

**EVALUATION REPORT
PALO VERDE COLLEGE
Blythe, California**

**A Confidential Report Prepared for
The Accrediting Commission for Community
And Junior Colleges**

Western Association of Schools and Colleges

**This report represents the findings of the evaluation team's visit to Palo Verde College
from March 20 – 22, 2002**

D. Roe Darnell, Chair

COMMENDATIONS

The team commends the college for:

1. Beginning a strategic planning process that benefited from the use of a facilitator and included representation from the college's leadership groups.
2. Initiating a needs assessment, performed by a professional firm, to assist them further in the planning of programs, student services, strategic planning and, most importantly, the College's role in the Community.
3. Identifying a researcher position to fill the need for data that will assist the college in fully meeting the requirements related to institutional effectiveness.
4. Serving the community through the Spring Street non-credit programs.
5. Providing educational opportunities to the Needles community and the Ironwood State Prison inmate population.
6. Its positive response to the recent crash of the college computing system.
7. The substantial progress that has been made in the improvement of the quality and quantity of information and learning resources available to students, faculty and staff and for increasing opportunities for student success through the expansion of tutorial services and learning skills support.
8. Providing support whereby approximately 50% of the classified staff is currently enrolled in AA, BA or MA programs.
9. The progress the Board of Trustees has made in governance, establishing its roles as a policy maker rather than a management body and for its work towards a planning agenda for the District.

RECOMMENDATIONS

The team has made ten recommendations directed toward the improvement of programs and services provided by Palo Verde College. Three of the recommendations are broad-based and address college-wide efforts that have begun and are in progress but will benefit from a broader consideration.

It is recommended that:

1. The institutional Planning Committee immediately redefine the institutional planning process to ensure the use of comprehensive, reliable, and relevant data for setting strategic priorities, for defining the intended outcomes of planning efforts, and for linking other college plans. Planning developments should be shared with the college and community at large.
[3.A.1, 3.A.3, 3.B.1, 3.B.2, 3.B.3, 3.C.1, 3.C.2, 3.C.4].

The construction program, located on a lot owned by the city redevelopment agency, focuses on the construction of a 1300 square foot home by students under instructional supervision. The team found the instructor to be enthusiastic, knowledgeable, and professional. This is a great example of a partnership that serves the purposes of the demographics and economy of the community.

The team also visited the automotive program located at the high school. Although this program is serving a need in the community and specifically a need to provide a vocational opportunity to high school students it is experiencing challenges related to equipment and the size of the facility. The college has a long-term plan is to build a vocational education building at the new campus on the mesa. The implementation of this plan began this year with the drawing of preliminary architectural plans and the inclusion of the building in the state facilities budget.

The college is currently offering educational opportunities by distance education at a local prison, by face-to-face instruction at a facility in the city of needles, and at the Ben Clark Training Center in Riverside. All of these programs deliver educational experiences to a specific group, or population, with identified needs.

The review of class seat count data revealed that a pattern of many class cancellations persists. Student interviews indicated that the number of class cancellations is a source of dissatisfaction. In special circumstances where the student is unable to complete program requirements the college makes an effort to substitute an Independent Studies contract for an unavailable class. The Vice President of Instruction indicated that approximately 10 of these contracts are made each year.

The college maintains an adequate student to counselor ratio at the main campus. However, there is a need to provide increased academic services at the Spring Street, and Needles facilities.

The team also reviewed the program review documentation, and conducted interviews with both faculty and administration in an attempt to validate Standard 4.D.1. The program review process is a form of self-study with some limited statistical data included. The faculty expressed some lack of knowledge regarding how the program review material was used in planning or if it was used. On the other hand the Vice President of Instruction gave clear examples of how the material was used to schedule classes, hire faculty, and identify programs that might not be viable. The disparity between faculty and administration reinforced a common theme that permeated the college. There is a need to better involve the faculty in college processes through a systematic approach that includes familiarization with all college processes, the purpose and outcomes of the process, and the consistent application of those processes.

In an attempt to validate Standard 4.D.2 the team reviewed the correlation between syllabi and course outlines. The team observed a lack of consistency in the content and quality of individual syllabi as they reflected the college's approved course outlines. The team also could not validate the existence of any syllabi for many classes.

There is no active student government and student activities program at Palo Verde presently. Discussions with many students indicate no desire or enthusiasm to participate in the student activities. A Leadership course is offered to develop leadership skills and parliamentary procedures.

Admissions and Records maintain all student records. Despite a crash of the college computer system the college has managed to resurrect all student records and files manually. The college has yet to fully implement a new computer system to manage its institutional needs.

Following a regular schedule, the College's student services department conducts a Program Review of the individual components of its services to assess program effectiveness and to recommend changes to each evaluated program and service. Review of the records show that a Program Review was conducted on the following programs/services since the last site visit: Admission and Records, Assessment and Course Placement, Career Development, Child Development, Counseling, DSPS, EOPS, Financial Aid, Student Activities, and Transfer Center. Program Review generally relies on student surveys to assess effectiveness

Conclusions

New institutional expansion, relations with the community, the Needles project and increased enrollment at the prisons necessitate an evaluation of potential staffing increase, public relations and marketing and relations with high schools. PVC's recent activities reveal a number of students aspire to complete the four-year degree. Moreover, college responsibility for coordinating enrollment management concerns is not established. Consequently, the transfer process appears to be uncoordinated and does not have a broad based effort involving the entire spectrum of the college. This college-wide effort requires alert attention, assigned responsibility, and resources to assure full implementation of a viable enrollment management plan.

The College would be served to explore alternative quantitative measures to enhance program review and assessment of services. It is apparent that much concerted energy is given to provide the very best services possible in individual areas and innovation stems from these independent areas. One notable and recent innovation is the ACE grant to assist at-risk students. There are many other efforts and initiatives to serve students that demonstrate the deep commitment PVC Student Services has to better support student success.

The Self Study committee made comprehensive evaluations and developed realistic plans which should meet the accreditation standards. The College provides an array of student services and makes efforts to improve services and initiate new innovations in student services. It recognizes a need to improve efforts to provide appropriate services to new populations with emerging needs. Improved communication and integration of services is key to make the best use of services already available and necessary to draw on the wealth of experience and rich knowledge provided by student service providers. This includes the growth and future development of a comprehensive and integrated student service programs. As new student populations emerge, the college needs to rely on objective needs assessment and an established plan to respond to associated needs. Implementation of reported plans in a timely manner should result in accreditation standards being met and will result in the desired improvements the College is interested in achieving.

Commendations

The college is commended in the establishment of partnerships to provide services to the prison population.

The college is commended for its response to the recent crash of the computer system.

Recommendations

It is recommended that:

4. The college develop and implement an effective enrollment management plan based on current and projected data about the college service area and students served. The plan should address declining and/or increasing student enrollments, changing demographics, current instructional needs of the community, and excessive cancellation of the printed course offerings in the schedule of classes. (Standards 1.2,1.3, 2.1, 3A.1, 3B.1, 3C.1, 4D.1, 4D.5, 5.3, 5.4, 5.6, 5.7, 5.10, 6.6,6.7, 7B.2, 9A.2, 10C.1)
5. The college develop policies and procedures that delineate the roles of counselors and Para-professional advisors and formalize selection standards, training and referral mechanisms for advisors and counselors to improve student support. (Standard 3C.1, 5.3, 5.6, 5.7, 7B.1, 7B.2, 7C.2)

Standard Six - Information & Learning Resources

Observations

The team found that the information and learning resources available are sufficient to support the institution's programs at the Palo Verde campus. The Learning Resources Center (LRC) is now housed in a larger, new facility, which has greatly improved the access to books and other materials, as well as increased support for computer access, including DSP&S computer use. The new facility was well planned and offers students and staff an aesthetically pleasing environment in which to pursue study and research. LRC computers have been networked and have Internet access. Wireless access is also available. The book print collection has increased as well as the periodical holdings, videos, DVD's, etc. The library's electronic catalog is available from any computer on campus. Full-text electronic periodical databases are available for research. There are plans to increase the use of the LRC web pages to direct students not only to additional information on the web, but to provide more in-house generated information about the library and its resources, including a directory and opening hours, etc.

The Learning Skills Center (LSC) supports students in a new "computer mall" location in the laboratory/classroom wing, and offers students tutoring and learning skills support in a variety of subjects, accessible to all students from remedial to advanced, including ESL. A collection of videos and other curriculum support material is housed in the LSC. The material is not catalogued and therefore not accessible through the electronic catalog. The LSC plans to launch its web pages in the near future.

Conclusions

The institution does provide sufficient information and learning resources and services to support the institution's intellectual and cultural activities and programs at the Palo Verde campus. However, access to these information and learning resources at off-campus sites is not sufficient and needs to be addressed. This deficiency is recognized in the self-study and is evident through conversations with staff and students.

With the planned retirement of the current Director of Learning Resources at the end of this spring semester, attention needs to be paid to recruiting professionally qualified staff to provide appropriate support to users of information and learning resources.

A decision needs to be made regarding the physical location of the Learning Skills Center. The college is considering moving the center into the Library area, splitting it between the two buildings or leaving it where it is presently located in the mall area of the classroom/laboratory building. With the arrival of the new Vice President of Instruction, this decision should be made soon.

Funding for learning resources has been sufficient in the past but not always consistent. Funding for information and learning resources should be a district priority, even though outside funding sources and state monies to supplement district funding are also available.

Commendations

The college should be commended for the substantial progress that has been made in the improvement of the quality and quantity of information and learning resources available to students, faculty and staff and for increasing opportunities for student success through the expansion of tutorial services and learning skills support.

Recommendation

It is recommended that:

6. The college review its learning support services for students at off campus sites, in order to provide comparable access to information and learning resources to support the courses, programs and degrees offered at these sites. (Standard 6.1)

Standard Seven - Faculty & Staff

Observations

An early retirement incentive program is creating substantial impact with the retirement of six faculty and administrators throughout the Spring 2002 semester. The college recognizes that these retirements could have a negative impact on the college's ability to offer some courses or programs and could exacerbate its current difficulty in offering needed GE courses in a timely fashion. The college is also aware of the opportunity to reshape the college's offerings through the strategic selection of new faculty.

JUN 30 2008

EVALUATION REPORT
PALO VERDE COLLEGE

One College Drive
Blythe, CA 92225

A Confidential Report Prepared for
The Commission for Community and Junior Colleges
Western Association of Schools and Colleges

This report represents the findings of the evaluation team that visited Palo Verde College from
March 16 through March 20, 2008.

Dr. W. David Pelham, Chair

Palo Verde College
Comprehensive Evaluation Visit Team Roster
March 16-20, 2008

the nature of these programs means that a decision by a single outside agency over which Palo Verde has little control could have a substantial and unforeseen negative impact on its enrollment.

✓ Commendations

3 Having acknowledged the potentially tenuous nature of the prison program the team was nevertheless impressed with the College's efforts to ensure that this program and other distance education programs provide students with a high quality educational experience. ✓

1. **The team commends the College for reaching out to the community using modes of instruction that are suited to the specific population being addressed. (II.A.2.a, II.A.2.b, II.A.2.d)**

Another area which especially impressed the team was the perception of openness of communication and decision-making. The Superintendent/President was frequently singled out for praise in this area. It is worth noting that this was an area which the previous visiting team found merited a recommendation. In addition, since the last accreditation visit the Superintendent/President received a vote of no confidence by the faculty, classified staff and the students.

2. **The Team observed that the College has made significant progress in developing formal processes for soliciting input from all constituent groups into its operation and decision making. (IV.A)**

Recommendations

After carefully reading the self-study, examining evidence, interviewing college personnel and students and discussing the findings in light of the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges August 2007 Guide to Evaluating Institutions the team offers the following recommendations. The recommendations are based upon the specific standards cited in parentheses following each component of the recommendation. In later parts of the report these recommendations are further clarified in the discussions of the specific standards cited in the recommendations.

1. **The Team recommends that the College engage in systematic educational program planning guided by strategic dialogue and data. This planning should include the following:**
 - **Planning course offerings so students can complete a program in a timely manner (II.A.2)**
 - **Educational program planning based on data about community and student needs (II.A.2)**

June 28, 2011

TO: Dr. Susan B. Clifford, Vice-President, ACCJC

FROM: Brian Thieboux, Accreditation Liaison Officer, Palo Verde College

CC: Dr. James Hottois, President/Superintendent, Palo Verde College
Vicki Attaway, Dean, Distance Learning, Palo Verde College

The purpose of this letter is to solicit a determination from the ACCJC whether Palo Verde College is required to submit a Substantive Change Proposal for the college's distance learning program.

While the matter in question has to do with a "proposal" for change, the distance learning program has been in place at the college since 2001-02, and has been referenced, since the program's inception, in accreditation annual reports, in two accreditation self-study reports (in 2002 and 2008) and in visiting team reports.¹ During this time, no mention was made by the ACCJC that a substantive change had occurred, let alone that a proposal for the change was required.

In June 2008, the ACCJC placed the college on warning (on matters unrelated to the distance learning program), and removed the warning in January 2010. During this 18-month period, no discussion of substantive change took place, which apparently is ACCJC's customary practice for colleges on sanction (unless the reason for the sanction had to with distance learning.)

The issuance of distance learning standards by the ACCJC in mid-2010 suggested that the addition of courses through a mode of distance or electronic delivery or correspondence education was a possible substantive change, particularly since such courses, by then, constituted at least 50% of courses required for certain degrees and certificates offered by the college.

Therefore, in accordance with the procedures outlined in the ACCJC's revised *Substantive Change Manual*, June 2011, this letter presents a description of the program, the need for the program, and its impact.

Description of the Program

The "distance education" program, as it was called in 2001-02 when it began, was developed to provide instructional services to inmates located in correctional facilities located within twenty miles of the college's main campus in Blythe, and within the college's district boundaries.

¹ See the Visiting Team Report, 2002, pp. 14 and 18, and Commendations, p. 15. See also Visiting Team Report, 2008, pp. 19 and 21. Also of note: In 2003 California's Little Hoover Commission identified the inmate distance education program as a promising "best practice." In 2007 the National Geographic Channel did a one-hour documentary on the program. In 2008 National Geographic did another one hour documentary as a follow-up to the 2007 program.

Regular students who were not incarcerated—referred to by the college as “community students”—were able to enroll in distance education courses as well. The program grew, with the addition of courses offered in the distance education mode, by enrollments and by the number of prison facilities participating.

In 2004, the college created a new position of dean of distance education, and in 2007 hired a new counselor, part of whose responsibilities includes ongoing academic counseling services to inmates in all participating prison locations.

