Institutional Self-Evaluation Report

in Support of an Application for

Reaffirmation of Accreditation

Submitted by

Porterville College
100 E. College Avenue
Porterville, CA 93257

to

Accrediting Commission for Community and Junior Colleges

December 15, 2024

DRAFT

Certification

To: Accrediting Commission for Community and Junior Colleges

From: Primavera Monarrez, Interim President
Porterville College
100 E. College Ave.
Porterville, CA 93257

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community. I believe the Self-Evaluation Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC standards and policies.

Signatures:

_____
Steven Bloomberg, Ph.D. / Ed.D.
Chancellor, Kern Community College District

_____
Primavera Monarrez
Interim President, Porterville College

_____
John Corkins
President, Kern Community College District Board of Trustees

_____
Thad Russell, Ed.D.
Accreditation Liaison Officer

_____
Rebecca Baird, Ph.D.
President, Academic Senate

_____
Shauna Williams
President, Chapter 46, CSEA

_____
Selena Monzon
President, Associated Student Government

DRAFT

Contents

Forward to the Institutional Self-Evaluation Report..... 4

A. Introduction: Institutional Context.....5

B. Institutional Self-Evaluation of Alignment with Accreditation Standards. 16

Standard 1: Institutional Mission and Effectiveness..... 16

Standard 2: Student Success.....26

Standard 3: Infrastructure and Resources.....46

Standard 4: Governance and Decision-Making.....56

C. Required Documentation..... 58

Standard 1: Mission and Institutional Effectiveness..... 58

Standard 2: Student Success.....58

Standard 3: Infrastructure and Resources.....61

Standard 4: Governance and Decision-Making.....62

Other Federal Regulations and Related Commission Policies..... 62

D. Appendix 1: Verification of Catalog Requirements (ER 20).....63

E. Appendix 2: Organizational Structure..... 64

F. Appendix 3: Approved Locations..... 65

DRAFT

Forward to the Institutional Self-Evaluation Report

Instructions: Provide a **very brief** (1 page maximum) overview of the high-level themes and findings that emerged from the institution's self-evaluation process. The forward is intended to provide readers with a sense of what the institution learned from its self-reflection (including areas of strength and opportunities for institutional growth). ACCJC staff recommend writing this section last, after the rest of the institutional narrative has been completed.[1]

Leadership changes - processes and procedures functioned in absence of personnel

Enrollment management and scheduling of courses
Timing alignment of various high-level planning processes
Program review and time-to-completion rates

DRAFT

[1] These are the instructions from the template. I'm not sure if we are ready to write this portion or not

A. Introduction: Institutional Context

Porterville College was established in 1927 as a part of the Porterville Union High School and College District. All of the classes were taught in high school classrooms until 1944 when a building was constructed on the high school campus specifically for the junior college. The College moved to its current location in 1955. The College ended its relationship with the high school district in 1967 and joined the Kern Community College District (KCCD) that same year.

The KCCD covers an area of approximately 24,800 square miles in parts of Kern, Tulare, Inyo, Mono, and San Bernardino Counties. Geographically the largest community college district in the United States, the KCCD services a population base of about a million and an estimated enrollment of 42,000 students. In addition to campuses in Bakersfield and Ridgecrest, the KCCD includes off‑campus educational centers in Delano, Lake Isabella, Edwards Air Force Base, Bishop, and Mammoth.

Porterville College covers approximately 85 acres and provides educational opportunities to people from a geographic area covering 2,800 square miles in southeastern Tulare County. Porterville College serves the community of Porterville, with a population of approximately 60,000, and a larger service area population of more than 120,000. The College enrolls approximately 4,500 individual full‑ and part‑time students each year.

The College offers non-credit and credit educational programs that include transfer, career and technical education, and basic skills. At Porterville College, there are several unique career and technical education programs that include the Police Reserve Officer Academy, Firefighter Academy, Psychiatric Technician Program, and Registered Nursing Program. The RN program was originally offered in collaboration with Bakersfield College and was approved by the Board of Registered Nursing in May 2010 to be offered separately at Porterville College. There are eight academic divisions plus one division in student services at the College:

- Career Education
- Fine and Applied Arts
- Health Careers
- Kinesiology
- Language Arts
- Mathematics
- Natural Sciences
- Social Sciences, and
- Student Services.

These divisions offer a broad range of majors and transfer opportunities, certificates, and remedial courses and programs. Currently, the College offers sixteen local associate degree majors and sixteen certificate of achievement programs. The College also offers nineteen associate degrees for transfer (twelve associate in arts for transfer, seven associate in science for transfer) which guarantees a student junior status with a California State University (CSU)

DRAFT

campus upon completion. The College continues to position itself to meet the growing and changing needs of the community.

Student success is central to the mission of the College, and numerous support services are offered in the spirit of student-centered learning. Included in these services are academic advising and counseling, the library, financial aid, the Learning Resource Center, the Transfer Center, Disability Resource Center (DRC), Extended Opportunity Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE), food services, bookstore, student activities and clubs, intercollegiate athletics, tutoring, assessment, admissions and records, orientation, and the Veterans Resource Center.

The Porterville College Foundation serves as the non-profit arm of Porterville College as an auxiliary 501(c)3 organization. The Foundation supports the College in developing activities, programs, and facilities in the best interest of students. Over the last thirty years, the Foundation's net asset allocation has grown and changed considerably. In 1991, the net assets were approximately $350,000, with more than 80 percent dedicated to scholarships. Today, the Foundation estimates its net assets to be approximately $9.3 million.

The Foundation actively pursues philanthropic opportunities to develop and support the College. For over thirty years, the Foundation has held a weekly swap meet that supports programs and facilities and student work-study opportunities, while also fully funding the PC First scholarship program—which funds $40,000 to $50,000 in annual scholarships for local high school seniors attending Porterville College immediately following high school graduation. In addition, the Foundation offers a robust endowed scholarship program that funds in perpetuity scholarships for Porterville College students for years to come. Over the last ten years, the Foundation has awarded over $1.6 million dollars in scholarships with approximately $151,050 awarded at the Scholarship & Award Ceremony in April 2023.

The College is very proud of its reputation of being both academically focused and student-centered. As indicated in the Mission Statement, while the College promotes a student-centered learning environment, the College also commits to fostering "intellectual curiosity, personal growth, and lifelong learning, while preparing students for career and academic success."

Mission Statement

With students as our focus, Porterville College provides our diverse local communities quality education that promotes intellectual curiosity, personal growth, and lifelong learning, while preparing students for career and academic success.

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

- Provide quality academic programs to all students.
- Provide comprehensive support services to help students achieve their personal, career and academic potential.
- Prepare students for transfer and success at four-year institutions.

DRAFT

- Provide courses and training to prepare students for employment or to enhance skills within their current careers.
- Provide comprehensive support systems tailored to each student's skill level.
- Recognize student achievement through awarding degrees, certificates, grants, and scholarships.

Values

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

***P**articipation* - fostering and encouraging the involvement of staff and students in campus activities and the various aspects of the College decision-making process.

***I**ntegrity* - holding one another accountable and remaining transparent by adhering to the highest academic and professional standards.

***R**espect* - treating each other with respect, trust, and dignity.

***A**daptability* - nurturing and supporting exploration of innovative ideas, programs, and services to enhance our service to the community.

***T**eamwork* - working together to encourage input and dialogue in a collegial and cooperative manner.

***E**quity* - Supporting students in achieving their full educational potential regardless of race, ethnicity, age, gender, gender identity, sexual orientation, immigration status, religion, ability, culture, and learning modality.

***S**uccess* – Striving to continually support students in achieving their academic, career, and personal goals.

Philosophy

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

- All students at Porterville College will be treated with respect and dignity regardless of who they are or the goals they have established for themselves.
- Porterville College will provide the best possible service to its students in order for them to meet their individual academic or vocational goals.
- Porterville College will encourage innovation, creativity, and new ideas and will support professional development opportunities.
- As an integral part of the community, Porterville College will develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the educational, workforce, and economic development needs of the region.

DRAFT

- As an integral part of the Kern Community College District, Porterville College will participate in and be actively involved with all districtwide committees and governance structures.

Institution Set Standards

Porterville College Institution-Set Standards: 2023-24

	ISS Metric	Source	2018-19	2019-20	2020-21	2021-22	2022-23	ISS	Stretch Goal
Course Success	Successful Course Completion	KCCD	76.6%	73.9%	72.9%	72.9%	74.9%	**72.7%**	**77.4%**
Outcomes	Associate's Degrees Awarded	KCCD	696	837	677	654	669	**632**	**856**
	Certificates of Achievement Awarded	KCCD	130	84	110	162	69	**74**	**185**
	Transfers	KCCD	324	318	400	295	302	**286**	**412**
Licensing Pass Rates	Registered Nursing	Health Careers	100%	78%	94%	77%	91%	**78%**	**100%***
	Psychiatric Technician	Health Careers	86%	87%	89%	75%	93%	**86%**	**98%**
	EMT	Health Careers	50%	48%	39%	35%	42%	**37%**	**55%**
Job Placement Rates	Business and Management	KCCD	83.3%	78.3%	68.2%	60%	68%	**73.23%**	**94%**
	Engineering and Industrial Technologies	KCCD	69.7%	84.9%	94.4%	80%	94%	**73.23%**	**100%***
	Health	KCCD	90.3%	92.5%	83.8%	80%	84%	**73.23%**	**96%**
	Information Technology	KCCD	NA	NA	NA	65%	64%	**73.23%**	NA
	Family and Consumer Sciences	KCCD	83.3%	83.3%	76.3%	89%	76%	**73.23%**	**87%**
	Public and Protective Services	KCCD	87.5%	86.1%	72.0%	77%	72%	**73.23%**	**95%**

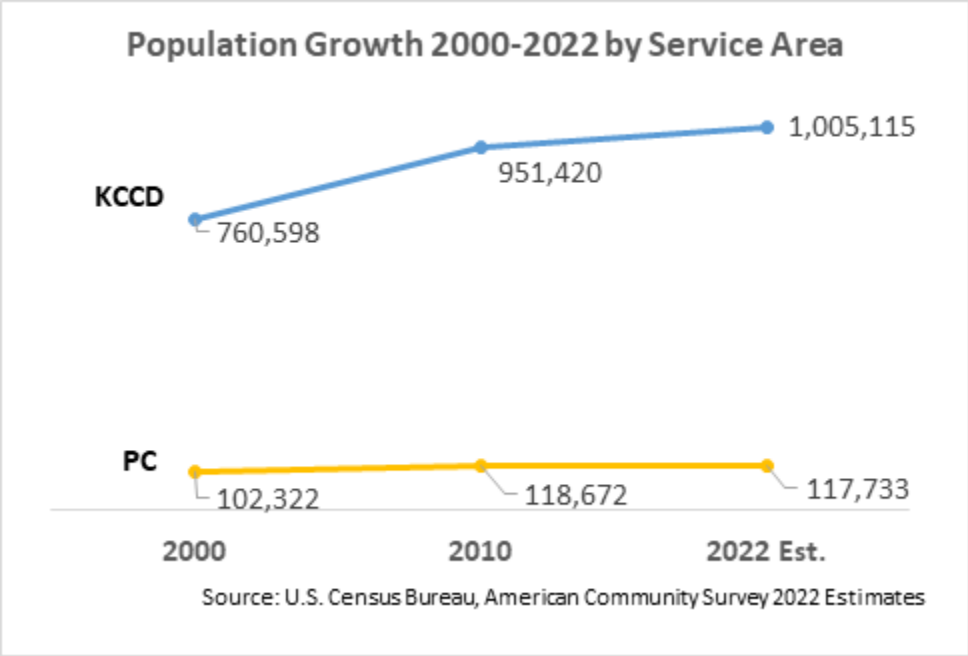
*Adjusted to 100% because current performance is already high.

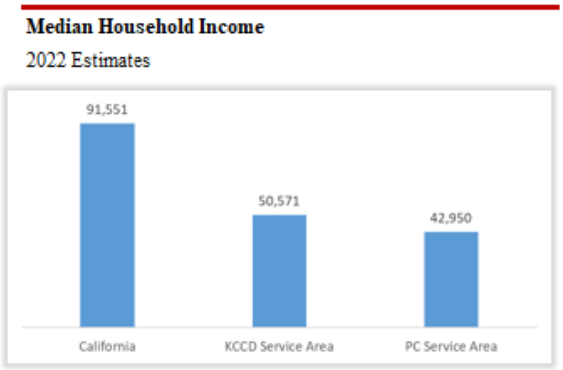
†ISS for job placement is the district negotiated Perkins Goal

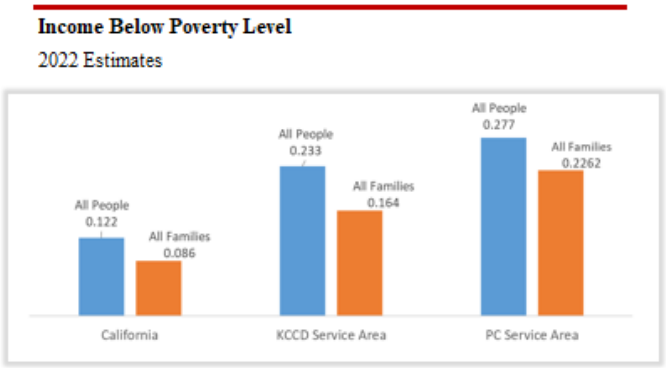
4/3/2024

Demographic and Economic Data

The full demographic profile and student success metrics are available here.[2]





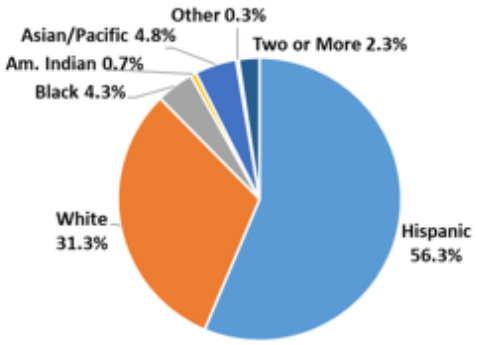


[2] Introduction Data

Kern Community College District Service Area

Population by Race

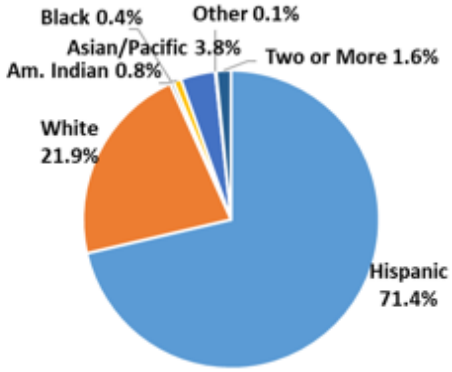
2022 Estimates

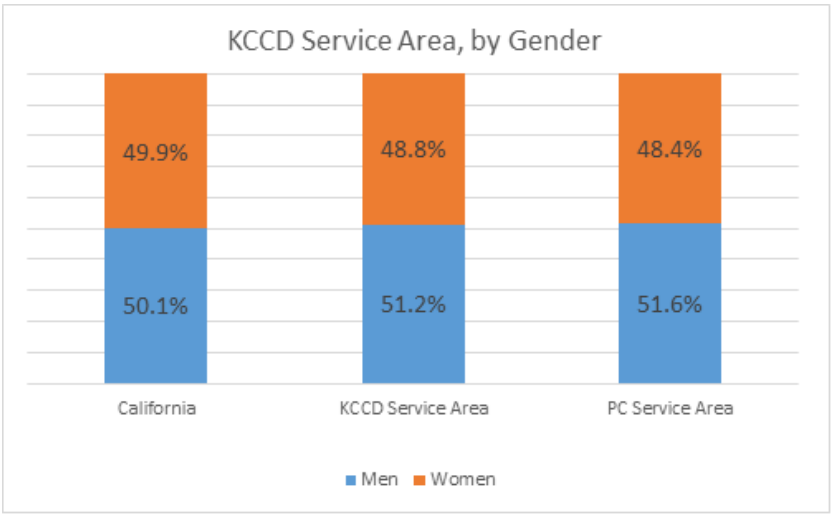


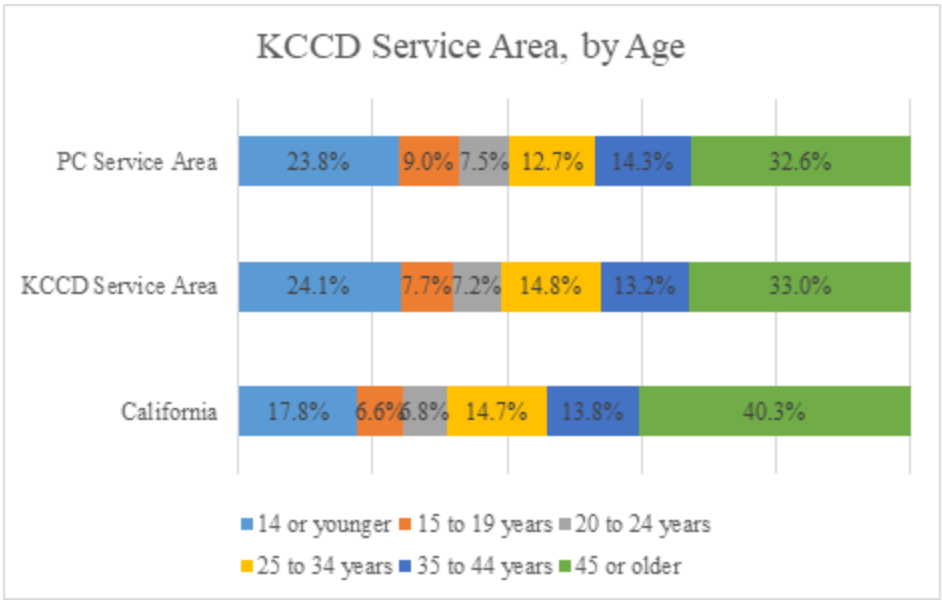
Porterville College Service Area

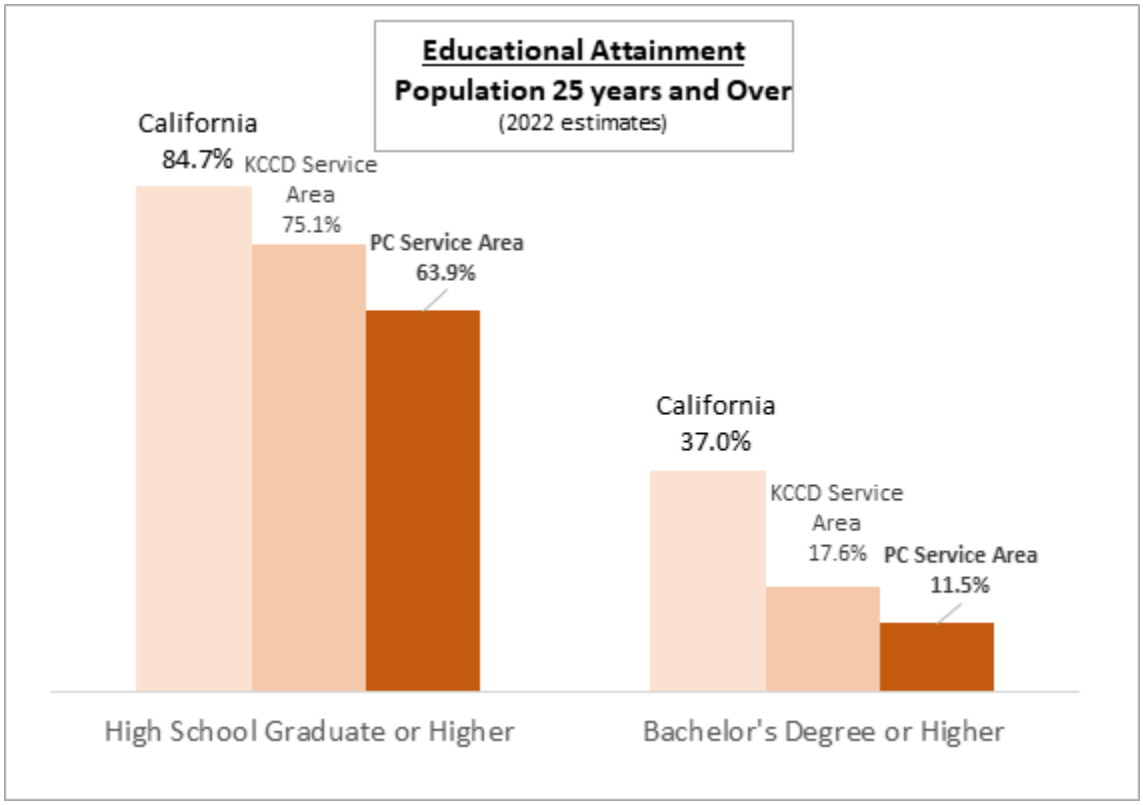
Population by Race

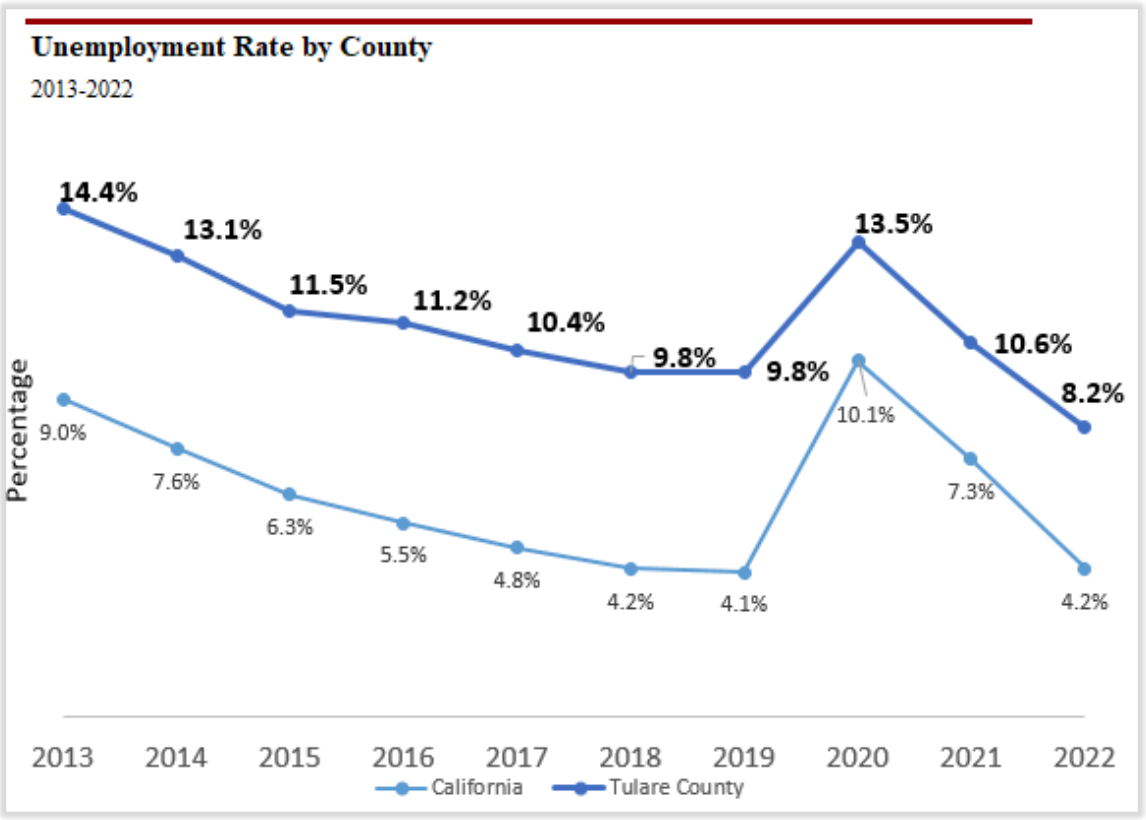
2022 Estimates

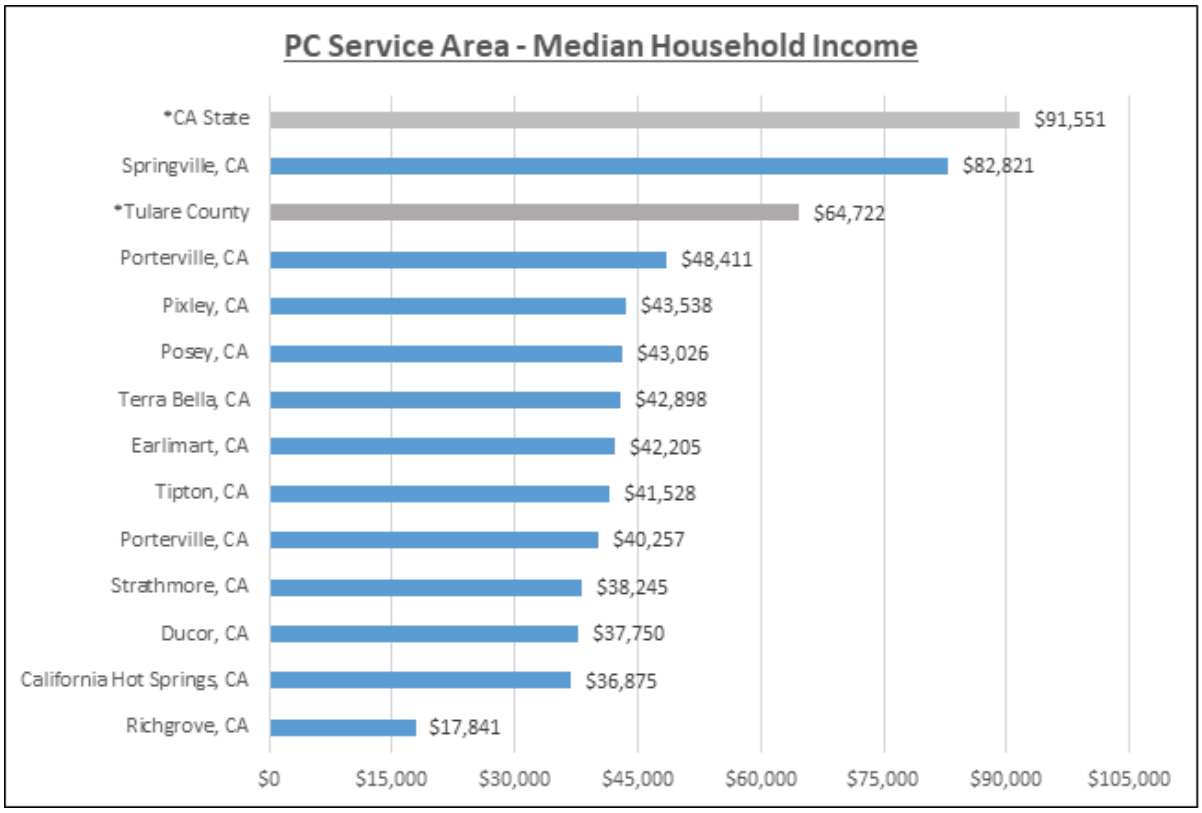




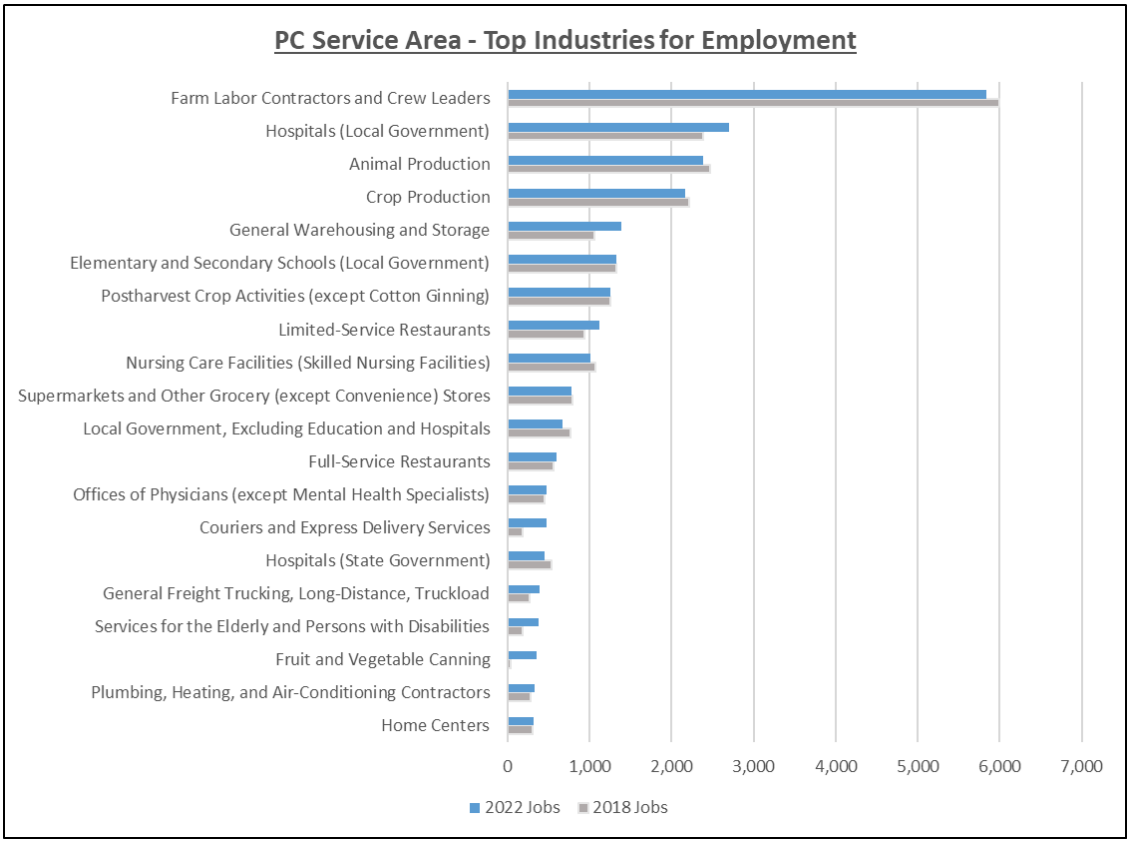

KCCD Service Area, by Age
PC Service Area
23.8%
9.0%
7.5%
12.7%
14.3%
32.6%
KCCD Service Area
24.1%
7.7%
7.2%
14.8%
13.2%
33.0%
California
17.8%
6.6%
6.8%
14.7%
13.8%
40.3%
14 or younger
15 to 19 years
20 to 24 years
25 to 34 years
35 to 44 years
45 or older

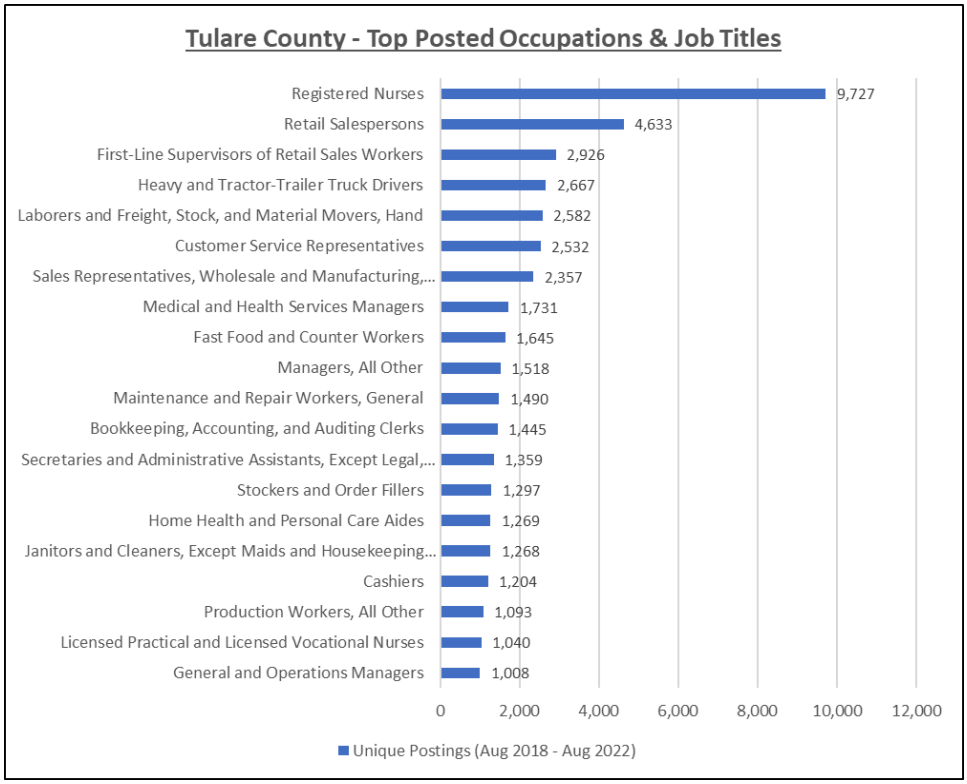

Educational Attainment
Population 25 years and Over
(2022 estimates)
California
84.7%
KCCD Service Area
75.1%
PC Service Area
63.9%
California
37.0%
KCCD Service Area
17.6%
PC Service Area
11.5%
High School Graduate or Higher
Bachelor's Degree or Higher


