



Educational Master Plan 2023-2028

TABLE OF CONTENTS

PRESIDENT’S MESSAGE	1
ACKNOWLEDGEMENTS	3
HISTORY OF PORTERVILLE COLLEGE.....	4
MISSION, VALUES, AND PHILOSOPHY	6
Mission Statement	6
Values.....	6
Philosophy	7
INTEGRATED PLANNING	8
District-Wide Planning.....	8
Ongoing Planning Efforts and New Initiatives.....	8
EMP DEVELOPMENT PROCESS.....	9
Phase I: Discovery Phase: Data Collection, Analysis, and Synthesis	9
Phase II: Portfolio Development and Planning Assumptions	9
Phase III: Goal-Setting: Establishing Goals and Objectives	10
ENVIRONMENTAL SCAN	11
Internal Scan.....	12
Headcount, Enrollment, FTES and Course Trends	12
Student Demographics and Characteristics	17
Student Outcomes	25
Student Engagement and Satisfaction	44
External Scan	49
Community Population, Demographics, and Characteristics.....	49
Local School District Trends	61
Labor Market and Workforce Trends	66
Student Outcomes Comparison to Nearby Community Colleges	72
Community Engagement and Satisfaction	77
LISTENING SESSIONS.....	79
College Listening Session Themes	79
College Listening Session Programmatic Recommendations.....	81

STATE LEVEL MANDATES, GOALS, AND INITIATIVES.....	83
Vision for Success	83
Guided Pathways.....	84
Student Centered Funding Formula	85
Student Equity and Achievement Program.....	86
THE STUDENT JOURNEY at PORTERVILLE COLLEGE	87
INTEGRATED PLANNING ASSUMPTIONS.....	88
Internal Data Trends	88
External Data Trends	89
Statewide and Regional Trends	89
CHALLENGES AND OPPORTUNITIES	91
Challenges.....	91
Opportunities	91
PORTERVILLE COLLEGE GOALS AND OBJECTIVES.....	93
Goals and Objectives.....	93
CROSSWALK to KERN COMMUNITY COLLEGE DISTRICT STRATEGIC DIRECTIONS	95
NEXT STEPS	96
EMP Roll-Out Process by the College.....	96
Implementation Plan	96
Accountability and Monitoring Process.....	96
APPENDIX: Internal and External Listening Sessions	95

PRESIDENT'S MESSAGE

Dear Members of Our Community,

With great excitement and enthusiasm, we present to you Porterville College's Educational Master Plan—a roadmap that will steer us toward a brighter and more prosperous future. As we embark on this transformative journey together, we reaffirm our commitment to empowering students, fostering academic excellence, and enriching the lives of all members of our diverse community.

This master plan represents the collective efforts of our dedicated faculty, staff, administrators, students, and community partners who have come together to shape the destiny of our institution. It is a testament to the unwavering belief in the power of education to uplift and create opportunities for every individual who seeks knowledge and personal growth.

At its core, this master plan is guided by three fundamental pillars:

1. **Student Success and Access:** We firmly believe that education should be accessible to all, irrespective of background or circumstance. Our plan centers on expanding access to quality education, implementing support systems that enhance student success, and celebrating each student's unique strengths and perspectives on our campus.
2. **Academic Excellence and Innovation:** We firmly believe that education should be accessible to all, irrespective of background or circumstance. Our plan centers on expanding access to quality education, implementing support systems that enhance student success, and celebrating each student's unique strengths and perspectives on our campus.
3. **Community Engagement and Collaboration:** We firmly believe that education should be accessible to all, irrespective of background or circumstance. Our plan centers on expanding access to quality education, implementing support systems that enhance student success, and celebrating each student's unique strengths and perspectives on our campus.

As we developed this master plan, we identified six major goals, established measurable objectives, and determined actionable steps to achieve our shared vision. It is a roadmap designed to be flexible, adapting to the evolving needs of our community and the challenges that may develop over time.

We encourage every member of our college community to actively participate in the realization of this plan. Your input, passion, and dedication will be instrumental in shaping the future we envision—one where education becomes a catalyst for personal growth, social progress, and collective prosperity.

As we look ahead to our Centennial celebration, let us embrace this inspiring journey, knowing that the most remarkable achievements are born from unity and collaboration. As we navigate the coming years, we are confident that our Community College Educational Master Plan will chart a course toward a brighter, more inclusive, and promising tomorrow.

