None Needed</th>
</tr>
</thead>
</table>

Recommendations/comments:

Estimated cost for new materials:

### Media Collection (closed captioned or DVD):

<table>
<thead>
<tr>
<th>Number of titles to add:</th>
<th>_____</th>
<th>None Needed</th>
</tr>
</thead>
</table>

Recommendations/comments:

Estimated cost for new materials:

---

Are library/learning resource service hours adequate for this course/program?  
Yes _X_  No ___

Is the quantity of materials sufficient for students within needed time frame?  
Yes _X_ No ___

Will library/learning resources assignments be used in your course?  
Yes ___ No _X_

Will this course/program require the assistance of library faculty for orientations or other information competency instruction?  
Yes ___ No _X_

_____ I would like to meet with a Librarian for developing a plan for selecting and adding materials to the Library or Media Center.

_____ To keep the collection reflecting current knowledge, I will alert the librarians of new developments in my field and send suggestions of books and other materials to be ordered.

April 2006

August 11, 2005