While the number of prisons in the program varies from year to year, during 2010-11, the distance education program provided instruction to inmates at 16 prisons in California, consisting of about 800 students.

The method of instruction for these courses is principally correspondence, in which course materials are conveyed between instructor and inmate by courier.

In 2006, the college began offering courses in interactive television, or ITV, mode to students at the Needles Center, a campus center located about 100 miles north of the Blythe main campus. This was disclosed to the Visiting Team in 2008 when it visited the Needles Center. The ITV courses were designed to supplement courses being offered by adjunct instructors at the Needles Center. In Fall 2011, approximately 16 courses will be offered in ITV mode.

Also in 2006, a few faculty members began offering courses in online mode. The online component of distance learning has grown comparatively slowly, with 5 courses expected to be offered in Fall 2011.

There will be 116 correspondence distance learning course sections offered in Fall 2011, or about one-third of the college’s course section offerings for that semester.

Today, in accordance with the ACCJC distance learning standards published in 2010, the college has renamed the program “distance learning,” and has renamed and clarified each of the three modes of distance learning course delivery, thus: *correspondence* (principally asynchronous contact between instructor and student); *ITV* (principally synchronous instruction for students in the Needles Center, via interactive television); and *online* (contact between instructor and student is principally via the internet, and may be synchronous and asynchronous).

The college’s Curriculum Committee revised the course outline template in December 2010 reflecting each mode of course delivery, including face-to-face. Curriculum Committee rules require that each course be approved separately for each mode in which the course is expected to be delivered.

The college’s Academic Senate ratified in Fall 2010 a draft statement of distance learning standards based on the standards outlined by the ACCJC. The statement is expected to be refined during 2011-12 for final approval by the Academic Senate.

Need for the Program

The need for the initial program was recognized prior to 2001-02 when the college realized there was a large population of incarcerated persons, residing in correctional facilities within the district, who were underserved by the college. As the program grew and the college gained expertise in working with incarcerated students and prison system personnel, other California prison facilities joined in the program.

Today, approximately one-third of Palo Verde College students, incarcerated and community, are enrolled in at least one distance learning course. For incarcerated students, the distance education correspondence program is the only way they can enroll in courses and earn degrees and certificates; for community students, distance learning courses offered in correspondence, ITV and online modes provide the opportunity to complete college courses and programs while meeting the competing demands of jobs and family.

Impact of the Program

The distance learning program, on balance, has made significant, beneficial impacts on the college and community, as follows:

1. The program has offered opportunity for incarcerated students to improve their lives once they are released.
2. The program has decreased the number of inmate/students returning to prison after their release thus saving tax-payers hundreds of thousands of dollars.
3. Increased enrollments resulting from the distance learning programs have enabled the college to offer more sections and more diversified offerings.
4. Offering courses in various modes has provided students more options in integrating their college work with the demands of jobs and family.
5. Offering courses in various instructional modes has given students the opportunities for multiple learning experiences in various disciplines.
6. Teaching faculty members have learned to incorporate technology in their instructional approaches.
7. The college's expansion of its counseling staff to meet the needs of incarcerated students has provided community students with expanded counseling services as well.

PALO VERDE COMMUNITY COLLEGE DISTF
REGULAR MEETING
BOARD OF TRUSTEES
Room 207 - PVC Blythe
Tuesday, May 22, 2001
5:30 p.m.

Meeting 01-9

MINUTES

OPENING OF MEETING

A Regular Meeting of the Board of Trustees was called to order by the President of the Board, Anthony Reale, at 5:31 p.m.

The salute to the American Flag was led by Trustee Gonzales.

The President requested that the Recorder take roll call.

Present: Anthony Reale, President
Ted Arneson, Vice President of the Board
Debbie Birdsong, Clerk of the Board
Lincoln Edmond, Trustee
Gordon Ervin, Trustee
Ed Gonzales, Trustee
* Kenneth Lucero, Trustee
(*arrival at approximately 5:50 p.m.)

Absent: Vacant , Student Trustee

Administrators Present: James Hottois, Superintendent/President
Sally Rivera, Dean of Student Services

Absent: (excused) Al Stremble, Asst. Supt./V.P. of Instruction
Geri Butler, Dean of Administrative Services

Constituent Representatives: Michelli Rios, Scott Connell, Maria Rios, Pat King Koester and Sally Rivera.

Recorder: Lindy Stewart, Administrative Assistant

Visitors: Armando Ortega, Sean O'Sullivan, Ivan Murray, Hortensia De Leon, Bruce Wallace, and Armando Gonzales.

It was moved by Mr. Arneson, seconded by Mr. Gonzales, and unanimously carried, that the minutes of the Study Session of May 10, 2001, be approved.

(These minutes are a concise summary of reports, discussions and actions taken at this meeting. For detailed comments and discussion, a tape of the meeting is available to the public for 30 days after the date of this meeting.)

Resolution 01-9 C-32 - REDUCED WORKLOAD FOR FACULTY (KOESTER)

It was moved by Mr. Ervin, seconded by Mr. Gonzales, and unanimously carried, that the following resolution be approved. (Student advisory vote: none)

BE IT RESOLVED that the Palo Verde Community College District approves the recommendation from the Superintendent/President to approve a request from Fred Koester (per terms shown in both memos included as information items in Trustees folders) for Mr. Koester to participate in the Academic Employee Reduced Workload Program as provided for in Article II, Section 7, of the CTA contract, effective for the Academic Year 2001-2002.

**Resolution 01-9 C-33 - NEW POSITION FOR HIGH TECH CENTER/
ALTERNATE MEDIA SPECIALIST**

Ms. Rivera confirmed that this position will be funded with additional DSP&S funds (\$60,000) allocated specifically for this position and if they are not used we will lose the funding. It was also confirmed that the DSP&S program has grown substantially since Mr. Jondreau became the Coordinator/Counselor.

It was moved by Mr. Gonzales, seconded by Mr. Ervin, and unanimously carried, that the following resolution be approved. (Student advisory vote: none)

BE IT RESOLVED, that the Palo Verde Community College District approves a new position to employ a High Tech Center/Alternate Media Specialist, under the direction of the Dean of Student Services, with a job description as shown in Reference C-33, a 12-month, non-tenure track, certificated, bargaining unit position subject to the review of CTA, at a salary range in accordance with appropriate placement on the Certificated Salary Schedule. This position will be advertised immediately with employment based upon continuation of DSPS funding (*which the District will lose if not utilized.*)

Resolution 01-9 C-34 - EMPLOYMENT OF TEMPORARY ENGLISH INSTRUCTOR

It was moved by Mr. Arneson, seconded by Mr. Gonzales, and unanimously carried, that the following resolution be approved. (Student advisory vote: none)

BE IT RESOLVED, that the Palo Verde Community College District approves that advertising efforts begin immediately to employ a Temporary English Instructor (with the possibility of becoming permanent) to begin in the Fall 2001 semester in the event that the current permanent instructor is not back on campus to cover classes, as per temporary job description shown in Reference C-34.

(Management/Confidential)

✓ **Resolution 01-9 C-35 - NEW POSITION FOR ASSISTANT DEAN FOR DISTANCE
EDUCATION PROGRAMS (INCLUDING STATE PRISONS)** ✓

Dr. Hottois said this new position has been previously discussed as a leadership position is needed to develop distance education programs including serving the prisons. Ms. Koester stressed that if you want this program to grow you have to have someone to develop it.

It was moved by Ms. Birdsong, seconded by Dr. Lucero, and unanimously carried, that the following resolution be approved. (Student advisory vote: none)

BE IT RESOLVED that the Palo Verde Community College District approves a new position to employ a full-time Assistant Dean of the Distance Education Programs, with a job description as shown in Reference C-35, including an inmate education program at the state Prisons, a 12 month academic Management position, reporting to the Vice President of Instruction, at a salary range appropriate with experience and education level of the Management/Confidential Salary Schedule (\$59,551 to \$67,021) This position will be advertised immediately with minor changes as necessary. (*This position will be funded by apportionment generated by programs.*)

PALO VERDE COMMUNITY COLLEGE DISTRICT
REGULAR MEETING
BOARD OF TRUSTEES
Room 20 at Needles High School
Tuesday, July 24, 2001
5:30 p.m.

Meeting 01-12

MINUTES

OPENING OF MEETING

A regular Meeting of the Board of Trustees was called to order by the President of the Board, Anthony Reale, at 5:35 p.m.

The salute to the American Flag was led by Trustee Ervin.

The President requested that the Recorder take roll call.

Present: Anthony Reale, President
Debbie Birdsong, Clerk of the Board
Lincoln Edmond, Trustee
Gordon Ervin, Trustee
Kenneth Lucero, Trustee

Absent: Ted Arneson, Vice President
Ed Gonzales, Trustee
Vacant, Student Trustee

Administrators Present: James Hottois, Superintendent/President
Al Stremble, Asst. Supt./V.P. Instruction
Geri Butler, Dean of Administrative Services

Absent: (excused) Sally Rivera, Dean of Student Services

Constituent Representatives: None

Recorder: Myrna Wiczorek, Executive Secretary

Visitors: Ivan Murray, Kellis McDonald, Michael Morrison

It was moved by Dr. Lucero, and seconded by Mr. Edmond, and unanimously carried, that the minutes of the Regular Meeting of June 26, 2001, be approved.

It was moved by Dr. Lucero, and seconded by Mr. Ervin, and unanimously carried, that the agenda for the Regular Meeting of July 24, 2001, be approved.

(These minutes are a concise summary of reports, discussion and actions taken at this meeting. For detailed comments and discussion, a tape of the meeting is available to the public for 30 days after the date of this meeting.)

ACTION ITEMS (continued)

Resolution 01-12 C-66 (continued)

It was moved by Dr. Lucero, seconded by Mr. Ervin, and unanimously carried, that the following resolution be approved. (Student advisory vote: none)

BE IT RESOLVED, that the revised job description for Lindy Stewart, Administrative Assistant to the President, be approved as shown as an information item in Reference C-66, due to added classified Secretary position in President's Office.

**Resolution 012 C-67 - EMPLOYMENT OF ASSISTANT DEAN FOR DISTANCE
EDUCATION PROGRAMS (INCLUDING STATE PRISONS)**

Mr. Stremble commented on the excellent pool of candidates. Mr. Gallan proved to be an outstanding candidate with three outstanding qualities; 1) a strong background in education, 2) knowledge of how to build programs, and, 3) he brings professional experience in corrections to the position. Mr. Gallan worked at Arizona Western College. He has also worked closely with the State Department of Corrections; is a career member of the Marine Corp, and spent seven years managing the Marine Corp. Brigs.

It was moved by Dr. Lucero, seconded by Ms. Birdsong, and unanimously carried, that the following resolution be approved. (Student advisory vote: none)

BE IT RESOLVED that the Palo Verde Community College District approves the employment of Craig "Scotty" Gallan as full-time Assistant Dean of the Distance Education Programs (per job description approved at 5/22/01 Board meeting), a 12 month academic Management position, reporting to the Vice President of Instruction, at a salary range appropriate with experience and education level of the Management/Confidential Salary Schedule (Row M-4), effective as soon as can be arranged.

HEARING OF CITIZENS (NON-AGENDA ITEMS)

There were no citizens requesting to speak.

CLOSED SESSION

Trustees adjourned to Closed Session at 6:40 p.m. to discuss the following:

1. Request from Employee #102937.
2. Public employee discipline, dismissal, or release of Employee #090564.
3. Superintendent/President and Board of Trustees annual evaluations.

OPEN SESSION

Trustees returned to Open Session at 6:55 p.m.

PALO VERDE COMMUNITY COLLEGE DISTRICT
SPECIAL MEETING
BOARD OF TRUSTEES
One College Drive – Palo Verde College
Assembly Room (CL 101) – Classroom/Lab Building
(and Teleconference held via PVC Classroom #2 at 1600 Washington St. in Needles)
Tuesday, May 13, 2008
5:30 p.m.

Meeting 08-08

MINUTES

OPENING OF MEETING

The Special Meeting of the Board of Trustees was called to order by the President of the Board, Lincoln Edmond, at 5:31 p.m.

The salute to the American Flag was led by Ed Gonzales, Clerk of the Board.

Present: Lincoln Edmond, President
Ed Gonzales, Clerk of the Board
Sam Burton, Trustee
Jerry Lewis, Trustee
Millie Rodriguez, Trustee *(arrival at 5:35 p.m.)*
Heather Fulmer, Student Trustee *(arrival at 5:36 p.m.)*

Absent: Debbie Birdsong, Vice President
Ted Arneson, Trustee

Administrators Present: James Hottois, Superintendent/President
Geri Butler, Vice President of Administrative Services *(departed 6:44 p.m.)*
Diana Rodriguez, Vice President of Student Services
William Smith, Vice President of Instructional Services

Recorder: Lindy Stewart, Administrative Assistant

Visitors: George Walters, Joe Boire, Henry Rinaldi, William Ponder, Doretha Jones, Vicki Attaway, Teniece Walker, Teresa Guilin, Bruce Wallace, Staci Lee, Rorie Chambers, Charles Gregory, Michelle Van Dyke, Steve La Vigne, Dora Lee Grundy, Russi Egan, Viridiana Ruiz, Arianna Vargas, Belen Maldonado, Mariela Medina, Claudia Sandoval *(5:32 p.m. to 5:53 p.m.)*, Mrs. Gilmore *(arrival at 5:36 p.m.)*, R.M. Robertson, Nancy King and other signatures that were illegible.

Dr. Hottois requested an amendment to the agenda to allow a report from Mr. William Smith, Vice President of Instructional Services, to be heard right after approval of the agenda.

It was moved by Mr. Lewis, seconded by Mr. Gonzales, and unanimously carried, that the Agenda for this meeting be approved as amended.

Mr. Smith, Vice President of Instructional Services, read a report that he said was delivered to Mrs. Reva Gilmore, Professor of Office Occupations/Co-op, last Wednesday, May 7, 2008, regarding the Office Administration Program and plans to update this program *(a copy of this report is on file with the permanent minutes and available to the public)*.

(These minutes are a concise summary of reports, discussion and actions taken at this meeting. For detailed comments and discussion a tape of the meeting is available to the public for 30 days after the date of this meeting.)

ITEMS FOR DISCUSSION IN CLOSED SESSION

None.