Unemployment Rate by County
2013-2022
Percentage
14.4%
13.1%
11.5%
11.2%
10.4%
9.8%
9.8%
13.5%
10.6%
8.2%
9.0%
7.6%
6.3%
5.5%
4.8%
4.2%
4.1%
10.1%
7.3%
4.2%
2013
2014
2015
2016
2017
2018
2019
2020
2021
2022
California
Tulare County


PC Service Area - Median Household Income
*CA State $91,551
Springville, CA $82,821
*Tulare County $64,722
Porterville, CA $48,411
Pixley, CA $43,538
Posey, CA $43,026
Terra Bella, CA $42,898
Earlimart, CA $42,205
Tipton, CA $41,528
Porterville, CA $40,257
Strathmore, CA $38,245
Ducor, CA $37,750
California Hot Springs, CA $36,875
Richgrove, CA $17,841
$0
$15,000
$30,000
$45,000
$60,000
$75,000
$90,000
$105,000

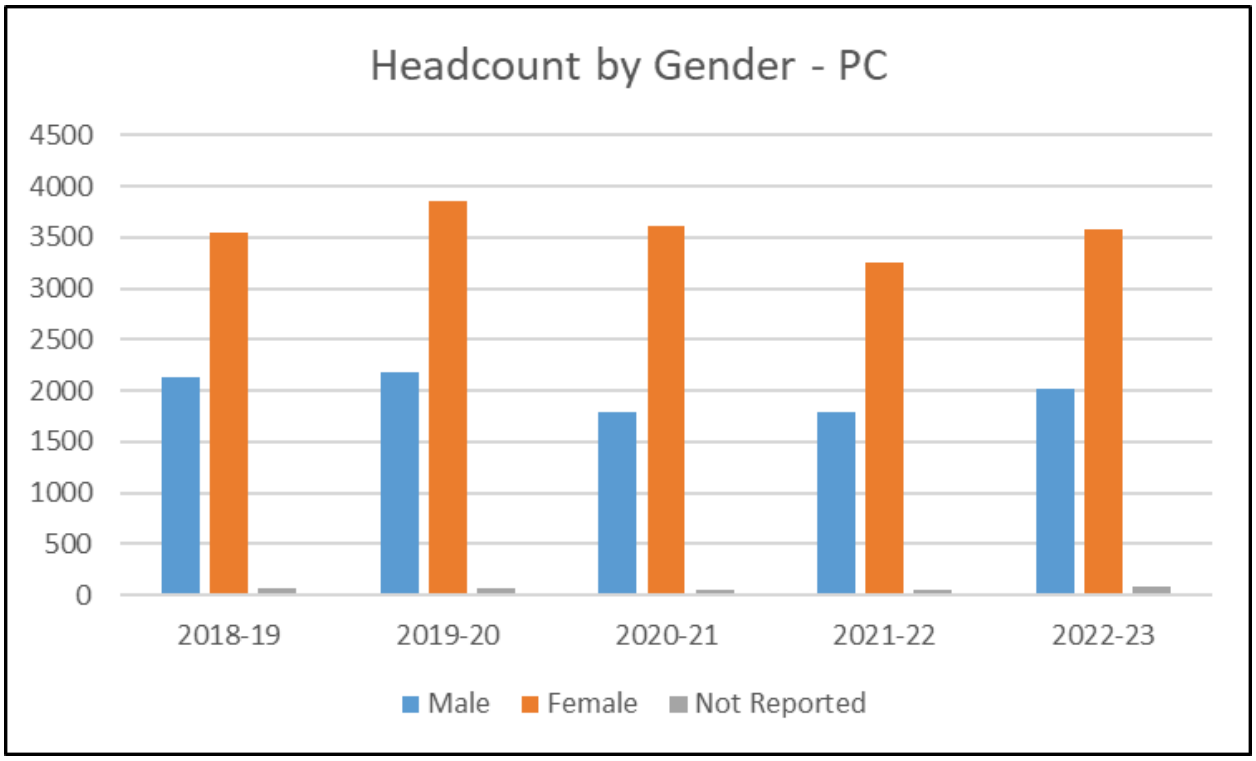
Industries & Jobs

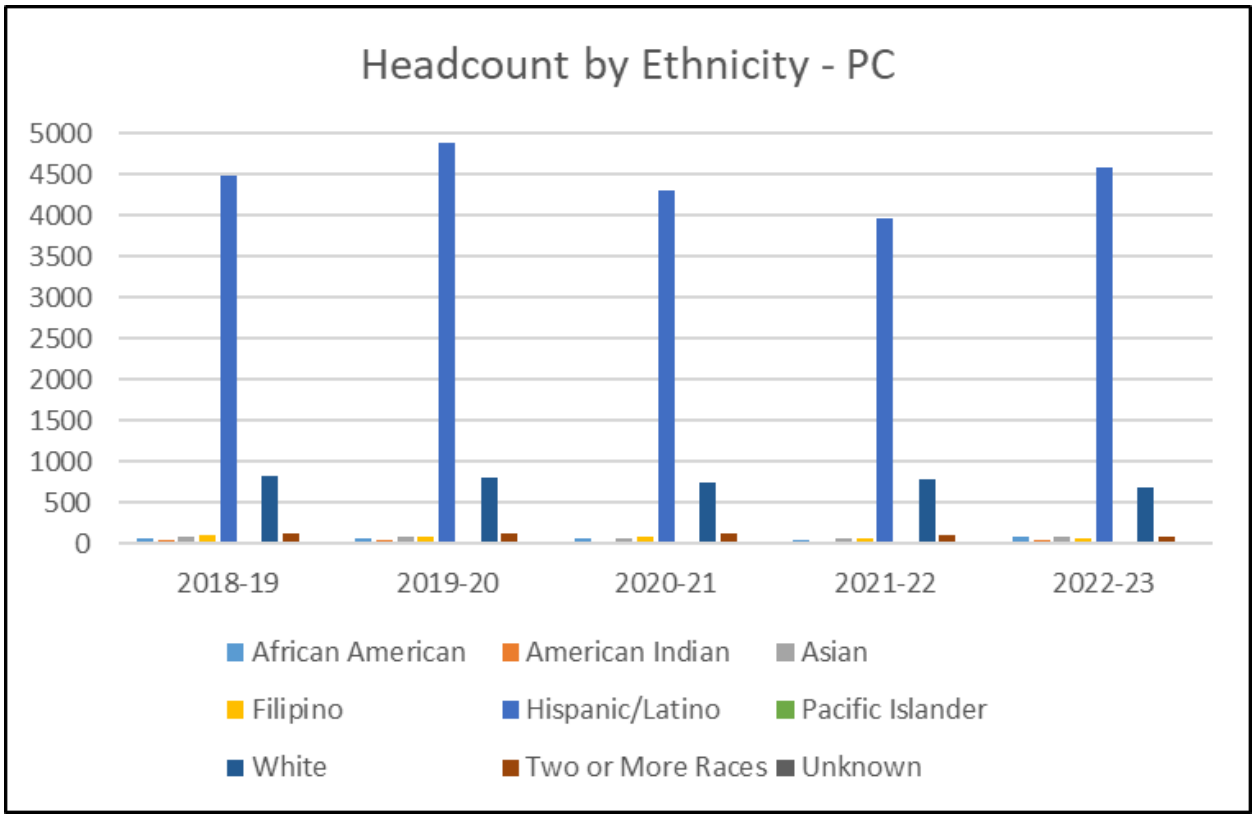


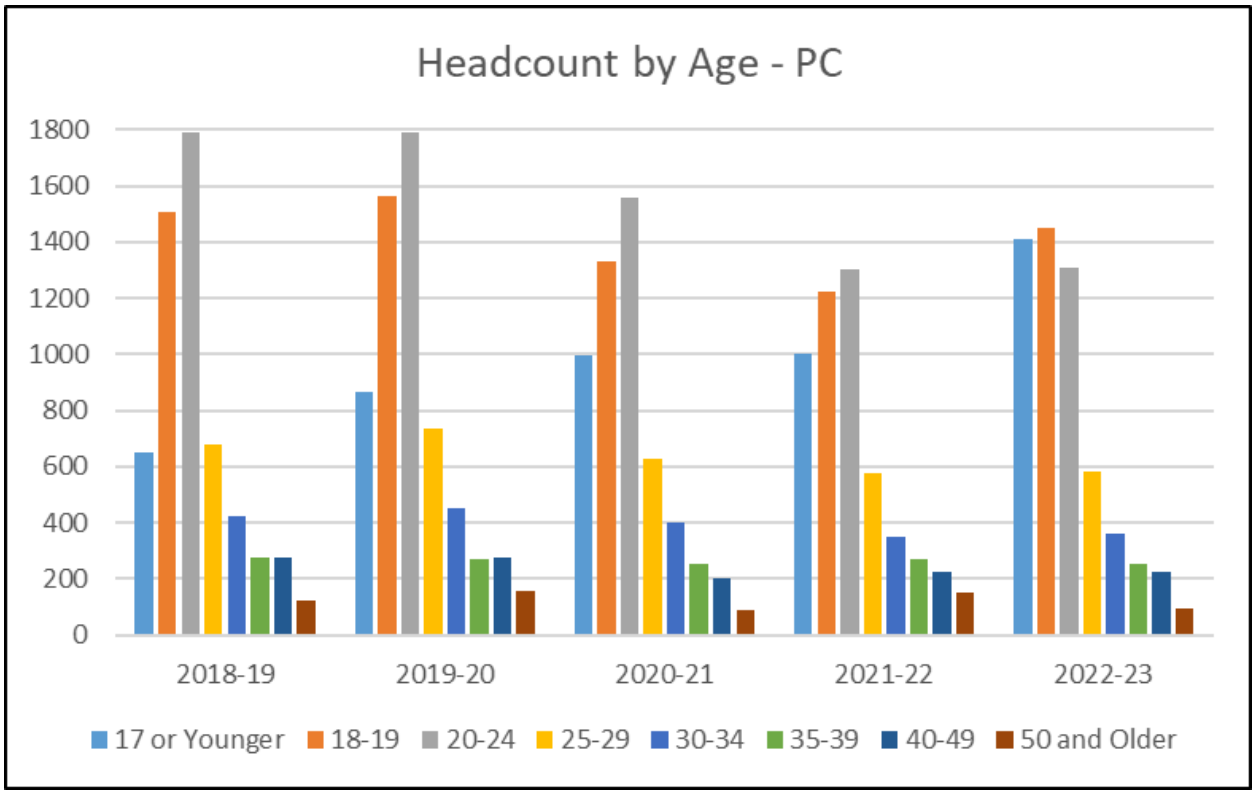


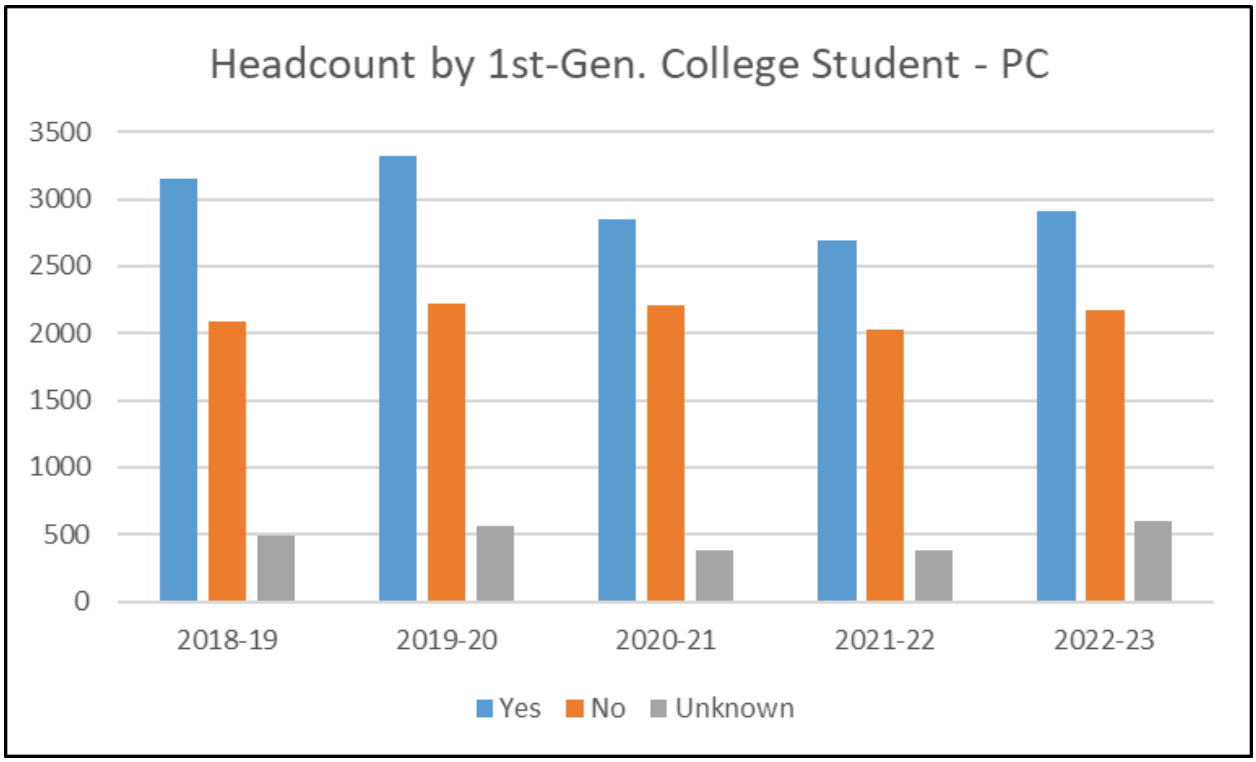
Porterville College Student Data

Student Demographics


Headcount by Gender - PC
4500
4000
3500
3000
2500
2000
1500
1000
500
0
2018-19
2019-20
2020-21
2021-22
2022-23
Male
Female
Not Reported


Headcount by Ethnicity - PC
5000
4500
4000
3500
3000
2500
2000
1500
1000
500
0
2018-19
2019-20
2020-21
2021-22
2022-23
African American
American Indian
Asian
Filipino
Hispanic/Latino
Pacific Islander
White
Two or More Races
Unknown


Headcount by Age - PC
1800
1600
1400
1200
1000
800
600
400
200
0
2018-19
2019-20
2020-21
2021-22
2022-23
17 or Younger
18-19
20-24
25-29
30-34
35-39
40-49
50 and Older


Headcount by 1st-Gen. College Student - PC
3500
3000
2500
2000
1500
1000
500
0
2018-19
2019-20
2020-21
2021-22
2022-23
Yes
No
Unknown

Section Data

			2018-19	2019-20	2020-21	2021-22	2022-23
Porterville College	**All**	Course Count	285	303	290	281	281
		Section Count	998	1,069	1,021	1,003	1,060
		First Day Enrollment	25,470	26,086	22,985	20,606	22,562
		Census Enrollment	25,920	26,496	22,660	20,354	23,494
		Students Per Section	26	25	22	20	22
		First Day Waitlist Total	2,881	2,857	1,264	1,113	654
		FTES	3,234	3,318	2,629	2,466	2,851
		FTEF	236	245	236	238	243
		FTES to FTEF Ratio	14	14	11	10	12

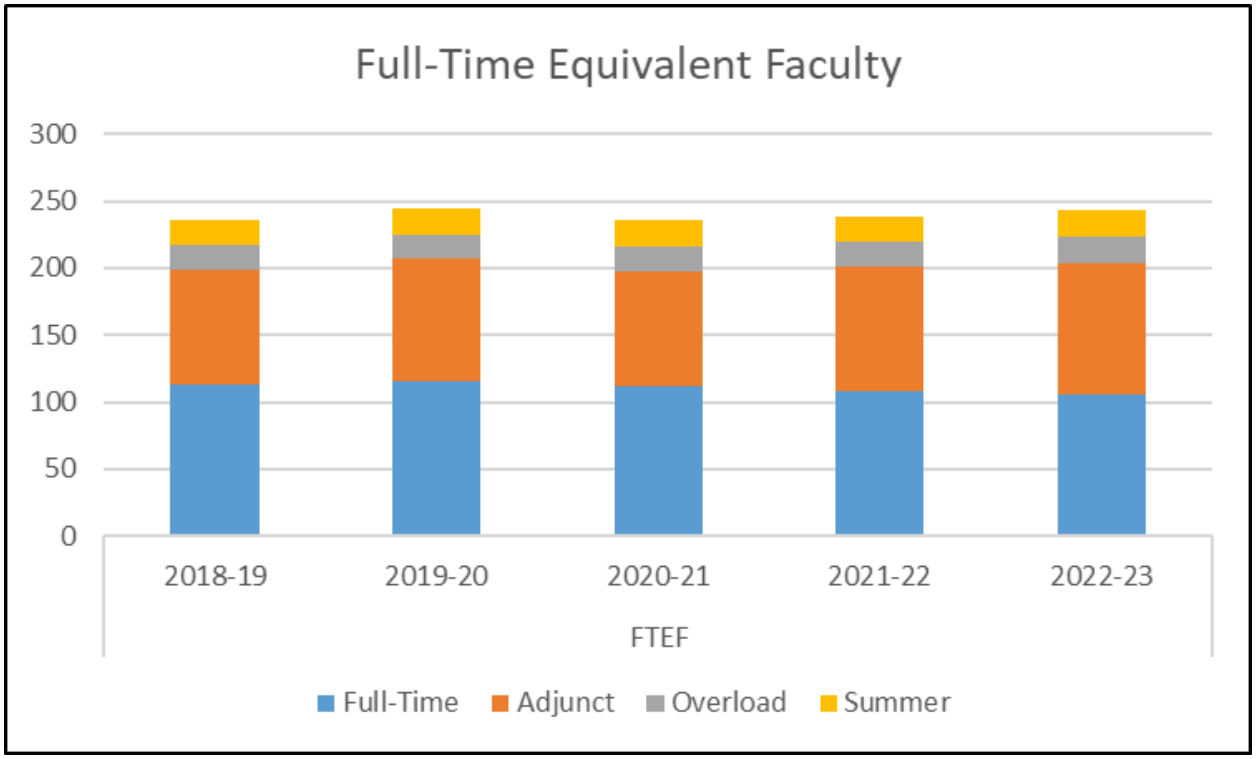
			2018-19	2019-20	2020-21	2021-22	2022-23
Porterville College	**Dual Enroll Crse**	Course Count	28	24	32	32	31
		Section Count	57	52	68	84	125
		First Day Enrollment	1,069	941	1,386	1,471	1,788
		Census Enrollment	1,231	1,349	1,750	1,982	2,913
		Students Per Section	22	26	26	24	23
		First Day Waitlist Total	3	0	0	0	4
		FTES	105	141	193	240	329
		FTEF	4	4	8	12	18
		FTES to FTEF Ratio	28	34	23	20	18

		2018-19	2019-20	2020-21	2021-22	2022-23
CTE Course	Course Count	120	121	109	98	101
	Section Count	233	228	203	221	250
	First Day Enrollment	6,158	5,808	4,837	4,496	5,195
	Census Enrollment	6,309	6,022	4,777	4,373	5,352
	Students Per Section	27	26	24	20	21
	First Day Waitlist Total	563	637	237	143	74
	FTES	774	775	594	578	702
	FTEF	61	62	59	64	65
	FTES to FTEF Ratio	13	12	10	9	11

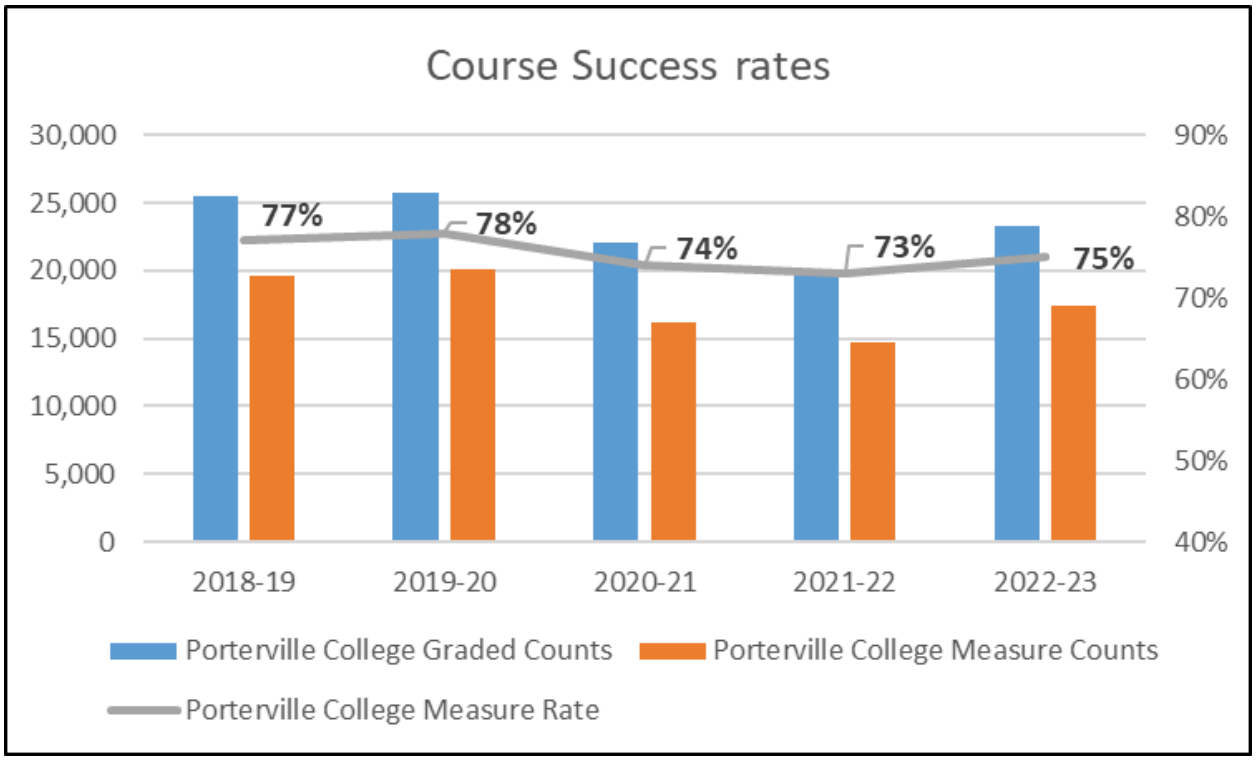
		2018-19	2019-20	2020-21	2021-22	2022-23
Distance Ed	Course Count	73	80	235	140	144
	Section Count	197	226	619	485	554
	First Day Enrollment	6,245	6,869	13,925	12,075	13,320
	Census Enrollment	5,897	6,539	13,784	11,733	13,729
	Students Per Section	29.9	28.9	22.3	24.2	24.8
	First Day Waitlist Total	891	763	795	597	344
	FTES	537	643	1,476	1,243	1,429
	FTEF	39.53	47.40	138.42	105.59	118.14
	FTES to FTEF Ratio	13.6	13.6	10.7	11.8	12.1
Traditional	Course Count	246	265	182	216	205
	Section Count	801	843	402	518	506
	First Day Enrollment	19,225	19,217	9,060	8,531	9,242
	Census Enrollment	20,023	19,957	8,876	8,621	9,765
	Students Per Section	25.0	23.7	22.1	16.6	19.3
	First Day Waitlist Total	1,990	2,094	469	516	310
	FTES	2,698	2,675	1,152	1,222	1,422
	FTEF	196.27	197.65	97.66	132.54	124.71
	FTES to FTEF Ratio	13.7	13.5	11.8	9.2	11.4

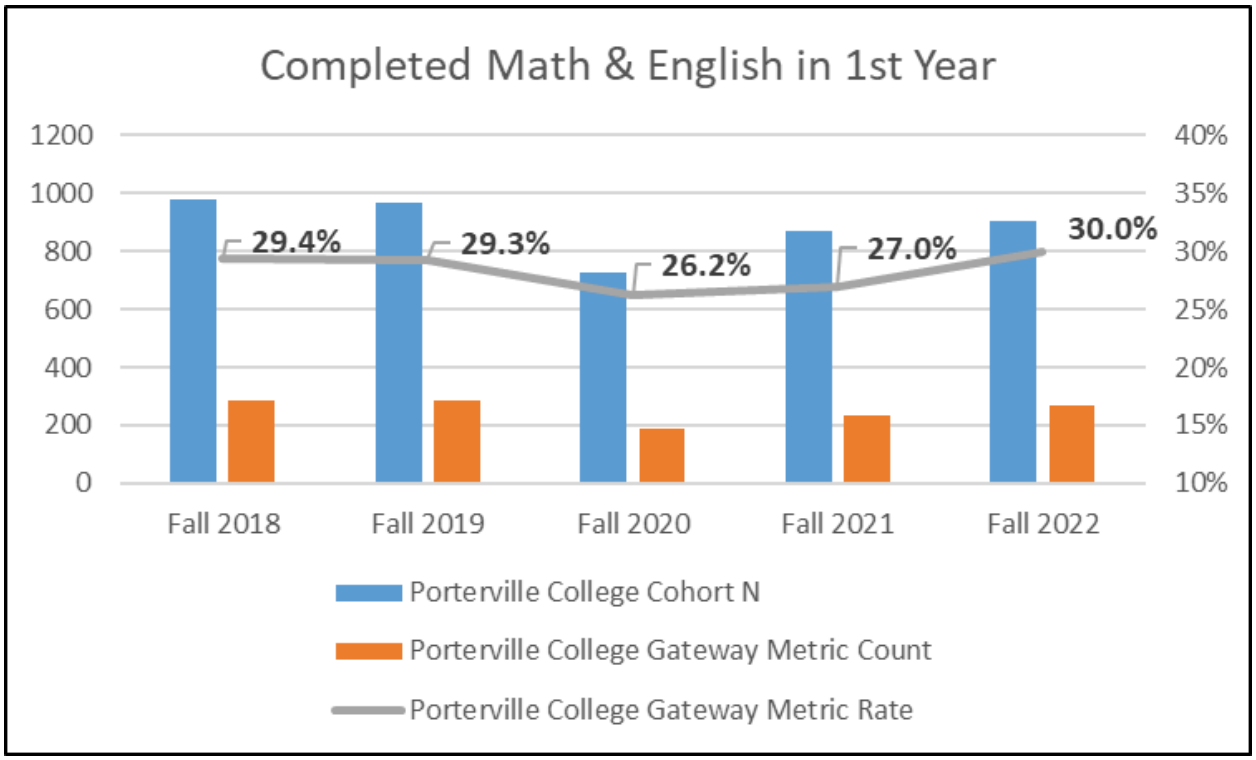
			2018-19	2019-20	2020-21	2021-22	2022-23
Porterville College	**Credit - Degree Applicable**	Course Count	255	276	265	258	260
		Section Count	879	965	951	934	1,009
		First Day Enrollment	23,553	24,759	22,037	19,822	21,762
		Census Enrollment	23,944	25,099	21,726	19,561	22,677
		Students Per Section	27	26	23	21	22
		First Day Waitlist Total	2,746	2,768	1,247	1,057	613
		FTES	2,969	3,206	2,561	2,408	2,789
		FTEF	209	228	225	225	234
		FTES to FTEF Ratio	14	14	11	11	12
	Credit - Not Degree Applicable	Course Count	19	16	14	13	11
		Section Count	90	68	45	45	33
		First Day Enrollment	1,669	971	727	619	594
		Census Enrollment	1,633	941	682	607	573
		Students Per Section	18	14	15	13	17
		First Day Waitlist Total	135	89	17	56	41
		FTES	228	75	48	42	40
		FTEF	25	15	8	10	6
		FTES to FTEF Ratio	9	5	6	4	7
	Non-credit	Course Count	11	11	11	10	10
		Section Count	29	36	25	24	18
		First Day Enrollment	248	356	221	165	206
		Census Enrollment	343	456	252	186	244
		Students Per Section	12	13	10	8	14
		First Day Waitlist Total	0	0	0	0	0
		FTES	37	37	20	15	21
		FTEF	2	2	3	3	3
		FTES to FTEF Ratio	18	17	6	5	7

