

**INSTRUCTIONAL PROGRAMS AND AREAS  
PROGRAM REVIEW/PLANNING AND EVALUATION PROCESS  
QUESTIONNAIRE FOR NON-INSTRUCTIONAL PROGRAMS**

**INSTRUCTIONS:**

Complete all sections as instructed. Click the shaded sections to type your answer. When completed, please save your file and e-mail as an attachment to tanya\_hanton@westvalley.edu.

**A. INTRODUCTORY QUESTIONS:**

1. Program Name: ***Educational Transition***

2. Person(s) completing the questionnaire: *Susan Horton*

3. Date of completion: *11/7/07*

4. What are the primary purposes of the program? Check all that apply.

- WVC Degrees and Certificates
- Transfer Courses
- VC General Education
- Lifelong Learning/Life Enrichment
- Occupational / Vocational Courses
- Student Support Services
- Academic Support Services
- Administrative Functions

5. In one paragraph, how does the program further the College's mission and goals? (only new information need be added)

*The Educational Transition Adult Re-entry Program (ET) offers multi-component support services to decrease barriers and facilitate access, retention and success for distinctive adult populations that may have economic, cultural, linguistic, familial, academic, personal and geographic challenges. ET furthers the college's mission to assist students through the matriculation process: access (outreach and admissions), registration, orientation, assessment, educational planning, counseling and follow-up. Re-entry services support academic learning and positive outcomes for students pursuing vocational certificates, associate degrees, transfer programs, and courses for basic skills, job skills, and personal enrichment. ET furthers the college strategic goal of fostering a diverse and inclusive learning community that is inviting, welcoming and supporting of all students. Prospective and currently enrolled adult students may access services from ET. Enrollment in a West Valley course is the only requirement for accessing on-going ET services.*

6. In one paragraph, what significant events have affected or impacted the program since the last program review?

*In fall, 2004 the program lost its only full-time counselor when he was assigned to an interim counseling position in Career Programs. Associate counselors (1.5 FTE) currently provide counseling services to the program's 700 students (fall, 2007). As of July 1, 2007 funding for ET's full-time counselor ended. The previous full-time ET counselor will not be re-assigned to ET and backfill funds are no longer available to pay associate faculty. In fall 2007 associate counselors are being paid with augmentation and Matriculation funds that may not be available every year. To adequately meet the needs of ET's growing and diverse adult populations, the program must maintain a minimum of 1.5 FTE associate counselors along with 1.0 FTE for a permanent re-entry counselor. Such significant program growth has also impacted the work of the office coordinator who is the only full-time classified employee in ET. Her work has more than doubled and changed significantly to support program accountability,*

*student services and student learning outcomes. The office coordinator position needs to be re-classified and a full-time receptionist must be hired to handle student intake and the scheduling of counseling appointments. Another impact on the program has been the enormous increase of ESL students (27%), especially from the Middle-East (25%). It is vitally important for ET to continue serving this population with a staff that relates to their bi-cultural/bi-lingual needs.*

## **B. DATA ELEMENT ANALYSIS SECTION (ANALYSIS AND RESPONSE)**

1. In analyzing any available program data concerning student use of services:
  - a) What significant trends are revealed in the data?
  - b) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

*Program analysis is based on fall, 2007 statistics*

*Analysis of program data in fall reveals that 700 students are accessing services in ET. Though student intake forms are not thoroughly completed by all students, 668 indicate that they are accessing ET services for academic and career counseling. Some students indicate that they also want assistance for financial aid (256), confidence building (75), time management (110), childcare (36), housing (36), job assistance (119), tutoring (273), and group support (68). Counselor comments in student files and in SARS indicate that students primarily contact ET for information about general education, associate degree or transfer requirements, certificates, educational planning, career changes and courses to upgrade job skills.*

*In Spring 2006, ET conducted a matriculation project survey and received responses from 158 former and continuing re-entry students. Though the survey was conducted 1.5 years ago, the information obtained helps us to evaluate effectiveness of service and areas that need further attention and development. A bulk mailing was sent to 950 students that were randomly selected from ET files from spring 2002 through Fall 2004. Out of the 158 respondents 61% were former students and 39% were currently enrolled. The respondents indicated that 69% accessed services for counseling and another 51% for educational planning (a counseling function). Students reported seeking support for other services such as priority registration (47%), supportive environment (46%), book vouchers (24%), networking with students (14%), and orientation workshops (12%).*