HEARING OF CITIZENS (AGENDA ITEMS)

There were three speaker requests turned in to Ms. Stewart and the following individuals spoke on behalf of Mrs. Reva Gilmore’s program/classes: Teresa Guilin, Teniece Walker and Charles Gregory. A brief summary of these comments included: 1) the benefits these students obtained by attending these classes; 2) the jobs they were able to obtain due to the skills and training learned; 3) Ms. Walker mentioned a letter from her father comparing PCs to Mac computers; and, 4) the need to continue this program for the community and at least allow students currently taking these classes to complete them. At the end of this board meeting, another written statement was submitted by Tammy Dobbs also in support of this program/classes along with comments from Dora Lee Grundy. *(A detailed tape of this meeting and materials are on file with the permanent minute file and available to the public.)*

PROGRAM REVIEWS

The following Program Reviews were presented in the following order by the individuals listed below. *(Copies of overviews for programs were included loose in Board folders and detailed comments on tape are available in the permanent minute file which is also available to the public.)* During these reviews the individuals responded to various questions from trustees and clarified information.

(These first four reviews are five-year program reviews)

- 1. Business Management – presented by Brian Thieboux (English/Business Professor)
- 2. Accounting – presented by Michael Gaubeca (Business Professor)
- 3. Office Administration – presented by Reva Gilmore (Office Occupations/Co-op Professor)
- 4. Computer Information Science – presented by William Ponder (Business/CIS Professor)

(The next reviews are two-year program reviews)

- 5. Fire Science Technology – George Walters (Occupational Education Manager)
George also mentioned that the Building Trades Program has been inactive but the college is in the process of hiring an instructor and hope to begin this program in the Fall.
- 6. Automotive Technology – presented by Henry Rinaldi (Automotive Professor)
- 7. Alcohol and Drug Studies – Chris Jones-Cage (Psychology Professor)
- 8. Welding Technology – Joe Boire (Welding Professor)
- 9. Nursing and Allied Health – Mickey Miranda-Copple (CNA/Allied Health Nursing Professor)
- 10. Child Development – Bruce Wallace (Child Development/Education Professor)
- 11. Criminal Justice – William Smith (Vice President of Instructional Services)
- 12. Distance Education – presented by Vicki Attaway (Assoc. Dean of Distance Ed & Noncredit)

ACTION ITEMS

A. Instruction

Resolution 08-08 A-11 - PROGRAM REVIEWS - VOCATIONAL PROGRAMS

It was moved by Mr. Lewis, seconded by Mr. Burton, and unanimously carried, that the following resolution be approved as amended. (Student Advisory Vote: Yes)

BE IT RESOLVED that the Palo Verde Community College District Board of Trustees accepts the ~~two~~-year Program Reviews for the following vocational programs presented at this Special Meeting held on May 13, 2008.

- | | |
|-------------------------------------|--------------------------------|
| 1. Hazardous Materials/Fire Science | 7. Welding Technology |
| 2. Accounting | 8. Licensed Vocational Nursing |
| 3. Business Management | 9. Child Development |
| 4. Office Administration | 10. Alcohol and Drug Studies |
| 5. Computer Information Systems | 11. Criminal Justice |
| 6. Automotive Technology | 12. Distance Education |



PALO VERDE COMMUNITY COLLEGE DISTRICT
REGULAR MEETING
BOARD OF TRUSTEES
Claypool Building – 725 West Broadway in Needles – Classroom #10
(and Teleconference held via CL 101 at One College Drive in Blythe)
Tuesday, October 26, 2010
4:30 p.m.

Meeting 10-13

AGENDA

I. OPENING OF MEETING

1. Call to Order
2. Flag Salute
3. Roll Call

Ed Gonzales, President	_____
Millie Rodriguez, Vice President	_____
Jerry Lewis, Clerk of the Board	_____
Ted Arneson, Trustee	_____
Sam Burton, Trustee	_____
Lincoln Edmond, Trustee	_____
Debbie Schuster, Trustee	_____
Leo Martinez, Student Trustee	_____
James Hottois, Superintendent/President	_____
Gerri Butler, Vice President of Administrative Services	_____
Diana Rodriguez, Vice President of Student Services	_____
William Smith, Vice President of Instructional Services	_____

4. Approval of the Minutes of the Regular Meeting of September 28, 2010.
5. Approval of the Agenda for this meeting.

II. ITEMS FOR DISCUSSION IN CLOSED SESSION (AT BEGINNING OF MEETING)

1. Conference with Labor Negotiator, Dr. Hottois – Classified Management/Confidential.
2. Public Employee Discipline/Dismissal/Release.

III. ADJOURN TO CLOSED SESSION

IV. RETURN TO OPEN SESSION

V. HEARING OF CITIZENS (AGENDA ITEMS)

(Members of the public have this opportunity to directly address the Board on agenda items, subject to a five (5) minute time limitation per individual.)

VI. PUBLIC NOTICE / HEARING ON TENTATIVE AGREEMENT FOR CLASSIFIED MANAGEMENT/ CONFIDENTIAL EMPLOYEES

Open Public Hearing and take comments on Tentative Agreement dated September 29, 2010, between the PVCCD and Classified Management/Confidential employees *(copies included loose in Board folders and available to the public at the Library and President's Office.)*. Close hearing.

Motion carried/lost; Aye _____ No _____ Abstain _____ Absent _____

X. ACTION ITEMS (continued)

D. Miscellaneous

Resolution 10-13 D-23 - REVISED BP 4105, DISTANCE LEARNING

BE IT RESOLVED that Palo Verde Community College District hereby approves revised Board Policy 4105, for Distance Learning (and Administrative Procedures as Information only: AP 4105-0, Online Courses, AP 4105-1, Interactive Television (ITV) Courses and AP 4105-2, Correspondence Education) (*shown loose in Board folders*). This is the second reading and approval. ✓

It was moved by _____, and seconded by _____, that Resolution 10-13 D-23 be: (approved) (tabled until _____) (denied).

Student Advisory	_____	Edmond	_____	Rodriguez	_____
Arneson	_____	Gonzales	_____	Schuster	_____
Burton	_____	Lewis	_____		

Motion carried/lost; Aye _____ No _____ Abstain _____ Absent _____

Resolution 10-13 D-24 - REVISED BP 5030, FEES AND TUITION

BE IT RESOLVED that Palo Verde Community College District hereby approves revised Board Policy 5030 (and Administrative Procedures as information only), for Fees and Tuition (*shown loose in Board folders*). This is the second reading and approval.

It was moved by _____, and seconded by _____, that Resolution 10-13 D-24 be: (approved) (tabled until _____) (denied).

Student Advisory	_____	Edmond	_____	Rodriguez	_____
Arneson	_____	Gonzales	_____	Schuster	_____
Burton	_____	Lewis	_____		

Motion carried/lost; Aye _____ No _____ Abstain _____ Absent _____

Resolution 10-13 D-25 - REVISED BP 5400, ASSOCIATED STUDENTS ORGANIZATION

BE IT RESOLVED that Palo Verde Community College District hereby approves revised Board Policy 5400, Associated Students Organization (and Administrative Procedures as information only), for Student Club Procedures (*shown loose in Board folders*). This is the second reading and approval.

It was moved by _____, and seconded by _____, that Resolution 10-13 D-25 be: (approved) (tabled until _____) (denied).

Student Advisory	_____	Edmond	_____	Rodriguez	_____
Arneson	_____	Gonzales	_____	Schuster	_____
Burton	_____	Lewis	_____		

**PALO VERDE COMMUNITY COLLEGE DISTRICT
BOARD POLICY**

4105

Distance Learning

Reference: Education Code Sections 70901; 70902

Palo Verde College offers Distance Learning Programs that provide a wide variety of classes in a format that differs from the usual traditional classroom experience. These formats are Distance Education, which includes online courses and ITV courses, and Correspondence Education.

Each proposed or existing course offered by Distance Learning shall be reviewed and approved separately from other delivery modalities.

The review and approval of new and existing Distance Learning courses shall follow the curriculum approval procedures outlined in Administrative Procedures 4020, Program and Curriculum Development. Distance Learning courses shall be approved using the same criteria as all other courses.

See Administrative Procedures 4105-0, 4105-1 and 4105-2

9/7/08 College Council Approval
9/28/10 Board First Read
10/26/10 Board Second Read and Approval

Distance Education

Reference: Education Code Section 55200 et seq.

Definition: Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology.

Course Approval: Each proposed or existing course offered by distance education shall be reviewed and approved separately. Separate approval is mandatory if any portion of the instruction in a course or a course section is designed to be provided through distance education.

The review and approval of new and existing distance education courses shall follow the curriculum approval procedures outlined in Administrative Procedures 4020, Program and Curriculum Development. Distance education courses shall be approved under the same conditions and criteria as all other courses.

When approving distance education courses, the Superintendent/President or designee will certify the following:

- Course Quality Standards: The same standards of course quality are applied to the distance education courses as are applied to traditional classroom courses.
- Course Quality Determinations: Determinations and judgments about the quality of the distance education course were made with the full involvement of the collegial governance approval procedures (BP/AP 2510).
- Professor Contact: Each section of the course that is delivered through distance education will include regular effective contact between Professor and students.

All distance education courses approved under this procedure will continue to be in effect unless there are substantive changes to the course outline.

09/25/08 College Council Approval
10/28/08 Board First Read
11/18/08 Board Second Read and Approval

Distance Education – Interactive Television (ITV) Courses

Reference: Education Code, Sections 67310, 76365, and 84850;
Title 5 Sections 55200 et seq., 56000 et seq., and 59400 et seq.

Definition of Distance Education: Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology.

Definition of ITV Courses: Instruction is offered via interactive television (closed circuit) to both Blythe students and Needles students. These courses can originate in either Blythe or Needles and are televised in real-time to the other campus.

Course Approval: Each proposed or existing course offered via ITV shall be reviewed and approved separately. Separate approval is mandatory if any portion of the instruction in a course or a course section is designed to be provided through ITV.

The review and approval of new and existing ITV courses shall follow the curriculum approval procedures outlined in Administrative Procedures 4020, Program and Curriculum Development. ITV courses shall be approved using the same criteria as all other courses.

Curriculum Committee Certifications: When approving ITV courses, the Superintendent/President or designee will certify the following:

- **Course Quality Standards:** The same standards of course quality are applied to the ITV courses as are applied to traditional classroom courses.
- **Course Quality Determinations:** Determinations and judgments about the quality of the ITV course were made with the full involvement of the collegial governance approval procedures (BP/AP 2510).

All ITV courses approved under this procedure will continue to be in effect unless there are substantive changes to the course outline.

9/7/10 College Council Approval
10/26/10 Board Information Item

Correspondence Education

Reference: Education Code, Sections 67310, 76365, and 84850;
Title 5 Sections 55200 et seq., 56000 et seq., and 59400 et seq.

Definition: Correspondence education means education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor.

Course Approval: Each proposed or existing course offered by correspondence education shall be reviewed and approved separately. Separate approval is mandatory if any portion of the instruction in a course or a course section is designed to be provided through correspondence education.

The review and approval of new and existing correspondence education courses shall follow the curriculum approval procedures outlined in Administrative Procedures 4020, Program and Curriculum Development. Correspondence education courses shall be approved using the same criteria as all other courses.

Curriculum Committee Certifications: When approving correspondence education courses, the Superintendent/President or designee will certify the following:

- **Course Quality Standards:** The same standards of course quality are applied to the correspondence education courses as are applied to traditional classroom courses.
- **Course Quality Determinations:** Determinations and judgments about the quality of the correspondence education course were made with the full involvement of the collegial governance approval procedures (BP/AP 2510).
- **Professor Contact:** Each section of the course that is delivered through correspondence education will include regular effective contact between Professor and students.

All correspondence education courses approved under this procedure will continue to be in effect unless there are substantive changes to the course outline.

9/7/10 College Council Approval
10/26/10 Board Information Item

2006-2007 ACCREDITATION ANNUAL REPORT
Accrediting Commission for Community and Junior Colleges

PALO VERDE COLLEGE

DUE BY April 16, 2007
Deadline Extended to May 18, 2007, per Dr. Deborah Blue

Prepared by/Title: Brian Thieboux / ALO Telephone: 760-921-5501 E-mail: bthieboux@paloverde.edu

Please respond to all of the questions. Enlist the assistance of appropriate officers in your institution to ensure the accuracy of information submitted.

As you respond to the following questions, please consider “new” to mean only those changes which have occurred since the college’s last annual report unless otherwise indicated. Include any updates or approved substantive changes since the last annual report.

1. Indicate any change in the official name, address or control of the institution.

There have been no changes in the official name, address or control of the institution. In Fall 2006, the college’s vocational programs (welding, construction and automotive) relocated to a new building at the main campus, One College Drive, Blythe, CA. Those programs had previously been delivered at Palo Verde High School, in Blythe.

As reported in the 2005-06 Accreditation Annual Report, programs currently offered at the Needles Center will, in the next 2 years, be relocated to a new building in Needles. The new building was acquired by the college and is currently undergoing renovation.

2. List all sites or campuses at which students can complete at least 50 % of the credits for a degree or certificate program, and list the programs for which 50% or more of the credits may be earned at each site or campus. Also, report when these sites or campuses began operating, and identify those that are new.

a. Palo Verde College—Main Campus, 1 College Drive, Blythe, CA The new campus relocated from its previous site at 811 W. Chanslorway, Blythe, CA, in 2001.

b. Needles Center, 1600 Washington St., Needles, CA. The Center began operating in 1999 at the Needles High School site, and will relocate to a renovated facility in Needles in approximately 2 years. In 2002, the accreditation team visited the Needles Center site.

The following are the programs for which 50% or more of the credits may be earned at the Blythe Main Campus and the Needles Center, except as noted:

AA Liberal Arts
AS Accounting
AS Administrative Office Assistant
AS Building Technology

AS Business Management
AS Child Development
AS Computer Information Science
AS Criminal Justice
AS General Clerical
AS General Studies
AS, Hazardous Materials Specialist
AS Secretarial/Administrative Assistant
Certificate, 3-D Animation (Blythe Main Campus only)
Certificate, Accounting (Blythe Main Campus only)
Certificate, Administrative Office Assistant (Blythe Main Campus only)
Certificate, Alcohol and Drug Studies (Blythe Main Campus only)
Certificate, Automotive Technology (Blythe Main Campus only)
Certificate, Building Technology (Blythe Main Campus only)
Certificate, Business Management (Blythe Main Campus only)
Certificate, Certified Nursing Assistant (Blythe Main Campus only)
Certificate, CHD Associate Teacher (Blythe Main Campus only)
Certificate, CHD Teacher
Certificate, Computer Applications
Certificate, Computer Repair (Blythe Main Campus only)
Certificate, Criminal Justice (Blythe Main Campus only)
Certificate, CRJ Correction/Probation (Blythe Main Campus only)
Certificate, CRJ Police Science (Blythe Main Campus only)
Certificate, Emergency Medical Technician (Blythe Main Campus only)
Certificate, General Clerical (Blythe Main Campus only)
Certificate, HAZMAT (Blythe Main Campus only)
Certificate, Home Health Aide (Blythe Main Campus only)
Certificate, Nursing LVN (Blythe Main Campus only)
Certificate, Personal Computer Applications (Blythe Main Campus only)
Certificate, Phlebotomy (Blythe Main Campus only)
Certificate, Web Design (Blythe Main Campus only)
Certificate, Welding Technology (Blythe Main Campus only)

3. List new courses and programs offered at sites or campuses outside the geographic region (but within the U.S.) served by the college since the last annual report.