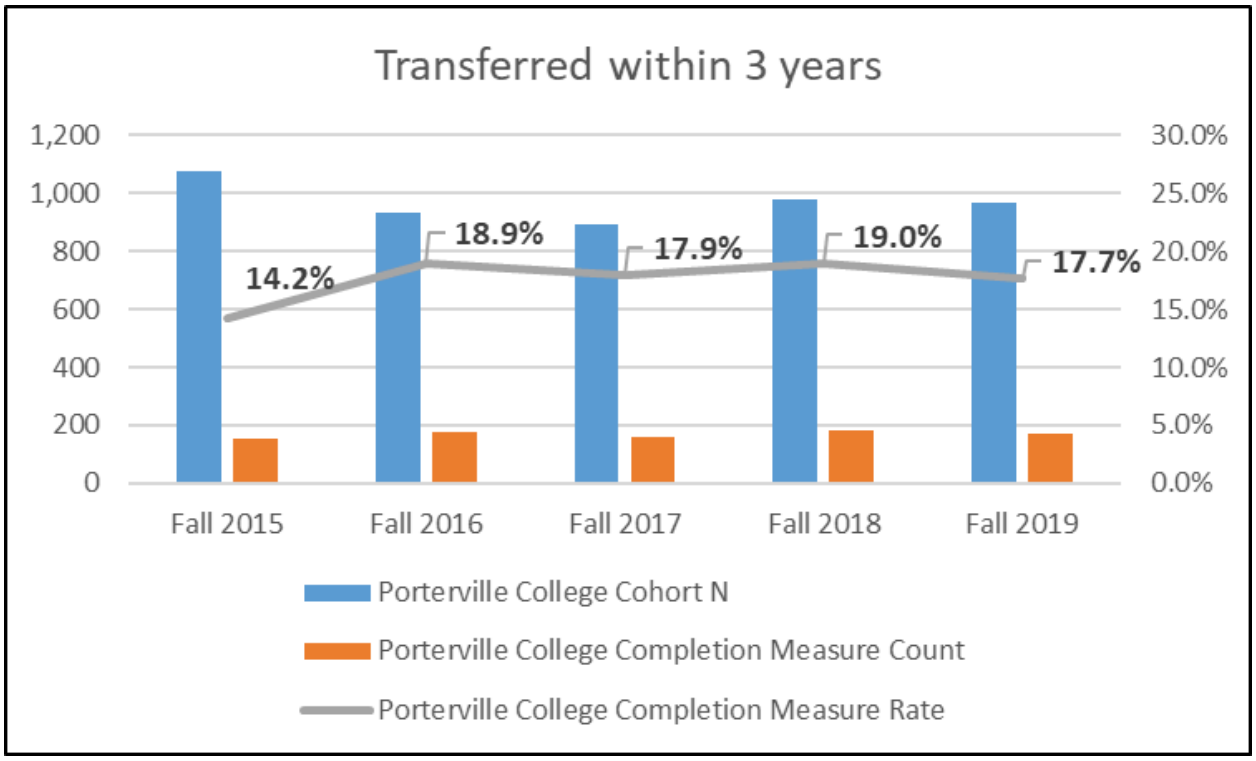
Workload/FTEF

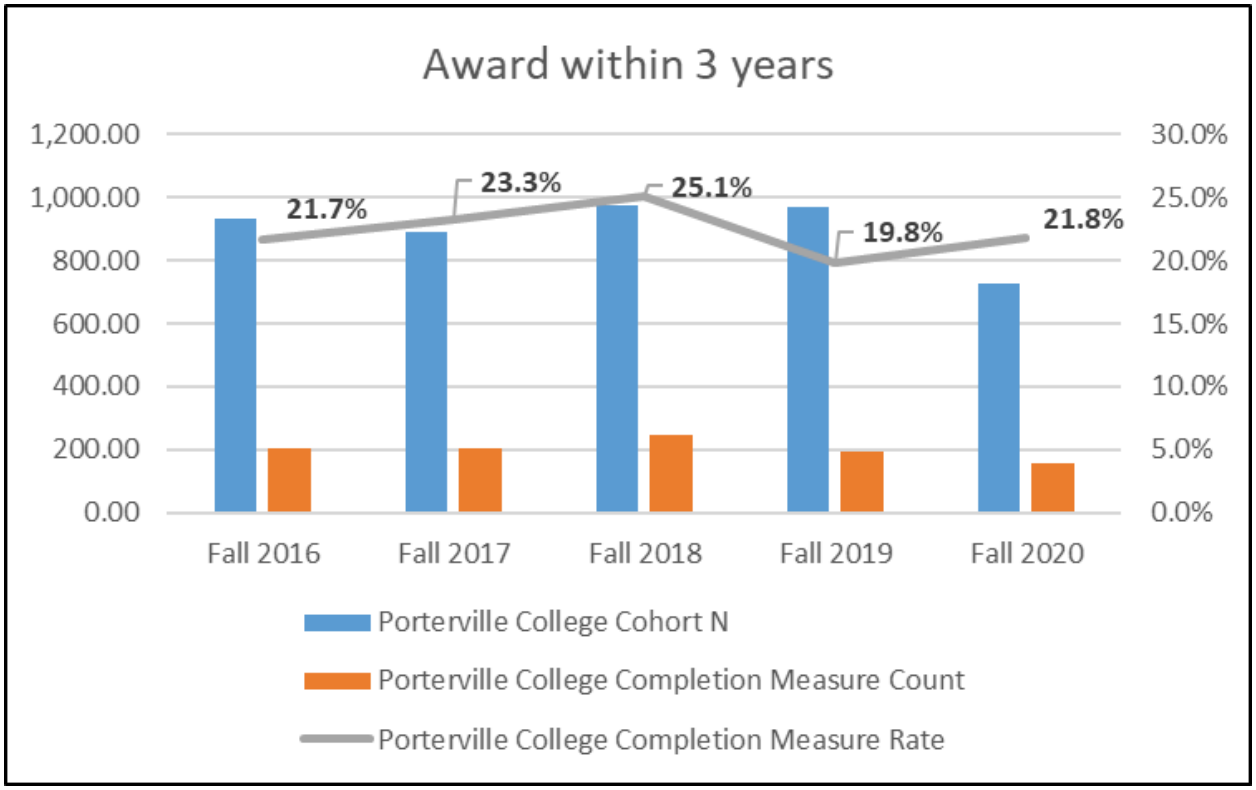


Course Success Rates

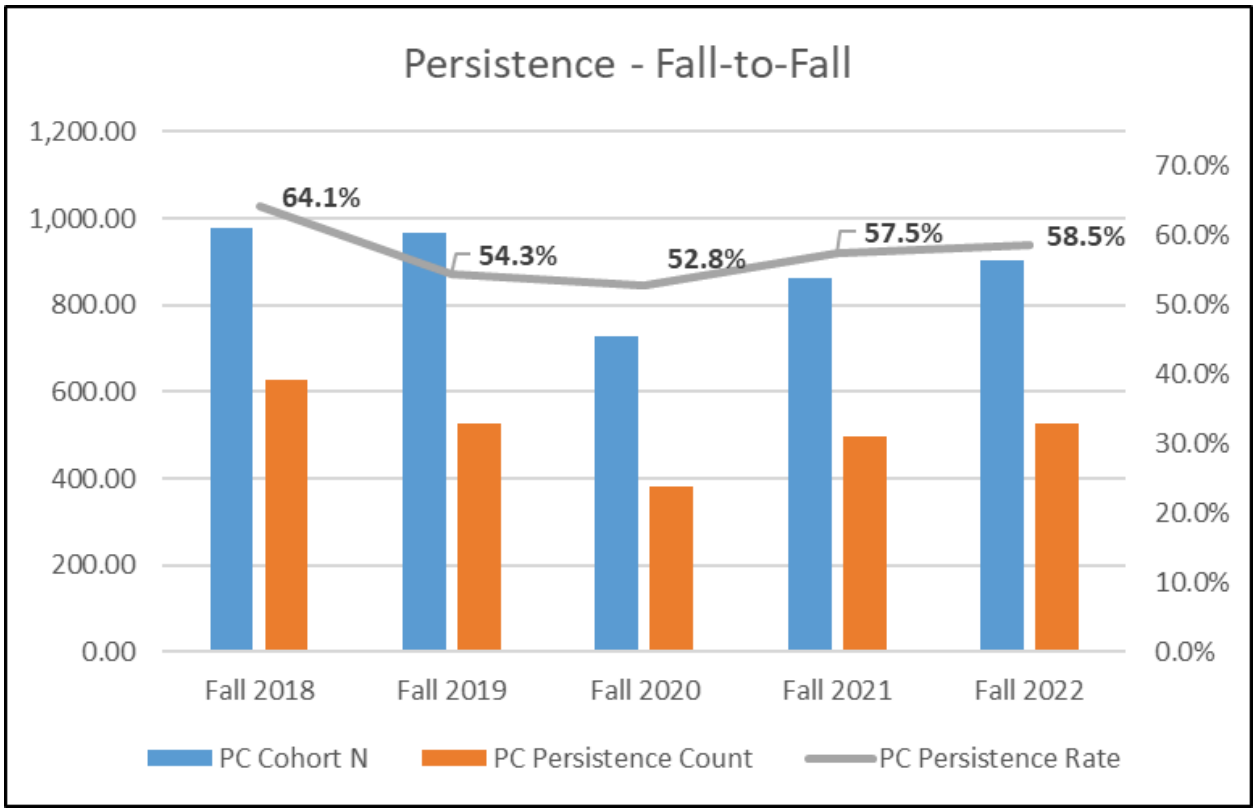



Completed Math & English in 1st Year
1200
1000
800
600
400
200
0
40%
35%
30%
25%
20%
15%
10%
29.4%
29.3%
26.2%
27.0%
30.0%
Fall 2018
Fall 2019
Fall 2020
Fall 2021
Fall 2022
Porterville College Cohort N
Porterville College Gateway Metric Count
Porterville College Gateway Metric Rate

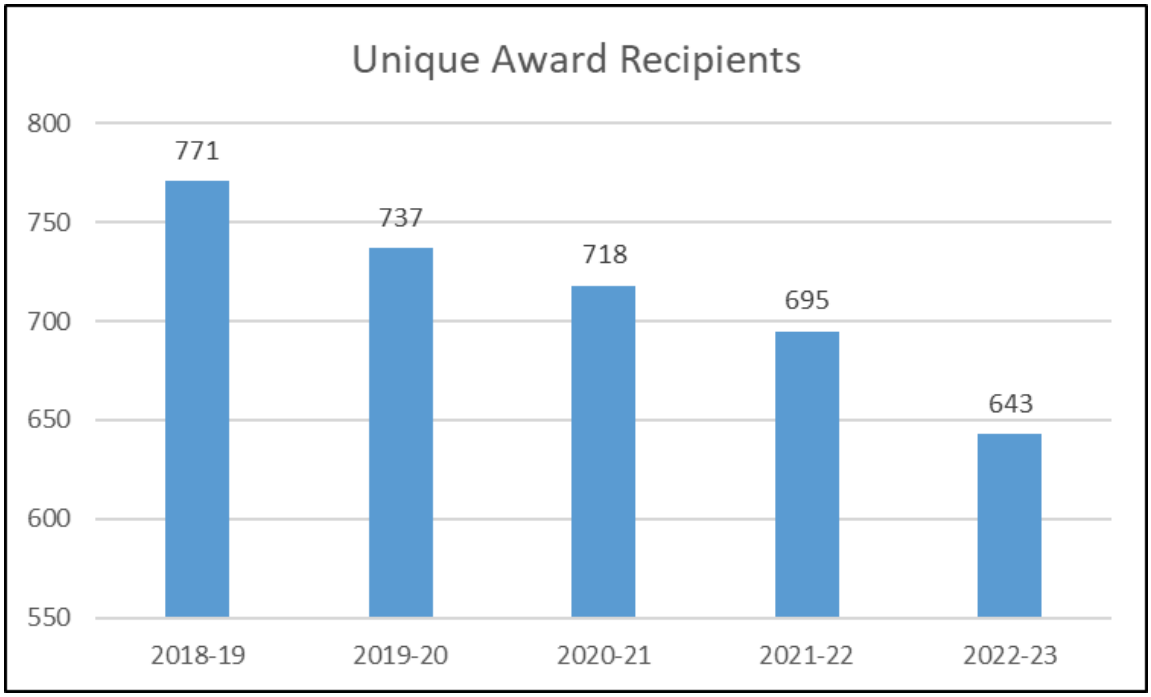

Transferred within 3 years
1,200
1,000
800
600
400
200
0
30.0%
25.0%
20.0%
15.0%
10.0%
5.0%
0.0%
14.2%
18.9%
17.9%
19.0%
17.7%
Fall 2015
Fall 2016
Fall 2017
Fall 2018
Fall 2019
Porterville College Cohort N
Porterville College Completion Measure Count
Porterville College Completion Measure Rate

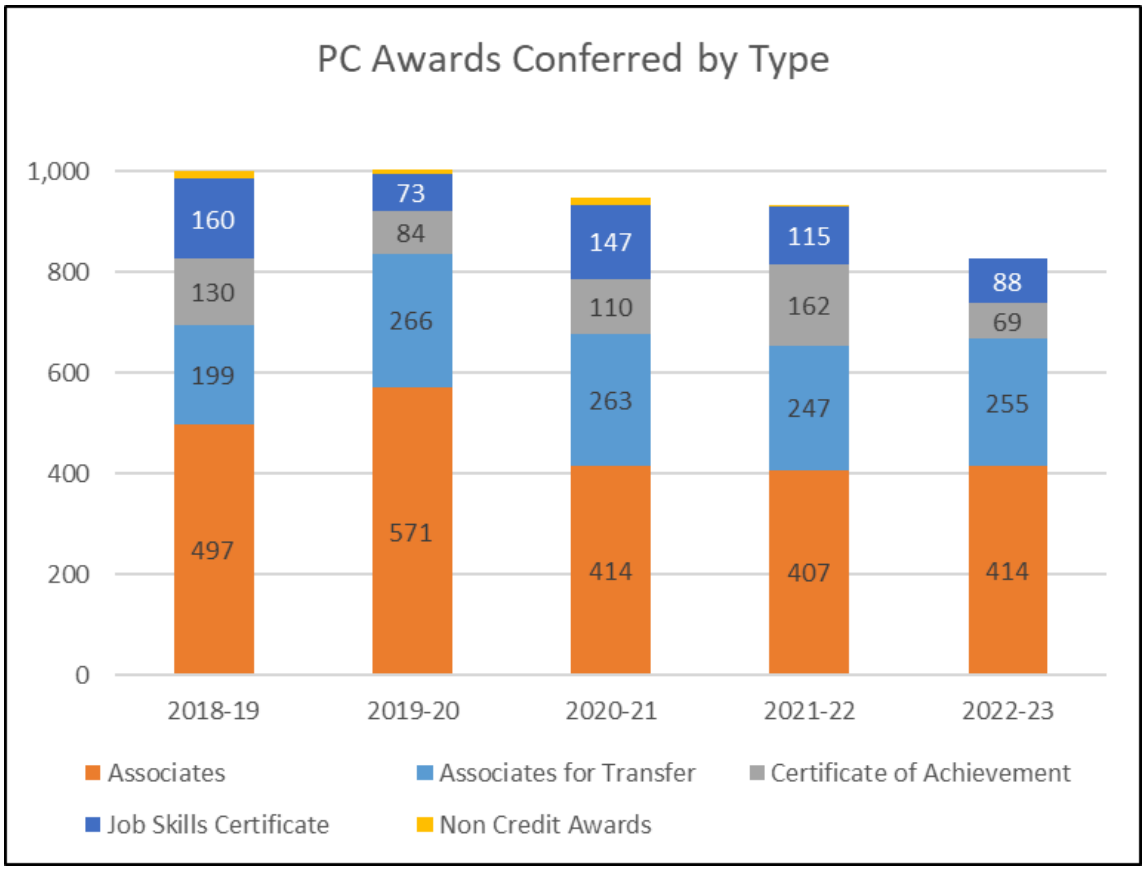


Persistence

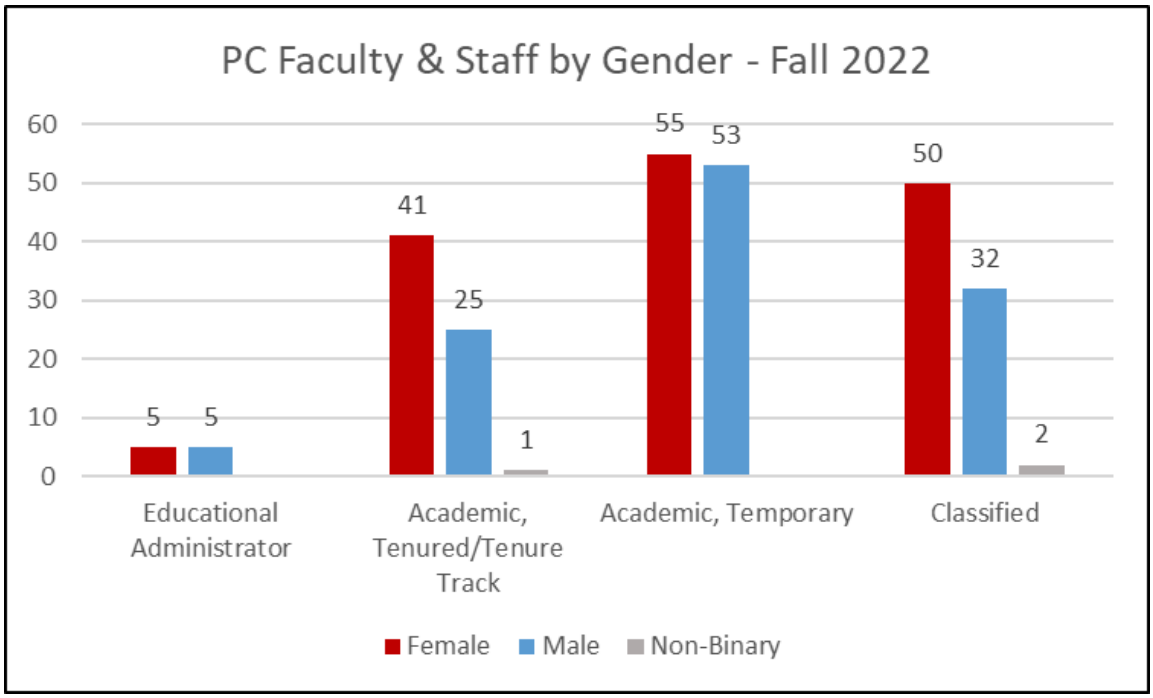


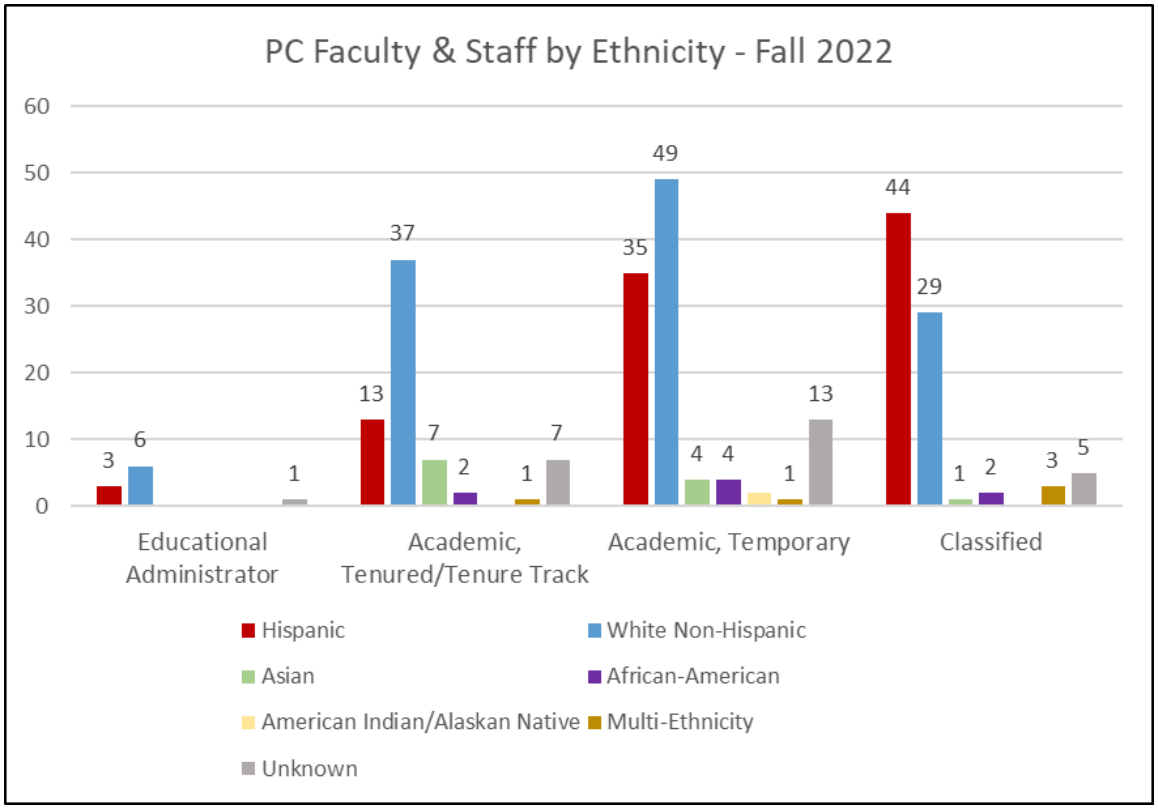
Awards

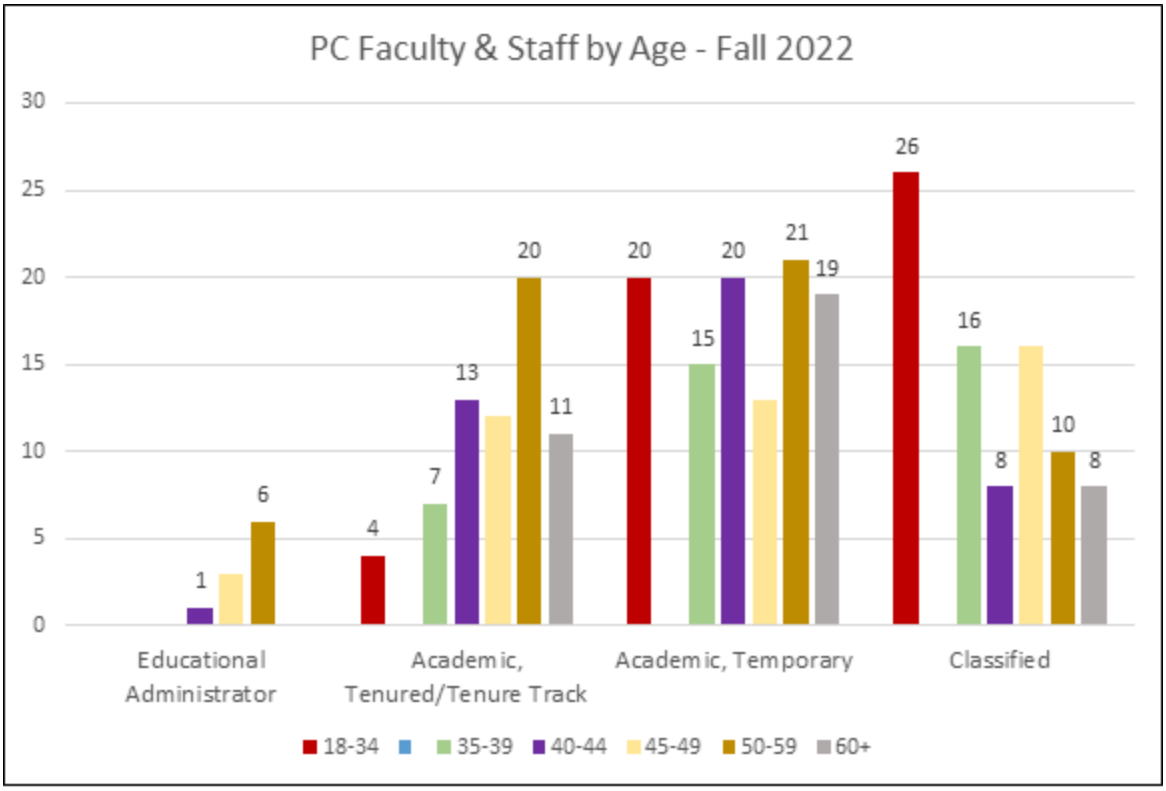

Unique Award Recipients
800
750
700
650
600
550
771
737
718
695
643
2018-19
2019-20
2020-21
2021-22
2022-23


PC Awards Conferred by Type
1,000
800
600
400
200
0
160
130
199
497
73
84
266
571
147
110
263
414
115
162
247
407
88
69
255
414
2018-19
2019-20
2020-21
2021-22
2022-23
Associates
Associates for Transfer
Certificate of Achievement
Job Skills Certificate
Non Credit Awards

Faculty & Staff Demographics






PC Faculty & Staff by Age - Fall 2022
30
25
20
15
10
5
0
1
6
4
7
13
20
11
20
15
20
21
19
26
16
8
10
8
Educational Administrator
Academic, Tenured/Tenure Track
Academic, Temporary
Classified
18-34
35-39
40-44
45-49
50-59
60+

DRA

B. Institutional Self-Evaluation of Alignment with Accreditation Standards

Standard 1: Institutional Mission and Effectiveness

1.1

The institution has established a clearly defined mission that appropriately reflects its character, values, structure, and unique student demographics. The institution's mission articulates its commitment to assuring equitable educational opportunities and outcomes for all students.

The Porterville College Mission reads as follows:

Mission and Values

Our Mission

With students as our focus, Porterville College provides our diverse local communities with quality education that promotes intellectual curiosity, personal growth, and lifelong learning, while preparing students for career and academic success.

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

- Provide quality academic programs to all students.
- Provide comprehensive support services to help students achieve their personal, career, and academic potential.
- Prepare students for transfer and success at four-year institutions.
- Provide courses and training to prepare students for employment or to enhance skills within their current careers.
- Provide comprehensive support systems tailored to each student's skill level.
- Recognize student achievement through awarding degrees, certificates, grants, and scholarships.

Our Values

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

- ***P**articipation*—fostering and encouraging the involvement of staff and students in campus activities and the various aspects of the College decision-making process.
- ***I**ntegrity*—holding one another accountable and remaining transparent by adhering to the highest academic and professional standards.
- ***R**espect*—treating each other with respect, trust, and dignity.
- ***A**daptability*—nurturing and supporting exploration of innovative ideas, programs, and services to enhance our service to the community.
- ***T**eamwork*—working together to encourage input and dialogue in a collegial and cooperative manner.
- ***E**quity*—Supporting students in achieving their full educational potential regardless of race, ethnicity, age, gender, gender identity, sexual orientation, immigration status, religion, ability, culture, and learning modality.

DRAFT

- ***S**uccess*—Striving to continually support students in achieving their academic, career, and personal goals.

Our Philosophy

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

- All students at Porterville College will be treated with respect and dignity regardless of who they are or the goals they have established for themselves.
- Porterville College will provide the best possible service to its students in order for them to meet their individual academic or vocational goals.
- Porterville College will encourage innovation, creativity, and new ideas and will support professional development opportunities.
- As an integral part of the community, Porterville College will develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the educational, workforce, and economic development needs of the region.
- As an integral part of the Kern Community College District, Porterville College will participate in and be actively involved with all districtwide committees and governance structures.

The Mission is reviewed often by the College Council, the broad, participatory governance, planning body for the College. In some cases, reviews result in no changes; other times, small or large edits are made. The issue of equity was added several years ago and has been an increasing focus of the College.

In 2021, the College Council appointed a task force to thoroughly review the Mission and suggest revisions. That group brought forward several changes, including updating the previous section with a more current view of how we handle remediation, revising the Values to call out the issue of equity more explicitly and clearly in a way that was inclusive of all students, and several other minor edits. We found that the Values section could be reorganized to spell the College mascot, PIRATES, with the first letter of each of the values.

These changes were discussed at the College Council and approved on December 6, 2021.[3] The new Mission Statement then went to the Kern Community College District Board of Trustees, where it was approved on February 22, 2022.[4]

The institution's mission appropriately reflects the community and students it serves. The Mission Statement refers to our "local diverse communities." Porterville College serves primarily the southeastern portion of Tulare County, the city of Porterville, and several smaller communities. Nearly two-thirds of the College's students come from a single zip code, 93257, in the Porterville area. The College does have an online presence, which historically had been small, but has recently expanded after the onset of the COVID-19 pandemic in the spring of 2020. Now, about half of the course offerings are online.[5]

[3] College Council Minutes (December 6, 2021)
[4] KCCD Board of Trustees Minutes (February 22, 2022)
[5] Porterville College Fast Facts

DRAFT

The institution's mission appropriately reflects the nature and structure of the institution by referencing its inclusion in the Kern Community College District, a designation of public, predominantly two-year colleges, in California.

The institution's commitment to equitable educational outcomes is informed by an understanding of the characteristics and needs of its students. The last bullet point of the Mission Statement mentions that the College awards "degrees, certificates, grants, and scholarships." The degrees currently offered include associate of arts (AA), associate of science (AS), associate of arts for transfer (AA-T), and associate of science for transfer (AS-T). The College is currently considering adding bachelor's degrees as an option. The College also offers both certificates of achievement and short-term job skills certificates. In recent years, non-credit English as a Second Language (ESL) certificates of competency have been added, and some other non-credit certificates are under consideration.[6]

Other bullet points detail the remainder of the mission and values. As has been reflected in the College's Mission Statement for many years, Porterville College remains dedicated to keeping "students as our focus." The College has continued to update and refine the Mission Statement, which now clearly outlines the degrees and certificates offered, but also emphasizes the College's dedication to preparing students for transfer, helping them embrace all of the skills necessary for success, and enhancing their aptitude for seeking opportunity and finding positions as productive members of the workforce. To maximize student success, the College provides academic and student support programs, has clarified its goals, has emphasized its commitment to student equity, and has made significant progress in cultivating community partnerships.

The institution's mission demonstrates alignment with ACCJC's Policy on Social Justice through its repeated emphasis on student equity, educational opportunity, success, and the individual needs of each student.

1.2

The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes.

The institution establishes its goals in a process that is appropriate for its character and context. Porterville College has in place the structure for a robust planning process that includes meaningful and ambitious goals largely focused on improving student success and narrowing equity gaps. There are two challenges in recent years to that process. One is that the College has recently experienced a higher level of leadership turnover. But the more impactful challenge has been the COVID-19 pandemic and its impact on everything from enrollment to day-to-day work. While the pandemic has receded, during the time when it was most serious, the daily work of College staff was often dedicated to dealing with its impact and effect on students. This focus on the pressing emergency was necessary, but it meant that several of the plans got behind schedule. Part of the purpose of recently updating the Integrated Planning document[7] was to get these plans back on track and re-dedicate the College to a regular cycle of planning and goal setting.

[6] Degrees and Certificates Web Page, 2024-2025 Catalog
[7] Program Review Forms, Instructional

Program review is the grassroots basis of the College's planning process. In each program review, area programs are expected to report on goals from their previous program review and to establish new goals. Each of these new goals must be linked to one or more of the bullet points at the top of the Mission Statement, as well as to each of the four pillars of the Guided Pathways framework. Each program lists a person responsible for the goal, a timeline for completion, and resources needed.[8]

Outcomes are measured through processes established by the Outcomes Committee, which has created an Outcomes Handbook[9] to document that process. The program's processes for assessing Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Service Area Outcomes (SAOs) are also documented in the program review as well as how the results of those assessment cycles are used to inform decisions about the program. Each program review describes how assessments occurred, lessons learned, and steps for future improvement.

The Program Review Handbook[10] describes the program review process in great detail, including the documentation of outcomes assessment, goal setting, data on student success and equity, and how to avoid common pitfalls and mistakes when completing a program review. Each program review is discussed in the Strategic Planning Committee and assessed according to a rubric.[11] All the documents needed for program review and the most recent program review for each area are on the College's program review web page.[12]

The institution has clearly defined institutional goals that align with its mission, are appropriately forward-looking, and include consideration of equitable student outcomes. Overreaching and guiding goals are established in the College's Strategic Plan. [13] This document includes a set of four goals, the first two of which are focused on improving student success and closing equity gaps. In the improvement of student success, the College has established objectives all along the student journey, from onboarding to engagement, the completion of momentum points, to finally, the completion of a degree, certificate, transfer, and post-college employment outcomes. For equity, the Strategic Planning Committee reviewed data broken out by various student characteristics but largely focused on reducing gaps in gender, ethnicity, first-generation status, and disability.

Several other College plans include goals, the most recent example being the Educational Master Plan.[14] Developed in 2023 with the Collaborative Brain Trust as a consultant, this plan included the input of various college and community constituency groups and established a foundation for the next five years of the College's work. It was approved by the Board of Trustees on September 14, 2023,[15] and will serve as the foundation of the upcoming Facilities Master Plan.

[8] Program Review Forms, Instructional, Program Review Forms, Non-Instructional
[9] Porterville College Outcomes Handbook
[10] Program Review Assessment Rubric
[11] Program Review Handbook
[12] Program Review Web Page
[13] Porterville College Strategic Plan
[14] Educational Master Plan
[15] Board of Trustees Minutes (September 14, 2023)

The entire planning process is described in detail in a document called Integrated Planning, Assessment, and Action (IPAA).[16] This document covers the College decision-making process and includes a description of and timelines for each of the College plans, including the Strategic Plan,[17] Educational Master Plan,[18] Facilities Master Plan,[19] Enrollment Management Plan,[20] Distance Education Plan,[21] and Guided Pathways Work Plan. That document was updated in the 2022-23 academic year and the new version was approved by the College Council on October 2, 2023.[22]

The institution's goals align with key initiatives within its scope of responsibility. The College and District include a comprehensive array of planning processes and documents informed by the Educational Master Plan and Strategic Plan. All initiatives and grants must demonstrate alignment with these previously identified overarching goals to be considered for inclusion or application.[23]

1.3

The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation.

The institution has established and published standards for student achievement (i.e., institution-set standards) in accordance with Commission policy as documented in the ACCJC Annual Reports.[24] Goals are typically mathematically derived based on past performance, established by the Strategic Planning Committee, and approved by the College Council and the Accreditation Committee. They are then disseminated to the remainder of the College through College Council committees and the website.