*Data reveals a trend that adult learners "take initiative" to access specialized services that will support their success in college. Intake forms indicate that students often refer other students to ET. Student use of ET services has more than doubled in the past five years and written comments, from the matriculation survey, indicated that many students wished they had known about ET earlier in their college career. In last year's program review completed in spring of 2007, ET reported that 900 students were using services. We anticipate that approximately 900 students will participate in ET by spring 2008 with the registration of new students in spring 2008 and the addition of new currently enrolled students who are referred to ET by counselors, instructors and other students.*

*Analysis from available data demonstrates a need for consistent on-going institutional resources to staff the ET Program. It is imperative for the college to hire a full-time classified office receptionist to handle intake and appointment scheduling for the huge influx of re-entry students seeking counseling services. The current office coordinator's position needs to be re-classified to reflect her increased responsibilities related to program accountability and student learning outcomes. ET vitally needs a full-time counselor to replace the counseling position that was lost. Associate counselors are a continuing need to meet the diverse and unique needs of adult populations. The college and ET will also greatly benefit from the hiring a .60 outreach specialist to recruit on-campus and community re-entry students. A .60 MIS specialist is also needed to accurately record and analyze student data that will help ET to evaluate effectiveness of services.*

2. In analyzing any available program data concerning student demographics (e.g. gender, age, ethnicity):
- What significant trends are revealed in the data?
  - What factors might contribute to any program differences compared to college-wide data? See attachment for college-wide statistics.
  - What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

*ET data from fall, 2007 indicates that 82% of students are female. The college wide data reports that 58.6% of students attending West Valley are women. ET's larger female population may reflect the fact that college re-entry programs have traditionally served women. Also, many women in need of childcare, financial aid, housing, college/community resources and confidence building are referred to ET for assistance. Further, many past grant funded projects were focused primarily on female populations such as single parents, displaced homemakers, women majoring in non-traditional careers (gender equity), former welfare recipients, immigrants/refugees and domestic violence victims. Though most state grant funding for special populations has ended, women continue to seek retention services from ET.*

*College data reports that 39.1 % of students on campus are male compared to 18% in the ET program. Though ET's male population is lower than the college, it has actually grown significantly. A decade ago ET's male population was only 7%. Retention of male students in ET is high and has been about 18% for the past three years.*

*The greatest number of students in ET (583) are over age 25 with the largest number (235) being between the ages of 40-49. The second largest group (215) is between the ages of 25-39 and 133 students are over age 50. Younger students (18-25) in ET are usually financially independent and have adult responsibilities (e.g. children, employment, etc.) Some younger students simply want to access ET services because they like specific counselors, staff members and/or other services that are offered. ET age data does not correspond with the age-range data collected by the college. However, 37.5% of West Valley students are over age 25, indicating that many more adults attending WVC could benefit from re-entry support in ET.*

*ET's intake form indicates that 54% of students in the program are white but it is more accurate to report that "white" students are about 49% of the ET population. Over the past couple of years, we realized that many Middle-Eastern students report that they are "white". Less than half of ET students are white as compared to 57.4% for the college. ET's second largest population, 24%, is Middle- Eastern, mostly from Iran but also Afghanistan, Pakistan, Iraq and Saudi Arabia. A former state FSS grant, First Stop, First Look for Immigrants and Refugees helped ET to initiate services for ESL students. Retention of this population in ET is high and new immigrants/refugees access services each semester. Among specialized counseling programs, ET serves the greatest number of immigrants/refugees on campus.*

*ET serves 71 students (10%) that are Hispanic, 69 (10%) Asian and (3%) African Americans. Four percent of students decline to state their ethnicity or report themselves as "other non white." This analysis further supports our need for a full-time counseling position and continuation of associate counseling services. Counselors in ET must be sensitive and experienced working with diverse populations of students from a variety of social, ethnic, language, cultural and financial backgrounds. It is beneficial for the college if some of the ET counselors are bi-lingual/bi-cultural.*

*The analysis also supports the need to re-classify the office coordinators position, hire a full-time receptionist, part-time outreach specialist and part-time MIS specialist. Increased staff will help ET to reach out and serve increasing adult populations that are seeking higher education. More staff will also help the program to implement new initiatives that meet student needs.*