In addition to the Blythe Main Campus and the Needles Center, Palo Verde College offers educational programs, via distance education, to inmates at several state correctional facilities in California. Two facilities, Ironwood State Prison and Chuckawalla Valley State Prison, are located approximately 12 miles from the Blythe Main Campus and have been provided educational programs by the College since 2001.

The other state prison facilities being provided educational programs by the College, but located outside the College's geographic region, are:

Pleasant Valley State Prison, Coalinga (PVC educational programs began in 2005)
Valley State Prison for Women, Chowchilla (PVC educational programs began in 2005)

California Correctional Institution, Tehachapi (PVC educational programs began in 2005)
California State Prison, Solano (PVC educational programs began in 2005)
Folsom State Prison, Represa (PVC educational programs began in 2005)
Avenal State Prison, Avenal (PVC educational programs began in 2005)
California Rehabilitation Center, Norco (PVC educational programs began in 2006)
Correctional Training Facility, Soledad (PVC educational programs began in 2006)

Because of the unique circumstances involved in providing educational programs to inmates, the College is limited in its offering of degrees and certificates to this student population. The following programs offered to inmates at all of the prison facilities the College serves:

AA Liberal Arts
AS Business Management
AS General Studies
Certificate, Alcohol and Drug Studies

4. List and describe any programs that were added to the college curriculum (other than outside the geographic region) in the 2006-2007 academic year, that represent a significant departure, (See Substantive Change Policy, enclosed) in either content or method of delivery, from those that were offered at the time of the last accreditation team visit. Please indicate whether each program is for a degree or for a certificate.

The last accreditation visit to Palo Verde College was March 2002. Since that date, the College has expanded its distance education programs considerably by adding additional prison locations (see response to Question #3); however, there has been no significant departure in either content or method of delivery since the last accreditation visit.

During the past 2 years, the College has offered a handful of courses via interactive television for the first time between the Needles and Blythe Main Campus. These courses are in computer information science, office administration, political science, health, speech and English, mathematics, reading, criminal justice, history and general studies. There are no programs, degrees or certificates for which 50% or more of the credits are offered via interactive television.

In 2006-07, the College offered for the first time a handful of courses via on-line delivery. These courses are in chemistry, mathematics and English. There are no programs, degrees or certificates for which 50% or more of the credits are offered via on-line delivery.

5. Describe new programs for which 50% or more of the credits are offered through a mode of distance or electronic delivery. Do not include study abroad programs.

See responses to Questions # 3 and #4.

- a. What is the total enrollment for Fall 2006 in all types of distance learning offered?

Fall 2006 unduplicated enrollment in Distance Education: 1,038

- b. Complete the table enclosed for courses offered in a distance delivery mode for the first time in the 2006-2007 academic year.

There were no new courses offered in a distance delivery mode for the first time in 2006-07.

6. Complete the table and provide attached lists requested for an annual report update on the college's progress with course, certificate, degree, and general education expected student learning outcomes identification, assessment, analysis and use of assessment results for institutional evaluation, planning and improvement.

See attached table on student learning outcomes, and Attachments A and B

7. List and describe any programs for non-US nationals the institution conducts or plans to conduct outside the U.S. Do not include study abroad programs.

None.

8. List and describe any articulation agreements or Memoranda of Understanding with non-US institutions.

None.

9. List and describe new contracts with non-regionally accredited organizations for those organizations to provide courses or programs on behalf of the institution.

None. See cover letter.

Program Review Report

PALO VERDE COLLEGE
DISTANCE EDUCATION PROGRAM

May 2008

EXECUTIVE SUMMARY

The Distance Education method of instruction began at Palo Verde College in 2002 with 53 incarcerated students participating per semester. We now have over 900 incarcerated students each semester. There are three degree programs and five certificates that can be completed through Distance Education. 320 degrees and 23 certificates have been awarded through Spring 2007.

Degrees:

Associate of Arts in Liberal Arts
Associate of Science in Business Management
Associate of Science in General Studies

Certificates:

Alcohol and Drug Studies Certificate of Achievement
Alcohol and Drug Studies Specialist I Certificate
Alcohol and Drug Studies Specialist II Certificate
Business Management
Business Studies

Every class offered through Distance Education is open to Community students as well as inmates. The CTA contract sets the class limit to 29 students; 21 inmate students and 8 community students. It is the policy of the Distance Education department to make sure community students are not turned away from any class.

The Distance Education program began at Ironwood State Prison and Chuckawalla Valley State Prison in Blythe. We have since added thirteen additional prisons to our student base.

Avenal State Prison	Avenal, CA
California Correctional Institution	Tehachapi, CA
California Institute for Women	Norco, CA
California Medical Facility	Vacaville, CA
California Men's Colonies	San Luis Obispo, CA (3 departments)
California Rehabilitation Center	Norco, CA
California State Prison – Solano	Vacaville, CA
Correctional Training Facility	Soledad, CA
Folsom State Prison	Represa, CA
Pleasant Valley State Prison	Coalinga, CA
Sierra Conservation Center	Jamestown, CA
Substance Abuse Treatment Facility	Corcoran, CA
Valley State Prison for Women	Chowchilla, CA

The first semester of Distance Education started with 21 classes. Today we offer more than 125 classes per semester with multiple sections of the same class.

The following table only outlines the number of incarcerated students. There is no method of counting the community students who enroll in distance education, because they also take face-to-face classes on campus. Please remember that every section of Distance Education consists of 21 incarcerated students and 8 community students

Number of Classes offered	2004-05	2005-06	2006-07
Fall	71	101	119
Spring	80	97	101
Summer	39	37	48
Total	190	235	268

Number of Incarcerated students	2004-05	2005-06	2006-07
Fall	484	549	680
Spring	465	539	677
Summer	368	379	457
Total	1,317	1,467	1,814

MISSION STATEMENT OF THE DISTANCE EDUCATION DEPARTMENT

The Distance Education Department subscribes to the Mission of Palo Verde College:

Palo Verde College is a California community college that provides and exemplary learning environment with high quality educational programs and services. It promotes student success, lifelong learning and community development. Our goal is to create better futures for our students and our communities.

Distance Education offers students an alternate modality of course delivery to allow working students and incarcerated students to benefit from classes in a non-traditional manner.

POPULATIONS SERVED

Distance Education serves a diverse population of students with various career, degree, certificate and transfer objectives. Students may take only a few courses to enhance skills for the work place or to qualify for employment. Students may take classes in preparation to transfer to a four-year institution.

Others are incarcerated students for which the college program serves a rehabilitative purpose. Courses provide training needed to compete successfully for employment upon release.

Distance Education serves students throughout the Palo Verde Community College District as well as students in thirteen prisons located outside the district. By law, the Distance Education department cannot deny students access to our program. We have community students from other areas of California who also take classes through our program.

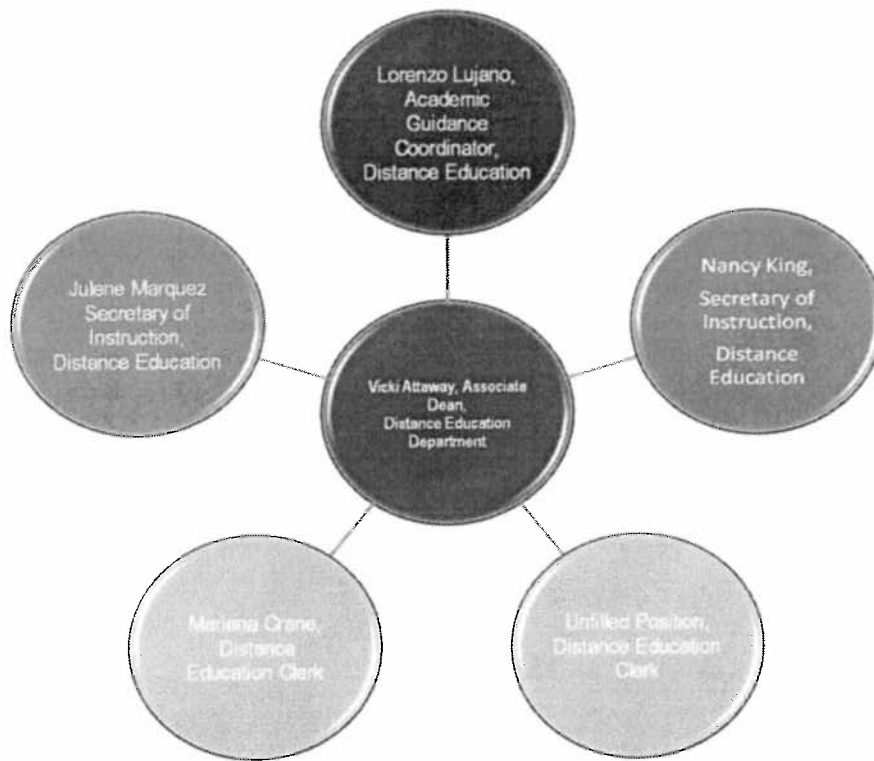
GOALS

This is the first Program Review written since the inception of the program in 2001-2002.

Distance Education has increased the number of incarcerated students from the original 53 students in 2002 to over 900 students per semester.

1. Increase the number of students (incarcerated and community) served by the Distance Education program.
2. Provide complete matriculation services to all distance education students.
3. Prepare students for the work force.
4. Facilitate life-long learning
5. To design and implement on-line courses.

Distance Education Organizational Chart



PERSONNEL SUMMARY

The Distance Education Departments consists of the Associate Dean of Distance Education and Non-credit Programs, an Academic Guidance Counselor, two secretaries and 2 clerks. There are approximately 25 adjunct instructors who teach Distance Education classes. Most full-time faculty also teach Distance Education classes.

Associate Dean:

- Oversees complete program
- Recruits and hires qualified adjunct instructors
- Works in conjunction with the Academic Guidance Coordinator to provide matriculation services to all students.
- Liaison with all California State Prisons participating in the program.
- Assists with registration at the prisons
- Supervises secretaries, clerks and student aides.
- Resolves conflicts with registration, faculty, students, etc.

Academic Guidance Coordinator:

- Advises incarcerated students
- Advises Needles students
- Develops education plans and facilitates transcript evaluations
- Counsels probationary students
- Assists the Registrar with graduation petitions
- Travels to all outlying prisons to provide matriculation services
- Assists with orientation for new students

Instructional Secretaries:

- Assist students with syllabi, assignments, returned work.
- Proctors exams (community students)
- Develops procedures to ensure the accurate flow of information
- Oversees student aides.
- Makes and distributes copies of tests and assignments for prisons and community

Clerks

- Makes and distributes copies of tests and assignments for prisons and community
- Distributes incoming assignments to correct faculty members
- Sets up files for each semester

The Board of Trustee approved a new Distance Education Clerk position for the 2008-09 fiscal year. With the addition of this position, there is adequate staff to manage the day to day operation of the program and to ensure timely delivery of assignments and tests.

The Academic Guidance Counselor is charged with advising over 1,000 students every semester (including Needles students). It would be our recommendation that the Needles students be assigned to another counselor.

The Associate Dean is also responsible for the Non-Credit Program for Palo Verde College. It is our recommendation that the Non-Credit Program be assigned to another administrator.

FACILITIES AND EQUIPMENT

Current facilities and equipment are not adequate to support the Distance Education Program. The program is very paper-intensive and we have to use the photo-copier in the Instruction office, the Nursing office, Student Services, Learning Skills Center, and the Business Office.

The Distance Education department is located in two buildings on the Main Campus. The ideal situation would be for the department to be located together in one building. There is no more office space available to facilitate this move.

FINANCIAL RESOURCES

Line Item	2004-05		2005-06		2006-07	
	Budgeted	Expended	Budgeted	Expended	Budgeted	Expended
Personnel Salaries	0.00	26,671.39	17,200.00	16,764.20	41,968.92	41,719.32
Personnel Benefits	0.00	100.03	9,875.00	7,965.52	19,072.00	19,918.73
Supplies	1,000.00	1,941.62	5,000.00	5,253.25	3,230.30	5,873.52
Instructional Media and Textbooks	150.00	0.00	700.00	114.75	200.00	23.18
Copying	3,500.00	315.96	4,500.00	9,366.05	3,000.00	12,293.75
Postage	800.00	819.54	900.00	1,460.18	3,249.70	3,119.88
Mileage and Conferences	1,200.00	2,234.12	700	3,158.98	750.00	1,573.09
Consultants	40,000.00	26,264.25	45,000.00	43,664.40	50,000.00	46,251.50
Capital Expenditures	300.00	153.51	500.00	0.00	0.00	0.00
Totals	46,950.00	58,500.42	84,375.00	87,747.33	121,470.92	131,042.97

The budget for personnel and benefits does not seem to include the entire department. The Distance Education department is very frugal and only spends what is required to support the program.

STRENGTHS

- Distance Education provides education for an under-served populations in the California State Prison system
- Distance Education provides community students with the opportunity to complete their education when attending college face-to-face is not feasible for them.
- Distance Education provides growth for Palo Verde College.

WEAKNESSES

- Growth has created the need for more space. The optimum situation is to have the entire department in one location.
- More staff will be required as the program grows to facilitate the delivery of educational services to all who participate.
- There is a lack of instructors in certain areas. The Alcohol and Drug Studies program is one of the fastest growing in the Distance Education area. English and Math are also areas that we have to struggle to find instructors to teach all classes.

- We do not have true on-line courses or on-line registration at Palo Verde College.
- The Associate Dean is also responsible for the Non-credit Program. This reduces the focus on the Distance Education program.