The KCCD Strategic Plan includes "Strategic Direction #1: Maximize Student Success, Ensure Student Access, and Reduce Equity Gaps." The direction is followed by specific targets for student achievement.[25]

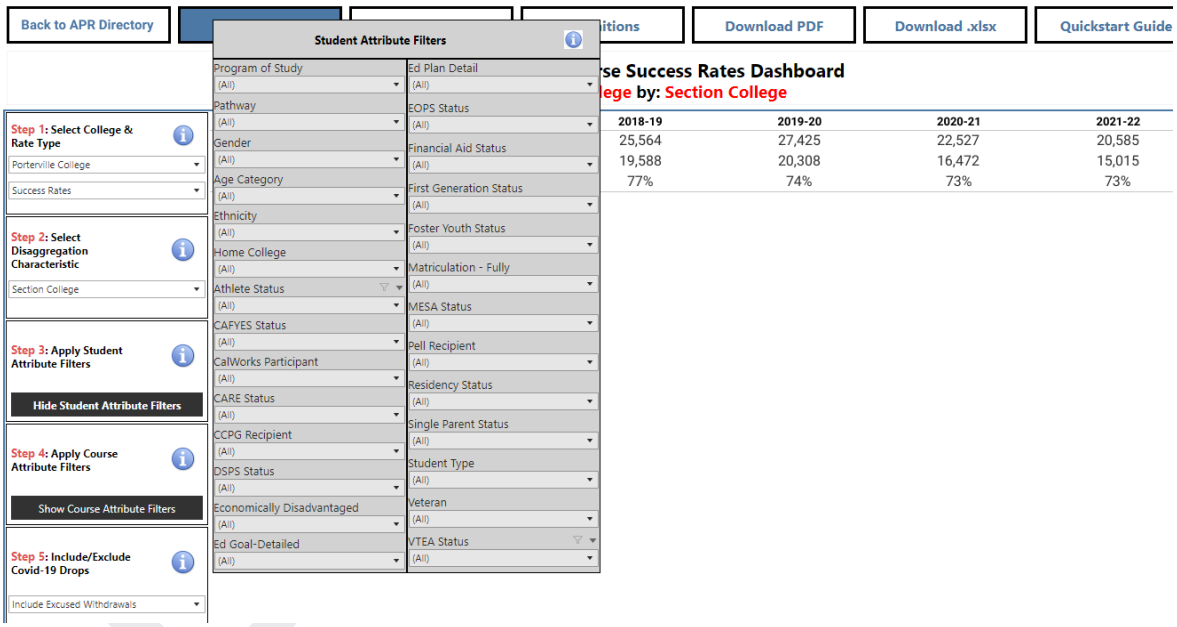
The institution regularly reviews and discusses qualitative and quantitative data to evaluate its progress toward achieving the mission, enhancing understanding of students' experience, informing short and long term planning, and implementing improvements as needed. Porterville College and Kern Community College District have a robust data capacity with dashboards that often exceed those available through the state Chancellor's Office, in that the data are more recent, more inclusive, more complete, and disaggregate on a wider variety of student attributes.

[16] Integrated Planning, Assessment, and Action
[17] Porterville College Strategic Plan
[18] Educational Master Plan
[19] Facilities Master Plan
[20] Enrollment Management Plan
[21] Distance Education Plan
[22] College Council Minutes (October 2, 2023)
[23] Elements of Decision-Making 2016, Elements of Decision-Making 2023
[24] ACCJC 2023 Annual Report
[25] KCCD Strategic Directions Addendum

These data are used in program review, strategic planning, the College's Guided Pathways work, and several other areas on a regular basis. The College has been recognized by Achieving the Dream and several other organizations for its work in this area, particularly in improving student outcomes and success rates of Hispanic students.

An annual report from each college goes to the Board of Trustees called Targets and Tactics which is an analysis of data used to inform the next steps forward.[26]

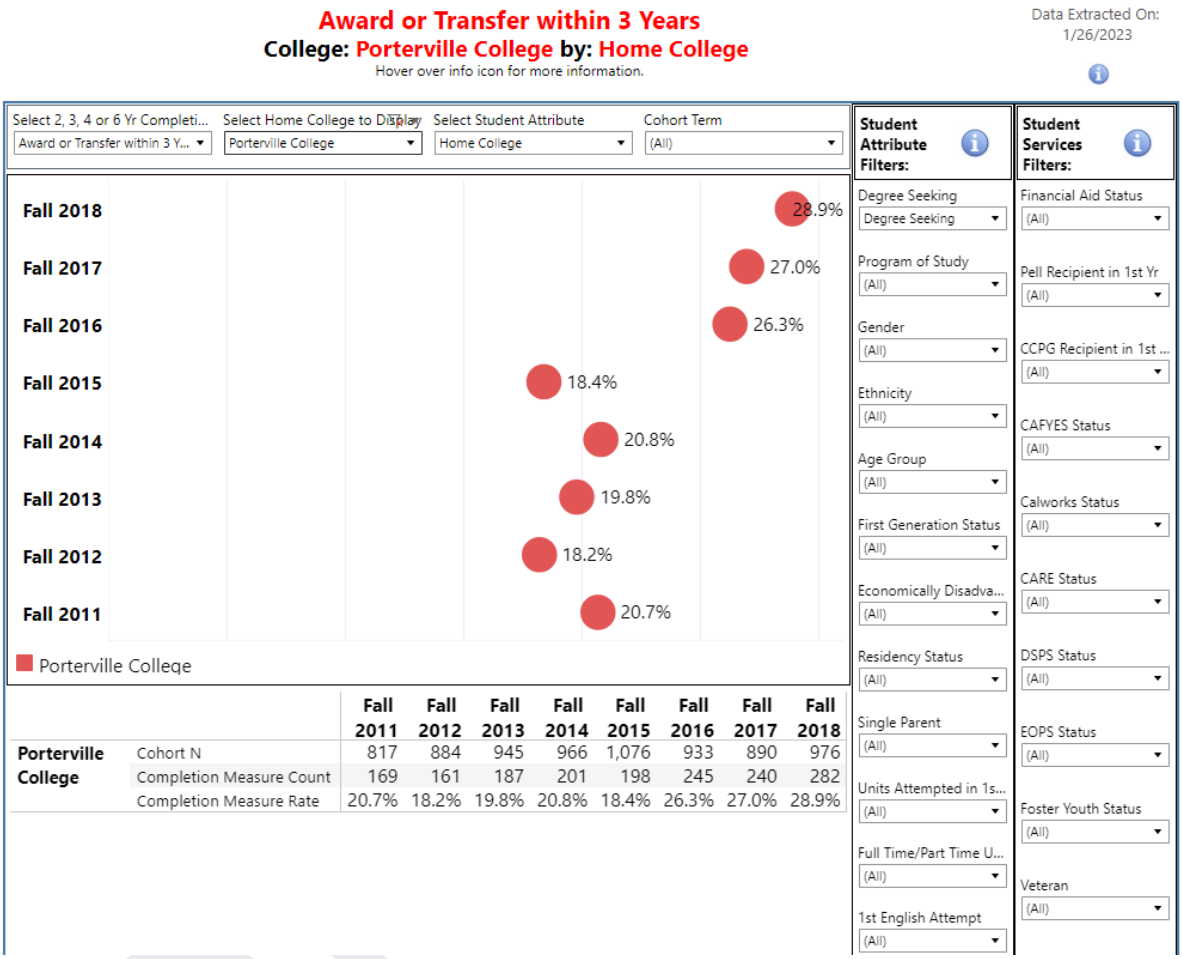
The institution regularly reviews meaningfully-disaggregated data, identifies equity gaps, and engages in planning and improvement to close these gaps. Program review is a starting point for these discussions but is by no means the only place the College evaluates disaggregated data. In the College's program review data,[27] instructional programs are encouraged to assess the impact of their work on various student populations and can disaggregate their data on a variety of student characteristics. In the screenshot below for example, course completion and success data are broken out by more than twenty student attributes, including ethnicity, gender, first-generation status, participation in the disability center, and several other campus programs. Each program focuses on a student attribute that is significant for that area and/or where there are important equity gaps.



The College's Strategic Plan[28] also includes data disaggregated by multiple student attributes. Some of these come from program review data, but many come from our First-Time Student Cohort Dashboard[29] (see screenshot below) a process that began with the College's participation in the Achieving the Dream network of colleges. As part of this national initiative, Porterville

[26] PC Targets and Tactics
[27] KCCD Program Review Data page
[28] Porterville College Strategic Plan
[29] KCCD First-Time Student Cohort Dashboard (2022 Cohort Profile Summary)

College was named a Leader College in 2016, then a Leader College of Distinction[30] in 2021, an honor that was achieved from the College's efforts to increase student success and reduce equity gaps on some of those same achievements.



		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Porterville College	Cohort N	817	884	945	966	1,076	933	890	976
	Completion Measure Count	169	161	187	201	198	245	240	282
	Completion Measure Rate	20.7%	18.2%	19.8%	20.8%	18.4%	26.3%	27.0%	28.9%

Also, as part of the Achieving the Dream process, the College established a Data Team, a group that initially reviewed College data from a wide variety of sources, with a focus on improving student success and reducing equity gaps. In 2022, the Data Team was reorganized to be part of the Guided Pathways initiative. The group reports to the larger Guided Pathways Committee and supports the work of each of the Guided Pathways teams.[31] Various other committees and campus initiatives use disaggregated data as well.

The KCCD Strategic Plan[32] includes "Strategic Direction #1: Maximize Student Success, Ensure Student Access, and Reduce Equity Gaps." The direction is followed by specific targets for student achievement

[30] Porterville College Achieving the Dream Leader College of Distinction Announcement
[31] Guided Pathways Committee Minutes
[32] KCCD Strategic Plan

An annual report from each college goes to the Board of Trustees called Targets and Tactics[33] which is a high-level analysis of enrollment and apportionment data and is used to inform college operations that reflect short-term adjustments to constant political and economic fluctuations.

1.4

The institution's mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services.

Institutional systems for comprehensive planning are designed to support accomplishment of the mission and lead to institutional innovation and improvement. Porterville College has a framework for a strong planning process that focuses resources on furthering the College's mission of student success and equity. As noted above in Standard I.2, leadership turnover and the COVID-19 pandemic effects have led some plan updates to be delayed, a situation the College is correcting. The Integrated Planning, Assessment, and Action document[34] establishes a timeline for each plan to be updated and a cycle for the future.

Every two years, the KCCD office departments provide an administrative unit review that serves as a planning document to support the mission and to accomplish institutional innovation and improvement.[35]

Institutional systems for planning are integrated such that information from program planning informs processes for resource allocation, decision-making, and short- and long-term operational planning. Program review is the grassroots basis for the College's resource allocation process. In the program review forms,[36] each area evaluates its outcomes, progress on its previous goals, current strengths, and areas for improvement, and then sets new goals and makes resource requests aligned with the program's needs and those goals. This form includes staffing requests, budget requests, and a resource allocation process focused on four specific areas: technology, facilities, safety/security, and professional development. Guidance on completing these forms is provided in the Program Review Handbook,[37] and program compliance with this process is evaluated by the Strategic Planning Committee using an evaluation rubric.[38]

After a detailed review meeting in the Strategic Planning Committee in which requests for changes are often made, program reviews are then approved by the College Council[39] before being routed to various college committees,[40] including the Budget Committee. That committee

[33] PC Targets and Tactics
[34] Integrated Planning, Assessment, and Action
[35] AUR Business Services, AUR Construction and Facilities Planning, AUR Educational Services, AUR Workforce and Economic Development, AUR Human Resources, AUR Information Technology, AUR Institutional Research and Reporting
[36] Program Review Forms, Instructional, Program Review Forms, non-Instructional
[37] Program Review Handbook
[38] Program Review Assessment Rubric
[39] College Council Minutes (November 21, 2022)
[40] Program Review Approval Process Chart

evaluates all budget and most resource allocation requests and implements a college budget that addresses those requests, with a focus on adhering to the College mission, as outlined in the program review process. In addition to the program review links to the College mission and Guided Pathways pillars, the annual budget request process asks each program to link their requests to the statewide Vision for Success and the College Strategic Plan.[41] The Budget Committee discusses the various program reviews and budget requests and uses them to create an annual College budget.[42]

Every two years the KCCD office departments provide an administrative unit review that serves as a planning document to support the mission and to accomplish institutional innovation and improvement.[43]

Institutional systems for planning are designed to occur on a regular basis, include appropriate participation from institutional constituencies, and are informed by relevant data and information. The Educational Master Plan and Facilities Master Plan processes are regularly scheduled and include participation from all College and District constituent groups as well as the community and strategic local partners. The rest of the College planning process, also described above in Standard 1.2, focuses resources on advancing the College mission. At nearly every step, the Strategic Planning Committee and the various College Council subcommittees inform the College Council as part of participatory governance. The use of internal and external data is integral and pervasive. The Enrollment Management Plan, currently under development, will focus on ensuring that students have access to the classes they need, in the format(s) in which they need them, and at the time(s) when they need them.[44] This is part of the Guided Pathways framework, promoting student success and equity throughout the student journey.[45]

The recently adopted Educational Master Plan[46] will provide the framework for much of the College's planning and resource allocation efforts soon. It also strongly influenced the Facilities Master Plan,[47] approved by the College Council on May 6, 2024,[48] which relates the plan for new and updated facilities for the future educational needs of Porterville College students.

As an example, the Grant Oversight Committee has been reconstituted as a subcommittee of the Budget Committee to guide efforts to seek out grants for the College to support its mission and further student success.[49] The new committee is now a subcommittee of the Budget Committee, which is itself a subcommittee of the College Council.

---

[41] Annual Program Review Update & Budget Worksheet Instructions
[42] Budget Committee Minutes (April 14, 2023)
[43] AUR Business Services, AUR Construction and Facilities Planning, AUR Educational Services, AUR Workforce and Economic Development, AUR Human Resources, AUR Information Technology, AUR Institutional Research and Reporting
[44] Enrollment Management Committee Agenda (April 24, 2023)
[45] Educational Master Plan, Facilities Master Plan
[46] Educational Master Plan
[47] Facilities Master Plan
[48] College Council Meeting Minutes Draft (May 6, 2024)
[49] Budget Committee Meeting Minutes (May 5, 2023)

DRAFT

The administrative unit reviews are done every two years and reviewed by the Chancellor's Cabinet and District Consultation Council.[50]

1.5

The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional strengths, priorities, and areas for continued improvement.

The institution regularly communicates the results of its progress assessments with internal and external stakeholders, as appropriate to its character and context. Communication proceeds at Porterville College through its participatory governance process, which is described in the College's Participatory Governance Statement.[51] This document outlines the communication and decision-making process of the College, including how committees are structured. The College Council is the broad participatory governance body of the College, with representation from all constituency groups. It makes recommendations to the College president regarding decisions and policies. Subcommittees of the College Council include Enrollment Management, Budget, Guided Pathways, Strategic Planning, and the Social Justice Action Committee, among others. Each of these focuses on a particular area of specialty, with important decisions and policies brought to the College Council for recommendations before going to the president.[52]

The College has a robust planning process and works to engage both internal and external stakeholders with ongoing communication. A group recently noticed that the Participatory Governance Statement[53] referenced above was last updated in 2018. In 2022, the College Council appointed a task force to begin an update of the document. That process is ongoing. The task force is reviewing the statement of one of the sister colleges and working to better define terms and committee types in the statement.

KCCD goals are guided by the Chancellor and Board and are shared and updated regularly.[54]

Institutional evaluation reports and program reviews can be accessed by constituencies. Planning is broadly communicated within the College and made available to the public as well. The program review web page[55] includes all the things necessary for programs to complete their reviews, including the form templates, the program review handbook, the program review schedule (on a three-year cycle), and the rubric the Strategic Planning Committee uses to evaluate the documents. Additionally, the page includes the most recent program review for each area, so that the college community, and the broader public, can see progress on goals, resource requests, and all other aspects of a program review in which they might have interest. KCCD District Office program reviews are done every two years and are shared at both the Chancellor's Cabinet and Districtwide Consultation Council.[56]

---

[50] District Consultation Council Presentation on AUR Timeline
[51] Participatory Governance at Porterville College
[52] PC Decision Flowchart 2023
[53] Planning Documents Web Page
[54] District Consultation Council Agenda (April 26, 2022), District Consultation Council Minutes (March 26, 2019), District Strategic Plan
[55] Program Review Web Page
[56] District Administrative Unit Reviews

DRAFT

Similarly, the Institutional Research Office maintains a planning documents web page.[57] Here, members of the college community and the general public can find each of the College's planning documents, from links to accreditation, to the strategic and educational master plans, etc.

KCCD District Office program reviews are done every two years and are shared at both the Chancellor's Cabinet and Districtwide Consultation Council.[58]

Data and evidence related to institutional strengths and areas for development are used to inform and document discussions of institutional priorities. The extensive data resources made available at KCCD through dashboards, program reviews, and external environmental scans provide valuable data for all aspects of the planning and evaluation processes. The College recently updated its Educational Master Plan,[59] working with the Collaborative Brain Trust (CBT) as a consultant. As part of that process, CBT conducted "listening sessions"[60] with both internal and external stakeholders of the College, gathering input on needs, hopes for goals to be included, and how resources should be devoted in the next few years.

Each of the Career Education (CE) programs has an advisory committee[61] comprised of College faculty and staff and community members with experience in the field. Industry experts advise faculty on matters of curriculum and related issues. These committees help the College improve the programs and foster a connection between the College and the communities and industries it serves.

KCCD goals are guided by the Chancellor and Board and are shared and updated regularly through forums, email updates, and newsletters.[62] The annual Chancellor's Retreat is utilized to evaluate data, talk about strengths, and look at improvements with the outcome being the Targets and Tactics document produced by each college and sent to the KCCD Board of Trustees.[63]

DRAFT

[57] Planning Documents Web Page
[58] District Administrative Unit Reviews
[59] Educational Master Plan
[60] College Council Meeting Minutes (March 20, 2023)
[61] Career Education Advisory Committee Page
[62] District Consultation Council Agenda (April 26, 2022), District Consultation Council Minutes (March 26, 2019), KCCD Strategic Plan
[63] 2023 Chancellor's Retreat Agenda, Chancellor's Retreat Data Presentation, Porterville College Targets and Tactics

Standard 2: Student Success

2.1

Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution's mission and reflect appropriate breadth, depth, and expected learning outcomes.

Consistent with the institution's mission, academic programs are structured to lead to degrees, certificates, transfer, employment, or other similar credentials. Porterville College offers a variety of associate degree and certificate program options. All credit-bearing courses lead to a degree or certificate, and several degrees specifically address transfer expectations and efficiencies by adhering to the Associate Degree for Transfer framework—a curricular transfer agreement between California Community Colleges and California State University.[64]

Academic programs are listed in the Porterville College Catalog.[65] This publication helps the College communicate course and program offerings to students and the community. The College offers a breadth and diversity of choices in courses and programs for a variety of educational goals. The catalog includes Program Learning Outcomes (PLOs) for all programs ensuring transparency and clarity in communicating expectations.

The institution's processes for curriculum design and development ensure all academic programs align with the institution's mission. Courses and programs reflect Porterville College's mission and values.[66] The review process outlined in the Curriculum Handbook ensures that programs and courses are only added if they are "consistent with the College mission."[67] The curriculum approval process makes certain that all courses and programs are thoroughly vetted before they are added to the offerings and that they are reviewed at a minimum every four years (two years for Career Education courses). All program and course proposals begin with a faculty originator and are approved by the division. Then, a workgroup consisting of the Curriculum Chair, the Curriculum Specialist, the Outcomes Coordinator, and experienced faculty scrutinize the proposal, offer feedback, and suggest changes to the originator. Once the technical review workgroup is satisfied, the proposal moves to the Curriculum Committee for approval. If approved, the course or program must be approved by the Vice President of Instruction, the President, the Vice Chancellor of Educational Services, the Board of Trustees, and the California Community Colleges Chancellor's Office (CCCCO) before implementation at Porterville College.[68]

Every program at the College, instructional and non-instructional, undergoes a program review every three years. The workflow of this process is outlined in the Program Review Handbook.[69] The Strategic Planning Committee oversees this process, including multiple checks using the

[64] Porterville College Catalog 2023-2024
[65] Porterville College Catalog 2023-2024
[66] Mission and Values
[67] Curriculum Handbook
[68] Curriculum Handbook
[69] Program Review Handbook

program review rubric,[70] verifies alignment of programs to the College's mission, and ensures assessment and calibration of transfer/workforce goals.

The institution's processes for curriculum design and development reflect generally accepted practices in higher education for ensuring breadth, depth, and rigor appropriate to the level of instruction and across all modalities. To maintain consistency throughout modalities, the Curriculum Committee utilizes the state-required Distance Education Addendum, a form completed for all courses offered online or in a hybrid format.[71] Porterville College courses are normed with the other California Community Colleges through the California Community Colleges Curriculum Inventory (COCI).[72] This system ensures consistency and alignment with community college courses across the state. Also, courses are normed with the California State University and the University of California systems, and many of the independent colleges and universities throughout California through the Course Identification Numbering System (C-ID).[73] The curriculum approval process requires courses to either align with C-ID in terms of breadth, depth, and rigor or justify any variation.[74][75]

The curriculum development software, eLumen, requires C-ID notification of changes for all applicable classes. Finally, articulation agreements with universities show that the College's level of instruction is appropriate.[76] The Curriculum Committee carefully considers if the breadth, depth, and rigor of the course can be maintained regardless of the modality and does not permit different depth/rigor for different modalities for the same course.

Though the current endeavor to predict student demand and anticipate fluctuating modality needs is complicated, the practices and procedures in the Curriculum Committee, Distance Education Committee, Outcomes Committee, Enrollment Management Committee, and Strategic Planning Committee ensure that the College is providing courses and programs that meet student need and allow for intentional growth.

Another way Porterville College maintains consistency across modalities is by requiring that all instructors teaching in an online or hybrid capacity undergo rigorous training in the form of in-house workshops, Kung Fu Canvas[77] and Intro to Online Teaching and Learning (IOTL), as well as the California Virtual Campus @One training.[78] The combination of courses has proven fruitful as Porterville College has seen gains in the success rates of online courses.[79] Distance education has been growing at Porterville College since its inception with careful monitoring by the Distance Education Committee. The group discusses and establishes the processes and

[70] Program Review Assessment Rubric
[71] Curriculum Handbook
[72] California Community Colleges Curriculum Inventory (COCI) About Page
[73] Course Identification Numbering System (C-ID) About Page
[74] Curriculum Handbook
[75] Curriculum Handbook
[76] Articulation Agreements
[77] Kung Fu Canvas Syllabus
[78] Intro to Online Teaching and Learning (IOTL) syllabus IOTL Canvas Modules, IOTL Syllabus
[79] Course Success Rates by Modality in 2018-19 through 2022-23

procedures for the College's online and hybrid classes. The Distance Education Handbook[80] outlines these processes and procedures and gives instructors a guide in best practices.

Because Porterville College is committed to maintaining rigor, standards, and outcomes regardless of the course location or modality, it strives to ensure consistency through the dual enrollment courses. In the spring of 2024, Porterville College offered 76 sections of dual enrollment courses.[81] Instructors for these courses are vetted as rigorously as those for the courses taught on campus, and beginning in 2024, the dual enrollment instructors are evaluated the same way as all other faculty members.[82]

In addition to the checks and balances that the Curriculum Committee and the program review process provide, Porterville College aligns Student Learning Outcomes (SLOs) to Program Learning Outcomes (PLOs), General Education Learning Outcomes (GELOs),[83] and Institutional-Level Outcomes (ILOs).[84] To ensure that all of the outcomes are aligned with the College's mission, all outcomes have been mapped to the ILOs which were developed to reflect the mission.[85]

The College continues to monitor and refine those practices and procedures as necessary to eliminate success gaps between modalities, meet students' ever-changing modality needs, and establish programs that will give students a wide range of diverse opportunities in the future.

2.2

The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support equitable attainment of learning outcomes and achievement of educational goals.

Porterville College endeavors to offer academic programs that meet the needs of students, adhere to rigor and standards within each discipline, and remain relevant and timely in the industries surrounding the school. The College does so with an ever-scrutinizing eye for identifying and reducing equity gaps in all success metrics.

The institution's processes for curriculum design and development include appropriate faculty oversight for ongoing review, monitoring, and revision of programs in order to close identified gaps in student achievement. The design of Porterville College's academic programs is driven by the Curriculum Committee. Faculty members create a proposal for a program with input and guidance from colleagues within their divisions, consultation with experts, and advice from local stakeholders, businesses, and community members. Then, the proposal is reviewed for technical issues by the Curriculum Chair, Curriculum Specialist, Outcomes Coordinator, and experienced faculty members. The workgroup gives feedback to the originator and then the proposal moves to the Curriculum Committee where a representative from each division on campus votes on its

[80] Porterville College Distance Education Plan
[81] Porterville College Early College Master Spreadsheet
[82] Burton School District MOU Dual Enrollment
[83] Outcomes Page
[84] Outcomes Page
[85] Porterville College Outcomes Database

DRAFT

approval. Similarly, faculty members on the Curriculum Committee are responsible for routine course and program revision as required by the California Community College Chancellor's Office (CCCCO) and the PC Curriculum Handbook.[86]

The College's program review process includes the review of learning outcomes assessment and informs relevant changes to the curriculum. During the program review process, division faculty analyze relevant data to ensure that any gaps in student success are highlighted, discussed, and attended to. Also, the review process gives each program a chance to summarize its assessments of the learning outcomes. The division explains how they currently evaluate outcomes and student achievement and look for ways to improve in that endeavor.[87]

The Course Identification Numbering System (C-ID) helps to align courses and programs to established and agreed-upon curriculum content across California Community Colleges, California State University, and the University of California systems. If faculty determine that a course requires a variation of some sort, they must justify that modification with the Course Unit Value/Contact Hour Justification Form.[88]

The institution's processes for curriculum design and development includes dialogue around student equity and maximizing equitable student success outcomes. In accordance with its mission,[89] Porterville College ensures that the curriculum is consistent and appropriate at all locations and in all modalities. Course approvals require submissions to address how the course fits the most basic tenets of the Mission Statement through the following prompt: "... why the course is being added. Be clear regarding the evidence of need for the addition of this course (e.g., articulation with other colleges/universities, student demand, recommendation from advisory committee or external accreditation review, campus program review)." The submission also includes a justification referring to the division's program review. The program review and learning outcomes assessment processes generate consistent discussion of student equity and equitable success outcomes and those conversations inform curriculum changes.[90]

The institution defines student learning outcomes for courses and academic programs (including degree and certificate programs). Current Program Learning Outcomes (PLOs) and Student Learning Outcomes (SLOs) are required components of every program and course as related in the Curriculum Handbook and the framework of the eLumen curriculum portal. PLOs and SLOs are developed collaboratively within the disciplines and divisions, are evaluated for effectiveness as part of the program review process, and are approved by the Curriculum Committee as part of the program and course approval process. Development of learning outcomes includes consideration of feedback from workforce/industry partners. The Educational Master Plan includes input from workforce and community partners which seeks to inform broad expectations for programs and program development. This planning process also includes quantitative environmental scans to ensure workforce data is integrated into the plan.[91]

[86] Curriculum Handbook
[87] Program Review Handbook
[88] Curriculum Handbook
[89] Mission and Values
[90] ENGR P130 Curriculum Development Submission, Program Review Handbook
[91] Educational Master Plan

Additionally, advisory committees for Career Education and Health Careers programs inform curriculum content, and therefore learning outcomes, as a regular part of their function. [92]

The institution provides students with accurate, current, and consistent student learning outcomes for the courses and programs in which they are enrolled. The catalog communicates the PLOs for all instructional programs.[93] The course-level SLOs are published in all course syllabi. The instructors send syllabi to administrative assistants who cross-check the learning outcomes against those in the course outline of record. Then, the syllabi are filed in the Vice President of Instruction's office at the start of each semester.[94]

Porterville College's systems of checks and balances, including learning outcomes assessment, program review, and curriculum development, ensure that the College is constantly striving to make Porterville College a path to achievement for all students. Of course, in a constantly changing world, these practices require continual attention, and the College must be diligent in attending to and balancing the needs of students, the surrounding community, and industry partners to remain relevant and useful.

2.3

All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, and the ability to engage with diverse perspectives.

The institution has a rationale for general education, developed with appropriate input from faculty, which serves as the basis for inclusion of courses in general education and is listed in the catalog. Providing a general breadth of knowledge for all degree-seeking and transfer-bound students is a high priority at Porterville College. Every degree the College offers requires the general education program as a foundation of higher learning and good citizenship. These requirements are communicated through the College catalog.[95] Porterville College aligns the general education program with that of the four-year university partners through the articulation process.[96]

[92] Welding Advisory Committee Meeting (April 28, 2023), Law, Justice, and Ethics Advisory Committee Meeting (August 24, 2022), Health Careers Advisory Committee Meeting Minutes (December 12, 2019), Health Careers Advisory Committee Meeting Minutes (July 8, 2020), Health Careers Advisory Committee Meeting Minutes (July 7, 2021), Health Careers Advisory Committee Meeting Minutes (August 1, 2022), Health Careers Advisory Committee Meeting Minutes (November 3, 2023)

[93] Porterville College Catalog 2023-2024

[94] Syllabus for ADMJ P101 CRN 51574, ADMJ P101 SLOs, Syllabus for COMM P101 CRN 50031, COMM P101 SLOs, Syllabus for ENGL P101A CRN 50042, ENGL P101A SLOs

[95] Porterville College Catalog 2022-2023, Porterville College Catalog 2023-2024

[96] Articulation Agreements

The local process for submitting programs, courses, and certificates is outlined in the Curriculum Handbook.[97] This guide explains the submission process and includes new course/program submission forms, requirements for communication prior to curriculum approval, an explanation for utilizing eLumen, a description of how and when the proposal should be submitted to the Curriculum Committee, the Board, and the state, and the procedure for completing the final step, addition of the materials to the College catalog.

The process for submitting and approving courses, programs, and certificates is as follows:

1. Item added to eLumen by faculty
2. Curriculum Committee approves item
3. Item submitted for Board approval
4. Item submitted to COCI
5. Item added to the catalog

This process includes several steps for checks and balances to ensure consistent and accurate information.

The institution's general education philosophy reflects its degree requirements and is consistent with expected norms in higher education for lower division coursework. The College revises the general education pattern as necessary to stay current with local, state, and national educational standards. In fall 2022, the College developed a General Education (GE) Subcommittee of the Curriculum Committee to evaluate current definitions of GE at Porterville College and to get updated definitions from all disciplines in the GE areas.[98] These definitions were then utilized to evaluate whether courses were a good fit to meet that GE description. Recommendations were discussed and submitted to the Curriculum Committee by November 22, 2022.[99] In spring 2023, the Curriculum Committee voted to revise the General Education criteria to better suit the needs of students. The committee reduced the number of units from 33 that were required in the 2022-2023 school year to 24 units in the 2023-2024 school year. With the more specific definitions for each area, the group was able to pinpoint the necessary knowledge, skills, and competencies necessary for success in both transfer to four-year universities and/or positions in local industries without requiring superfluous classes and units.[100]

The institution's general education offerings provide opportunities for students to engage with the arts and humanities, sciences, mathematics, and social sciences. The College's transfer students primarily go into the California State University (CSU) or University of California

[97] Curriculum Handbook

[98] General Education Workgroup Agenda (October 4, 2022), General Education Updates Overview, General Education Workgroup Agenda (October 4, 2022), General Education Workgroup Agenda (October 18, 2022), General Education Workgroup Agenda (November 15, 2022)

[99] Curriculum Committee Minutes (November 22, 2022), Curriculum Committee Minutes (January 24, 2023), Curriculum Committee Minutes (February 14, 2023), Curriculum Committee Minutes (February 28, 2023)

[100] General Education Workgroup Agenda (October 4, 2022), General Education Workgroup Agenda (October 18, 2022), General Education Workgroup Agenda (November 15,2022)

(UC) systems and the College has strong partnerships with both. California Assembly Bill 928[101] requires the creation of a new aligned general education pattern across the CSUs and UCs by 2025, and Porterville College faculty are in the process of updating all transfer degrees to align to the requirements of AB 928 and the new CALGETC general education pattern.[102] Additionally, Section 55061 of the California Education Code delineated the overarching requirements of the general education requirements of a California Community College Associate Degree, which includes arts and humanities, science, mathematics, and social science.[103]

To ensure learning is happening, the College has continual discussions and analyses of the General Education Learning Outcomes (GELOs).[104] The Outcomes Coordinator attends every Curriculum Committee meeting to facilitate assessment. The Curriculum Committee first decides if the GELO should be revised and if so, works with the division representatives to do that before the assessment. Then, the data is collected. This process has taken two forms: first, gathering completed SLO cycle information from the courses mapped to the GELO, and second, gathering assessments and sample student work from those courses. The committee discusses the data and creates a specific, actionable plan for improvement.[105] The Outcomes Coordinator oversees the implementation and checks in with the point person(s) at the designated meeting.[106]

2.4

The institution communicates clear, accurate, and accessible information regarding programs, services, and resources that foster success in students' unique educational journeys.