3. In analyzing any available program data concerning program "satisfaction" (e.g. extent of services available, timeliness of appointments, effectiveness of service, follow-up opportunities, referral process to other services, contribution to personal or academic development).

a) What significant trends are revealed in the data?

b) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

*In 2007-2008 counselors are giving students a short questionnaire to ask students if their objectives were met during the counseling sessions. Though students normally respond with a "yes", asking for feedback helps ET counselors to determine if student needs were satisfactorily addressed.*

*In the Matriculation Project report 70% of students rated services as excellent or above average. Students reported that services such as counseling, priority registration, educational planning, book assistance and referral services were most helpful for their success. Forty students included positive written comments about counseling, educational planning and other ET support. A few students (6) gave positive suggestions for improvements such as "ET needs to advertise more" and "make the ET orientation a requirement." Most said they wished they knew about ET earlier.*

*The data reveals that re-entry services are extremely valuable in helping adult learners to persevere and succeed in college. Responses indicate a need for more outreach services on campus and the community. Students clearly report that they would benefit from accessing re-entry services early in their college careers. Though only one student commented about a lack of "follow-up" this is a reminder for staff to inform students about the process to initiate follow-up appointments.*

*This analysis points out the need for additional counseling FTE and classified staff to meet the needs of current and future re-entry students. Because most of the data analysis is from the Matriculation Project, ET needs additional staff to provide continuous data analysis for the entire population of ET participants every semester.*

4. In analyzing available program data concerning success measures (e.g. transfer rates or AA degrees, retention rates for students, course completion, and/or contribution to student learning):

a) What significant trends are revealed in the data?

b) What factors might contribute to any significant differences from the College averages? See attachment.

*In ET's Matriculation Project of 158 students, 34% reported that they earned an A.A. Degree, 18% received certificates, and 16% transferred to 4-year universities. The completion rate for ET students is 68% compared with the college rate of 61.3% (2007). Further, college success measures were analyzed over a six year-period while ET measured success for 3.5 years. Also, 39% of students in ET's Matriculation study were still taking classes at West Valley. It is probable that the completion rate for ET students is higher than the rate of all college students at WVC within a six-year period.*

*ET Program statistics could be significantly improved if ET could access graduation information from the college Datatel system. Currently, ET needs to rely on a manual process taken from graduation petitions filed in the Admissions and Records office. ET also relies on e-mail communication and direct student contacts to learn about students' completion of goals. In spring 2007 the program sent out 55 invitations to the "End of Year" Celebration which honors graduate and transfer students. The number would have been higher if accurate data could be accessed.*

*Additional ET staff is needed to compare data from all ET students that will give an accurate and complete comparison with all West Valley students. A position of at least a .60 MIS specialist is necessary for ET to consistently measure retention, course completions, and success measures such as degrees, certificate and transfer rates.*

5. Are there any data or factors (e.g. integration of technology; college, district, or state expectation or mandates) concerning staffing in the program, that suggest a need for increasing or decreasing program staff (e.g. permanent and associate FTE, permanent and hourly classified staffing or administrative staffing)?

*College and District expectations, state mandates and technology all suggest a need for increasing program staff. Classified responsibilities have greatly increased to meet college and state expectations for data collection and analysis related to access, retention and success. Student learning outcomes require a more careful focus and reporting of student accomplishments, goals and satisfaction.*

*Integration of technology further increases responsibilities of classified staff and counselors to communicate with students on-line. Increasing numbers of students contact the program through e-mail to ask for academic and career guidance. This is a trend that will grow as more people use technology to take care of business that was previously handled in face to face interactions.*

*Program growth and diversity requires additional counseling FTE to provide multiple delivery services that are accessible, flexible and convenient for adults who have multiple responsibilities and constraints. Many adult students are unable to physically attend college but may have the time to take on-line courses.*

### C. STUDENT LEARNING OUTCOMES (ANALYSIS AND RESPONSE)

1. Considering any program level Student Learning Outcomes that have been developed:

- a) What relevant findings have been derived through the SLO assessment process?
- b) What changes have been implemented, or are planned, based on the findings since the last program review?
- c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