RECOMMENDATIONS

- The Alcohol and Drug Studies program is one of the most popular in the prison system. We would recommend that a full-time instructor be hired to increase this program.
- There is a definite need for more space to consolidate the department. When new buildings are designed, it is our recommendation that space be designed for Distance Education.
- To design and implement on-line courses at Palo Verde College.
- To assign the Non-credit Program to another administrator.

FOCUSED MIDTERM ACCREDITATION REPORT

PALO VERDE COLLEGE
One College Drive
Blythe, CA 92225

SUBMITTED TO

THE ACCREDITING COMMISSION FOR
COMMUNITY AND JUNIOR COLLEGES

March 15, 2005

Plans for Further Action:

Once the new positions are in place at the Needles Center, the College plans to conduct additional surveys in Needles and surrounding communities to evaluate their instructional needs.

5. **The college [should] develop policies and procedures that delineate the roles of counselors and paraprofessional advisors and formalize selection standards, training and referral mechanisms for advisors and counselors to improve student support.**

Accomplishments to Date:

A Counselor Handbook for counselors and advisors was developed and distributed to all student services staff as a training tool for advisors and counselors. Additionally, all new staff members, upon hire, receive training in their respective jobs, with duties and functions clearly delineated. Meetings for counselors, as well as for all student services staff, are held regularly, and new procedures are reviewed with all staff to ensure that the various functions of advisors, counselors and staff are clearly defined. The Matriculation Committee, similarly, meets regularly to review policies and procedures related to matriculation.

Analysis of Accomplishments:

A formal referral process is now partially accomplished with the Title V, Achieving a College Education program. Informal referral processes are in place with other special support programs, including EOPS, DSPS, CalWorks, and Financial Aid.

Plans for Further Action:

Counselors and advisors are currently discussing this question: "Should we formalize the referral process for other special support programs?"

6. **The college [should] review its learning support services for students at off-campus sites, in order to provide comparable access to information and learning resources to support the courses programs and degrees offered at these sites.**

Accomplishments to Date:

The College has improved the level of student support services for key off-campus functions, namely, the Needles Center and the distance education program in which community students, as well as students at the two nearby state prisons, participate.

To address the need for better counseling and advising services in Needles, the College recently approved the reclassification of the current director position for the Needles Center, creating a full-time Assistant Dean and an Assistant Coordinator of Special Programs. The Assistant Dean position requires experience and credentialing in

academic advising and is designed to better address the academic advising needs of Palo Verde College students attending at the Needles Center.

Counseling and advising services for all distance education students, including students at the two prisons, are provided by professional staff from the Blythe main campus. Moreover, the Office of Distance Education, which is staffed by an Assistant Dean and clerical personnel, provides instructional support services to all distance education students.

The College's degree and certificate programs, as well as its library resources, are accessible to students in Needles as well as to students—in the community and in the prisons—participating in the distance education program.

Analysis of Accomplishments:

The College is systematically addressing the need for increased support services both in Needles and for the distance education program as enrollments in continue to rise in these instructional areas. The change from a director position to an academic dean position with counseling credentials marks a significant improvement in the level of commitment to achieve student advancement and outcomes at the Needles Center. The reorganization of the Office of Distance Education and the hiring of a new Assistant Dean with adequate support staff also reflect the College's commitment to ensure the continuing success for the distance education program and its students.

Plans for Further Action:

There is an immediate need to establish Jenzabar and SARS (scheduling program for counselors/advisors) connections at the Needles Center. The existing staff at the Needles Center has received some training to date in Jenzabar, but more training will be needed as new personnel are hired.

An application for a student support services grant to cover staffing costs was completed and submitted, with notification expected in April, 2005.

The College's distance education program is expected to expand with course offerings at additional prison locations, and with courses offered online.

A first-time teleconferenced course will be implemented in the Spring Semester 2005, with transmission from the main campus in Blythe to the Needles Center. The course is as a trial effort to test the feasibility of this mode of course delivery.

- 7. The college [should] develop a strategy to ensure legal, fair, and effective hiring practices and further the diversity of faculty and staff so that they more closely mirror the diversity of the larger community and the students they serve.**

PALO VERDE COLLEGE

REPORT OF THE INSTITUTIONAL SELF-STUDY
FOR REAFFIRMATION OF ACCREDITATION

Submitted by:

PALO VERDE COLLEGE
One College Drive
Blythe, CA 92225

Submitted to:

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

March 2008

Progress: The College's response to this recommendation in the Focused Midterm Report is appropriate for the current update: A Counselor Handbook for counselors and advisors was developed and distributed to all student services staff as a training tool for advisors and counselors.⁷⁴ Additionally, all new staff members, upon hire, receive training in their respective jobs, with duties and functions clearly delineated.⁷⁵ Meetings for counselors, as well as for all student services staff, are held regularly, and new procedures are reviewed with all staff to ensure that the various functions of advisors, counselors and staff are clearly defined. The Matriculation Committee, similarly, meets regularly to review policies and procedures related to matriculation.⁷⁶

Action Plan: The College will continue with the practices it has established in defining counselors' and advisors' roles and responsibilities.

6. Team Recommendation: The college [should] review its learning support services for students at off-campus sites, in order to provide comparable access to information and learning resources to support the courses programs and degrees offered at these sites.

Progress: The College conducts ongoing review of its learning support services for students at off-campus sites, including overall management of the distance education program, staffing of the Needles Center, tutoring and support services at the correctional facilities and monitoring of specialized programs offered through instructional services agreements. Here is a review of progress in these areas:

An administrative dean and staff were hired in 2004 and are housed at the Blythe main campus to manage the College's distance education and noncredit programs. At the Needles Center, a new administrative dean and staff positions were created and filled in 2005; the staff includes a counseling faculty member assigned part-time to the Needles Center to provide support at that location. Both deans report to the Vice-President of Instructional Services to ensure consistency of access, support and instructional quality. An administrative manager, the College's Occupational Education Manager, is in charge of the instructional services agreements program, and reports as well to the Vice-President of Instructional Services.

Tutoring assistance for incarcerated students at each of the prison locations is provided by proctors who are employed in the education department of the prison, or inmates with associate's or bachelor's degrees who work under the direction of the proctor. Tutoring support is managed by the Office of Instructional Services, under the direction of the Associate Dean of Distance Education and Noncredit Programs.

To provide other support services to students incarcerated students at Chuckawalla and Ironwood, counseling faculty make periodic trips to the two major prisons (approximately 15 miles from the Blythe main campus) for registration, counseling, education plan review, and follow-up in case of academic deficiency.

⁷⁴ Counselor Handbook

⁷⁵ Counselor and Advisor Job Descriptions

⁷⁶ Matriculation Committee Documents

Counseling and other student support services are provided to students incarcerated at locations other than Chuckawalla and Ironwood by counselors on staff at the College and by prison proctors and counselors, specifically trained by College personnel. To address the need for counseling support in locations outside the district, the College created and filled a new counseling faculty position in the Fall Semester 2007. The counselor travels to each of the prison sites and provides counseling and other support services to inmates enrolled in the College's programs.

During the year, support services are supplemented by proctors and counselors employed in the education departments of each of the prison facilities; the proctors and counselors are fully trained by College personnel in orientation, counseling and advising, educational plan development, tutoring, and other support services.

The College conducts a number of specialized instructional programs in police, fire and hazardous materials handling in areas outside the district, with the approval of the community college districts served by these areas. The College's Occupational Education Manager and his staff personally inspect each facility at least once each year. A counseling faculty member whose primary assignment is advising incarcerated students and students at the Needles Center is also available to provide counseling services to students enrolled in courses established through College's instructional services agreements.

Action Plan: The College continuously evaluates the needs of students at its off-campus locations, and continuously evaluates the quality and effectiveness of its programs and services in these areas.

7. Team Recommendation: The college [should] develop a strategy to ensure legal, fair, and effective hiring practices and further the diversity of faculty and staff so that they more closely mirror the diversity of the larger community and the students they serve.

Progress: Two years ago the College created and filled the professional position of Human Resources Manager, resulting in a more systematic application of hiring rules and procedures including recruitment, screening and hiring. During the past year, the College revised and updated policies governing human resources practices, including a Commitment to Diversity policy,⁷⁷ which will be considered for approval by the Board of Trustees by the end of the academic year.⁷⁸

In 2004, the College was recognized by the Chancellor's office as among the California community colleges that had done the most to diversify its faculty during the preceding decade. The College celebrates diversity, moreover, through various academic programs and events—these include the Multicultural Festival, Cinco de Mayo, Women's Day, and Black History Month—recognizing the value of diversity in an institution of higher learning.

The College's support for diversity is also evident in the formation of the Equal Employment Opportunity Advisory committee and the drafting of an EEO plan, which is currently in process. Job descriptions for each position at the College list among the minimum qualification that candidates demonstrate "sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students."

⁷⁷ Board of Trustees' Policies and Administrative Procedures, BP 7100 Draft

⁷⁸ Timeline for Completion of Updates and Revisions of Board of Trustees' Policies

COURSE OUTLINE OF RECORD



Palo Verde College

One College Drive, Blythe, CA 92225
(760) 921-5500

Course Control Number:

Course Outline Approval Dates		
	Curriculum Committee	Board of Trustees
Face-to-Face		
Correspondence Ed.		
Distance Ed.		

1. Course Information. Course Initiator:

Subject Area and Course Number:		Course Title:			
New Course <input type="checkbox"/> Revised <input type="checkbox"/> Updated <input type="checkbox"/>		Static ID		FOP Code	Credit Status Request Choose one:
Classification Code Choose one:		SAM Code Choose one:		Course prior to college level Choose one:	
Noncredit category Choose one:		Meets a unique need: Yes <input type="checkbox"/> No <input type="checkbox"/>	Course duplicated: Yes <input type="checkbox"/> No <input type="checkbox"/>	Demand/Enrollment Potential: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Transfer request Choose one:		Articulation request: UC <input type="checkbox"/> CSU <input type="checkbox"/> CSU-GE <input type="checkbox"/> IGETC <input type="checkbox"/>			Course Program Status Choose one:
Basic Skills Choose one:		Funding Agency Choose one:			
Co-Op Status Choose one:		Special Class Status Choose one:			

JUSTIFICATION FOR NEED:

(Briefly describe the primary method used to determine the need for this course. For example, Labor Market Projections from Employment Development Department, employer survey, community or student interest survey, state licensing requirements or mandated certification. A maximum of 4000 characters is allowed.)

CATALOG DESCRIPTION:

SEMESTER UNITS:

Course Length: Lecture: Laboratory: Clinic/Field:

PRE-REQUISITES, CO-REQUISITES AND ADVISORIES:

If the course has pre-requisites, co-requisites or advisories, list them here and attach a completed Pre-requisite Justification form.

OBJECTIVES and LEARNING OUTCOMES:

Upon successful completion of the course the student will be able to:

COURSE OUTLINE AND SCOPE:

1. Outline of topics or content:
2. If a course contains laboratory or clinic/field hours, list examples of activities or topics:
3. Examples of reading assignments:
4. Examples of writing assignments:
5. Appropriate assignments to be completed outside of class:
6. Appropriate assignments that demonstrate critical thinking:
7. Other assignments (if applicable):

8. Face-to-Face Course Sections:

Face-to-face education is a mode of delivery in which instruction is delivered in a traditional classroom setting, with instructor and students located simultaneously in the same classroom facility.

a. **Describe the methods of instruction.**

b. **Describe the methods of evaluating of student performance.**

c. **Describe how the confidentiality of the student's work and grades will be maintained.**

[Suggested response] Instructors shall make reasonable efforts to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

d. **If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.**

Note: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.

9. Correspondence Education Course Sections (correspondence, hybrid correspondence)

Correspondence education is a mode of delivery in which instructional materials are delivered by mail, courier or electronic transmission to students who are separated from the instructor by distance. Contact between instructor and student is asynchronous. **Hybrid correspondence education** is the combination of correspondence and face-to-face interaction between instructor and student.

- a. Describe the methods of instruction.
- b. Describe the methods of evaluating student performance.
- c. Describe how regular, effective contact between the instructor and a student is maintained.

(Note: Regular, effective contact includes, but is not limited to, exams; quizzes; essays; research papers; graded homework assignments; syllabus receipt; office hours; instant messaging; and synchronous online discussions, e-mails, letters, notes, phone calls, or postings on the Bridge between instructor and student.)

- d. Describe procedures that help verify the individual submitting class work is the same individual enrolled in the course section.

[Suggested response]: Consistent with policy elements listed in the ACCJC's "Policy on Distance Education and on Correspondence Education," the College verifies the identity of a student who participates in class or coursework by using, at the College's discretion, such methods as a secure log-in and password, proctored examinations, or other technologies or practices that are developed and effective in verifying each student's identification.

- e. Describe procedures that evaluate the readiness of a student to succeed in a correspondence or hybrid correspondence course section.

(The procedure might consist of a short assessment questionnaire prepared by the instructor and self-administered by the student. The questionnaire would evaluate areas such as working independently, adhering to timelines, and familiarity with working online and with computer technology. The student would use the resulting score to evaluate his or her readiness to take the course in a correspondence or hybrid correspondence instructional mode.)

- f. Describe how the confidentiality of the student's work and grades will be maintained.

[Suggested response] Instructors shall make reasonable efforts to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

- g. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

- h. If the course requires specialized equipment, including computer and computer software or other equipment, identify the equipment, and describe how it is to be accessed by students.

Note: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.

10. Distance Education Course Sections (online, ITV, hybrid)

Online education is a mode of delivery in which all instruction occurs online via the Internet. Student and instructor access to email and the Internet is required. Students are required to complete class work using email, chat rooms, discussion boards and other instructional online venues. **Interactive television (ITV)** is a mode of synchronous delivery in which instruction occurs via interactive television (closed circuit). **Hybrid** instruction is a combination of face-to-face instruction and online instruction.

- a. **Describe the methods of instruction.**
- b. **Describe the methods of evaluating student performance.**
- c. **Describe how regular, effective contact between the instructor and a student is maintained.**

(Note: Regular, effective contact includes, but is not limited to, exams; quizzes; essays; research papers; graded homework assignments; syllabus receipt; office hours; instant messaging; and synchronous online discussions, e-mails, letters, notes, phone calls, or postings on the Bridge between instructor and student.)

- d. **Describe procedures that help verify the individual submitting class work is the same individual enrolled in the course section.**

[Suggested response]: Consistent with policy elements listed in the ACCJC's "Policy on Distance Education and on Correspondence Education," the College verifies the identity of a student who participates in class or coursework by using and the College's discretion, such methods as a secure log-in and password, proctored examinations, or other technologies or practices that are developed and effective in verifying each student's identification.