The primary method for communication of all college information is the Porterville College website. The site is a vital tool for students attending the institution, prospective students, and community members. The most relevant information to a student's success in their unique educational journey is easily accessible through the homepage and the catalog.

The institution provides students with accurate, current, and consistent student learning outcomes for the courses and programs in which they are enrolled. The catalog communicates the PLOs for all instructional programs.[107] The course-level SLOs are published in all course syllabi. The instructors send syllabi to administrative assistants who cross-check the learning outcomes against those in the course outline of record. Then, the syllabi are filed in the Vice President of Instruction's office at the start of each semester.[108]

[101] California AB 928
[102] Cal-GETC Standards 2023
[103] Section 55061 of California Education Code
[104] Outcomes Page
[105] Curriculum Committee Meeting Minutes (March 12, 2024)
[106] Action Plan for GELO #5
[107] Porterville College Catalog 2023-2024
[108] Syllabus for ADMJ P101 CRN 51574, ADMJ P101 SLOs, Syllabus for COMM P101 CRN 50031, COMM P101 SLOs, Syllabus for ENGL P101A CRN 50042, ENGL P101A SLOs

DRAFT

The institution has mechanisms for ensuring effective communication with its students in multiple modalities regarding the programs, services, and resources available to support the student journey. The institution communicates all information regarding programs, services, and resources in the catalog.[109] The Porterville College catalog is reviewed every year by members of the faculty and student services constituencies. All members of the Catalog Review Group ensure there is alignment throughout the catalog with respect to the various programs, services, and resources offered at Porterville College. The Catalog Review Group uses this collegial collaboration to make sure the College clearly communicates accurate and accessible information regarding programs, services, and resources. The catalog is available on the College website in readable text and can be printed upon request. For simplicity purposes, various printed flyers and documents regarding all manner of information are available within their relevant areas. The College website provides simple and timely access to all services, resources, student groups, governance, outreach, and ancillary information. Updates to the website are routine and fall under the responsibility of individual service areas and departments.

Classes and programs are updated through eLumen, the integrated platform for curricular management.[110] Using eLumen ensures that when changes are made to the course or program outline of record, those changes are automatically reflected in the catalog so that information is accurate and consistent across various mediums. The public site of eLumen allows for outside viewing of the programs and courses.[111]

To provide transparency, the meetings of many of the committees are open to the public and all committee minutes are published for outside viewing.[112]

Every course syllabus includes an accommodation statement and the course Student Learning Outcomes. Many instructors also choose to include a list of campus resources, learning support services, information about the Veterans Resource Center, and various other helpful areas that might be useful.

An innovative approach to informal communication across campus comes in the form of *News from the Crow's Nest*, a newsletter from the Porterville College Marketing and Communication Department.[113] The weekly publication is sent via email to everyone in the campus community and a daily form is available across social media.

The institution regularly reviews its communication practices, policies, procedures to ensure clarity, consistency, accuracy, and relevance. As noted above, the Catalog Review Group evaluates and updates the non-curricular aspects of the catalog. Curriculum aspects such as programs, courses, and graduation requirements are updated through routine and non-routine curricular changes through the Curriculum Committee and according to the Curriculum Handbook.[114] The public information officer routinely communicates with constituent groups,

[109] Porterville College Catalog 2023-2024
[110] Faculty Guide to eLumen
[111] Porterville College Curriculum Public View (eLumen)
[112] Porterville College Committees, KCCD Board Minutes (July 18, 2024)
[113] News from the Crow's Nest
[114] Curriculum Handbook

DRAFT

through the College Council, to identify communication issues and opportunities through all manner of modalities. The College and District have recently begun working with the California Community College Accessibility Center to implement the Accessibility Capability Maturity Model (ACMM) which seeks to evaluate for improvement in every aspect of communication and establish embedded and consistent processes for continuous improvement.[115]

2.5

The institution holds itself accountable for students' success by scheduling courses in a manner that ensures degree and certificate programs can be completed in the expected period of time.

The institution schedules classes in alignment with student needs and program pathways to ensure students have the opportunity to complete programs within a reasonable period of time. Porterville College holds itself accountable for students' success by scheduling courses in a manner that ensures degree and certificate programs can be completed in the expected period.

The College monitors the progress of students and verifies that they are on track to complete their programs within the expected timeframe and uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement. Taken together, these pieces of evidence demonstrate that Porterville College is committed to ensuring that its students can complete their degree and certificate programs within the expected timeframe.

Porterville College has developed clearly defined program pathways for its degree and certificate programs. These pathways outline the courses that students need to take each semester to complete their programs within the expected timeframe. Guided Pathways allow students to move through their courses more deliberately with efficient use of units. [116]

The Enrollment Management Committee, which consists of academic division chairs, the Academic Senate President, and most academic administrators, evaluates the schedule every semester and adjusts overarching course times and modalities based on current demands and student need.[117] The counseling chair has a standing agenda item in each meeting to discuss student scheduling and enrollment issues influencing decision-making.

Though Porterville College regularly analyzes data related to student progress and program completion rates to identify areas for improvement and adjust its scheduling and support services as needed, the College is limited on space and available faculty. Particularly during the busiest times on campus (Monday through Thursday from 9:00 a.m. until 2:00 p.m.), the College does not have enough classrooms to hold all of the courses that could be scheduled to meet student needs. Instead, those courses are moved either online or to a different time and the enrollment drops. Because of its remote, rural location, adjunct faculty who teach in person are difficult to

[115] Accessibility Capability Maturity Model (ACMM) Baseline Report
[116] Academic and Career Pathways
[117] Enrollment Management Agenda (February 26, 2024), Enrollment Management Minutes (February 26, 2024)

find and face-to-face classes are hard to staff. In fall 2024, the College seeks to utilize Ad Astra analytical data and scheduling summits to more deeply evaluate efficiencies and opportunities for students.

The limits of space and resources are just one of the many issues related to scheduling and course offerings that are discussed frequently in the Enrollment Management Committee. Each agenda has a standing item for discussion specifically to address solutions and to monitor changes.[118]

The institution evaluates the degree to which scheduling facilitates timely completion of degrees, certificates, and transfer. The College monitors the progress of students and ensures that they are on track to complete their programs within the expected timeframe and uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement. Porterville College is committed to ensuring that its students can complete their degree and certificate programs within the expected timeframe. Programs of study are efficiently organized around required courses which are in turn intentionally scheduled to maximize opportunity for timely completion.

Porterville College has established a course sequencing plan for each program pathway. This plan ensures that students take courses in the proper sequence to build upon previous knowledge and skills. In spring 2023, each discipline completed a two-year plan for course offerings so counselors, educational advisors, and students can plan with confidence knowing which classes can be taken during which semester and in what modality.[119] To facilitate scheduling, this information is inputted into Pathways Mapper, the student-facing website platform that outlines the academic and career pathways' course sequences as a detailed visual course guide.[120] Also, Porterville College strives to give incoming students credit for prior learning and in spring 2023, revamped the credits for high school advanced placement (AP) classes to eliminate duplication and unnecessary units.[121]

The College offers courses during the summer term to help students complete their programs faster. The College offers a variety of fast-track and late-start courses to accommodate students with busy and complex schedules. Porterville College offers a variety of student support services to help students stay on track and complete their programs in a timely manner. These services include academic advising, tutoring, and career counseling.[122] The Promise Program serves first-time college students through their first year with a comprehensive plan of support to complete their educational goals.[123] All along their educational journey, students are encouraged

[118] Enrollment Management Agenda (February 26, 2024), Enrollment Management Minutes (February 26, 2024)
[119] ENGL P101A Two-Year Plan, Enrollment Management Minutes (February 27, 2023)
[120] Pathways Mapper (Explanation), Pathways Mapper for Agribusiness, Pathways Mapper for Business, Information Systems, & Industry
[121] Curriculum Committee Minutes (November 14, 2023), Curriculum Committee Minutes (November 28, 2023)
[122] Student Support Services
[123] Promise Program

to use the learning support resources provided in the Learning Center and the Innovation Centers.

As a member of the California Virtual Campus—Online Education Initiative (CVC-OEI),[124] Porterville College has opened the door to a variety of online classes that meet its students' needs for timely completion as well as opened access to its online classes to students throughout the state.

More recently, Porterville College has held summits to design specific pathways with each local high school tailored to their career tracks and academies.[125] Each high school had a separate summit so that the focus could really zero in on the best fit for that school.

The institution reflects on time-to-completion data in program review and institutional evaluation, and devises plans to improve completion rates. Porterville College regularly analyzes data related to student progress and program completion to identify areas for improvement and adjust its scheduling and support service. The Enrollment Management Committee regularly uses data on student enrollments, including course fill rates, and has broad discussions on topics including scheduling, days and times when courses are offered and course modalities.

The College tracks completion through the Strategic Plan, with a focus on student success and equity. In the most recent plan, it was noted that the College increased the three-year completion rate from 20% for our incoming fall 2013 cohort to 26 percent for the 2016 cohort, with a goal of 30 percent for the 2019 cohort. Similarly, the College is focused not only on on-time completion but efficiency. The College has reduced the number of units completed by associate degree recipients from 90 to 83 in recent years, with a goal of reducing it further to 79. The College is currently in the process of developing the next Strategic Plan in which new goals will be established.[126]

In addition to measuring actual completion, the College assesses student perception through the Student Satisfaction Survey. In the spring 2024 iteration of the survey, 90 percent of students strongly or somewhat agreed that Porterville College offers the programs, degrees, and certificates they need and 86 percent agreed that they are usually able to get the classes they need when they need them.[127]

2.6

The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.

---

[124] California Virtual Campus—Online Education Initiative (CVC-OEI)

[125] Porterville College & Granite Hills High School Summit Meeting Agenda (March 8, 2024), Porterville College & Monache High School Dual Enrollment Summit Meeting (February 9, 2024), Porterville College & Summit Charter High School Dual Enrollment Summit Meeting (April 5, 2024)

[126] Porterville College Strategic Plan

[127] Survey Reports

The institution regularly evaluates the effectiveness of its delivery modes and teaching methodologies to support equitable student learning and achievement, and uses results to guide improvements. The learning outcomes assessment and program review processes provide the base expectations for the evaluation of effective instruction and student learning. Other initiatives, such as REACH, IEPI, and more focused departmental interest, provide additional opportunities for evaluation of effectiveness. Porterville College's academic programs at all locations, in all modes of delivery, and in all fields of study align with the institution's mission,[128] ensuring that support services and resources are available to students whenever, wherever, and however, they need them. The College evaluates student learning and achievement data to inform improvements and advance equitable outcomes. The College promotes equitable student learning and achievement by ensuring that resources, programs, and services are in place to support student success, regardless of the delivery mode or location of the program.[129]

Porterville College offers a range of online, hybrid, and hyflex courses to meet the needs of its diverse student population. These courses provide flexibility for students who may have work or family commitments and cannot attend traditional in-person classes or prefer an online learning environment.

Porterville College promotes inclusive teaching practices that ensure equitable student learning and achievement. Faculty members are trained to use inclusive language, create an inclusive classroom environment, and design fair and unbiased assessments. Peer Online Course Review (POCR) has gained momentum in the last four years.[130] Porterville College boasts 21 instructors who have had 35 courses approved.[131] To have a course approved by the California Virtual Campus—Online Education Initiative (CVC-OEI), it must adhere to a rubric and be aligned in four sections: content presentation, interaction, assessment, and accessibility.[132]

The College uses active learning techniques in its courses, which promote student engagement and improve learning outcomes. These techniques include group discussions, problem-based learning, and hands-on activities. Most courses in the Natural Science Division have a lab component that allows students to interact physically with the materials and concepts they are studying. Health Careers' courses use simulation labs and clinical hours to meet the unique needs of students.

Porterville College adopts a student-centered approach to teaching, which means that the needs and interests of students are central to the course design and delivery. Faculty members take the time to get to know their students, understand their learning styles, and tailor their teaching to meet their individual needs. The College provides professional development opportunities for its faculty members to improve their instructional skills and stay current with the latest teaching methodologies. These opportunities include workshops, conferences, and training sessions. The College offers the Student-Centered Teaching Workshop, a four-day intensive

[128] Mission and Values
[129] Program Review Handbook
[130] Peer Online Course Review (POCR)
[131] List of POCR Certified Instructors
[132] CVC OEI Course Design Rubric

deep dive on addressing the affective domain continuously throughout the semester.[133] The workshop is required for English instructors who will be teaching English P101A with English P01AX, a corequisite course designed to support students with college-level composition. In May 2020, Porterville College began a homegrown, faculty-driven project called Quick Tips for Online Success.[134] Seven faculty members from five different disciplines joined forces to offer colleagues tricks and hacks to help with online instruction. The presenters covered a wide range of topics, such as promoting student-to-student interaction, creating fun, and ensuring academic accountability. In each session, they focused their efforts on a single theme and delivered as many tips as possible in twenty minutes. The last ten minutes were reserved for unrecorded time for faculty to bond via Zoom when many felt disconnected from the College and their colleagues. In April 2023, Kern Community College District hosted the inaugural Teaching-and-Learning Exchange Festival (TALEFEST).[135] The festival was created and led by faculty to promote sharing and discussion of peer-learning opportunities.

The course success achievement gap between in-person and distance education modalities is a testament to the effectiveness of the College's focus on equity and success. Success rates of distance education courses are routinely within 1 or 2 percent of that of in-person courses demonstrating Porterville College students are as likely to be successful in distance education sections as they are in in-person sections.[136]

Institutions have practices in place to ensure ongoing alignment with federal requirements for distance education and correspondence education, and direct assessment, as defined in ACCJC's Policy on Distance Education and on Correspondence Education and Policy on Competency Based Education (if applicable). The College's Distance Education Plan,[137] the Online Teaching Handbook,[138] and the Regular and Substantive Interaction Policy[139] clearly communicate all expectations for federal and ACCJC policy on distance education. Kern Community College District and therefore, Porterville College is unique in that the collective bargaining agreement for faculty does not specifically preclude anyone from observing the instructional space during instruction. The importance of regular and substantive interaction (RSI) and an unusually agreeable relationship between faculty, staff, and administration helps focus all constituent groups on the goal. Consequently, the Distance Education Committee, a sub-committee of the Academic Senate, has delegated responsibility to the Assistant Director of Academic Technology and Professional Development to routinely spot-check all asynchronous online courses for appropriate RSI. Any identified issues are directed to the relevant Division Chair and addressed through normal procedures. Porterville College does not offer any correspondence courses.[140]

---

[133] Student-Centered Teaching Workshop
[134] Quick Tips for Online Success Web Page
[135] TALEfest
[136] Course Success Rates by Modality
[137] Porterville College Distance Education Plan
[138] Online Teaching Handbook
[139] Regular and Substantive Interaction Policy
[140] Online Teaching Handbook, Porterville College Distance Education Plan, Regular and Substantive Interaction Policy, Distance Education Policies, Guidelines, & Resources

Math and English placement are clear examples of how student learning and achievement data combined with the goal of equitable attainment have informed curriculum design and development. In compliance with California Assembly Bill 705,[141] Porterville College began placing all incoming students in transfer-level math and English in the fall of 2019.[142] The AB 705 Workgroup, a collection of devoted instructors, administrators, counselors, and institutional researchers collaborating to create opportunities, support learning, eliminate equity gaps, and boost student success, made decisions for placement based on data and has continued to track students' progress to assess any placement policy changes that need to be made.[143] Currently, the College is implementing Assembly Bill 1705,[144] California's more recent measure to maximize equity in community colleges. AB 1705 goes further than AB 705 in limiting the number of prerequisite units and classes required of students outside their program of study.

In order to support equitable attainment of learning outcomes and achievement of educational goals, Porterville College strives to clearly communicate to students, faculty, administration, classified staff, and the community at large the benefits of its courses and programs. In this endeavor, the College has published the Outcomes Handbook, a straightforward guide to all College outcomes.[145] To demystify the process of assessment further, the College has conducted several workshops called Outcomes Fests. The Outcomes Coordinator tailors the seminar to the needs of the division or discipline and meets the participants where they are in the assessment cycle.[146] Much of the discussion revolves around equitable attainment of learning outcomes.

The Strategic Planning Committee focuses often on equity and actively seeks areas where improvements in the college experience can be made for students. These suggestions are documented in the Strategic Plan.[147] On top of setting goals for growth and student success, the Strategic Planning Committee sets stretch goals, lofty but not entirely impossible objectives, for each category.[148] These numbers are identified by the committee at least every three years as they create the College's Strategic Plan.

Finally, support for the equitable attainment of learning outcomes and achievement of educational goals is also evident in the College's Student Equity Plan.[149] This document outlines a plan to embed equity throughout the fabric of Porterville College and keep its realization at the forefront of the College's collective consciousness.

2.7

[141] Assembly Bill 705
[142] Math and English Placement Guides
[143] Minutes from AB705 Workgroup Meeting (January 29, 2020)
[144] Assembly Bill 1705
[145] Porterville College Outcomes Handbook
[146] LAD Outcomes Fest Agenda October 2023
[147] Strategic Plan
[148] Strategic Planning Committee Minutes (September 10, 2020), Strategic Planning Committee Minutes (April 22, 2021)
[149] Student Equity Plan

The institution designs and delivers equitable and effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs.

The institution designs and delivers effective processes for identifying students' academic, nonacademic, personal wellness, and basic needs. The mission of the Counseling and Advising Center[150] is to foster and promote the academic, personal, and social development of Porterville College students by providing a wide range of services to help them resolve personal difficulties and acquire the skills, attitudes, and knowledge that will enable them to be successful in their journey. Counselors assist students in developing educational plans, prerequisite overrides, personal and academic counseling, and transfer and career exploration. Educational advisors assist students in reviewing educational plans, academic and career exploration, and transfer information. Additionally, the wellness counselor addresses mental and emotional health needs.

The College utilizes Navigate to assist students with access to various resources including monitoring their academic progress.[151] The Early Alert process provides a portal for faculty or staff to identify to Student Services a student who may be in need of strategic resources.[152] Through projects like Caring Campus, the College has also sought to instill in every employee the importance of authentically connecting with students and providing a safe, welcoming environment.

The institution designs and delivers effective intake and onboarding services such as orientation, registration, counseling, educational planning, financial aid workshops, and/or similar services that maximize preparation, success, and retention.[153]

The institution designs and delivers effective learning support resources such as library collections, library instruction, learning labs, and tutoring services in a variety of modalities (face to face, hybrid, online, etc.) dependent on institutional mission and student need. The Porterville College Library is integral in many aspects of supporting student learning. Library staff review data to plan and provide improved services in the most equitable way possible. This process has led directly to the development of the Lending Library, a service that allows students to borrow textbooks for the semester for free.[154] Collections are built and maintained according to faculty and student needs, using multiple modalities to ensure as equitable access as possible to the needed resources. The usage data gathered from Alma, the library catalog, also informs which databases the College subscribes to and renews, what materials are curated in which modality, and how the services are promoted.[155]

[150] Advising & Counseling Program Review
[151] Navigate
[152] Early Alert
[153] Student Services Links
[154] Lending Library Page
[155] Library

In addition to the Lending Library, departments such as the Veterans Resource Center (VRC),[156] Extended Opportunity Program & Services (EOPS),[157] CalWORKs,[158] and Disability Resource Center (DRC)[159] also provide free lending library opportunities to students that qualify with books and technology/equipment.

Academic Support Services is comprised of the Porterville College Library, the Learning Center, and the Innovation Centers (Business Innovation Center, Literacy Innovation Center, and STEM Innovation Center) in partnership with Information Technology's Computer Commons. The mission of Academic Support Services is to support student achievement in coursework and student retention by providing inclusive opportunities for access to instructional materials, databases, textbooks, technology, research assistance, peer tutoring, peer technology navigation, group study sessions, peer academic mentoring, and experiential learning. Academic Support Services also supports faculty professional development focused on effective teaching and learning. Academic Support Services, in collaboration with faculty, provides programming to support educational equity efforts on campus by providing culturally responsive education and training to peer educators, empowering students as leaders, reinforcing what is taught in the classroom, and creating transformative learning experiences for students.

To meet the needs of students, Academic Support Services are offered in a variety of modalities and timeframes to ensure students can access resources. Study and virtual reality rooms in the Library, Learning Center, Innovation Centers, and Computer Commons can be booked online or in-person for students to utilize.[160] Porterville College provides tutors, both in-person and virtually.[161] STAR-CA is the online tutoring tool that enables students to meet with Porterville College tutors as twelve other California Community Colleges share their tutors through the service. NetTutor is a third-party 24/7 online service program to provide further flexibility to students outside of the department's hours of operation. Both platforms are available through the Virtual Academic Support Services Canvas Shell.

The Learning Center and the Innovation Centers have partnered with the Disability Resource Center in a monthly workshop where the group discusses various policies and procedures to determine institutional barriers that can be removed for students with accommodations. The data also inform the need for additional professional development to better understand diversity, equity, inclusion, and accessibility issues. Therefore, the Academic Support Services Student Worker program was redesigned to move CRLA training to before the semester begins (and eventually, a non-credit certificate of competency program) and utilizing the bi-weekly mandatory student worker meetings to ensure that each meeting discusses different marginalized groups to give students the ability to tell their story/intersectional identity and to better understand the stories of the students they serve.

[156] Veterans Resource Center (VRC), Veterans Services FAQ
[157] Extended Opportunity Program & Services (EOPS)
[158] CalWORKs
[159] Disability Resource Center (DRC)
[160] Study and Virtual Reality Rooms Booking Page
[161] Tutor and Mentor Schedule Summer 2024

The institution designs and delivers effective student support services such as counseling, academic advising, first-year experience, veterans services, disability services, mental health services, etc. in a variety of modalities (face-to-face, hybrid, online, etc.) dependent on institutional mission and student need.[162]

To support dual enrollment students, counselors and educational advisors are assigned to visit all local high schools including schools from Porterville Unified School District, Lindsay School District, and Burton School District with the goal of having abbreviated student educational plans (ASEP) for students at the high school campuses. Visits occur monthly in coordination with the high school partners. Counselors and educational advisors are all trained to discuss early college options as well as Guided Pathways, career and major exploration options, registration, college services, resources, and program-specific information.

The institution provides clear information and support for students regarding transfer and career opportunities.[163]

The institution's documentation of and communication to students (catalogs, policies, procedures, etc.) regarding support services and expectations for their use are clear and consistent.[164]

The institution systematically collects and analyzes disaggregated data to evaluate the effectiveness of its support services and learning support resources in supporting equitable student success and uses the results for planning and improvement. Program reviews for all support areas are routine and thorough and depend upon disaggregated data to evaluate effectiveness. Program reviews are presented to the Strategic Planning Committee and College Council for review and information that informs future planning. Additionally, resource requests are expected to align with the outcomes and data evidenced in the program review.[165]

2.8

The institution fosters a sense of belonging and community with its students by providing multiple opportunities for engagement with the institution, programs, and peers. Such opportunities reflect the varied needs of the student population and effectively support students' unique educational journeys.

The institution creates formal and informal opportunities for students to engage with the institution, programs, and peers (e.g., cultural, academic, clubs, political, ethnicity-based engagement, networking, athletics, internships, career training).

Two academic programs the College has implemented to foster belonging are Puente and UMOJA. The Puente Program has created a sense of belonging for the students in a strong way through "familia." Puente students are part of an annual cohort in which they have at least three

[162] Student Support Services
[163] Transfer and Career Opportunities
[164] Student Success Page, Student Success Handbook (English), Student Success Handbook (Spanish)
[165] Advising and Counseling Program Review, Library Program Review, LRC Program Review

classes together enabling them to interact with each other and engage in their classes by building community in the form of a network. Umoja is a program dedicated to the belief that when the voices and histories of students are deliberately and intentionally recognized, the opportunity for self-efficacy emerges and a foundation is formed for academic success.

The Associated Students of Porterville College (ASPC) and its various clubs engage students based on major, cultural, political, and other interests.[166] Events such as the Pride Flag Ceremony or the Pride Club Tea Party are a way to help students feel like they are a part of the larger college community.[167] ASPC serves as the student voice promoting a diverse and inclusive campus culture that supports the mission, vision, and values of the College. ASPC's purpose is to represent Porterville College students through the participatory governance process, promote cooperation among faculty, students, and staff, and stimulate intellectual, physical, social, and cultural goals through sponsorship of educational and co-curricular programs.

Another way Porterville College encourages community is through the Student Ambassador Program,[168] an on-campus job opportunity where students serve to represent the College through campus events and outreach efforts. Student Ambassadors give campus tours, serve at campus events, assist at the front counter spaces, and attend outreach events.

At Porterville College, learning does not stop at the classroom door. In spring 2023, Alpha Chi Mu, Porterville College's chapter of the Phi Theta Kappa Honor Society, went to Ohio where they were recognized nationally. During the 2022-23 and the 2023-24 school years, the Puente Program, art students, Student Life, Rising Scholars, and other groups have taken students to conferences, cultural trips, and university tours in Los Angeles, Sacramento, and other locations in California. In January 2022 and 2023, staff and faculty chaperoned PC students who had been chosen as Eisenhower Global Transportation Fellows to Washington, D.C. to attend the Department of Transportation Federal Highway Administration Conference.

Additionally, the Porterville College Safe Zone program was created as a way for the campus to create a supportive environment for the LGBTQIA+ community.[169] Many faculty have attended Safe Zone workshops and publicly identify themselves as making an effort to understand and support the needs of the LGBTQIA+ community. Finally, the Social Justice Action Committee examines past and present processes, procedures, and everyday interactions impacting students and through this examination, the committee is responsible for identifying and addressing current and historical injustices in the institutional culture.[170]

Intercollegiate athletics provide multiple opportunities for students to engage with their peers and with the community overall. Intercollegiate athletics often serve as the "front door" to an institution, allowing students, community members, and families the opportunity to participate and support the College. Porterville College currently offers twelve intercollegiate sports,[171] all

[166] Associated Students of Porterville College (ASPC)
[167] Video of Pride Flag Ceremony, Pride Club Tea Party Poster
[168] Student Ambassador Program
[169] Safe Zone Program
[170] Social Justice Action Committee
[171] Become A Member of the PC Pirates Family!

competing in the Central Valley Conference and boasting nearly 100 on-campus home sporting events.

Since 2017, Porterville College has brought back opportunities for students to participate in choir and band. Through participation in music programs, students build community by working in groups toward a common goal and following their shared artistic passions. Music programs also provide opportunities for Porterville College to engage with the larger Porterville community. Local residents attend music events, show support for their friends and family members who are performing, and see how talented Porterville College students are.

The Cultural and Historical Awareness Program (CHAP) is a unique group at Porterville College focused on bringing speakers to campus on a variety of topics to improve student and community awareness of the world around them and significant events occurring throughout the nation and world. Recent CHAP presentations have included "Women and the Environmental Movement" and "The Anthropocene."[172]

Other celebrations and events that foster a sense of belonging at Porterville College are the Grad Fair,[173] Job Fair,[174] Scholarship Ceremony,[175] Distinguished Student,[176] and Cesar Chavez Day Event.[177]

The institution establishes co-curricular and/or student engagement activities based on the needs of the students and community it serves, including the needs of student populations that have been historically under-resourced.

Programs like EOPS, CARE, CalWORKs, DRC, and NextUp/Foster Youth encourage lifelong learning and provide opportunities through workshops that help students with health and wellness, financial literacy, and career development.[178] DRC, EOP&S, and the NextUP/Foster Youth programs host their orientations on Canvas and utilize that tool to keep students engaged with their programs and make announcements on opportunities that are for the betterment of their students. The Transfer Center developed a Discord Server for students in response to the pandemic to assist students with meeting other students, developing study groups, and interacting with clubs and services like tutoring and mentoring. Discord connects students with CSUs, UCs, and private university representatives. It is also where the College's Transfer Fair was hosted during the pandemic.[179]

One of the most important populations to consider for inclusivity in the College community is first-generation college students. Because most Porterville College students are

[172] Cultural and Historical Awareness Program (CHAP) Spring 2023 Schedule
[173] Grad Fair Flyer
[174] Porterville College Job Fair
[175] Scholarship Ceremony 2023
[176] Distinguished Student
[177] Cesar Chavez Day Celebration
[178] EOPS Workshop Flyer, Foster Youth Flyer
[179] Discord

DRAFT

first-generation,[180] it is responsible for encouraging and assisting them as they navigate the unknown. Porterville College celebrates First-Generation Day on November 8. It is a day to commemorate those first-generation students who have overcome challenges and barriers on their way to earning a college degree. In honor of first-generation students, Porterville College hosted a series of events during the week of November 7-10, 2022.[181]

Porterville College was selected to participate in the Rising Scholars Program for incarcerated or formerly incarcerated students in the College's service area. Including incarcerated and formerly incarcerated students in higher education is core to the California Community College mission,[182] critical to the Chancellor's DEI Call to Action,[183] and closely aligns with the *Vision for Success*[184] goal to reduce equity gaps among traditionally underrepresented student groups. The program's principal objective will be to expand the number of justice-involved students participating and succeeding in their educational goals. Porterville College has provided incarcerated students the opportunity to complete college transfer certificates and transfer degrees. Education is key to reducing recidivism, improving behavior, and being better prepared to re-enter the community and support themselves and their families once they are released. Porterville College will implement new education programs in the South Tulare County Detention facility and Tulare County Juvenile Detention facilities.[185]

If these programs are offered the institution ensures the quality of such programs and frequently assesses activities and programs (qualitative/qualitative).

To adequately serve the Porterville community, the College must know that community. Porterville College is in perpetual pursuit of knowing its students and potential students better. One way the College familiarizes itself with students' wants and needs is through the Community College Survey of Student Engagement (CCSSE). The College conducts the CCSSE every three years and creates goals in the Strategic Plan to improve the weakest areas of engagement. Those goals were mostly achieved.[186] Shortly before spring break and the COVID-19 pandemic closure in spring 2020, the Office of Institutional Research conducted a pair of focus groups to gather input from students on topics such as the transition from high school, placement processes, understanding of available resources, and textbooks.[187] As the COVID-19 pandemic required the College to shut down in-person classes, the College conducted surveys to gauge the impact on students and employees.[188] The results of these surveys led to the implementation of programs to reduce the impact, such as the purchase of Wi-Fi hotspots and other technology to assist students. As students returned from the pandemic, the College

[180] "What We Know About PC First Generation College Students" Research Brief
[181] First-Generation Week Event Flyer, First-Generation Week Video
[182] California Community Colleges Mission
[183] Diversity, Equity, Inclusion, and Accessibility Call to Action
[184] *Vision for Success*
[185] Rising Scholars Program
[186] CCSSE 2022 Executive Summary of Results, "2022 CCSSE Results Show Progress on Key Benchmarks for Student Engagement" Research Brief
[187] Focus Group Report Spring 2020
[188] Remote Learning Survey Report Spring 2020

conducted a second student survey to assess where students stood on COVID-19 effects and their educational progress.[189]

2.9

The institution conducts systematic review and assessment to both ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of equitable student achievement.