**NOTE: Please contact LeAnn McGinley (741-2402), Assessment Coordinator, with any questions concerning SLOs.**

ET has focused on student learning outcomes through program retreats held in spring and fall of 2007. Le Ann McGinley gave a presentation on SLO's during the spring retreat. ET staff members used the information from the spring retreat to focus on SLO's at the retreat in fall. In spring of 2007 students were asked SLO questions following counseling appointments. This fall we are revising the questions to more thoroughly examine whether counseling objectives are met and if students feel they learned to carry out some of the following: applying, registration, educational planning, career planning, applying for financial aid/scholarships, transfer, accessing resources and help for personal and family problems. ET counselors are planning a meeting to write uniform objectives for orientation workshops and SLO's to determine if student learning was achieved.

## D. EXTERNAL INFLUENCES SECTION (ANALYSIS AND RESPONSE)

1. If applicable, considering the effect of external influences on the program's purposes and goals:
  - a) How do accreditation requirements, government regulations, advisory boards, labor market demand, transfer institution articulations or other external factors affect the program?
  - b) How might these influences form the basis for an action, objective, or request for resources?

*All of the above mentioned external influences affect the program's purposes and goals. Accreditation requires all educational programs to develop and implement student learning outcomes. This means ET needs to continuously collect and evaluate student feedback related to all services.*

*The labor market demand has a direct impact on all student populations. Many students in ET are unemployed or extremely low wage earners. Re-entry students return to college to prepare for new careers or to upgrade skills for current employment. When unemployment is high in the community, enrollment increases for adult students on the WVC campus.*

*External factors contribute to a need for more classified FTE and counseling FTE.*

## E. STUDENT FACTORS SECTION (ANALYSIS AND RESPONSE)

1. What program changes or initiatives has the program implemented since the last program review to meet the needs of its student population?

*ET implemented a series of workshops to help ESL students with registration and educational planning.*

*ET coordinated and implemented two summer Success Workshops for new re-entry students in August of 2007. One workshop focused on the general re-entry population and the other one was designed for new ESL students. The workshops were funded by Matriculation.*

*ET implemented spring and fall orientation workshops focused on assisting adult learners with campus information, registration and educational planning.*

*ET's VATEA funding was renewed to assist career programs students with book purchases. Each qualified student receives a \$50. book voucher per semester.*

*ET fine tuned the process for including and notifying adult students about "priority registration"*

*ET called all program participants to remind them to have a current educational plan on file.*

*ET Staff members called all students with assigned "end dates" in Datatel to see if they needed ET assistance to continue and complete their education.*

*ET called all students that received notices through the "early alert" system.*

*ET increased drop-in counseling services during peak registration times.*

*ET collaborated with Women Studies, English instructors and the Student Activities Office to provide student events during Women's History month. Events normally focus on historical accomplishments of women and issues related to inequity, health, political and socio-economic concerns.*

*ET collaborated with other programs to present student events such as "The Color of Fear" to raise awareness of concerns related to race, discrimination and inequity.*

*ET continues to publish its newsletter, the Grapevine, on-line every semester to inform students of important dates, deadlines, events and scholarship information.*

## F. SUMMARY AND CONCLUSIONS SECTION:

### 1. General conclusions and summary statement.

*ET provides a welcoming, encouraging and supportive environment to help adult learners overcome intimidation, fear and isolation in the college community. Many adults that begin or return to education represent non-traditional populations including, the unemployed, working poor, single parents, immigrants/refugees, displaced homemakers, domestic violence victims, recovering substance abusers, ex-offenders and current/former welfare recipients. Many are seeking higher education to prepare for new careers, immediate employment, or to work on certificates, associate degrees or transfer programs.*

*In our college mission we state that we want to encourage students "to seek knowledge and wisdom as lifelong learners." In contemporary society people tend to work years longer and will likely change careers several times before they retire. In October 2006, Arnold Bojorques, the state Matriculation Coordinator, forwarded an article published in the New York Times entitled "Community Colleges Want You." The article states: "As they begin to hit retirement years, baby boomers are expected to flood community colleges for the credentials and training they will need to reposition themselves for second careers. The nation's 1,200 community colleges see the wave coming. They are scrambling to create new programs to help this older generation choose their second acts, and they are strengthening existing courses to make them more relevant to these students."*