- e. **Describe procedures that evaluate the readiness of a student to succeed in an online, ITV or hybrid course section.**

(The procedure might consist of a short assessment questionnaire prepared by the instructor and self-administered by the student. The questionnaire would evaluate areas such as working independently, adhering to timelines, and familiarity with working online and with computer technology. The student would use the resulting score to evaluate his or her readiness to take the course in an online, ITV or hybrid instructional mode.)

- f. **Describe how the confidentiality of the student's work and grades will be maintained.**

[Suggested response] Instructors shall make reasonable efforts to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

- g. **If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.**
- h. **If the course requires specialized equipment, including computer and computer software or other equipment, identify the equipment, and describe how it is to be accessed by students.**

Note: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.

REPRESENTATIVE TEXTBOOKS AND OTHER READING AND STUDY MATERIALS:

List author, title, and current publication date of all representative materials.

SIGNATURES:

COURSE INITIATOR: _____ DATE: _____
LIBRARY: _____ DATE: _____
CHAIR OF CURRICULUM COMMITTEE: _____ DATE: _____
SUPERINTENDENT/PRESIDENT: _____ DATE: _____

AGENDA**Flex Day Agenda**

Monday, August 20, 2007

8:30 a.m. – 3:00 p.m., followed by division meetings

8:00a.m. – 8:30 a.m.	Sign In Faculty Breakfast (See Biju for any instructions regarding lunch)	Outside Auditorium
8:30a.m. – 9:45 a.m.	✓ Distance education issues. Concerns of both inmates and community students. Invited student scheduled to speak. <i>Presented by Dennese Lilley-Edgerton with input from Vicki Attaway and faculty</i>	Auditorium
9:45a.m.-10-15a.m.	Break (if finished with discussion). Possible surprise during break.	
10:15-11:15a.m.	Assessment, placement and matriculation concerns: learning from each other. Software demo by Louise. <i>Presented by Louise Gallan with input from counselors</i>	Auditorium
11:15a.m.	Dr. Dick Wilson presents certificate indicating the ADS program developed by Chris Jones-Cage received CAADE certification.	
11:30/11:45a.m. - 1:00p.m.	Lunch	CS 123/124
1:00-2:00p.m.	✓ Interactive television – what's involved? <i>Presented by Linda Martin, Kevin Eoff, Paul Shibalovich and Rich Soto</i>	Auditorium
2:00-3:00p.m.	Student learning outcomes, ARCC report in brief, tabulation of pre and post tests <i>Presented by Brian Thieboux</i>	Auditorium
3:00p.m.	Adjourn to division meetings	

AGENDA

Flex Day Agenda

Monday, January 14, 2008

8:30 a.m. – 3:15 p.m., followed by division meetings

8:00a.m. – 8:30 a.m.	Sign In Faculty Breakfast (Please see Biju Raman or Bruce Wallace for any food-related questions)	Outside Auditorium
8:30a.m. – 9:00 a.m.	Getting Ready for the Accreditation Visit <i>Presented by Brian Thieboux</i>	Auditorium
9:00a.m. – 9:45a.m.	Basic Skills Initiative, Title V and accommodating students in remediation <i>Presented by Louise Gallan</i>	Auditorium
9:45a.m.-10:00a.m.	Break	
10:00a.m.-11:00a.m.	✓ Teaching and Technology <i>Presented by Paul Shibalovich and Philip Clinton</i>	Auditorium
11:00a.m.-11:30a.m.	Cooperative Work Experience Education <i>Presented by Reva Gilmore</i>	Auditorium
11:30a.m. - 12:00p.m.	Tour of Physical Education Building <i>Tour given by Kevin Eoff</i>	P.E. Building
12:00p.m.- 1:15p.m.	Lunch	CS 123/124
1:15p.m.-2:15p.m.	✓ Inmate U showing of National Geographic documentary	Auditorium
2:15-3:15p.m.	✓ Inmate/Staff Relations and discussion of documentary <i>Inmate Relations presented by Dale Dorman, PIO, ISP</i>	Auditorium
3:15p.m.	Adjourn to division meetings	

Flex Day Agenda

Wednesday, August 20, 2008

Welcome New Faculty!



8:00a.m. – 8:30 a.m.	Sign In & Networking Faculty Continental Breakfast (Please see Jason Bram or Bruce Wallace for any food-related questions)	Outside Auditorium
8:30a.m.-10:00a.m.	New Faculty Orientation <i>facilitated by Brian Thiebaux</i> - New faculty introductions by William Smith, VP Instruction - Self-introductions by Administrators a. Organizational structure of the college: Brian Thiebaux b. Teaching face-to-face & distance education: Richard Castillo & Paul Shibalovich c. How your time is accounted: Robert Robertson d. Performance evaluation process: Philip Clinton, Kevin Eoff e. College culture: Sioux Stoeckle - Followed by question and answer period	Auditorium
10:00a.m.-10:30a.m.	Planning and Implementation of Off-campus & Field Activities for Academic Enrichment <i>Presented by Jason Bram, faculty</i>	Auditorium
10:30a.m-10:45a.m.	Break	
10:45a.m – 11:05 a.m.	New Online Library Resources: ebrary, Nursing database and Contemporary Literary Criticism <i>Presented by June Turner, Librarian</i>	Auditorium
11:05a.m.- 11:15a.m.	Master Student book revisited <i>Presented by Bruce Wallace, faculty</i>	Auditorium
11:15a.m.-12noon	Wellness Strategies <i>Presented by Sharron Burgeson, Nursing Instructor</i>	Auditorium
12:00p.m. - 1:00p.m.	Lunch	CS 123/124
1:00p.m. – 2:00p.m.	Humor for Good Health <i>Presented by Cheryl Bruno-Mofu, Nursing Instructor</i>	Auditorium
2:00p.m. – 2:30p.m.	Wait 'Til You Hear What the Accreditation Report Says about Palo Verde College <i>Presented by Brian Thiebaux, faculty</i>	Auditorium
2:30p.m. – 3:00p.m.	BSI Conference Update <i>Presented by Louise Gallan, LSC Coordinator</i>	Auditorium
3:00p.m. Division Meetings	<i>Thanks to all presenters, administration, the flex committee and best wishes to the new faculty members!</i>	Thank you

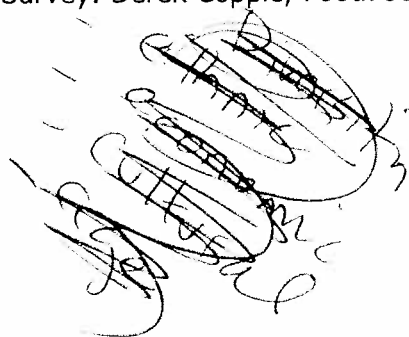
Flex Day Agenda

Wednesday, March 18, 2009



8:00– 8:30 a.m.	Sign In & Networking Faculty Breakfast	Outside Auditorium
8:30 - 8:45 a.m.	Flag Salute led by Brian Thieboux A few words...Willie Smith	Auditorium
8:45– 9:15a.m.	PVC Degrees/Career Services <i>Presented by Hortensia Rivera & Irma Dagnino</i>	Auditorium
9:15 – 10:15a.m.	Dealing with Consumers & Potential Crisis <i>Presented by Barbara Lawrence, MSW, CT1</i> <i>- intro by Steve La Vigne</i>	Auditorium
10:15- 10:30 a.m.	Break	
10:30-11:30a.m.	✓ Distance Education Issues and Problems <i>Presented by Vicki Attaway and Lorenzo Lujano</i>	Auditorium
11:30a.m. – 12 noon	What is the Road Ahead? A Study of Diversity at Palo Verde College <i>Presented by Biju Raman</i>	Auditorium
12 noon – 1p.m.	Lunch	CS123/124
1:00-1:30p.m.	Section 508: Electronic and Information Technology Accessibility <i>Presented by Steve La Vigne and Mel Pullen</i>	Auditorium
1:30-3:30p.m.	Scheduling <i>Facilitated by Instruction Office</i>	Auditorium
3:30 - 3:45p.m.	Flex Day Survey <i>Facilitated by Derek Copple</i>	Auditorium
Thanks to all presenters and the flex committee!		Thank you

Flex Committee Assignments: Presenter Introductions: Jason Bram; Time Keeper: Bruce Wallace; Survey: Derek Copple; Food: Jed Clark; Coordinator: June Turner; Input: All



Flex Day Agenda

Friday, February 11, 2011



8:00-8:25 a.m.	Faculty breakfast (breakfast burritos and coffee)	Outside auditorium
8:25- 8:35 a.m.	Sign in	Auditorium
8:35 -8:45 a.m.	A few words from Mr. Smith	Auditorium
8:45– 9:45 a.m.	<p>Online training tips, resources and hands-on (Title III will announce group assignments)</p> <p>✓ Group one: meet in CL130 <i>Presentation & hands-on training led by Cristen Mann:</i> Includes uploading syllabi and inserting contact info, resources and announcements to Bridge</p> <p>-----</p> <p>✓ Group two: stay in auditorium <i>Presentations: Paul Shibalovich, Tips and tricks of online teaching; IT, How to use Communicator; Kevin Eoff, Review of Starboard and ITV</i></p>	CL130 or Auditorium
9:45 -10:00 a.m.	Break	
10:00 – 11 a.m.	✓ Online training (see above description, simply switch to the room/session you did not attend in prior breakout)	CL130 or Auditorium
11:00 – 11:45 a.m.	<p>Personal safety awareness <i>Presented by J.R. Ramirez from Source 1 Security</i></p>	Auditorium
11:45 -12 noon	<p>Exercise program = more productive employees <i>Presented by Greg Snider</i></p>	Auditorium
12 noon -1 p.m.	Lunch (Den will be open until 2 p.m.)	On your own
1:00 -2:00 p.m.	<p>Online training <i>Facilitated by Cristen Mann</i> Includes Bridge training in regards to tests, quizzes, messages, assignments and grade books</p>	CL 129/130
2:00 – 3:30 p.m.	✓ Review of distance learning document <i>Facilitated by officers of Academic Senate, includes breakout sessions</i>	Auditorium
Close	Flex day survey	Auditorium

Thanks to special guest J. R. Ramirez and all presenters!

Thank you

SECTION 15. DISTANCE EDUCATION

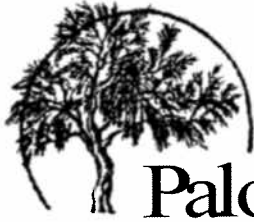
- A. The term "Distance Education" is a teaching mode in which a faculty member delivers educational services from a physical location different from that of the student. The term encompasses a variety of delivery methods including, but not limited to, on-line website, correspondence, e-mail, videotape, teleconference, and television or radio transmission. For clarity, the term "face-to-face" describes the process of educational program delivery other than Distance Education. Face-to-face delivery is defined as traditional classroom or independent study arrangements in which the faculty member teaches students who are physically present in the same location as the faculty member.
- B. Distance Education students shall be enrolled in sections separate from face-to-face sections of the same course and shall be subject to standards governing class size given in Paragraph "F," below. When enrollments in either the Distance Education or face-to-face sections, or both, are not sufficient to ensure continuation of the section in any particular semester, then by mutual agreement of the Chief Instructional Officer and the faculty member, such sections may be combined into a single section for that semester, provided the combined section meets the standards governing class size delineated in Paragraph 6 of this Amendment. The combining of Distance Education and face-to-face sections, as described in this Paragraph, does not constitute "Courses Taught Simultaneously," as defined in Article IV, Section 10, Paragraph B of the Agreement.
- C. **Academic standards**, including the scope and breadth of subject matter, grading standards, and evidence of student learning, of Distance Education sections, or sections combining Distance Education and face-to-face learners, shall be the responsibility of the faculty member teaching the course and shall be comparable to the academic standards of face-to-face sections. All new courses proposed for Distance Education program delivery shall be subject to review by the Curriculum Committee of the Academic Senate and evaluated by the same standards as face-to-face courses.
- D. **Policies governing the ownership rights to works**, inventions, and materials, hereinafter referred to as Intellectual Property, produced for the delivery of Distance Education instruction shall be identical to those policies governing the ownership rights to Intellectual Property produced for face-to-face courses:
1. The Association and District agree that all Intellectual Property that is the product of a faculty member's mind, time, talent and effort shall be, with the exceptions described below, the sole and exclusive property of the faculty member who created it.
 2. Intellectual Property includes, but is not limited to, books, articles, illustrations, dramatic and musical compositions, fictional and non-fictional narratives, syllabi, lectures, classroom exercise and simulations, multimedia content, examinations, analyses, works of art or design, photographs, films, video and audio recordings, computer software, architectural and engineering drawings, and choreographic designs.
 3. Intellectual Property created by a faculty member may be produced and recorded in print, film, electromagnetic, or any other tangible form.

4. The recording and production of Intellectual Property shall be accomplished with District support customarily provided to a faculty member as part of his or her assignment, and may include support services provided by other employees, the use of computers, printers, cameras, photocopying machines and office supplies, the use of an assigned office and telephone, and the use of any other device owned by the faculty member or the District.
 5. If a faculty member, in addition to or as part of his or her regular assignment, is employed and compensated by the District to create Intellectual Property as the primary purpose of that employment, the Intellectual Property shall be known as Work for Hire and shall be subject to joint ownership between the faculty member and the District. The terms of ownership shall be agreed to in writing by the faculty member and the District and shall be subject to approval by the Association prior to the commencement of the Work for Hire.
 6. Educational materials purchased with District funds shall remain the property of the District.
 7. A "Request for Approval of a Course," also known as a "course outline," shall remain the property of the District.
 8. Any dispute between a faculty member and the District regarding the rights of ownership of Intellectual Property shall be resolved by an independent arbitrator selected by mutual agreement of the faculty member, the Association and the District. The expense of the independent arbitrator shall be paid by the District. The decision of the independent arbitrator shall be final and binding upon the Association and the District.
- E. The teaching load of Distance Education courses**, and sections of courses, shall be defined in the same terms as the teaching load of face-to-face courses, and sections of courses, namely, the CTLC method as defined in the Agreement.
- F. Class size for Distance Education sections**, and for sections combining Distance Education and face-to-face students, shall be limited to a maximum of 29 students for each class section, unless the faculty member authorizes additional students for that section. Sections with fewer than 10 students are subject to cancellation, unless the Chief Instructional Officer authorizes fewer students for that section.
- G.** Faculty members are encouraged to incorporate appropriate technology resources available to facilitate learning both in Distance Education and face-to-face teaching modes. Because Distance Education instruction delivery offers special opportunities for the use of certain instructional technologies such as videotaping, multimedia presentations, on-line, teleconferencing, and others faculty members teaching Distance Education are especially encouraged to use such technologies in their courses. Faculty members seeking guidance, advice, training and other assistance in the use of technologies in Distance Education classes may consult with the Assistant Dean of Distance Education for such assistance.
- H.** Distance Education courses are subject to the same management "right of assignment" rules as face-to-face classes.