Thank you for being an integral part of this transformative undertaking.

Sincerely,



Dr. Claudia Habib
President
Porterville College

ACKNOWLEDGEMENTS

While hundreds of voices are reflected in the work of developing this plan, a special acknowledgement goes to the members of the *Educational Master Plan Task Force*. Those members are listed below.

Thad Russell, Vice President, Instruction
Primavera Arvizu, Vice President, Student Services
Maria Battisti, Vice President, Finance and Administrative Services
Michelle Miller-Galaz, Dean, Instruction
Osvaldo Del Valle, Dean, Instruction
Michael Carley, Director, Institutional Research
Jonathan Miranda, Director, Enrollment Services
Reagan Dozier, Program Director – Title V
Melissa Long, Division Chair, Language Arts Faculty
Kendra Haney, Division Chair, Natural Science Faculty
Theodore Diran Lyons, Fine and Applied Arts Faculty
Leah Camarena, Counselor
Kristi Covington, Educational Advisor, Outreach
Jacob Sandoval, Educational Advisor
Mallory Brown, Learning Center Technician
Miranda Warren, Executive Assistant to the Vice President of Instruction
Valentina Ortiz, Student

Additional participants who attended the collegewide goal setting session:

Rebecca Baird, Academic Senate President, History Instructor
Joel Wiens, Biology Faculty
Leslie Pelon, History Faculty
Izabelah Berrones, Student
Alicia Vargas, Student
Roxana Vargas, Student
Sergio Gonzalez, Student

HISTORY OF PORTERVILLE COLLEGE

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 sixty 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, and Registered Nursing. 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 and Technical Education
- Fine and Applied Arts
- Health Careers
- Kinesiology
- Language Arts
- Mathematics
- Natural Sciences
- Social Sciences, and
- Student Learning 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 (12 associate in arts for transfer, 7 associate in science for transfer) which guarantees a student junior status with a

California State University (CSU) campus upon completion. The College continues to position itself to meet the growing and changing needs of the community.

“Student Success” is central to our mission at 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, learning resource center, 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 Veterans Resource Center.

The Porterville College Foundation serves as the non-profit arm to Porterville College as an auxiliary 501(c)3 organization. The Foundation supports the college through its mission to actively support 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 eighty 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 30 years the Foundation holds a weekly Swap Meet which supports college programs and facilities and student work study opportunities, while also fully funding the PC First scholarship program – which funds \$40-50,000 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 \$151,050.00 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 commits to promoting “intellectual curiosity, personal growth, and lifelong learning, while preparing students for career and academic success.”

MISSION, VALUES, AND PHILOSOPHY

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.
- 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:

- **Participation** - fostering and encouraging the involvement of staff and students in campus activities and the various aspects of the College decision-making process.
- **Integrity** - holding one another accountable and remaining transparent by adhering to the highest academic and professional standards.
- **Respect** - treating each other with respect, trust, and dignity.
- **Adaptability** - nurturing and supporting exploration of innovative ideas, programs, and services to enhance our service to the community.
- **Teamwork** - working together to encourage input and dialogue in a collegial and cooperative manner.
- **Equity** - 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.
- **Success** – 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.
- As an integral part of the Kern Community College District, Porterville College will participate in and be actively involved with all district-wide committees and governance structures.

INTEGRATED PLANNING

District-Wide Planning

The Porterville College Educational Master Plan is part of an integrated planning process in the Kern Community College District (KCCD). In May 2019, the KCCD Board of Trustees adopted the *Kern Community College District Strategic Plan 2019-2022*. The Plan encompassed five broad goals to serve the residents, communities, and employers of the KCCD region:

- Strategic Goal #1: Maximize Student Success
- Strategic Goal #2: Ensure Student Access
- Strategic Goal #3: Provide Workforce and Economic Development Programs that Respond to Local Industry
- Strategic Goal #4: Reduce Equity Gaps
- Strategic Goal #5: Strengthen Organizational Effectiveness

On July 1st of 2021 the Kern Community College District introduced Sonya Christian as the new Chancellor of the District. Between January and March of 2022, a district addendum workgroup developed a two-year addendum to the existing plan. The goal of the addendum was to maintain much of the original strategic plan, while also introducing some new strategic directions to align with the goals of the new Chancellor and the Board of Trustees. The addendum also introduced the term “strategic directions” in place of “strategic plan” to imply the direction the Chancellor and Board of Trustees intended for the district. The term “strategic directions” was also intended to provide more local control of how the colleges move into each specific direction.