The institution follows established processes that include analysis of data related to student learning (i.e., outcomes assessment results) and achievement (e.g., course completions and degree/certificate completions), disaggregated for student subpopulations and/or learning modalities as appropriate.

Review and assessment are ingrained into every process at Porterville College. The College ensures that every program, course, committee, and department adhere to regular checks and balances to guarantee all parts of the campus are constantly moving toward the ultimate vision of student success.

Surveys are one of the tools the College uses to assess different facets of the student experience including academic rigor and engagement, belonging to the college community, and utilization of support services. The Community College Survey of Student Engagement (CCSSE) is conducted every three years and based on the data collected, the College creates goals in the Strategic Plan to improve the weakest areas. Those goals were mostly achieved.[190]

Every program at Porterville College participates in a program review process on a three-year cycle. This process helps to ensure that programs are functioning effectively and meeting students' academic needs.[191] Academic programs are systematically reviewed to ensure quality and implement improvements and innovations. This process is outlined in the Curriculum Handbook and takes place in the Curriculum Committee.[192]

Instructional and non-instructional programs are reviewed on a three-year cycle through the program review process.[193] Each program submits its review to the Strategic Planning Committee for feedback. Then, the program review goes to the College Council for approval.

Faculty and other educators engage in dialogue about learning and achievement data, disaggregated for student subpopulations and/or learning modalities as appropriate, in order to guide program improvement and curriculum development, address achievement gaps, and inform institutional goal setting.

[189] Return to Campus Student Survey Report Fall 2021
[190] CCSSE 2022 Executive Summary of Results, "2022 CCSSE Results Show Progress on Key Benchmarks for Student Engagement" Research Brief
[191] Program Review Handbook, Program Review Page, Program Review Schedule
[192] Curriculum Handbook
[193] Program Review Schedule

DRAFT

To further investigate gaps in student success, math and English faculty began holding an event called Data Extravaganza every semester.[194] Faculty collaborate to seek out relevant information available through the Porterville College and Kern Community College District Office of Institutional Research & Reporting dashboards, share that data with the group, and brainstorm plans to improve within the discipline.

Five types of outcomes are assessed at Porterville College: Course-Level Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), General Education Learning Outcomes (GELOs), Institutional Level Outcomes (ILOs), and Service Area Outcomes (SAOs).[195] All outcomes are assessed using the same four-step cycle: collect, analyze, identify, and implement. Each outcome is assessed every four years at a minimum (some outcomes are assessed more often due to other standards and requirements) and more frequent assessment is encouraged.

SLOs are assessed by faculty in the classroom. Disciplines choose the assessment method(s) most appropriate to their subject matter and circumstances. For example, math instructors collaborated to include certain problems on at least one test in all sections of Math P122: Statistics. When the results are gathered, faculty have a clear data set to discuss. Other assessments are more subjective. English instructors can assess their SLOs for English P101A: Expository Composition however they like, and the assessment method becomes a part of the conversation as they analyze their findings. Once an action plan is created, the collected assessment data, notes on the discussion about that data, and the proposition for improvement with specific designations as to what job belongs to what person and dates for completion are entered into the Google form "Outcomes Assessment Cycle Rotation Completion."[196] A clear date is set to begin the next cycle.

Assessment analysis informs changes to improve instruction. With the completion of an assessment cycle rotation, business administration faculty identified that instruction needed to more intentionally define ethics to help students better achieve the outcome relating to students being able to explain the role of social responsibility in an organization.[197] Assessment of SLO #1 of ADMJ P121: Juvenile Delinquency led faculty to identify an opportunity to change their primary method of assessment of the outcome. Faculty decided the complexity of the assignment was likely interfering with their ability to accurately determine if students were learning the outcome.[198]

PLOs are assessed through one of three methods. Some disciplines, such as business, map the SLOs of the program's courses to the PLOs.[199] Then, the "Collect" stage is a matter of rounding up the latest cycle of each SLO and analyzing them together to evaluate how well students are meeting the PLO. Spanish instructors used this first method to recognize that students needed

[194] English Data Extravaganza Agenda
[195] Porterville College Outcomes Handbook
[196] Outcomes Assessment Cycle Rotation Completion
[197] BSAD P101 Outcomes Cycle Rotation Completion Form
[198] ADMJ P121 Outcomes Cycle Rotation Completion Form
[199] Business Map of SLOs to PLOs in Outcomes Presentation

more direct instruction time with grammatical tenses in the first two sequential courses.[200] Other disciplines use assignments and student samples of those assignments from the program's courses to assess the PLO. For example, English faculty assessed PLO #1 by gathering relevant assignments from English 101B: Argumentative Writing & Critical Thinking through Literature and all relevant literature courses. The group looked at the assignment itself, primarily a research essay, as well as three student papers for each assignment (one clearly demonstrating the outcome, one right at the cusp of demonstrating the outcome, and one not quite demonstrating the outcome). Then, they were able to evaluate whether students were demonstrating the PLO overall and recommend how they could better teach and assess the PLO in the future. Ultimately, they decided to revise the PLO statement to better reflect the skills they deemed crucial to a student completing the associate in art for transfer degree in English.[201] Finally, the third method of PLO assessment is using the SLOs of a capstone course. Few programs at Porterville College have a capstone course, or a class taken last in a program's sequence which requires at its completion that a student demonstrate skills or knowledge gained from their learning throughout the program. Health Careers has programs that can assess their PLOs with this strategy.[202]

Because general education is a large program, its outcomes are assessed in the same way the PLOs are assessed. GELOs are addressed by the Curriculum Committee at every meeting. The Outcomes Coordinator facilitates this process, and the group begins by looking at the GELO statement and deciding if it should be revised. Then, the representatives decide on the method of collection (gathering completed SLO assessment cycles for SLOs mapped to that GELO or compiling relevant assignments and student samples from courses in the general education pattern). Finally, they discuss the material and identify areas of improvement. Upon completion, the cycle rotation is recorded, and a date is set for the next assessment cycle rotation to begin.[203]

In a similar manner, the ILO assessment process is being implemented by the College Council at every meeting.[204] With the Outcomes Coordinator facilitating, the committee reviews the ILO statement and decides if it should be revised. Then, participants gather as much evidence as possible to see where Porterville College is giving students the opportunity to develop and demonstrate the ILO. This evidence comes from all parts of campus and primarily from the events and services outside of the classroom because much of the learning in the classroom is assessed with the SLOs, PLOs, and GELOs. When the information has been compiled, the College Council discusses what the College is doing, how they can improve those endeavors, and ideas for new programs, events, or opportunities for students to develop and demonstrate the ILO. An action plan is created, and the Outcomes Coordinator asks for the responsible parties to report on their progress frequently.[205] A Flex Day presentation on critical thinking across disciplines was a result of an ILO assessment. ILO #2 focuses on cognition and states that students should "[t]hink independently, creatively and critically to analyze, synthesize, and

[200] Spanish AA-T Outcomes Cycle Rotation Completion Form
[201] English AA-T Outcomes Cycle Rotation Completion Form
[202] EMT Outcomes Cycle Rotation Completion Form
[203] GELO Presentations for Curriculum Committee Meeting (September 27, 2022), GELO Presentations for Curriculum Committee Meeting (January 23, 2024)
[204] ILO Presentations for College Council Meeting (April 17, 2022), ILO Presentations for College Council Meeting (October 2, 2023)
[205] ILO #5 Implementation Plan

evaluate ideas and information." The presentation was an introduction to how to integrate assignments/activities across the curriculum by sharing best practices in the classroom.[206]

In spring 2021, due to the findings of an ILO assessment, voter awareness was expanded for the campus community. All incoming first-year students through the PC Promise Program can register to vote and are given presentations on many other social issues. Additionally, the College is working to create and/or identify student clubs related to social and cultural responsibility and provides training to students through the Associated Students of Porterville College (ASPC).[207]

Service Area Outcomes (SAOs) are reported for programs in Student Services as well as non-instructional departments. These statements reflect what a student should be equipped to demonstrate or an attitude the student will have after receiving the services of a particular program. For example, the Early Alert program decided to change the questionnaire distributed to students because of the SAO assessment.[208]

The institution's dialogue about disaggregated learning and achievement data informs institutional goal-setting.

As noted above, learning and achievement data analysis is pervasive and comprehensive and informs participatory governance committees, planning committees, planning documents, and resource allocation. Program review is integral to the College's planning and resource processes and informs the Strategic Planning Committee and strategic planning as a function. This data is also featured prominently in Educational Master Planning which in turn informs district-level planning projects.

DRAFT

[206] Implementation Plan for ILO #2
[207] ILO #4 Implementation Plan
[208] Early Alert SAO #1 Outcome Cycle Rotation Completion Form

Standard 3: Infrastructure and Resources

3.1

The institution employs qualified faculty, staff, administrators, and other personnel to support and sustain educational services and improve student success. The institution maintains appropriate policies and regularly assesses its employment practices to promote and improve equity, diversity, and mission fulfillment.

The institution has a process to determine the staffing levels and organizational structure it needs to support its mission, educational programs, and operations. The College and District use multiple methods to determine staffing levels to support the mission. At the highest level, the Educational Master Plan,[209] Facilities Master Plan,[210] and Strategic Plan[211] inform overarching goal-setting and short- and long-term determinations regarding growth and operational focus. Program review is completed for each academic division and each operational area whereupon data is used to suggest and justify relevant staffing requests.[212] Administrative unit reviews are completed by District office areas to inform staffing priorities.[213]

The Faculty Obligation Number (FON)[214] is mathematically assigned according to Title 5 regulation and factors largely into consideration for hiring full-time faculty. The District, through the Chancellor's Cabinet and Consultation Council, evaluates the FON and the budget to determine the need for full-time faculty growth positions. The determination for which specific disciplines are addressed in faculty hiring is largely a participatory governance process in which the Academic Senate ranks and submits faculty requests to the College President. Occasionally, grants or other categorical funds will impact or determine full-time, temporary faculty recruitments. Non-instructional staff requests are made to the President's Cabinet through the area vice presidents whereupon program review, budgetary, and other data are utilized to determine hiring priorities. The institution has processes in place at both the District Office and at the colleges to ensure its staffing levels are adequate and support the success of all areas.[215] Administrative unit reviews are completed by District office areas and program reviews are completed by the colleges to plan accordingly.[216]

[209] Educational Master Plan
[210] Facilities Master Plan
[211] Strategic Plan
[212] Program Review Forms, Instructional, Program Review Forms, non-Instructional
[213] AUR Business Services, AUR Construction and Facilities Planning, AUR Educational Services, AUR Workforce and Economic Development, AUR Human Resources, AUR Information Technology, AUR Institutional Research and Reporting
[214] Full-Time Faculty Obligation Number (FON)
[215] Full-Time Faculty Obligation Number (FON), PC Academic Senate Faculty Position Requests Ranking 2023-24, Proposal—LRC Tech Increase in Hours, 2023-24 HR Staffing Plan for College Council
[216] AUR Business Services, AUR Construction and Facilities Planning, AUR Educational Services, AUR Workforce and Economic Development, AUR Human Resources, AUR Information Technology, AUR Institutional Research and Reporting

DRAFT

The institution plans for the recruitment of personnel in accordance with its institutional mission and goals. As noted above, prioritization for instructional and non-instructional positions comes primarily through the program review process which requires departments and divisions to correlate resource requests with the strategic planning process and the mission and goals of the College and District.[217]

Through consultation with the appropriate constituency groups, KCCD develops and implements personnel policies and procedures that ensure consistency in the recruitment of personnel.[218]

The institution uses appropriate hiring criteria (including minimum qualifications criteria for the system in which it operates and/or degree level, if applicable) to ensure all employees are qualified for their roles. The KCCD Human Resources Department adheres to criteria as set forth by the Board of Trustees. Minimum qualifications required for each job meet the requirements set forth in Title 5 California Code of Regulations and California Education Code.[219] Board Policy (BP) 7120 and Administrative Procedure (AP) 7120 define districtwide policy and procedure for hiring and recruitment. For faculty and administrative positions, the District and the College adhere to the Minimum Qualifications Handbook from the California Community College Chancellor's Office. For all positions, the College and District use licensure requirements, education, and experience for employment postings to ensure all employees are qualified for their roles. Some positions, such as health careers faculty, wellness counselor, accounting, and maintenance and operations staff, have very specific additional qualifications laid out by programmatic accreditation or other codes or principles to which the District and College adhere where relevant. Board policy and administrative procedure documents address districtwide requirements for all employee groups.[220]

---

[217] Program Review Page

[218] KCCD Fall 2022 FON Compliance Form, 53021 Title V California Code of Regulations

[219] Board Policy 7120 Recruitment and Hiring, Administrative Procedure 7120 Recruitment and Hiring, Minimum Qualifications for Faculty and Administrators in California Community Colleges, Administrative Procedure 8700 Equivalency Criteria, KCCD Careers Page, KCCD Faculty Minimum Qualifications, Title V Section 53420 - Minimum Qualifications for Educational Administrators, Title V Section 53430 Equivalencies

[220] Minimum Qualifications Handbook for CA Community Colleges, Administrative Procedure 7120 Recruitment and Hiring, Administrative Procedure 7210 Academic Employees, Administrative Procedure 7211 Faculty Service Area, Administrative Procedure 7230 Classified Employees, Administrative Procedure 7250 Educational Administrators, Administrative Procedure 7260 Supervisors and Managers, Administrative Procedure 8700 Equivalency Criteria, Administrative Procedure 8800 Adjunct Employee Procedures, Administrative Procedure 8900 Temporary Full-time Faculty Employment, Board Policy 7120 Recruitment and Hiring, Board Policy 7210 Academic Employees, Board Policy 7230 Classified Employees, Board Policy 7250 Educational Administrators, Board Policy 7260 Classified Supervisors and Managers, Board Policy 8700 Faculty Hiring, Board Policy 8800 Adjunct Employment, Board Policy 8900 Temporary Full-time Faculty Employment

Faculty job descriptions are appropriate for the level of instruction offered and include the responsibility for teaching and learning, curriculum oversight, and the assessment of student learning outcomes. KCCD Human Resources reviews all faculty postings to ensure they are appropriate and comprehensive by undergoing a review each year prior to the positions being posted.[221]

The institution verifies the education (including equivalency of degrees for non-U.S. institutions), training, and experience of all new hires to ensure they possess the minimum qualifications outlined in job descriptions. KCCD requires that all new hires undergo a comprehensive review by management to ensure that new hires possess the qualifications to be employed by the District. Only unopened official transcripts are accepted to verify the education of a new hire. New hires are required to provide references who are able to confirm experience and training.[222]

The institution tracks and evaluates its record in employment equity and diversity. KCCD has a comprehensive electronic application system, NEOED, that produces annual reports that are evaluated by KCCD Human Resources.[223]

The institution regularly reviews its policies and/or procedures for equitable hiring practices to ensure currency and relevance. KCCD consistently reviews its policies and procedures for equitable hiring practices by ensuring the District's Equal Employment Opportunity (EEO) Plan is kept current.[224]

Through consultation with the appropriate constituency groups, KCCD develops and implements personnel policies and procedures that ensure consistency in the recruitment of personnel.[225]

3.2

The institution supports employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting equitable student success and in meeting institutional and employee needs.

The institution has methods to identify employees' professional learning needs relevant to educational services and operational functions, including professional learning opportunities designed to support institutional efforts to close student achievement gaps. The professional learning opportunities at Porterville College are designed to support the Institution's mission and goals. The College has sought to increase professional development opportunities in

[221] Board Policy 8700 Faculty Hiring, Administrative Policy 8900 Temporary Full-time Faculty Employment, Board Policy 8800 Adjunct Employment, KCCD CCA Contract 2023-2026
[222] Administrative Procedure 7211 Faculty Equivalency, Administrative Procedure 8700 Equivalency Criteria, KCCD Careers Page, KCCD Faculty Minimum Qualifications, KCCD Employee Onboarding Check Sheet
[223] Equal Employment Opportunity Plan
[224] Equal Employment Opportunity Plan, KCCD Screening Committee Training, KCCD Screening Committee Workshop Evaluation Form
[225] KCCD Fall 2022 FON Compliance Form, 53021 Title V California Code of Regulations

recent years for all employee categories. In addition, faculty, in coordination with College administration and the Academic Senate, have led several new initiatives for faculty professional development. The former Staff Development Committee, which had been dormant since 2019, has been the focus of discussion in a task force to revise the charge and membership. The charter was approved by the College Council in fall 2023.[226] An important aspect of this work includes surveys of all constituent groups to determine professional development gaps and those areas for expressed growth.[227]

The College has also added a new position of Assistant Director of Academic Technology and Professional Development to support campuswide efforts. Among the objectives of this position is to improve access to and support for professional development opportunities and ensure that the opportunities provided align with the needs of each employee category.

Flex Day activities target the College community with events that include faculty, administration, and classified staff.[228] The planning for the day is led by the Academic Senate President and the Vice President of Instruction with input from the President's Office and employee constituent groups. Participants are surveyed after the Flex Day and the results are used to develop subsequent activities.[229]

To better understand the curriculum process, the Curriculum Committee Chair and the Curriculum Specialist hold training and work sessions to help faculty learn how to navigate eLumen for updating courses or programs.[230] Faculty has also received training on developing and writing non-credit courses in eLumen through the Zero-Unit/Non-Credit Training.[231] Staff and faculty also attended the state Academic Senate Non-Credit Institute.[232]

To demystify the outcomes assessment process, the Outcomes Coordinator facilitates an Outcomes Fest, a session to bring assessment data and discuss the findings with colleagues. Many of the early iterations of Outcomes Fest focused on revising Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs) and designing a plan for assessment.[233] More recent Outcomes Fests have been opportunities for robust analysis and plans to implement improved classroom activities, engaging lessons, and equitable assessments.[234]

To study Porterville College students and trends in success and learning, math and English began holding Data Extravaganza, a semesterly event allowing faculty in those disciplines to explore the data and discuss equity gaps, changes in success, or other movements they see in

[226] College Council Meeting Minutes (October 2, 2023)
[227] 2022 KCCD Climate Survey Presentation (February 2024)
[228] PC Flex Days Fall 2023 Agenda
[229] Spring 2021 Flex Survey
[230] eLumen Workshops
[231] Non-Credit/Zero-Unit Flyer, Non-Credit/Zero-Unit Handout and eLumen Directions, Non-Credit Presentation, Non-Credit/Zero-Unit Courses Agenda
[232] 2023 Curriculum Institute
[233] LAD Outcomes Fest Agenda (October 2022)
[234] Natural Science Outcomes Fest (February 2023)

the numbers.[235] The participants then create the next semester's agenda and work to improve student success and quality of learning in their discipline.

Porterville College's professional learning opportunities include attending conferences. For example, four adjunct instructors attended the California Association for Psychiatric Technician Educators Training Conference, an annual conference for instructors in the psychiatric technician program offering training on current industry standards.[236] Nursing instructors attend California Organization Associate Degree Nursing Educators training.[237]

As noted in Standard 2, the College ensures quality online learning through mandatory trainings for teaching distance education courses.[238]

Porterville College began a homegrown, faculty-driven project called Quick Tips for Online Success.[239] Seven faculty members from five different disciplines joined forces to offer colleagues tricks and hacks to help with online instruction. The presenters covered a wide range of topics, such as promoting student-to-student interaction, creating fun, and ensuring academic accountability. In each session, they focused their efforts on a single theme and delivered as many tips as possible in twenty minutes. The last ten minutes were reserved for unrecorded time for faculty to bond via Zoom when many felt disconnected from the College and their colleagues.

In April 2023, Kern Community College District hosted the inaugural Teaching-and-Learning Exchange Festival (TALEFEST), an event created by faculty.[240] The festival was created to promote sharing and discussion of peer-learning opportunities.

The College offers the Student-Centered Teaching Workshop, a four-day intensive deep dive on addressing the affective domain continuously throughout the semester.[241] The workshop is required for English instructors who will be teaching English P101A with English P01AX, a corequisite course designed to support students with college-level composition.

DRAFT

[235] Data Extravaganza Agenda (November 18, 2022), Data Extravaganza II Agenda (April 28, 2023), Data Extravaganza III Agenda (December 1, 2023)
[236] California Association for Psychiatric Technician Educators Training Conference
[237] California Organization of Associate Degree of Nursing Education Conference Agenda Spring 2023
[238] Kung Fu Canvas Syllabus, Introduction to Online Teaching and Learning Modules, Introduction to Online Teaching and Learning Syllabus, Peer Online Course Review (POCR)
[239] Quick Tips for Online Success
[240] TALEfest
[241] Student-Centered Teaching Workshop Agenda, Student-Centered Teaching Workshop Day 1 Agenda, Student-Centered Teaching Workshop Day 2 Agenda, Student-Centered Teaching Workshop Day 3 Agenda, Student-Centered Teaching Workshop Day 4 Agenda

In spring 2022, a faculty learning community was developed with a focus on innovative technology for instruction to enhance student engagement and teaching effectiveness. The group has primarily focused on virtual reality thus far.[242]

To align the hiring process more closely with the College mission,[243] frequent, required workshops have been held to instruct search committee participants on diversity, equity, inclusion, and accessibility (DEIA) considerations and updates.[244]

The Porterville College Safe Zone program was created as a way for the campus to create a supportive environment for the LGBTQIA+ community.[245] Many faculty have attended Safe Zone workshops and publicly identify themselves as making an effort to understand and support the needs of the LGBTQIA+ community.[246]

The institution evaluates its training and professional learning offerings and uses the results to improve effectiveness in supporting employee needs. KCCD provides opportunities for evaluation of training and uses this information for planning professional development to support the needs of the employees. Training and workshops routinely include summative evaluations to identify areas for improvement.[247]

3.3

Employees are evaluated regularly, using clear criteria that align with their professional responsibilities and support the institution's mission and goals.

The institution regularly and systematically evaluates all of its employees based on their professional responsibilities and uses this information to foster employees' development and success. This process is continuous and ongoing in support of the mission. KCCD has policies and procedures in place to effectively evaluate faculty, staff, and administrators to ensure the mission and goals of the District are successfully met. All employees periodically undergo a performance evaluation at prescribed intervals.[248] Article 6 of the CCA contract defines evaluations for full-time faculty. Article 7 of the CCA contract defines evaluations for

[242] Virtual Reality Training Lesson Guide Catalog, Virtual Reality Learning Community Follow-Up Survey
[243] Mission and Values
[244] Screening Committee Training Summary-Guide, Screening Committee Workshop Evaluation
[245] Safe Zone Program
[246] KCCD Leadership Academy, KCCD Employee Engagements Agenda, FRISK Training for Management, KCCD Screening Committee Training, Board Policy 7160 Professional Development, Administrative Procedure 7160 Professional Development
[247] KCCD Leadership Academy, KCCD Employee Engagements Agenda, FRISK Training for Management, Screening Committee Training Summary-Guide, Screening Committee Workshop Evaluation, Board Policy 7150 Evaluation, Administrative Procedure 7150 Evaluation, 2021-2024 CSEA Agreement, CTE Instructor Training Evaluation Form. Screening Committee Workshop Evaluation, Survey IOTL Course Evaluation, VR Learning Community Follow-Up Survey
[248] BP 7150 Evaluation

DRAFT

part-time faculty with recurring evaluations every three years.[249] Article 13.3 of the California School Employees Association (CSEA) contract defines annual evaluations for classified faculty based on the duties outlined in the employee's job description.[250] AP 7150 of the KCCD Board policy defines the evaluation of confidential and management employees. Evaluation of confidential and management employees has as its primary purpose recognition of successes and commitment to improvement of job performance as it relates to the mission of the District. A written evaluation report is completed annually during the first two years of employment and every two years thereafter for each confidential and management employee.[251]

The institution has methods to determine the kinds of support its personnel need to be successful in their roles. The comprehensive evaluation process for all constituent groups includes as part of the structure an analysis to identify areas for improvement and resources or activities in which to make those improvements.[252]

3.4

The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission and promote equitable achievement of student success.

The institution has resources to support essential program needs, as well as educational improvement and innovation when warranted.

Porterville College has resources to support essential program needs and operational functions. The Budget Committee established a combined zero-based and performance-based budgeting approach. The Budget Committee is a subcommittee of the College Council. The Budget Committee has the responsibility to coordinate budget planning in an effective manner to assist the institution in utilizing fiscal resources in the pursuit of the College mission.[253] The committee establishes an annual budget planning calendar[254] that aligns with the District planning calendar to ensure that the Institution complies with the Board of Trustee approved annual calendar. The committee utilizes instructional and non-instructional program reviews and budget requests in the budget planning process. Budget requests must also align with Program Learning Outcomes (PLOs) and Service Area Outcomes (SAOs), department goals identified in the program review, integrated planning linking requests to the *CCCCO Vision 2030*,[255] and PC Strategic Planning goals, and budget requests must identify any sustainability issues needing to be addressed. The

[249] KCCD CCA Contract 2020-2023
[250] California School Employees Association Agreement
[251] AP 7150 Evaluation
[252] Classified--Performance Evaluation Report, Faculty Evaluation Checklist, Faculty--Form G Adjunct Faculty Materials Review and Open Lab Activity Observation, Faculty--Form O Adjunct Faculty, Faculty Director Evaluation, Faculty--Form O Full-Time Faculty, Faculty Director Evaluation, Faculty--Form S1 Full-Time Faculty Mode C Remediation Plan, Management Team Evaluation Survey
[253] Budget Committee Charge and Composition, Budget Premise
[254] Budget Planning Calendar
[255] *CCCCO Vision For Success 2030*

Budget Committee utilizes a rubric to assess pending budget requests.[256] Budget requests are reviewed and prioritized by the Budget Committee, and the final recommendation is presented to the executive team and the College Council.

Funds are allocated in a manner to help achieve the institution's stated goals for student learning.

The allocation model components include consideration of the Student-Centered Funding Formula (SCFF), stabilization, growth, reserves, and District and districtwide expenses. The SCFF supports student access through enrollment-based funding and student equity by allocating funds with an equity lens to support successful student outcomes.[257]

The allocation model has guiding principles:

- Recognize the District as the fiscal entity while honoring the unique legacy and culture of each institution to meet its mission.
- Use planning and goals to drive the budget process.
- Ensure that unrestricted resource allocation decisions align with the type of funding.
- Consider both the inputs and outcomes of proposed budget decisions.
- Regularly assess operations and use data to inform the decision-making and planning processes.
- Incentivize innovation and program development.
- Take a long-term perspective.
- Be transparent, simple, and easy to explain.

Apportionment revenue is allocated by the District to the colleges based on their SCFF components. [258]

The institution's resource allocation process provides a means for setting priorities for funding.

The College's resource allocation process provides a means for setting priorities for funding through the program review process, the annual program review update, the budget worksheet, and the budget rubrics.

The institution manages its resources in order to sustain educational services and improve institutional effectiveness at all locations where over 50 percent of a program is offered.

Porterville College has only the single location whereupon over 50 percent of a program is offered. As noted above, the College's budgetary procedures are comprehensive and thorough.

3.5

The institution's mission and goals are the foundation for financial planning. Financial information is disseminated to support effective planning and decision-making and provide opportunities for stakeholders to participate in the development of plans and budgets.

---

[256] Budget Rubric Instructional, Budget Rubric Non-Instructional

[257] KCCD Internal Allocation Model Budget (page 9)

[258] Program Review, Annual Program Review Update, Budget Rubric Instructional, Budget Rubric Non-Instructional

The institution considers its mission and goals as part of the annual fiscal planning process.

The annual fiscal planning process heavily considers data in program review requests which in turn maps requests to the Strategic Plan and therefore the mission and goals of the College.[259]

The institution's processes are used to ensure appropriate stakeholder participation in financial planning, prioritization, and budget development.

The prioritization and budget development process is guided by the College's Budget Committee, which includes broad representation of all constituency groups. Additionally, budgetary decisions include input from the program review process, which is developed by relevant faculty and management, and all members of the Budget Committee participate in the rubric evaluation of budget requests.[260]

At Porterville College, individuals involved in institutional planning receive accurate information about available funds, including the annual budget showing ongoing and anticipated fiscal commitments. The Budget Committee begins the annual review process with a document that illustrates the anticipated allocation from the District. Additionally, the Budget Committee is presented with the total expected expenditures for salaries and benefits, the total resource requests from unit and section plans, and an estimated figure for chargebacks to the District provided by the KCCD CFO.[261]

Sound financial planning, including a realistic expectation of financial resource availability, is a foundational element of the College's plans and goals. At the district level, a realistic expectation of financial resource availability is ensured by the KCCD CFO in the Student-Centered Funding Formula (SCFF) revenue calculation that serves as the basis for the College's general revenue allocation. The KCCD CFO performs an SCFF calculation for the District and an SCFF calculation for each college which are used to determine the allocation for each college.[262] This document reflects two strategies that have been used for years to ensure sound financial planning at the direction of the KCCCD Board of Trustees: applying only a fraction of the annual cost of living adjustment (COLA) to the SCFF multipliers and imposing a deficit factor based on multiple analyses of the state proposed budget**.** At the college level, every May, the financial status of the District and College is presented to the College Council for all stakeholder groups to hear.[263] A report from the Budget Development Committee (BDC) is a standing item at the College Council meetings; updates to the District and College budget situation are routine in that report.[264] More informally, the College President or District Chancellor provides a status of the District and College finances at the annual all-employee convocation.

[259] Annual Program Review Update, Program Review, Porterville College Strategic Plan
[260] Program Review, Budget Committee Charge and Composition
[261] District Office AUR Budget Process
[262] District Office AUR Budget Process, 2022-2023 District Office Tentative Budget
[263] College Council Meeting Minutes (May 6, 2024)
[264] College Council Meeting Agenda (May 6, 2024)

DRAFT

3.6

The institution assures the integrity and responsible use of its financial resources and regularly evaluates its fiscal outcomes and financial management practices to promote institutional mission fulfillment.

Porterville College has effective internal and external control mechanisms in place to ensure that dependable, accurate, and timely financial information is available for sound financial decision-making. KCCD Board policy and procedure documents authorize the Chancellor to supervise general business procedures to ensure proper administration of property, contracts, budget, audit and accounting of funds, and other similar resources.[265] All transactions must comply with applicable laws and regulations, and with the California Community Colleges Budget and Accounting Manual. Because Porterville College is part of a multi-college district, evaluation of financial management practices is done in concert with the other KCCD colleges and with the business team at the District office. Evaluation is both formal and informal. Formally, the District business office completes an annual unit review that includes a yearly assessment of outcomes, plans for changes or improvements needed, a list of current goals, and resources required. For example, in the 2024-2025 review, it was noted that grants and categorical reporting were not being completed in a timely manner resulting in goals to create and implement a grants program for the colleges and develop a grant procedure manual for program managers.[266] Informally, the three college vice presidents of finance and administrative services meet regularly with the Chief Financial Officer (CFO) to discuss and improve processes, both those internally imposed as well as those imposed by external organizations. In addition, the accounting managers across the District as well as the budget analysts meet regularly to discuss processes, workflows, and improvements.

Audits demonstrate the integrity of financial management practices, and audit findings and/or negative reviews are addressed in a timely manner. Financial records are audited as part of the comprehensive annual external audit. As of spring 2024, the most recent audit report document was completed in June 2023.[267] To the extent that audit recommendations strengthen internal controls and/or improve financial procedures, the College or District implements them if they are feasible, reasonable, and cost-effective. Responses to audit findings are provided to the auditors prior to the publication of the annual audit. The College's responses are included in the publicized financial statements. Recent audits have resulted in no findings. Annual audit results are shared with the Board of Trustees and posted to the District website.[268]

Information about budget, fiscal conditions, and audit results are communicated with stakeholders as appropriate to the institution's mission and structure. At the highest level, budget information is first shared by the CFO with the KCCD Finance and Audit Committee. Then, that information is shared with the College vice presidents of finance and administrative

[265] Board Policy 6100 Delegation of Authority, Business and Fiscal Affairs, Administrative Procedure 6100 Delegation of Authority, Business & Fiscal Affairs, Board Policy 6200 Budget Preparation, Administrative Policy 6200 Budget Preparation, Board Policy 6250 Budget Management, Administrative Procedure Budget Management.pdf

[266] KCCD DO AUR Business Services 2024-2025

[267] 2022-23 Annual Audit Report

[268] KCCD Business office Reports

services. At Porterville College, this information is then shared with the Budget Committee and the College Council. Following presentation to and adoption by the Board of Trustees in June, the tentative budget is then communicated to faculty chairs and budget managers through the College Council and the President's Advisory Committee.[269] Budgets are loaded into the Banner system in July, at which point faculty chairs and budget managers have access to view and spend.