- I. The Registrar shall request of each student enrolled in a Distance Education class a signed authorization granting release of the following contact information about that student to the faculty member teaching the Distance Education class: Current home address or mailing address, home telephone number, work phone number, if applicable, and e-mail address. The Registrar shall provide student contact information to the appropriate faculty member prior to the first day of class each semester, or in the case of late registration, no later than three business days following the date of the student's registration. In the event the student refuses to authorize the release of contact information to the faculty member, the student must acknowledge in writing that he or she is responsible for contacting the faculty member within five (5) business days of the date of registration. Failure to hear from a student by the end of the sixth (6th) week of classes in the semester allows the faculty member to initiate a withdrawal of that student from the class. Faculty members are encouraged to conduct a face-to-face orientation with all Distance Education students during the first week of classes each semester, when such an orientation is feasible.

- J. To assist faculty members unfamiliar with Distance Education, and to assist faculty members seeking to develop their skills in teaching Distance Education courses, training and development programs shall be provided to faculty, when feasible, during Flex Day or other faculty development occasions, by various parties, including but not limited to, the Assistant Dean of Distance Education, computer information and office technologies faculty members, other faculty members and staff, technical personnel, and external consultants. Training may include, but shall not be limited to, developing and delivering on-line courses, examining the special needs of Distance Education learners, developing teleconferencing skills and programs, and others.

- K. The District shall assist faculty members teaching Distance Education in various ways, including, but not limited to, providing training in course delivery methods that incorporate technology; providing faculty with technical support in media production (including duplicating services); assisting faculty in developing and implementing policies affecting Distance Education course delivery; coordinating program implementation with faculty, academic counseling and District management personnel; and articulating expectations as to academic standards to prospective students.



Palo Verde College

OFFICE OF THE SUPERINTENDENT/PRESIDENT

MEMORANDUM

TO: PVC Faculty, Staff and Administration
FROM: Jim Hottois
SUBJECT: Report on Administrative Cabinet Meeting
DATE: October 14, 2011

The Administrative Cabinet met in a day-long planning session last Wednesday. As a result of that meeting the Administrative Cabinet is recommending the following resolutions to the Board of Trustees:

Resolution on salary schedules for Classified Management/Confidential and Administrative Employees

- The salary schedules for Classified Management/Confidential and Administrative Employees are frozen at their 2011-2012 levels for the 2012-13 Fiscal Year.
- The Board of Trustees directs the Administration to review the salary schedules for Classified Management/Confidential and Administrative Employees before December 1, 2012 and to report the results of that review to the Board of Trustees at the Board's regular December 2012 meeting. The Board expects that salary schedules for other California community colleges similar in student FTE and budget size will be considered in that review.

Resolution on Supplemental Employee Retirement Program

- No applications to participate in the current Supplemental Employee Retirement Program will be accepted after the date of passage of this resolution.
- The Superintendent/President is authorized to approve applications to retire under the current Program on or before June 30, 2012. No applications to retire under the program after that date are to be approved.*

- The Board directs that no proposals for new Supplemental Employee Retirement Programs be developed for at least ten years after the date of this resolution. The Board directs the Superintendent/President to make appropriate changes in the District's Administrative Procedures to put this into effect.

*At the time of preparation of this resolution one application by a faculty member to retire after December 31, 2011 but by June 30, 2012 has been approved.

Resolution on Filling Vacated Classified, Faculty, Management/Confidential or Administrative Positions

- The current freeze on hiring is to be continued until otherwise authorized by the Board of Trustees.
 - No vacant Management or Administrative is to be filled permanently until after a new permanent Superintendent/President is employed by the District
 - The Board expects that any Management or Administrative position which is filled on a temporary basis will be an "acting" position, that whenever possible it will be at a lower level on the salary schedule, and that whenever possible it will be no more than an eleven month appointment.
-

We also made a number of purely administrative decisions:

- There will be a "spending freeze" for all categories of purchases effective January 1, 2012.
- Changes in the uses of facilities:
 - Before the end of the current semester the Bookstore will move to the Library while the College transitions to an on-line bookstore. This will permit the Bookstore space to be used as instructional space.
 - Before the end of the current semester the Nursing Office will move to the Reale Building.
 - Before the end of the current semester Rhonda Entwistle and Phyllis Pullen will move (again!) to the Technology Building.
 - Before the beginning of the Spring Semester the Office of Admissions and Records will relocate to the office area next to the Instruction Office.
 - Before the beginning of the Spring Semester EOP&S will move from its current location to the Student Services area on the first floor of the Crain Building.

- Before the beginning of the Spring Semester Distance Learning will move from its current location in the Reale Building to the area vacated by EOP&S in the Crain Building. This will permit the space currently occupied by Distance Learning to be used as a large classroom.
- To minimize energy and maintenance costs, the Clancy Osborne Center will be closed to regular use after the end of the Fall semester. Thus:
 - No classes will be offered in the Clancy Osborne Center during the Spring Semester.
 - Greg Snyder's office will be relocated, probably to available space in the Reale Building toward the end of the current semester.
- To minimize energy and maintenance costs, no classes will be offered and no offices will be used in the Fine and Performing Arts Center during the Spring semester.
- CL 123 and 124 will be used as classrooms on an as-needed basis during the Spring Semester.
- No classes will be offered during the Summer of 2012.
- Dean Vicki Attaway will retire at the end of December. An acting head (title not decided) for the Distance Learning Program will be appointed within the next two or three weeks. That will likely be an eleven month position.

Cc: Vicki Attaway
Diana Rodriguez
William Smith
George Walters
Board of Trustees

PALO VERDE COMMUNITY COLLEGE DISTRICT

One College Drive
Blythe CA 92225



Telephone: (760) 921-5500
Fax: (760) 922-0230

Coordinator – Distance Learning

THE COLLEGE:

Palo Verde College is a publicly supported 2-year college located in the beautiful Southeastern California desert. Yearly enrollment is approximately 4,000 students (full and part-time).

POSITION:

Full-time, certificated position. (212 work days).

NATURE OF THE ASSIGNMENT:

Reporting to the Vice President of Instructional Services, the Coordinator of Distance Learning is responsible for distance education and correspondence education. This is a full-time certificated, 212 day position.

RESPONSIBILITIES:

1. Responsible for reports, program reviews, and regular evaluation of all areas under direct supervision.
2. Assist in evaluation of all instructional staff for the areas of responsibility.
3. Monitor and assist the process for curriculum approval for relevant instructional areas.
4. Apply for grants and seek alternative funding for all programs supervised.
5. Manage all grants related to Distance Learning including all pertinent reports.
6. Arrange and/or conduct training workshops for faculty and staff as needed.
7. Participate in full-time faculty responsibilities, including staff/faculty meetings, committee assignments, and student activities.
8. Plan, monitor, and justify budgets and expenditures of all supervised programs.
9. Provide matriculation services to students; this includes advising, orientation, mentoring and interpretation of assessment tests and application of other placement measures.
10. Perform other related duties as assigned.

REQUIRED MINIMUM QUALIFICATIONS:

1. Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, or career development, marriage and family therapy, or marriage, family and child counseling, or the equivalent.
2. Ability to counsel and assist students from diverse cultural, ethnic, socioeconomic and educational backgrounds in achieving realistic personal and academic goals.
3. Knowledge of requirements for transfer, vocational, and remedial programs.
4. Knowledge of software and hardware used in web design and technology-based instruction including.
5. Strong interpersonal and written communication skills.
6. Physical ability to work effectively in an environment which is typical of this position.

PREFERRED QUALIFICATIONS:

1. Knowledge of the curriculum development processes.
2. Experience in supervising others.
3. Demonstrated mastery of the use and implementation of instructional technology.

CLASSIFICATION / SALARY:

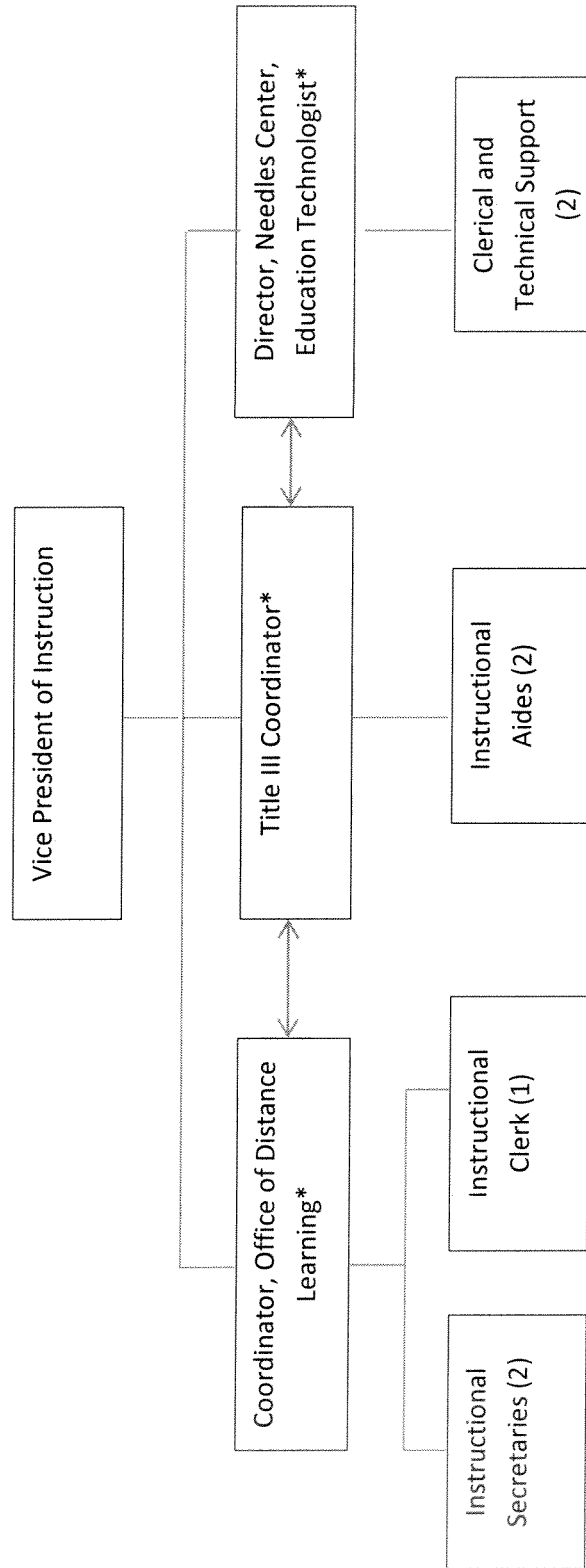
Placement on the academic salary schedule will be determined by education and experience. Evening and weekend duty may be required as well as travel.

LOCATION:

Palo Verde College is located in the City of Blythe at one of the busiest entrance points to California. The college is located in a desert oasis adjacent to the beautiful Colorado River and the Palo Verde Valley. Blythe, and the fertile Palo Verde Valley, is primarily a farming and ranching area. Boating, fishing and hunting attract many tourists. The Palo Verde Valley is centrally located between Phoenix and Los Angeles, Las Vegas and the Mexican border. The valley's great climate, with more than 350 days of sunshine and mild winters, attracts thousands of winter visitors every year.

Palo Verde College Distance Learning Program

Organization Chart, February 2012



*The Coordinator of the Office of Distance Learning assists the Office of Instructional Services in the scheduling of correspondence, ITV and online classes, evaluating faculty teaching in these modes, providing counseling support to incarcerated students, managing the operating budget of the Office of Distance Learning, and coordinating correspondence classes with officials of participating prisons. The Title III Coordinator manages the Title III grant which provides funding for instructional support equipment and personnel for the delivery of ITV and online courses. The Director of the Needles Center, in addition to managing the operations of the Needles Center (which includes class scheduling, faculty evaluations, budget management, and academic counseling) provides campus-wide technical support in online and ITV instruction, as well as technical support in the use of the Bridge, an online course management system. The Coordinator of Distance Learning, the Title III Coordinator and the Needles Center Director, while they manage separate, but closely related functions of the distance learning program, interface with one another to ensure effective delivery of instructional programs through correspondence, ITV and online modes.

**DIVISION OF SUPPORT SERVICES
OFFICE OF BUSINESS SERVICES**

10000 Goethe Road, Suite C-1
Sacramento, CA 95827

**P. Agreement Between Palo
Verde College and the California
Department of Corrections and
Rehabilitation**



July 2, 2010

Dr. James Hottos, Ph.D., Superintendent/President
Palo Verde Community College
One College Drive
Blythe, CA 92225

Handwritten notes:
cc: gene
VDA 7.7.10 Dick

Dear Dr. Hottos:

**AGREEMENT NUMBER: 5600000898
SERVICE: MOU**

Enclosed for your files is a fully executed Agreement regarding the service(s) described above with the California Department of Corrections and Rehabilitation for the period of July 1, 2010 through June 30, 2015.

A copy of this Agreement has been forwarded to the Regional Accounting Office, which is responsible for the payment of approved invoices. In order to expedite the payment process, please ensure all invoices submitted to the State are submitted in accordance with the payment provisions of this Agreement. They must be accurate; reasonable for the services performed and costs incurred; and include all applicable receipts and necessary supporting documentation as stated in this Agreement.

<u>Fiscal Year</u>	<u>Work Completed During</u>
2009/10	07/01/2009 to 06/30/2010
2010/11	07/01/2010 to 06/30/2011
2011/12	07/01/2011 to 06/30/2012
2012/13	07/01/2012 to 06/30/2013
2013/14	07/01/2013 to 06/30/2014

If you have any questions or need assistance, do not hesitate to contact me at (916) 255-6136.

Sincerely,

Suzanne Livingston

Suzanne Livingston, Contract Analyst
Southern Institutions/Facilities Contracts Unit

Handwritten date: JUL 6 2010

AGREEMENT NUMBER

5600000898

REGISTRATION NUMBER

N/A

1. This Agreement is entered into between the State Agency and the Contractor named below:

STATE AGENCY'S NAME

California Department of Corrections and Rehabilitation

CONTRACTOR'S NAME

Palo Verde Community College District

2. The term of this Agreement is: 07/01/2010 through 06/30/2015

3. The maximum amount of this Agreement is: \$ 0.00
Zero Dollars and No Cents

4. The parties agree to comply with the terms and conditions of the following exhibits which are by this reference made a part of the Agreement.