*West Valley needs to hire staff and expand re-entry services to support the expected "wave" of adults that are "motivated to expand their human potential" and enrich the quality of their lives" (WVC college catalog, page 2) through a community college education.*

### 2. Program Strengths:

*The ET staff works as a team and all are dedicated, committed, and passionate about helping re-entry students to succeed. The program provides a welcoming, encouraging, supportive environment for non-traditional students representing a variety of diverse cultural and socio-economic backgrounds. A specialized strength in the program is that two of the associate counselors are Middle-Eastern and speak Farsi/English. Many adult immigrants/refugees are attracted to the program because of the sensitive and caring help they receive from ET staff members.*

*All ET staff members were former re-entry college students themselves and have a depth of experience that relates to student concerns. At ET events students often express their appreciation for the support, encouragement, friendship and compassion they have received from ET staff members.*

### 3. Program Challenges:

*The ET program is growing but our resources are shrinking. It is especially devastating to lose funding for the full-time counseling position. Backfill money for this position enabled us to hire associate counselors but now reliable, steady and secure money is no longer available. ET serves between 700-900 students annually and could potentially serve many more if we had adequate staff and faculty. ET operates on a low budget for supplies and a non-existent budget for equipment. Many ET staff members use their own resources to provide food, decorations, and awards at re-entry events such as the End of Year Recognition Ceremony and Back to School Welcome.*

**G. ACTIONS AND OBJECTIVES SECTION**

Based on the foregoing analyses and findings in Sections A. through F., what are the program's intended actions or objectives for the next three years?

*Intended "actions" for the next three years include:*

*Re-classifying the current office coordinator's job to reflect increased responsibilities.*

*Hiring a full-time office receptionist to handle student appointments and intake.*

*Hiring a full-time counselor to replace the one that was lost due to re-assignment.*

*Maintaining associate faculty positions at 1.5 FTE*

*Hiring a part-time (at least .60 FTE) adult outreach specialist*

*Hiring a part-time (at least .60) MIS specialist*

*ET will work on the following "objectives".*

*ET will continue developing, evaluating, and implementing student learning outcomes.*

*ET will develop and implement services yearly to meet the needs of diverse populations of adult learners.*

*ET will continue services through the internet to serve working adults with multiple time constraints and inflexible schedules.*

*ET will implement re-entry services at the Campbell faculty and Leigh High School and in locations in business, industry and the community (based on adequate resources and staff).*

*ET will revise the database to record more information about retention, course completions and accomplished goals (based on adequate staff).*

*ET will continue to collaborate with other student service programs and instruction to provide events that raise awareness of issues of gender, poverty, race and culture.*

**Timelines**

*Over the next three years, what are the program's timelines (in terms of predicted initiation and completion dates) for the stated actions or objectives?*

*In fall 2007, the ET office coordinator's job will be re-classified to reflect her increased and changing job responsibilities.*

*In 2007-2008 ET will hire a full-time office receptionist to handle intake and the scheduling of counseling appointments (given adequate resources).*

*In 2008-2009 ET will hire a re-entry counselor, 1.0 FTE, to replace the full-time position that was lost due to a re-assignment.*

*In 2007-2008 ET will maintain associate counseling at 1.5 FTE (given adequate resources)*

*In 2008-2009 ET will advocate for the college to hire at least a .60 FTE Adult Outreach Specialist. The Outreach Specialist will work in the Outreach and Recruitment office.*

*In 2008-2009 or 2009-2010 ET will hire at least a .60 FTE MIS Specialist to keep current data about access, retention and success of students.*

*ET timelines for the following objectives.*

*In spring 2007 and beyond - ET will continue developing, evaluating, and implementing student learning outcomes*

*In fall 2007, ET will develop and implement services "yearly" to meet the needs of diverse populations of adult learners.*

*In spring 2007 and beyond ET will schedule outreach activities for adult learners in the community*

*In 2009-2010 ET will implement services at off campus sites such as the Campbell faculty and Leigh High School (based on adequate funding and staff).*

Which of these actions or objectives would be initiated and completed within the coming year, given adequate resources?