3.7

The institution assures financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities and future obligations to ensure sustained fiscal stability.

The institution reviews its past financial results as part of planning for current and future fiscal needs. Development of the budget document is KCCD's primary means of financial planning. The budget development process includes detailed revenue and expenditure projections by departments and programs. The budget document includes individual summary budgets for the general-unrestricted and general-restricted funds and includes detailed sub-fund projections for the debt-service funds (which include budget debt service projections for all bond issuances), special funds, enterprise funds, capital-outlay funds and trust funds.[270] Each year, an Annual Unrestricted Fund Carryover/Actual Ending-Fund Balance report is generated to calculate the actual District and College ending-unrestricted-fund balance based on the results from the annual audit. Due to years of very conservative fiscal planning, the District has built up a sizable ending-fund balance which directly influences ongoing District reserves. This build-up was intentional to offset the ongoing instability with state revenues and ensure continued District solvency and operational continuity.[271] In addition, the KCCD Board's Finance and Audit Committee regularly meets to review all major District financial reports including the annual District audit, annual and quarterly Certified College Funding Specialist (CCFS) 311 financial status reports, annual budgets, and annual Other Post Employment Retirement (OPEB) audit.[272] The oversight committees for the Measure J and Measure G bonds annually provide an annual report to the Board of Trustees regarding the District's compliance with the requirements of Article XIIIA, Section 1(b)(3) of the California Constitution.[273]

The institution continually monitors, evaluates, and adjusts its institutional budgets and cash management strategies to ensure both short-term and long-term financial solvency. The District uses the Banner finance module for all of its budget monitoring and maintenance as well as all accounting activity. Balance sheets are also maintained at the sub-fund level, with summary capabilities for review and evaluation as well as monitoring fund balances. It should be noted that the student fees and financial aid activity are incorporated into the BANNER student module and fed daily to the finance module. For its various financial reports, the District utilizes the COGNOS reporting tool which is supported by the District's IT department. Each month,

[269] College Council Meeting Agenda (October 2, 2023), College Council Meeting Minutes (October 2, 2023)
[270] 2024-25 Tentative Budget Banner Example
[271] KCCD 2024-25 Tentative Budget
[272] KCCD Finance & Audit Committee Meeting Minutes (May 30, 2024)
[273] KCCD Bond Oversight Presentation

operating reports by sub-fund are issued via email to each manager responsible for an assigned budget. Executive summary reports are available as well to assist in the oversight of key fund budgets throughout the year. These tools are integral in monitoring expenditures and cash flows of the various departments and programs.[274] The District's financial managers meet regularly to ensure consistent communications and application of business, finance, and accounting policies and procedures across District operations. Proposed budgets for the year, including key assumptions used in their development, are presented to the Board of Trustees. Additionally, several key internal budget goals and compliance tests are included, such as projected unrestricted-ending-fund balance, general unrestricted-fund salaries and benefits as a percentage of unrestricted expenditures, compliance-test projection of the 50 percent law, and compliance-test projection for the full-time faculty obligation number.

The institution has reasonable plans for payments of long-term liabilities and obligations (health benefits, insurance costs, building maintenance costs, other post-employment benefit obligations, other college-incurred debts, etc.) and considers these plans in annual budget development and other short-term fiscal planning. The Board Finance and Audit Committee reviews all proposed projects with major fiscal implications including property acquisition, long-term debt issuances, and refundings (i.e., general obligation bonds, Certificates of Participation (COPs), and Other Post Employment Retirement (OPEB) bonds), District investment portfolio performance, annual OPEB actuarial reports, annual unrestricted fund balance report, student enrollment activity, Measure G & J bond program activity, and investments in major College or District initiatives.[275] The responsibility of KCCD's OPEB Board is for oversight of the District's largest debt obligation of the general unrestricted fund ($71.9 million as of June 30, 2023). The OPEB Board monitors the OPEB liability via the annual actuarial report, which shows the performance of the investments of OPEB bond proceeds committed to paying the OPEB benefits and the balance and debt service requirements of the OPEB bonds. Currently, the District's OPEB liability is over 100 percent funded. The OPEB debt service schedule was designed to be essentially flat throughout the life of the bonds. This approach has assisted in smoothing out over time the required debt service cash flows for this liability versus the pay-as-you-go approach used prior to issuing the OPEB bonds. The OPEB Board consists of the three Board of Trustee members on the Finance and Audit Committee, the Chancellor, the Chief Financial Officer, the Vice Chancellor of Human Resources, and the Associate Vice Chancellor of Accounting Services.[276] The second largest debt obligation of the general fund is the District's Certificates of Participation ($20.7 million as of June 30, 2023). Starting with the 2021-22 budget, the District set aside funding adequate to pay off these COPs in 2026. The set-aside is fully funded for the future call and payoff of the District's COPs.

The institution ensures that locally incurred debt repayment schedules do not have an adverse impact on meeting all current and future financial obligations. The Independent Auditor's Report Opinion,[277] Management Discussion and Analysis, Financial Statements, and Audit Findings sections of the report are critical components of the annual audit. The Annual Audit[278] is integral

[274] 2024-25 Tentative Budget Banner Example
[275] KCCD Finance & Audit Committee Meeting Minutes (May 30, 2024)
[276] OPEB Board Meeting Notes
[277] 2022-23 Annual Audit Report
[278] 2022-23 Annual Audit Report

DRAFT

in informing and assuring the Board of Trustees and the general public of the fiscal stability of the District. The District has not had an audit finding in over ten years. In addition, The role of the districtwide Budget Committee is to review and make recommendations regarding districtwide processes related to budget development, the District's annual budget proposals, and the District's unrestricted fund allocation model. The committee's feedback and evaluation are integral to the development of a fund allocation process as well as the development of the annual District budget that ensures all current and future financial obligations are being met.[279]

3.8

The institution constructs and maintains physical resources to support and sustain educational services and operational functions. The institution assures safe and effective physical resources at all locations where it offers courses, student services, and/or learning supports.

The institution aligns planning and maintenance of facilities and other physical resources with the institutional mission and goals and needs of programs and services. The Facilities Master Plan is guided by the College and the District mission and vision and is developed through a comprehensive and collaborative process.[280] This plan identifies the need for development and new buildings that support and sustain educational services and operational functions. The construction of the new sports complex will begin in the coming months and will provide student-athletes with a safe facility in which to perform. The Institution actively seeks support for funding of capital projects through state bond dollars. The construction of the new Allied Health building and the stadium renovation by Porterville College were made possible through Measure G and J along with state funds.

KCCD construction and facilities planning personnel align planning, maintenance of facilities, and other facilities requirements via the administrative unit review, CCCCO annual space inventory report, regular College meetings regarding existing and future project needs, and assistance in the College Facilities Master Plan development.[281]

The institution has processes and/or procedures in place to ensure the safety of all facilities, including procedures for reporting of unsafe physical facilities. The Institution ensures safe and effective physical resources through scheduled maintenance of infrastructure equipment and buildings campuswide. The ongoing renovations and modernization of the Porterville College campus, such as classrooms, art gallery, gymnasium, and fire alarm detection, ensure safe and effective resources are provided to support and sustain education.

KCCD and College facilities teams place student, staff, and public safety as their highest priority. Each College facility is supported by a computerized maintenance management system that

[279] Districtwide Budget Committee Meeting Minutes (March 15, 2024)
[280] PC Facilities Master Plan 2024-2029
[281] 2022-24 Administrative Unit Review – DO Facilities, FUSION Space Inventory Report, PC Facilities Master Plan

allows for individual reporting of safety concerns through work orders. Regular inspections of the College are performed by site maintenance staff.[282]

The institution evaluates the effectiveness and sufficiency of its facilities and equipment on a regular basis, taking utilization and other relevant data into account, and uses the results to improve. KCCD facilities personnel meet annually with College administration to review facility utilization as part of the space inventory process and analyze options to improve space utilization.[283]

The Facilities Planning Advisory Sub-Committee consists of representatives from campus stakeholders and is intended to provide input on safety and physical needs and to share facility-related updates and information with the campus community. The College is currently working on re-establishing this committee as it is vital to sustaining educational services.

3.9

The institution implements, enhances, and secures its technology resources to support and sustain educational services and operational functions. The institution clearly communicates requirements for the safe and appropriate use of technology to students and employees and employs effective protocols for network and data security.

KCCD IT aligns technology planning, implementation, and maintenance with the institutional mission via the administrative unit review and master planning processes.[284] Porterville College Information Technology (IT), with the support of the Budget Committee and active participation of the IT Committee, the District IT Managers group, and the Director of IT, has ensured that technology is being used to enhance the operational effectiveness of the Institution. The IT Committee continues to look at new instructional needs and priorities. The Director of IT continues to seek input from faculty, staff, and students on IT needs while working with the District and other KCCD colleges to bring new technology to the campus.

The Information Technology Plan[285] and Information Technology Program Review[286] show how the department sustains and maintains IT educational services on campus. Many IT projects have been discussed and approved through the local campus IT Committee. Projects such as wi-fi installations, hyflex classrooms installations, core network upgrades, computer replacements, and campus fiber installations, have been completed in the past four years.[287]

---

[282] KCCD Emergency Operation Plan
[283] FUSION Space Inventory Report
[284] District Office Administrative Unit Review, KCCD District Technology Master Plan
[285] Porterville College Information Technology Plan
[286] Information Technology Program Review
[287] Information Technology Committee Meeting Minutes (October 30, 2020), Information Technology Committee Meeting Minutes (April 9, 2021), Information Technology Committee Meeting Minutes (September 24, 2021), Information Technology Committee Meeting Minutes (November 19, 2021), Information Technology Committee Meeting Agenda (April 21, 2023), Information Technology Committee Meeting Minutes (September 1, 2023)

Within the Computing and Network Use Agreement,[288] users are informed of the appropriate and acceptable use of computers, networking resources, and other College technology. Users must sign off on the agreement. The local campus IT department works closely with the District IT Security team and collaborates on the responsibility of effective protocols and data security. These security protocols are outlined in the District IT Administrative Unit Review.[289]

KCCD IT leadership ensures that technology infrastructure is appropriate to support educational services and operations by engaging regularly via several committees including IT managers meetings, Banner steering committee, and the VP meetings to receive feedback.[290]

The institution clearly communicates guidelines/rules for appropriate use of its technologies to all users via administrative procedure including AP 3720 and AP 3750.[291]

KCCD takes several steps to ensure the security of our networks and data including phishing campaigns, third party vulnerability assessments, contractual language with vendors, as well as backup and disaster recovery plans.[292]

KCCD regularly monitors its network infrastructure with monitoring tools and proactively conducts vulnerability assessments and phishing campaigns to ensure effectiveness in supporting educational services and operations.[293]

3.10

The institution has appropriate strategies for risk management and has policies and procedures in place to implement contingency plans in the event of financial, environmental, or technological emergencies and other unforeseen circumstances.

Kern Community College District (KCCD) has policies and procedures in place that will mitigate emergencies and unforeseen occurrences that would significantly impact availability of its resources. KCCD Board policies and administrative procedures that govern risk and emergency response are the following documents:

- BP and AP 3505 Emergency Planning, Preparedness, and Response Plan[294]

[288] Computing and Network Use Agreement

[289] District Office Administrative Unit Review, pages 9 and 14

[290] Vice Presidents Council Meeting Minutes (March 22, 2023), District Office Information Technology Vice Presidents Meeting Status Update (April 2023), IT Manager Meeting Notes (September 8, 2022), Banner Steering Committee Minutes (April 2023)

[291] Administrative Procedure 3720 Computing and Network Use, Administrative Procedure 3750 Use of Copyrighted Material

[292] Phishing Campaign Plan, ResoluteGuard Vulnerability Assessment Letter, Ellucian Banner ERP Hosting Contract: Information Security Addendum, Ellucian Banner ERP Contract: Backup and Disaster Recovery Language, KCCD Backup Documentation (Sensitive Security Info Redacted)

[293] LAN/WAN Monitoring Tool Screenshots, Phishing Campaign Plan, ResoluteGuard Vulnerability Assessment Letter

[294] Administrative Procedure 3505 Emergency Planning Preparedness and Response, Board Policy 3505 Emergency Planning, Preparedness, and Response

- BP and AP 6540 Insurance[295]

KCCD has sufficient insurance to cover its needs in financial emergencies. KCCD is self-insured with property and liability coverage through the Statewide Association of Community College (SWACC).[296] SWACC is a member-owned and -operated property and liability joint powers authority that provides programs and resources to specifically address its community college members exposure to loss through broad and unique coverages, specialized loss-control services, training, fiscally responsible self-funding, and risk transfer.[297] KCCD also requires contractors to provide insurance certifications and indemnifications commensurate with the risks associated with their service. KCCD is self-insured with workers' compensation insurance through Self-Insured Schools of California (SISC). SISC is the largest public school joint powers authority in the United States and has existed for more than forty years. SISC provides stable coverage, predictable rates, and offers loss-control services to reduce District claims.[298]

KCCD routinely reviews and updates its insurance coverages. In partnership with Keenan & Associates, our third-party administrator for property and liability insurance, the District meets annually to discuss both District and industry-level risks, limits, coverage, and claim trends. KCCD is a member of both the SISC I—Workers' Compensation Board of Directors and the SWACC Board of Directors and influences the policies that provide insurance coverage to the District.[299]

Kern Community College District has protocols for backup and recovery of sensitive data systems, including student and employee information systems. KCCD IT has contractual assurances from the software and hosting vendor of the Enterprise Resource Planning/Student Information System (ERP/SIS) related to backup schedules and retention timeframes, Real Time Objective (RTO), and Recovery Point Objective (RPO) for disaster recovery as well as procedures on how to back up other key systems.[300]

DRAFT

[295] Administrative Procedure 6540 Insurance, Board Policy 6540 Insurance
[296] MOC Declaration By District
[297] 2023-2024 Statewide Association of Community Colleges MOC
[298] KCCD Workers Compensation Proof
[299] Statewide Association of Community Colleges Pre Renewal
[300] Administrative Procedure 3505 Emergency Planning Preparedness and Response, BP 3505 Emergency Planning, Preparedness, and Response, KCCD District Office Information Technology Incident Response Plan, Cyber Insurance: Certificate of Insurance, Ellucian Banner ERP Hosting Contract: Information Security Addendum, KCCD Backup Documentation (Sensitive Security Info Redacted)

Standard 4: Governance and Decision-Making

4.1

The institution upholds an explicit commitment to principles of academic freedom, academic integrity, and freedom of inquiry.

The institution communicates its commitment to principles of academic freedom and freedom of inquiry to relevant stakeholders, including students. KCCD is committed to the principles of academic freedom and has instituted Board policy to support the role of academic freedom. Board Policy 4030 and Administrative Procedure 4030 relate to the district-level commitment to academic freedom. Article 4 of the negotiated agreement between the District and the Kern Community College District Community College Association similarly explains expectations for the District, colleges, and unit members regarding academic freedom. Furthermore, the Academic Information and Standards section of the catalog includes the same clarifying language regarding academic freedom. These resources are consistently available on the District and College websites and are also distributed to relevant constituency groups.[301]

The institution communicates clear expectations for academic integrity and freedom of inquiry to relevant stakeholders, including students. The Academic Information and Standards section of the catalog includes guiding language for all constituency groups regarding academic integrity and freedom of inquiry, including the specific concepts of academic honesty and intervention procedures.[302]

The faculty contract is publicly available on the KCCD website and expresses the expectations related to academic freedom.[303]

The institution follows clearly communicated procedures for addressing instances of academic dishonesty and violations of its principles of academic freedom and freedom of inquiry. The Academic Information and Standards section of the catalog includes guiding language for all constituency groups regarding academic integrity and freedom of inquiry, including the specific concepts of academic honesty and intervention procedures. Additionally, the Student Services section of the catalog includes communication regarding the Standards of Student Conduct as stipulated by Board Policy 5500 and Administrative Procedures 5500, 5520, and 5530. AP 5530 also communicates student rights and grievances. Beyond the catalog, procedures and expectations are communicated through the Faculty Handbook and during Adjunct Orientation presentations at the start of each fall and spring semester. Reporting, tracking, and management portal of issues is facilitated through MAXIENT, a new student conduct management software. This new software allows the campus community to participate more effectively in the operationalization of academic integrity cases and

[301] Board Policy 4030 Academic Freedom, District Administrative Policy 4030 Academic Freedom, Board Policy 4700 Controversial Issues in Curriculum, KCCD Faculty Contract
[302] Porterville College Catalog 2023-2024
[303] KCCD Faculty Contract

DRAFT

incidences. The faculty contract addresses progressive corrective action which would include violations of academic dishonesty and violations of academic freedom.[304]

4.2

Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. Institutional decision-making processes provide opportunities for the inclusion and participation of stakeholders, as appropriate to the institution's character.

Structures for decision-making are appropriate for the institution's mission and organizational structure. The Elements of Decision Making document outlines the decision-making process in alignment with the Institution's mission and organizational structure and defines the roles, responsibilities, and opportunities for participation in decision-making. The document is periodically reviewed by the colleges and updates are approved by the District Consultation Council. The latest update to Elements of Decision Making is due to be approved in the fall of 2024. The budget development and budget planning calendar is an example of how the process is implemented at Porterville College. Through this process, the College ensures the local budget is in alignment with the districtwide Budget Planning Calendar. The College Vice Presidents of Finance and Administrative Services issue budget preparation instructions to the colleges. The Porterville College Budget Committee participates in the budget development process and takes the lead in communicating the process with the collegewide constituent groups. The process also allows time for the College constituent groups to participate and make budget requests for the upcoming fiscal year and allows time for the PC Executive Team to review the proposed budget to make necessary adjustments in order to meet the goals and objectives for the upcoming academic year. The budget development process at the college level aligns with districtwide due dates to ensure that the budget is developed in a timely manner and presented to the KCCD Board of Trustees for review and approval.[305]

Procedures for institutional decision-making are documented and widely available to relevant stakeholders. In fall 2024, the District Consultation Council will approve the latest update to the Elements of Decision Making, which is published on the District Consultation Council website. The College has updated the Porterville College portion and awaits final approval for the comprehensive, districtwide document.[306]

---

[304] KCCD Faculty Contract, District Administrative Policy 5500 Standards of Student Conduct (May 2023), District Administrative Procedure 5520 Student Discipline Procedures (May 2023), District Administrative Procedure 5530 Student Rights and Grievances (May 2023), Board Policy 5500 Standards of Student Conduct (May2023), PC Academic Integrity Form, PC Behavioral Intervention Team (BIT) Referral, Faculty Handbook

[305] College Council Meeting Minutes (February 5, 2024), Elements of Decision-Making 2016, Elements of Decision-Making 2023, KCCD Budget Development Calendar and Example, Budget Request Process and Instructions

[306] Budget Monitoring Training, 2024 Budget Request Timeline, Banner Training (February 2, 2024), Five-Year Instructional Request Form

Roles, responsibilities, and opportunities for participation in decision-making are clearly defined. The Elements of Decision Making document clearly delineates the aspects of decision-making at the College and the District.

4.3

The institution's decision-making structures and processes are used consistently and effectively to advance the mission and prioritize equitable student outcomes.

The institution holds itself accountable for implementing its decision-making practices consistently to ensure inclusion of appropriate stakeholders and shared understanding of decisions. The Elements of Decision Making document outlines the decision-making process for the District and Colleges and relates where all constituency groups fall within the decision-making structure. The District Consultation Council discusses, vets, and approves key decisions within the District such as budget, COVID-19 vaccine requirements, bachelor's degree program applications, and Board policy updates. The College and District are committed to consistent inclusion of all groups by ensuring all governance-related committees are regularly scheduled and are included in the relevant participatory workflow.[307]

Decision-making practices result in decisions that support institutional innovation and advance the mission of the institution. The College Council strategically includes a broad representation of all constituent groups and meets twice monthly. Consistently scheduled discussion and thorough representation ensure diverse thought and consideration guide each decision as well as alignment with the mission. The District Consultation Council supports institutional innovation as exemplified by its support of the Bachelor's Degree Program, technology improvement from EthicsPoint to Maxient, and the Faculty Leadership Initiative.[308]

The institution evaluates its decision-making practices and makes improvements when needed to improve effectiveness. The Elements of Decision Making document is periodically reviewed and updated by the College and the District to reflect thoughtful and strategic changes to the participatory governance process, including in 2024.[309]

4.4

[307] College Council Meeting Minutes (February 5, 2024), KCCD District Consultation Council Agenda (August 24, 2021), KCCD District Consultation Council Agenda (April 26, 2022), KCCD District Consultation Council Agenda (March 1, 2022), KCCD District Consultation Council Agenda (October 18, 2022), KCCD District Consultation Council Agenda (November 22, 2022), KCCD District Consultation Council Agenda (February 28, 2023), KCCD District Consultation Council Agenda (April 25, 2023)

[308] KCCD District Consultation Council Agenda (October 18, 2022), KCCD District Consultation Council Agenda (March 1, 2022), KCCD District Consultation Council Agenda (April 26, 2022)

[309] Elements of Decision Making 2016, Elements of Decision Making 2023 DRAFT, College Council Meeting Minutes (February 5, 2024)

Acting through policy, the governing board takes responsibility for the overall quality and stability of the institution, and regularly monitors progress towards its goals and fiscal health.

Kern Community College District has appropriate policies that delineate the governing board's accountability for academic quality and achievement of equitable outcomes. Board policy clearly delineates the governing board's duties, responsibilities, and participation in local decision-making and addresses the Board code of ethics.[310]

The Kern Community College District governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality and equitable outcomes. The Student Success with Equity subcommittee of the Board regularly meets to review student success metrics and each meeting is summarized in a report to the full Board.[311]

Kern Community College District has a policy manual or other compilation of policy documents that delineates the governing board's role and responsibility in ensuring the financial stability of the institution. The Board's duties and responsibilities are addressed in BP 2200 and include ensuring the financial health of the Institution.[312]

The Kern Community College District governing board regularly reviews key fiscal information and documents regarding the stability of the institution. The Board has created a Board Finance and Audit Committee that regularly gauges and reviews the financial stability of the District.[313]

The Kern Community College District governing board has a system for evaluating and revising its policies on a regular basis. Board Policy 2410 states the Board policies and procedures will be reviewed on a periodic basis.[314]

[310] Board Policy 2200 Board Duties and Responsibilities, Board Policy 2410 Board Policies and Administrative Procedures, Board Policy 2510 Participation in Local Decision Making, Board Policy 2715 Code of Ethics

[311] KCCD Board of Trustees Student Success with Equity (DEIA) Committee Agenda (May 10, 2022), KCCD Board of Trustees Student Success with Equity (DEIA) Committee Agenda (May 8, 2023), KCCD Board of Trustees Student Success with Equity (DEIA) Committee Agenda (July 31, 2023)

[312] Board Policy 2200 Board Duties and Responsibilities

[313] Board of Trustees Finance and Audit Committee Agenda (April 26, 2023), Board of Trustees Finance and Audit Committee Agenda (May 25, 2023), KCCD Board of Trustees Finance & Audit Committee Agenda (April 26, 2023)

[314] Board of Trustees BP 2220 and BP 3810 Review and Approval (April 14, 2023), Board of Trustees Chapter 5 BP Review and Approval (December 16, 2021), Board of Trustees BP4k BP7D2A BP7D4 Review and Approval (April 8, 2021)

KCCD Board policy clearly delineates the governing board's duties, responsibilities, and participation in local decision-making, and addresses the Board code of ethics.[315]

The Student Success with Equity subcommittee of the Board regularly meets to review student success metrics and each meeting is summarized in a report to the full Board.[316]

4.5

The governing board selects the institution's chief executive officer (CEO). The governing board gives the CEO full authority to implement board policies and ensure effective operations and fulfillment of the institutional mission.

The Kern Community College District governing board sets clear expectations for regular reports on institutional performance from the chief administrator. KCCD Board Policy 2430 clearly defines the delegation of authority to the District Chancellor.[317]

The Kern Community College District governing board has policies outlining the delegation of administrative authority to the institution's chief administrator. KCCD Board Policy 2430 clearly defines the delegation of authority to the District Chancellor.[318]

The Kern Community College District governing board adheres to its policies for delegation of administrative authority to the institution's chief administrator. KCCD Board Policy 2435 addresses the evaluation of the District Chancellor.[319]

4.6

The governing board functions effectively as a collective entity to promote the institution's values and mission and fulfill its fiduciary responsibilities. The governing board demonstrates an ability to self-govern in adherence to its bylaws and expectations for best practices in board governance.

The Kern Community College District governing board outlines its expectations for working as a collective unit in support of the mission. KCCD Board Policy 2200 documents the responsibilities of the Board and outlines expectations for working as a collective unit in support of the mission.[320]

---

[315] Board Policy 2200 Board Duties and Responsibilities, Board Policy 2510 Participation in Local Decision Making, Board Policy 2715 Code of Ethics

[316] KCCD Board of Trustees Student Success with Equity (DEIA) Committee Agenda (May 10, 2022), KCCD Board of Trustees Student Success with Equity (DEIA) Committee Agenda (May 8, 2023), KCCD Board of Trustees Student Success with Equity (DEIA) Committee Agenda (July 31, 2023)

[317] Board Policy 2430 Delegation of Authority to the District Chancellor

[318] Board Policy 2430 Delegation of Authority to the District Chancellor

[319] Board Policy 2435 Evaluation of the District Chancellor, Board Policy 2431 District Chancellor Selection, Board Policy 2432 District Chancellor Succession

[320] Board Policy 2200 Board Duties and Responsibilities

The governing board demonstrates the ability to act in the best interest of the institution, independent from undue influence. KCCD Board Policy 2710 and 2715 govern behaviors related to this criterion. The unanimous selection of a new Chancellor and the approval of a districtwide vaccine requirement as a response to COVID-19—both potentially controversial decisions—are examples of the Board acting in the best interests of the Colleges and its students, independent from undue influence.[321]

Once a collective decision has been reached, Board members, individually, demonstrate their support for Board policies and decisions. KCCD Board Policy 2715 explicitly sets the expectation that Board members uphold the final decisions of the Board.[322] Evidence of the Board demonstrating its collective decision-making is the unanimous approvals of high-level planning documents within its purview, such as the KCCD Strategic Plan.[323]

The institution's governing board has documented procedures for self-governance and/or addressing behavior that does not align with its policies. Board Policy 2745 Board Self-Evaluation and BP 2715 Code of Ethics and Standards of Practice documents the procedures for self-governance and addresses behavior that does not align with its policies.