Memorandum of Understanding

7 pages

IN WITNESS WHEREOF, this Agreement has been executed by the parties hereto.

CONTRACTOR

CONTRACTOR'S NAME (if other than an individual, state whether a corporation, partnership, etc.)

Palo Verde Community College

BY (Authorized Signature)



DATE SIGNED (Do not type)

BOARD APPROVED 6/24/10

PRINTED NAME AND TITLE OF PERSON SIGNING

Dr. James Hottois, Ph.D. Superintendent/President

ADDRESS

One College Drive, Blythe, CA 92225

STATE OF CALIFORNIA

AGENCY NAME

California Department of Corrections and Rehabilitation

BY (Authorized Signature)



DATE SIGNED (Do not type)

6/30/10

PRINTED NAME AND TITLE OF PERSON SIGNING

Linda K. Patterson, Chief, Institutions Contracts Section

ADDRESS

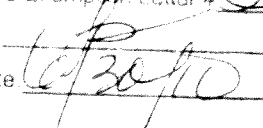
10000 Goethe Rd., Sacramento, CA 95827

California Department of General Services Use Only

I hereby certify that all conditions for exemption have been complied with and this contract is exempt from the Department of General Services Approval. Exempt from DGS approval per DGS Exemption Letter # 2

By:

Date



Exempt per:

Q. Program Review Templates for
Non-Instructional and Instructional
Programs

Program Review Template for Non-Instructional Programs and Operations,
Revised October 19, 2010

<p>Program Evaluation Summary—To be completed by the Program Review Committee members</p>	<p>The Program Review Committee shall, after reviewing each program review report, prepare a Program Evaluation Summary, which shall be made a part of the program review report and shall address these items:</p> <ol style="list-style-type: none"> 1. Program Strengths: 2. Program Weaknesses: 3. Recommendations for Program Improvement: 4. Committee Determination: <ol style="list-style-type: none"> a. Report is accepted and may proceed to the next step in the process. b. Report is returned to the department for further work, as follows:
	<ol style="list-style-type: none"> A. Summarize the program in terms of key functions and responsibilities. B. Describe how the program supports the overall mission of the College as adopted by the Board of Trustees. C. Describe, in qualitative and quantitative terms, the population served by the program.
<p>2 Accomplishments in Achieving Goals Outlined in the Previous Program Review.</p>	<ol style="list-style-type: none"> A. Describe progress in achieving goals outlined in the previous program review, including evidence documenting such achievements. B. Explain modifications of goals outlined in the previous program review, including evidence documenting such modifications. C. Describe specific, documented accomplishments that support and facilitate the achievement and assessment of student learning outcomes, including measures employed to evaluate program effectiveness in achieving such outcomes.
<p>3 New Goals</p>	<p>Outline new goals including an explanation how the program supports the achievement of student learning outcomes, and state timelines for completion, measures for evaluating achievement of such goals, and a process for implementing improvements.</p>
<p>4 Personnel Summary</p>	<ol style="list-style-type: none"> A. Provide an organizational chart of the program, showing personnel coverage of key functions and responsibilities. B. Are current management and staff adequate to perform functions and responsibilities satisfactorily and to achieve program goals? Explain. C. Describe organizational changes that will improve program performance, provide timelines for the achievement of such changes, and describe measures that will assess the effectiveness of such changes.
<p>5 Staff Development</p>	<ol style="list-style-type: none"> A. Describe specific professional development activities in which program members participate, and explain how such activities benefit or enhance the program and support and facilitate student learning outcomes. B. Describe areas of unmet professional development needs among personnel in this program, if applicable, and outline plans to address those needs.
<p>6 Facilities and Equipment</p>	<ol style="list-style-type: none"> A. Are current facilities, such as classrooms, offices and equipment, adequate to support the program? Explain. B. Is available dedicated space adequate to support the program? Explain. C. Is available equipment adequate to support the program? Explain. D. Describe plans for future changes in support facilities or equipment.
<p>7 Financial Resources</p>	<ol style="list-style-type: none"> A. Provide a financial report showing, for each year of the preceding 3 years, budgeted vs. actual expenditures for each of these line items, at a minimum: Personnel Salaries, Personnel Benefits, Supplies, Contract Services, and Capital Expenditures. Explain deviations from budget exceeding 10% of any line item. B. Describe plans for future budget changes.
<p>8 Strengths and Weaknesses</p>	<ol style="list-style-type: none"> A. List and comment on the major strengths of the program. B. List and comment on the major weaknesses of the program. C. List recommendations for improving and correcting identified weaknesses.

Program Review Template for Instructional Programs,
Revised October 19, 2010

<p>Program Evaluation Summary To be completed by the Program Review Committee members</p>	<p>The Program Review Committee shall, after reviewing each program review report, prepare a Program Evaluation Summary, which shall be made a part of the program review report and shall address these items:</p> <ol style="list-style-type: none"> 1. Program Strengths: 2. Program Weaknesses: 3. Recommendations for Program Improvement: 4. Committee Determination: <ol style="list-style-type: none"> a. Report is accepted and shall proceed to the next step in the process. b. Report is returned to the division for further work, as follows:
<p>1. Support of the College Mission</p>	<ol style="list-style-type: none"> A. State the purpose of program. B. Describe how the program supports the overall mission of the College as adopted by the Board of Trustees. C. Describe the unique institutional goal the program achieves.
<p>2 Accomplishments in Achieving Goals Outlined in the Previous Program Review</p>	<ol style="list-style-type: none"> A. Describe progress in achieving goals outlined in the previous program review, providing evidence documenting such achievements. B. Explain modifications of goals outlined in the previous program review, providing evidence documenting such modifications.
<p>3. Populations Served</p>	<ol style="list-style-type: none"> A. Describe the populations served by the program, including special populations. B. Describe other populations that should be served by the program, and describe plans to serve them in the future.
<p>4. Curriculum History</p>	<p>List the courses constituting the program. Of the courses constituting the program, list those courses that have not been successfully offered at least once during the preceding six (6) semesters. Explain why such courses were not successfully offered. Provide a strategy for improving their success, or explain why they should not be removed from the program.</p>
<p>5. Course Scheduling and Availability</p>	<p>Describe how effectively the scheduling process of classes in the program:</p> <ol style="list-style-type: none"> A. Optimizes class availability for day students, evening students and distance education students. B. Optimizes student learning.
<p>6. Student Learning Outcomes</p>	<ol style="list-style-type: none"> A. Describe the process by which the program identifies, measures and evaluates student learning outcomes at the course, program and degree levels, and provide evidence that this process is being followed. B. Describe the process by which program improvements are made, and provide evidence that this process is being followed.
<p>7. Program and Course Coverage</p>	<p>A. Describe how effectively courses in the program are covered by:</p> <ol style="list-style-type: none"> 1) Full-time faculty; 2) Part-time (adjunct) faculty <p>B. Describe ongoing or projected deficiencies in faculty coverage of courses in the program.</p> <p>C. Describe plans to improve program and course coverage, if applicable.</p>
<p>8. Professional Development</p>	<ol style="list-style-type: none"> A. Describe specific professional development activities in which faculty members in the program participate, and explain how such activities benefit or enhance the program and support and facilitate student learning outcomes. B. Describe areas of unmet professional development needs among faculty in the program, if applicable, and outline plans to address those needs.

9. Student Performance and Completion	<p>A. Display and comment on semester-by-semester course completions in the program over the preceding six (6) semesters. (Course completion rate = A, B, C or CR divided by A, B, C, D, F, CR, NC, W, MW, IP)</p> <p>B. Display and comment on annual degree or certificate completions, if applicable, over the preceding three (3) academic years.</p>
10. Enrollment and Financial Trends	<p>A. Display and comment on semester-by-semester enrollments in program courses over the preceding six (6) semesters.</p> <p>B. Display and comment on annual program expenditures over the preceding three (3) years, as to: supplies, contracts, capital outlay and other non-salary expenses.</p>
11. Facilities and Equipment	<p>A. Are current facilities, such as classrooms, offices and equipment, adequate to support the program? Explain.</p> <p>B. Is available dedicated space adequate to support the program? Explain.</p> <p>C. Is available equipment adequate to support the program? Explain.</p> <p>D. Describe plans for future changes in support facilities or equipment.</p>
12. Strengths and Weaknesses	<p>A. List and comment on the major strengths of the program.</p> <p>B. List and comment on the major weaknesses of the program.</p>
13. Plans to Remedy Weaknesses	Identify specific steps to correct identified weaknesses and provide the timeline by which they are to be corrected.
14. Plans to Advance the Program	Describe other plans that will advance the program.

**PALO VERDE COMMUNITY COLLEGE DISTRICT
BOARD POLICY**

4030

Academic Freedom

Reference: Title 5, Section 51023; Accreditation Standard II.A.7

Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition. Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights.

See Administrative Procedures 4030-0 and 4030-1

(Formerly PVC Board Policies 6270, 6400, 6410 and 6430)

09/25/08 College Council Approval
10/28/08 Board First Read
11/18/08 Board Second Read and Approval

Academic Freedom: Professors

Reference: Title 5, Sections 51023, 51023.5; Accreditation Standard II.A.7

Under the principles of academic freedom, the Professor has the right to discuss in the classroom all issues, however controversial, that the Professor considers relevant to the nature of the course. This right carries with it the responsibility of considering controversial issues objectively. While the Professor has the right to present conclusions to which the evidence points, the Professor has the responsibility of acknowledging the existence of and showing respect for opposing opinions.

Outside the classroom, the Professor has the right as a private citizen to speak and act freely on controversial issues. The Professor has the responsibility of avoiding the association of a personal viewpoint with the name of the college.

To ensure these principles of academic freedom, the Board of trustees and the administration of Palo Verde College shall at all times demonstrate their support by actively maintaining and defending freedom for the academic community.

See Administrative Procedure 4030-1

(Formerly PVC Board Policies 6270, 6400, 6410 and 6430)

09/25/08 College Council Approval
10/28/08 Board First Read
11/18/08 Board Second Read and Approval

**PALO VERDE COMMUNITY COLLEGE DISTRICT
ADMINISTRATIVE PROCEDURE**

4030-1

Academic Freedom: Students

Reference: Title 5, Sections 51023, 51023.7; Education Code Section 76120; Accreditation Standard II.A.7

The Board of Trustees believes that students should have the right to listen, the right to decide, the right to choose, the right to reject, the right to express and defend individual beliefs, and that the educational purpose of the District is best served by this freedom of expression. As members of an academic community, students should be encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Institutional procedures for achieving these purposes may vary from one class to another, but the minimal standards of academic freedom of students are essential to the purpose for which a community college exists.

Students shall be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they shall be responsible for learning the content of any course of study for which they are enrolled. Student performance shall be evaluated on a broad academic basis, not on opinions or conduct in matters unrelated to academic standards.

See Administrative Procedure 4030-0

(Formerly PVC Board Policies 5330 and 6420)

09/25/08 College Council Approval
10/28/08 Board First Read
11/18/08 Board Second Read and Approval

PALO VERDE COMMUNITY COLLEGE

One College Drive
Blythe CA 92225



Telephone: (760) 921-5500
Fax: (760) 922-0230

ENGLISH INSTRUCTOR

THE COLLEGE:

Located in southeastern California near the Colorado River, Palo Verde College, established in 1947, is a small college with a diverse and complex constituency. In addition to delivering instructional programs to students attending the Blythe main campus, the College provides instruction to students in Needles (100 miles north of Blythe), inmates (via correspondence) incarcerated at two nearby state prison facilities, inmates (via correspondence) located at nine other correctional facilities in California, students enrolled in noncredit programs, and firefighters and police officers, through instructional services agreements, in Riverside and other locations in California.

Of nearly 8,000 students (unduplicated headcount), about half are enrolled through instructional services agreements. The balance of enrollments is distributed approximately as follows: Blythe main campus, 2,000 students; Needles Center, 500; all prison facilities, 800; and noncredit programs, 700.

POSITION: English Instructor

Full-time, tenure-track position (177-day academic year), beginning August 2007

NATURE OF THE ASSIGNMENT:

The instructor will teach writing and literature courses using a variety of instructional methodologies. Such methodologies include traditional lecture-discussion, writing lab, correspondence, on-line, interactive TV and hybrid. In addition, the instructor shall participate in curriculum development; the evaluation and revision of courses, course materials and instructional methods; the assessment of student learning outcomes; self-study; and program review. This position will involve assignments during day and evening. Furthermore, the instructor will participate in appropriate faculty functions, including faculty assignments, committees and campus-wide activities. The instructor will demonstrate collegiality and professionalism.

EXAMPLES OF DUTIES & RESPONSIBILITIES:

1. Provides instruction in all assigned areas of English and, if applicable, in other discipline(s) as listed under Desirable Qualifications.
2. Grades course assignments and returns them to students in a timely manner.
3. Prepares, evaluates, and revises courses and course materials.
4. Maintains required student attendance and scholastic records, and submits in accordance with published deadlines.
5. Serves on appropriate college and faculty committees.
6. Posts and maintains campus office hours in accordance with College policies.
7. Supports campus-wide functions, including student activities.
8. Performs other duties associated with full-time employment.

STUDENT EVALUATION OF FACULTY MEMBER
 DISTANCE EDUCATION

Faculty: _____ Course: _____ Date: _____

Place an "X" in the appropriate box below, using the following scale:

5 = consistently 4 = almost always 3 = usually 2 = sometimes 1 = seldom

The faculty member:	5	4	3	2	1
1. Explains course expectations, objectives, and grading standards in a written syllabus.					
2. Explains each course requirement and assignment.					
3. Gives written assignments contributing to my understanding of course content.					
4. Gives reading assignments contributing to my understanding of course content.					
5. Provides feedback on my graded assignments, including papers, tests, exams, etc.					
6. Returns my graded test and assignment materials promptly.					
7. Makes me feel welcome to ask questions (via telephone, email, letter, etc.)					
8. Responds to my questions promptly (via telephone, e-mail, letter, etc.)					
9. Makes the course materials and content appropriate for distance education.					
10. Requires assignments that can be completed on time.					

What I like best about this class is:

What I like least about this class is:

NOTE: This evaluation is confidential. The instructor will not see this form. Only the tabulated results of this survey will be presented to the instructor. All comments will be typed and presented to the instructor.