*Re-classifying the office coordinators position to reflect increasing responsibilities*

*Hiring a full-time office receptionist to handle intake and the scheduling of counseling appointments.*

*Hiring a full-time re-entry counselor 1.0 FTE to replace the position that was re-assigned.*

*Hiring associate counselors 1.5 ET to continue providing support services for adult learners.*

*Continue developing, evaluating, and implementing student learning outcomes.*

*Develop and implement services to meet the needs of diverse populations of adult learners.*

*Continue services through the internet (counseling and the newsletter) to communicate important information for access, retention and completion of goals.*

*Revise the database to record more information about retention, course completions and accomplished goals (based on adequate staff).*

*Continue collaborations with other student service programs and instruction to provide events that raise awareness of gender, poverty, race and culture.*

**H. RESOURCE REQUESTS 2006-2007**

1. Please indicate if any of the resource requests identified in the previous program review were funded through one or more of the various WVMCCD resource allocation processes that were available in 06 – 07 (e.g. FTE allocation, classified staff, one time funding, budget augmentation, facilities, Land Corporation):

Please complete the following table (leave blank if the answer is not applicable):

FUNDED by WVMCCD?

Full-time faculty FTE: <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially
Associate faculty FTE: ET associate faculty is being paid with augmentation funds. These funds may not be available to fund associate counselors in the year 2008-2009.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Classified Staff FTE: <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially
Classified Hourly (in dollars): <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially
Administrative Staff FTE: <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially
Facilities (brief narrative description): <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially
Equipment (brief narrative description with estimated total cost): ET received one-time funds to purchase three computers for student use @ a cost of approximately \$1,400 each.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially
Supplies (brief narrative description with estimated total cost): There was a small increase in the supply budget due to budget augmentation.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partially
Staff Development (brief narrative description): <i>Click once here and type your response</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Partially
Other (please specify): <i>Click once here and type your response</i> Matriculation Funding for two summer success workshops and some summer front desk coverage and counseling staff.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially

2. What have you been able to accomplish as a result of the resource obtained?

(e.g. improved retention success and persistence, improved equity, new SLOs, higher enrollment, new online or satellite campus classes....)

NOTE: The Program Review Committee realizes that in some cases, accomplishments and changes resulting from resource acquisition are too recent to be measurable. The current Program Review process is only one year old. Future reviews of funding requests will focus on accomplishments and change occurring over a two-year period.

*Click once here and type your response*

## I. RESOURCE REQUESTS 2007-2008

**Please complete the following table (leave blank if the answer is zero or none):**

Full-time faculty FTE: To accomplish the stated actions and objectives ET needs a full-time re-entry counselor at 1.0 FTE to provide regular and consistent counseling services to students. To implement effective services, advocate for the program and to take care of supervision and business needs, the coordinator position for ET needs to remain at 1.0 FTE.

Associate faculty FTE: For quality of service for diverse populations, the program needs to continue hiring associate faculty at 1.5 FTE.

Classified Staff FTE: The current office coordinator's position is 1.0 FTE and the only classified position funded by the college for ET. The program needs a 1.0 receptionist to accomplish actions and objectives.

Classified Hourly (in dollars): The current office coordinator's position is 1.0 FTE and the only classified position funded in ET. The program needs a 1.0 classified receptionist to accomplish actions and objectives.

Administrative Staff FTE: N/A

Facilities (brief narrative description): ET is located in a dilapidated temporary building that was placed on the campus 42 years ago. Square footage for the six offices, workroom and student lounge is 733. The furniture is old and decrepit. The program has inadequate storage, meeting space and work areas for completing large tasks. Part of the student lounge is used for storage and ET meetings and scheduled in rooms located in the DESP Program.

Equipment (brief narrative description with estimated total cost): Currently, every person in ET has a computer but some need to be replaced. We have a small older copy machine. ET needs 2 new computers @ \$1,400 each and a Fax machine. We also need a newer more efficient copy machine.

Supplies (brief narrative description with estimated total cost): ET should be working with a supply budget of about \$2,000 annually. The program has been working with an annual college supply budget of between \$275-\$375 for the past three years. Supplies needed for operation include: Paper, print cartridges, file folders, pens, advertising handouts/posters, awards and small office equipment. ET staff members often use their own resources to purchase supplies and food for ET events.

Staff Development (brief narrative description): We receive \$400 annually to help counselors with expenses for conferences and workshops.

Other: *Click once here and type your response*

When completed, please save your file and e-mail (using the File: Send To menu) to tanya\_hanton@westvalley.edu