The governing board improves its own effectiveness through orientations, professional development, and regular board self-evaluation. KCCD Board Policy 2740 and KCCD Board Policy 2745[324] govern the topics of this criterion. The Board and Chancellor adhere to the standard by conducting onboarding orientation for new trustees, periodic training for the full Board on topics such as ethics, diversity, and the Brown Act, and regular self-evaluations. The last self-evaluation was conducted in 2023.[325]

DRAFT

[321] KCCD Board Vaccine Resolution NO. R-4-21, KCCD Board Contract Approval-New Chancellor
[322] Board Policy 2715 Code of Ethics
[323] KCCD Strategic Plan, KCCD Strategic Directions Addendum 2022-2024, 2019 Strategic Plan Approval, 2019 Approval of Strategic Plans, 2022 KCCD Strategic Plan Addendum Approval, 2022 Approval of College Equity Plans
[324] Board Policy 2740 Board Education, Board Policy 2745 Self Evaluation
[325] 2022 New Board Member Onboarding, 2019 New Board Member Training, 2020 Sexual Harassment Prevention Training, Diversity, Equity, and Inclusion Training, Board Ethics Training, Board Evaluation Review 2022-Agenda Item, 2022 Board Evaluation Summary, 2024 Board Evaluation Summary

C. Required Documentation

Standard 1: Mission and Institutional Effectiveness

Required Item	Documentation
i. Documentation of institution's authority to operate as a post-secondary educational institution and award degrees (e.g., degree-granting approval statement, authorization to operate, articles of incorporation) (ER 1)	● California Education Code Section 70902 ● PC Catalog (pg. 11) ● Porterville College Reaffirmation ACCJC
ii. Procedures/practices for periodic review of mission/mission-related statements, including provisions for revision (if/when revisions are needed) that allow for participation of institutional stakeholders, as appropriate for the character and context of the institution	● KCCD Master Institutional Planning Cycle (February 27, 2024) ● KCCD Strategic Plan 2019-2022 ● PC Strategic Plan 2021-2024 ● Porterville College Educational Master Plan
iii. Documentation of the governing board's approval of the institutional mission (ER 6)	● Board Approval for PC Educational Master Plan ● PC Mission Approval
iv. Procedures/practices for setting institutional goals, including provisions for the inclusion of input from relevant institutional stakeholders, as appropriate for the character and context of the institution	● KCCD Master Institutional Planning Cycle ● PC Strategic Plan 2021-2024 ● Porterville College Educational Master Plan ● IPAA Model 2023
v. Documentation that the institution has established standards and goals for student achievement (i.e., institution-set standards), including but not limited to standards and goals for course success, degree and certificate attainment, transfer, job placement rates, and licensure examination pass rates, at the institutional and program levels (ER 2, ER 11)	● 2024 Annual Report Porterville College ● College Council Meeting Minutes (April 1, 2024)

Standard 2: Student Success

Required Item	Documentation

DRAFT

i. Documentation that the institution's practices for awarding credit reflect generally accepted norms in higher education, including: • Commonly accepted minimum program lengths for certificates, associate degrees, and baccalaureate degrees • Written policies for determining credit hours that are consistently applied to all courses, programs, and modalities • Adherence to the Department of Education's standards for clock-to-credit hour conversions, if applicable (ER 10) (See Commission *Policy on Credit Hour, Clock Hour, and Academic Year*)	• 55002 California Code of Regulations • Administrative Procedure 4020 Chapter 4 Academic Affairs • Board Policy 4020 Program, Curriculum, and Course Development • Administrative Procedure 4100 Graduation Requirements for Degrees and Certificates • Board Policy 4100 Graduation Requirements for Degrees and Certificates • Curriculum Handbook 2022-23 • Program Course Approval Handbook
ii. Documentation that the institution's transfer of credit policies include the following: • Any established criteria the institution uses regarding the transfer of credit earned at another institution • Any types of institutions or sources from which the institution will not accept credits • A list of institutions with which the institution has established an articulation agreement • Written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning See *Policy on Transfer of Credit*	• 2024-2025 Catalog • Administrative Procedure 4051 University Transfer Agreements • Board Policy 4051 University Transfer Agreements • Administrative Procedure 4235 Credit for Prior Learning • Board Policy 4235 Credit for Prior Learning • Administrative Procedure 4237 Credit Allowed from Other Institutions • Board Policy 4237 Credit from Other Institutions • Porterville College Catalog (pgs. 49, 50, 52)
iii. Documentation of the institution's advertising and recruitment policies, demonstrating alignment with the *Policy on Institutional Advertising and Student Recruitment* (ER 16)	• Administrative Procedure 7120 Recruitment and Hiring • Administrative Procedure 7211 Faculty Service Areas,

DRAFT

	Minimum Qualifications, and Equivalencies ● Board Policy 7120 Recruitment and Hiring ● 2024-2025 Catalog
iv. Documentation of clear policies and procedures for handling student complaints, including: ● Evidence that these policies/procedures are accessible to students in the catalog and online; ● Evidence that that institution provides contact information for filing complaints with associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs	● Accreditation ● Administrative Procedure 5530 Student Rights and Grievances ● Porterville College Catalog (pgs. 11 & 39) ● Porterville College Students Rights and Grievances
v. Verification that the institution maintains files of formal student complaints received throughout the current accreditation cycle (i.e., since the last site visit), demonstrating: ● Accurate and consistent implementation of complaint policies and procedures ● No issues indicative of noncompliance with Standards	No link required; to be verified by the team during in-person site visit
vi. Verification that student records are stored permanently, securely, and confidentially, with provision for secure backup	No link required; to be verified by the team during in-person site visit
vii. Documentation of the institution's policies and/or practices for the release of student records	● 2024-2025 Catalog ● Administrative Procedure 5040 Student Records, Directory Information, and Privacy ● Administrative Procedure 5045 Student Records--Challenging Content and Access Log ● Board Policy 5040 Student Records Directory Information and Privacy
viii. Documentation that the institution's policies and procedures for program discontinuance provide enrolled students with opportunities for timely completion in the event of program elimination	● Administrative Procedure 4021 Program Discontinuance

DRAFT

FOR TITLE IV PARTICIPANTS:	
ix. Documentation of institution's implementation of the required components of the Title IV Program, including: • Findings from any audits and program/other review activities by the U.S. Department of Education (ED) • Evidence of timely corrective action taken in response to any Title IV audits or program reviews See *Policy on Institutional Compliance with Title IV*	• Kern Community College District Report to the Board of Trustees 2022 • Kern Community College District Report to the Board of Trustees 2023
FOR INSTITUTIONS WITH DISTANCE EDUCATION AND/OR CORRESPONDENCE EDUCATION:	
x. Documentation of institution's : • Procedures for verifying that the student who registers in a course offered via distance education or correspondence education is the same person who participates in the course and receives academic credit • Policies and/or procedures for notifying students of any charges associated with verification of student identity (if applicable) • Policies regarding protection of student privacy See *Policy on Distance Education and on Correspondence Education*	• Administrative Procedure 5040 Student Records, Directory Information, and Privacy • Administrative Procedure 5800 Prevention of Identity Theft in Student Financial Transactions • Administrative Procedure 4105 Distance and Correspondence Education • Board Policy 4105 Distance Education • Board Policy 5040 Student Records Directory Information and Privacy • Board Policy 5800 Prevention of Identity Theft in Student Financial Transactions
REQUIRED ONLY IF APPLICABLE	
xi. Documentation demonstrating how the institution distinguishes its pre-collegiate curriculum from its college-level curriculum	**N/A**
xii. Documentation of policies and/or procedures for awarding credit for prior learning and/or competency-based credit	• Administrative Procedure 4235 Credit for Prior Learning

DRAFT

	● Board Policy 4235 Credit for Prior Learning ● Administrative Procedure 4236 Advanced Placement Credit ● 2024-2025 Catalog, pg. 52
xiii. Documentation of agreements with other external parties regarding the provision of student and/or learning support services	● Memorandum of Understanding CSU Fresno and KCCD ● Agreement for Mini-Corps Services 2022 ● Agreement for Mini-Corps Services 2019 ● Navigate Agreement ● TimelyCare Agreement ● CCAP Dual Enrollment Agreement KCCD (Instructional Services) 2023-2026 ● CCAP Dual Enrollment Burton School District MOU
xiv. Policies and/or other documentation related to institutional expectations of conformity with any specific worldviews or beliefs	**N/A**

Standard 3: Infrastructure and Resources

Checklist Item	Documentation
i. Written policies and procedures for human resources, including hiring procedures	● Board Policy 7120 Recruitment and Hiring ● Administrative Procedure 7120 Recruitment and Hiring
ii. Employee handbooks or similar documents that communicate expectations to employees	● Board Policy 3050 Institutional Code of Ethics ● Employee Resource Guide
iii. Annual financial audit reports - 3 prior years (include auxiliary organizations, if applicable) (ER 5)	● 2020-2021 Annual Audit Report ● 2021-2022 Annual Audit Report

DRAFT

	• 2022-2023 Annual Audit Report
iv. Practices for resource allocation and budget development (including budget allocation model for multi-college districts/systems)	• 2024-25 Revenue Allocation Model April 2024 DWBC • District Office Planning & Budget Process • KCCD Internal Budget Allocation Model
v. Policies guiding fiscal management (e.g., related to reserves, budget development)	• Administrative Procedure 6200 Budget Preparation • Administrative Procedure 6250 Budget Management • Administrative Procedure 6300 Fiscal Management • Administrative Procedure 6305 Reserves • Administrative Procedure 6320 Fiscal Management • Board Policy 6200 Budget Preparation • Board Policy 6250 Budget Management • Board Policy 6300 Fiscal Management • Board Policy 6320 Investments • KCCD Internal Budget Handbook
vi. Policies, procedures or agreements (e.g., AUAs) related to appropriate use of technology systems	• Administrative Procedure 3720 Computing and Network Use • Administrative Procedure 3750 Use of Copyrighted Material • Administrative Procedure 3800 Personal Data Protection • Board Policy 3720 Computing and Network Use

DRAFT

	• KCCD Computing and Network Use Agreement
FOR TITLE IV PARTICIPANTS:	
vii. Documentation that the institution's student loan default rates are within the acceptable range defined by ED, or – if rates fall outside the acceptable range - documentation of corrective efforts underway to address the issue	• Loan Default Rates
REQUIRED ONLY IF APPLICABLE	
viii. Documentation of any agreements that fall under ACCJC's policy on contractual relationships with non-accredited organizations	**N/A**
ix. Written code of professional ethics for all personnel including consequences for violations	• Board Policy 3050 Institutional Code of Ethics

Standard 4: Governance and Decision-Making

Checklist Item	Documentation
i. Governing board policies/procedures for selecting and regularly evaluating its chief executive officer	• Board Policy 2431 District Chancellor Selection • Board Policy 2435 Evaluation of the District Chancellor
ii. Documentation or certification that the institution's CEO does not serve as the chair of the governing board (ER 4)	• Board Policy 2010 Board Membership • Board Policy 2430 Delegation of Authority to the District Chancellor
iii. Governing board policies/procedures/bylaws related to Board Ethics	• Board Policy 2715 Code of Ethics/Standards of Practice
iv. Governing board policies/procedures/bylaws related to conflict of interest	• Board Policy 2710 Conflict of Interest

Other Federal Regulations and Related Commission Policies

Checklist Item	Documentation:

DRAFT

i. Documentation of the institution's appropriate and timely effort to solicit third party comment in advance of the Focused Site Visit and – if applicable - cooperate with the review team in any necessary follow-up See *Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions*, Section D	● Accreditation with Solicitation of Feedback ● Accreditation Feedback
ii. Documentation that the institution provides accurate information for the public concerning its accredited status with ACCJC on its institutional website, no more than one page (one click) away from the home page See *Policy on Representation of Accredited Status*	● PC Webpage with Accreditation Links

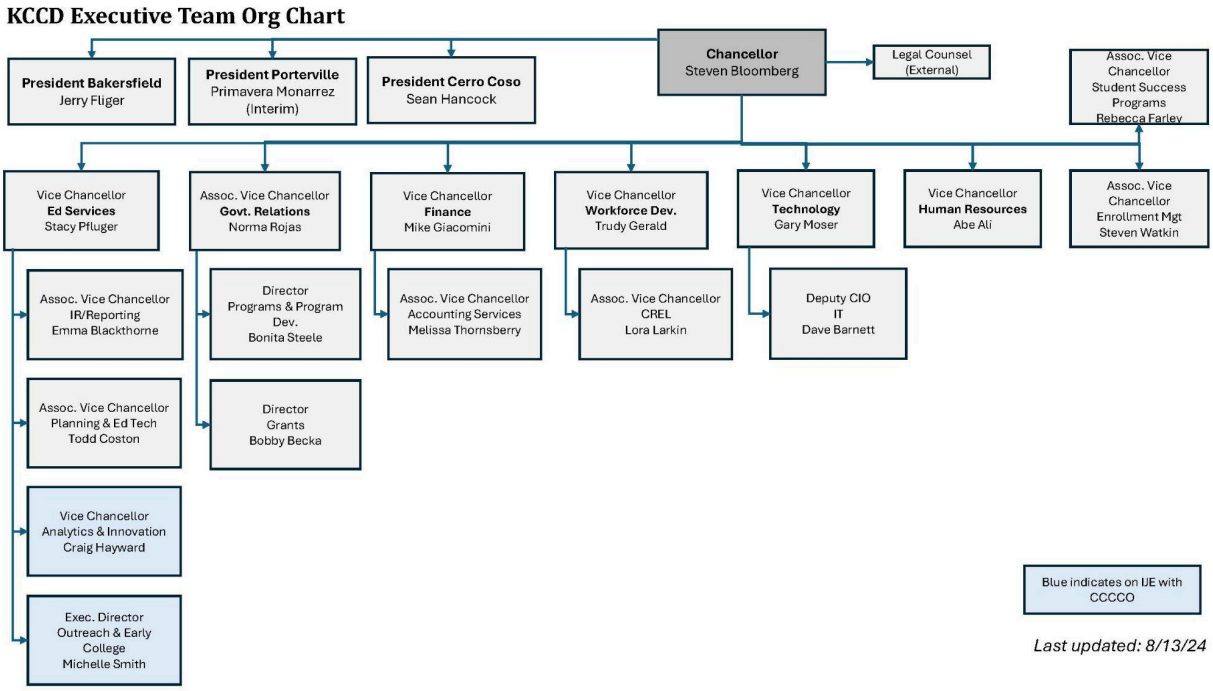
DRAFT

D. Appendix 1: Verification of Catalog Requirements (ER 20)

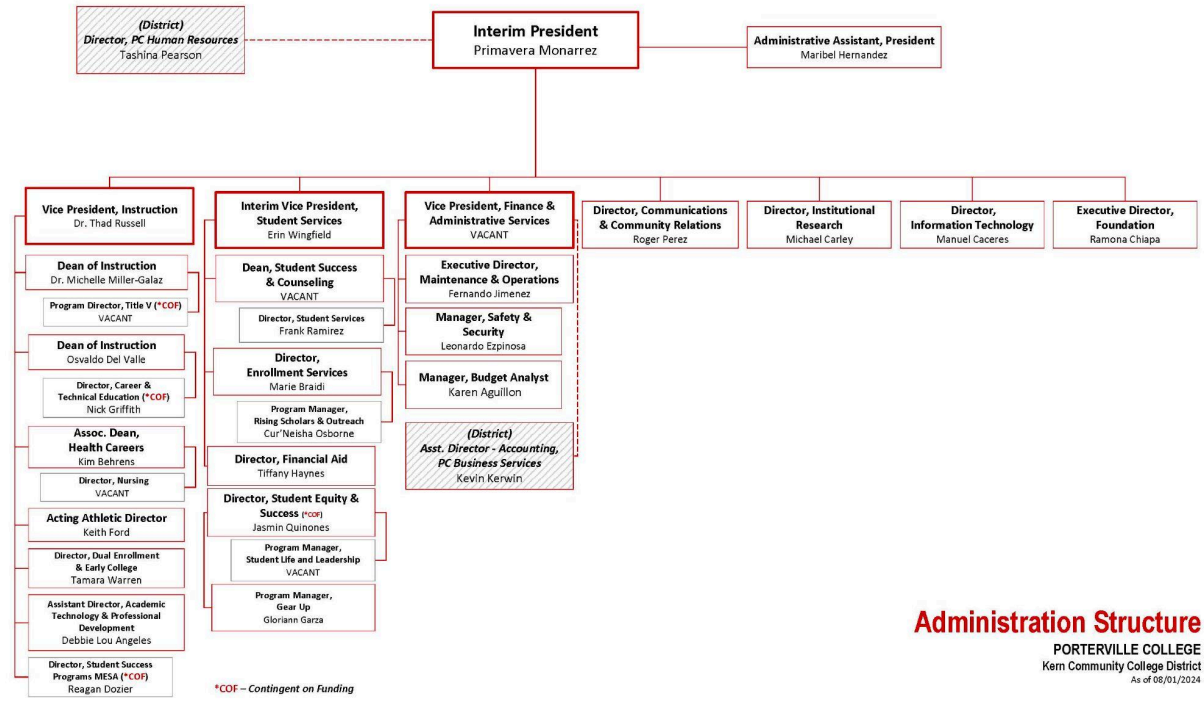
REQUIRED ELEMENT	CATALOG LOCATION
General Information	
Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	Page 1
Educational Mission	10
Representation of accredited status with ACCJC, and with programmatic accreditors, if any	11
Course, Program, and Degree Offerings	67-110 & 119-167
Student Learning Outcomes of Programs and Degrees	69-110
Academic Calendar and Program Length	12
Academic Freedom Statement	48
Available Student Financial Aid	32-33
Available Learning Resources	44-46
Names and Degrees of Administrators and Faculty	173-180
Names of Governing Board Members	8
Requirements	
Admissions	19
Student Tuition, Fees, and Other Financial Obligations	23
Degrees, Certificates, Graduation and Transfer	57-65
Major Policies and Procedures Affecting Students	
Academic Regulations, including Academic Honesty	36-38 & 47-57
Nondiscrimination	12
Acceptance and Transfer of Credits	49, 50
Transcripts	26
Grievance and Complaint Procedures	39
Sexual Harassment	14
Refund of Fees	23, 24
Locations or Publications Where Other Policies May be Found	
[Insert additional rows as needed]	

DRAFT

E. Appendix 2: Organizational Structure

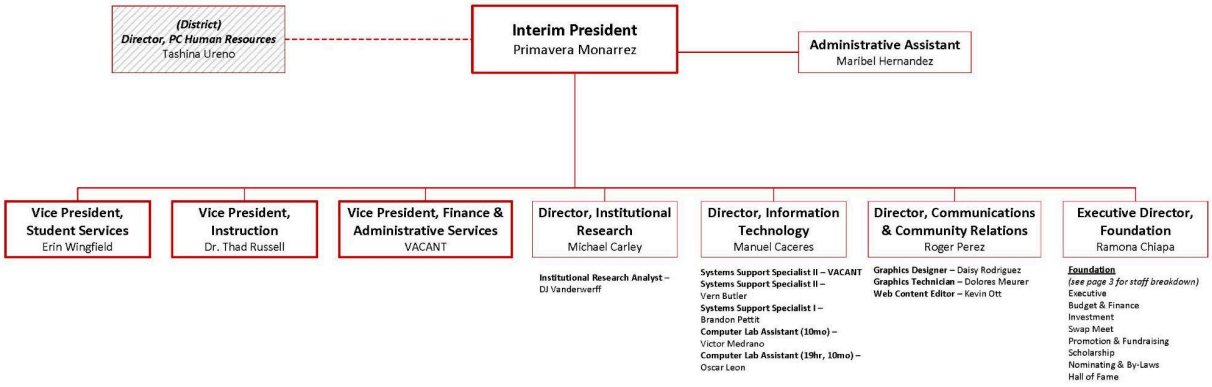


DRAFT



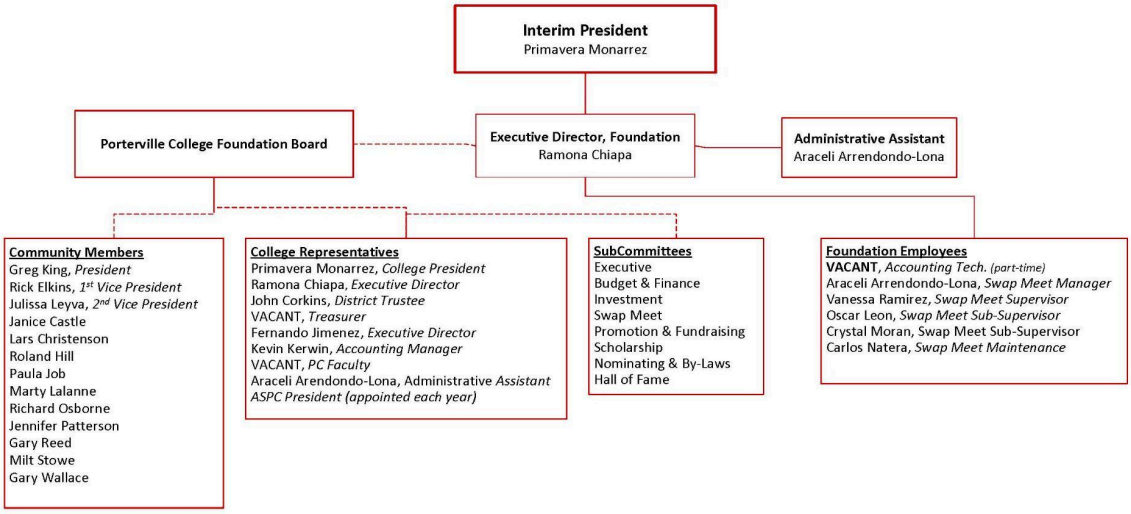
Administration Structure

PORTERVILLE COLLEGE
Kern Community College District
As of 08/01/2024



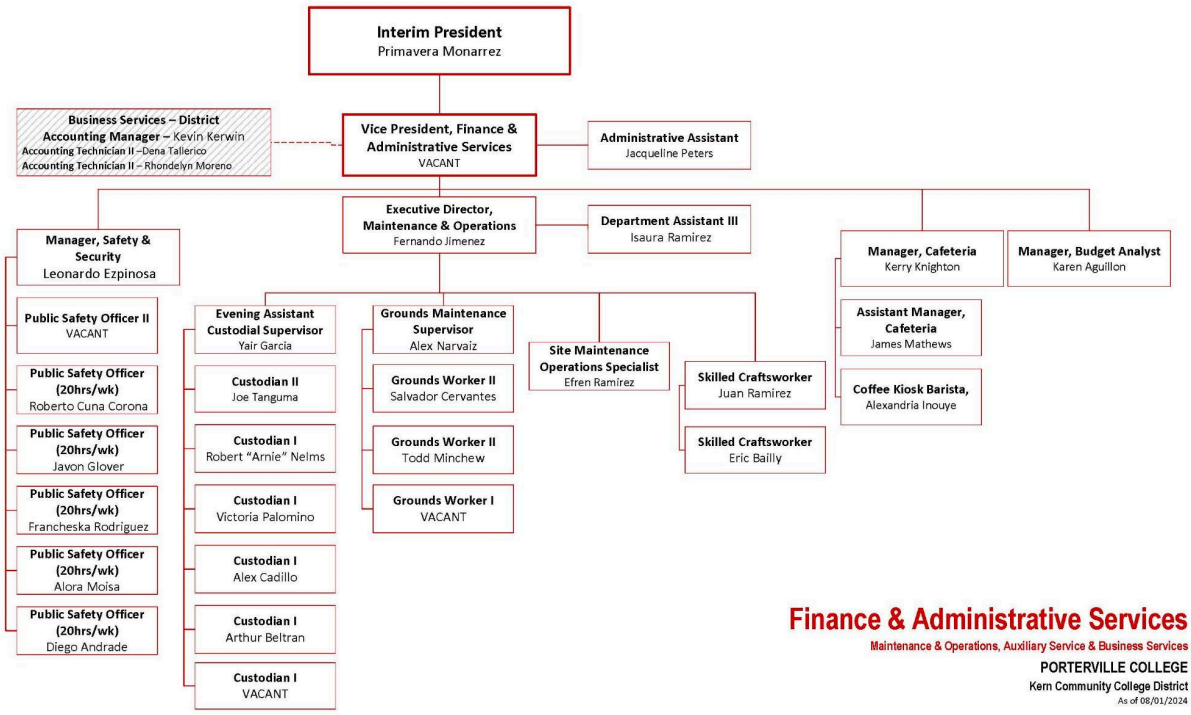
President's Office

PORTERVILLE COLLEGE
Kern Community College District
As of 08/01/2024



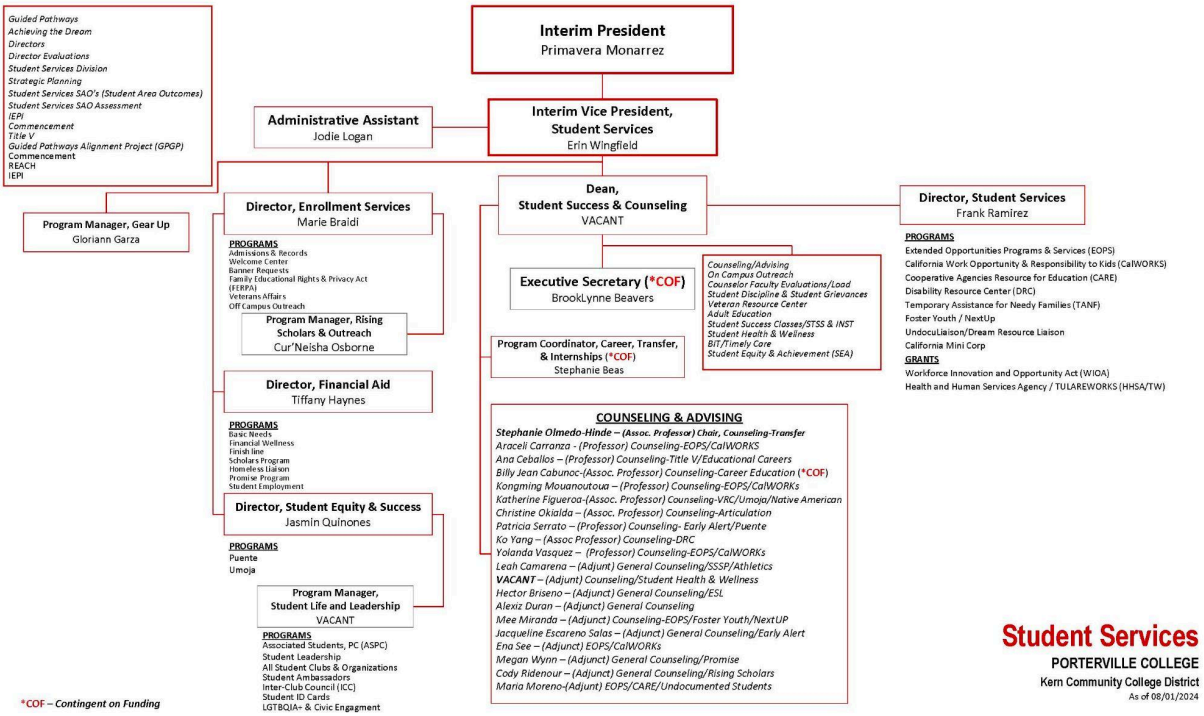
Porterville College Foundation

PORTERVILLE COLLEGE
Kern Community College District
As of 08/01/2024



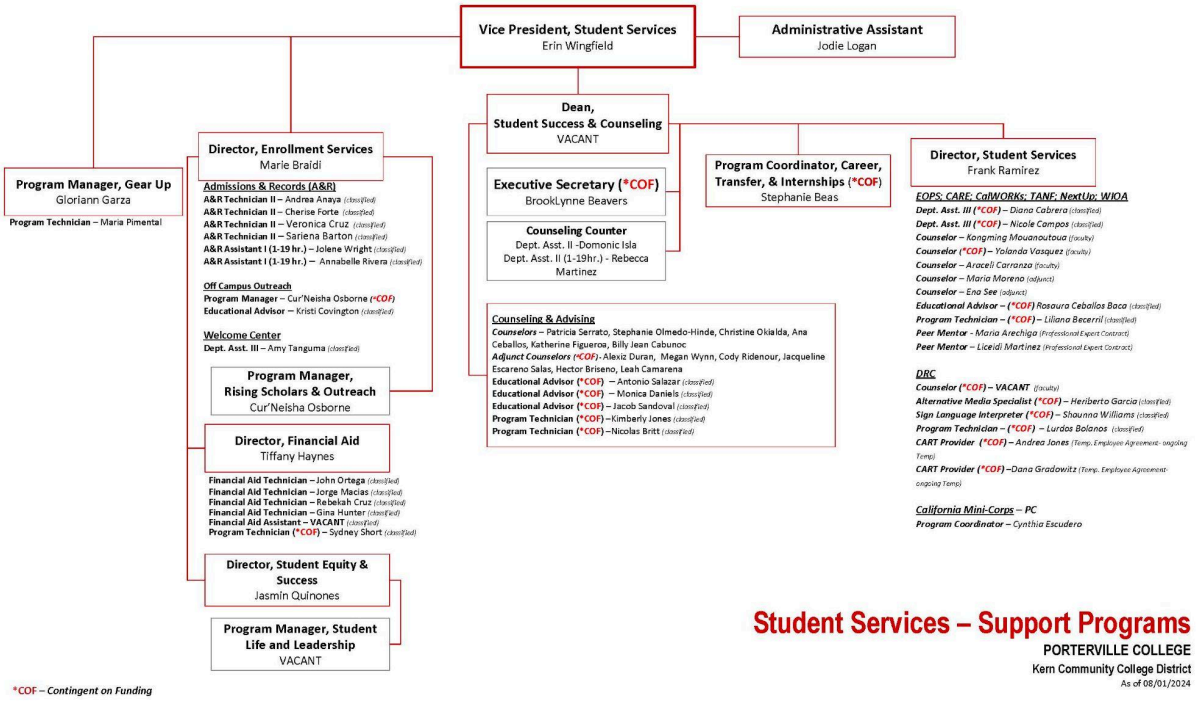
Finance & Administrative Services

Maintenance & Operations, Auxiliary Service & Business Services
PORTERVILLE COLLEGE
Kern Community College District
As of 08/01/2024



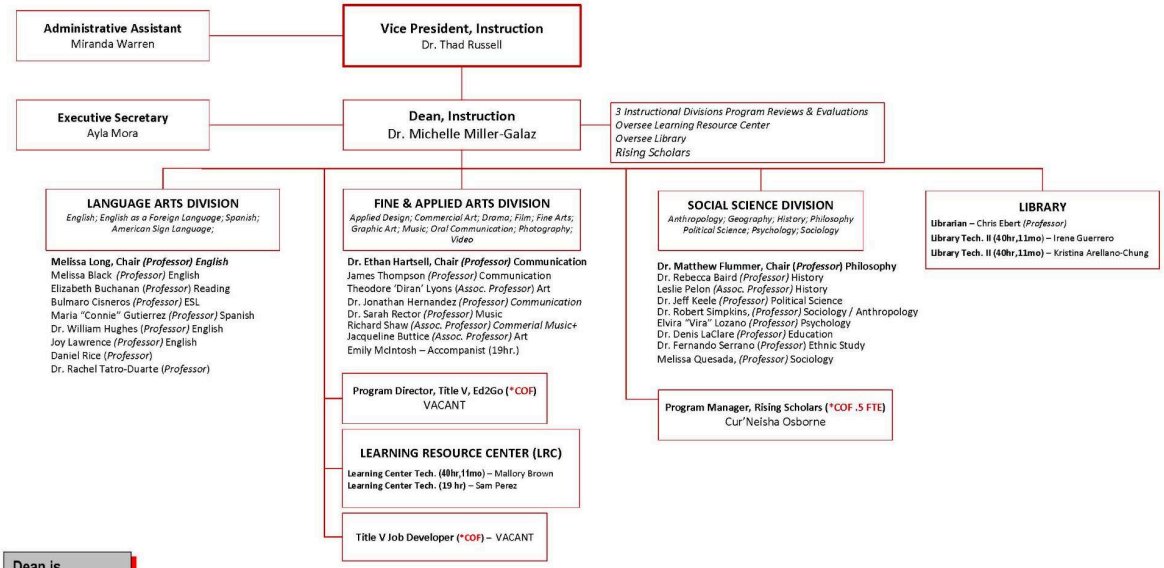
Student Services

PORTERVILLE COLLEGE
Kern Community College District
As of 08/01/2024



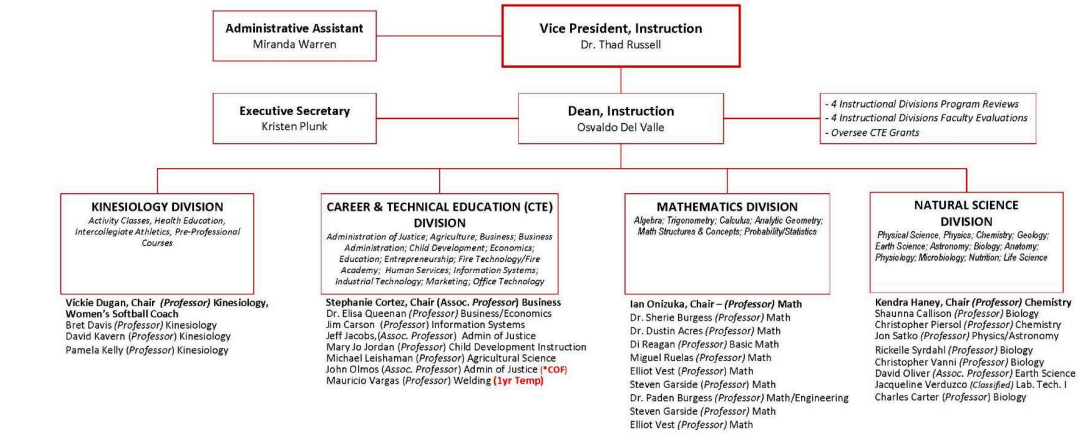
Student Services – Support Programs

PORTERVILLE COLLEGE
Kern Community College District
As of 08/01/2024



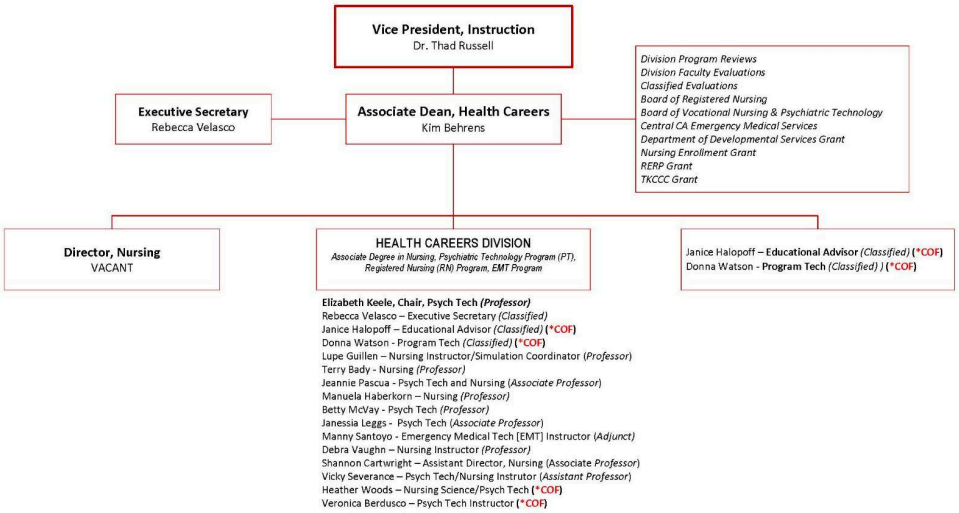
Dean A, Instruction – *Faculty by Division*

PORTERVILLE COLLEGE
Kern Community College District
As of 08/01/2024



Dean B, Instruction – *Faculty by Division*

PORTERVILLE COLLEGE
Kern Community College District
As of 08/01/2024



Dean is responsible for adjunct faculty in each division they supervise.

*COF – *Contingent on Funding*

Assoc. Dean, Health Careers – *Faculty by Division*

PORTERVILLE COLLEGE
Kern Community College District
As of 08/01/2024

DRAFT

F. Appendix 3: Approved Locations

Porterville College has only one approved location which is the main campus located at 100 East College Avenue, Porterville, CA 93257. Courses are offered through dual enrollment at local high schools but in no case can 50% of a degree or certificate be attained at any single location.

DRAFT