The 2022-2024 Revised KCCD Strategic Directions are:

- Strategic Direction #1: Maximize Student Success, Ensure Student Access, and Reduce Equity Gaps
- Strategic Direction #2: Provide Workforce and Economic Development Programs that Respond to Local and Regional Industry
- Strategic Direction #3: Strengthen Organizational Effectiveness

Porterville College (PC), Cerro Coso Community College (CCCC) and Bakersfield College (BC), along with the support of the District Office (DO), work in collaboration to support the three district strategic directions and to meet the local needs of each college’s service area. This Educational Master Plan outlines Porterville College’s Goals and Objectives to support the District Strategic Directions in serving Porterville College students, employers, and community.

Ongoing Planning Efforts and New Initiatives

Porterville College has a wide array of planning efforts that are ongoing, as well as new initiatives to meet the changing needs of the region. This Educational Master Plan has incorporated these ongoing efforts and new initiatives into a singular, integrated plan to ensure an effective and efficient process to meet the needs of students and the greater community.

EMP DEVELOPMENT PROCESS

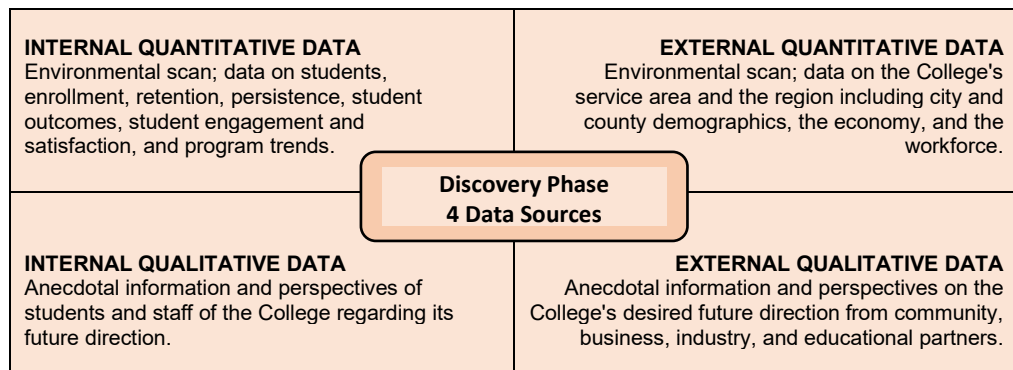
In conjunction with the *KCCD Strategic Directions Addendum 2022-2024*, Porterville College embarked upon the development of its Educational Master Plan to establish a five-year plan of high priority collegewide goals and supporting objectives. With the technical support of *Collaborative Brain Trust*, a national community college educational consulting firm, Porterville College began an intense eight month, three-phase project for plan development:

- Phase I: Discovery Phase: Data Collection, Analysis, and Synthesis
- Phase II: Portfolio Development and Planning Assumptions
- Phase III: Goal setting: Establishing Goals and Objectives

An internal Educational Master Plan Task Force (EMP Task Force) was formed, comprised of representatives from across the college, to serve as the working group to develop the five-year EMP. The college president, along with representatives from faculty, classified staff, student, and administrative groups met monthly to provide leadership of the plan's development.

Phase I: Discovery Phase: Data Collection, Analysis, and Synthesis

During this first phase, extensive quantitative and qualitative data was gathered, analyzed, and synthesized. Both internal data on students and the college, and external data on the local community, region, and workforce was included. A series of listening sessions were held with students, internal and external stakeholders, and PC's community partners. Local and regional workforce data, and information on programs and jobs across the region were also examined. The graph below summarizes the four data sources for the Discovery Phase.



Phase II: Portfolio Development and Planning Assumptions

Phase II compiled the information collected in Phase I, identifying trends, themes, and integrated planning assumptions to guide the college in developing the five-year plan. Contents of that portfolio are included in this plan, along with the significant findings that guided Phase III of the project.

Phase III: Goal-Setting: Establishing Goals and Objectives

Phase III of the project provided an opportunity for the EMP Task Force to review trends and planning assumptions, examine themes that emerged from the listening sessions, and to identify threats and opportunities from the data to lead the college into the future. These areas are described in detail later in this EMP document.

ENVIRONMENTAL SCAN

To begin any planning process, it is necessary to conduct internal and external data scans on past and current environments as well as review and report information that assists in making informed recommendations the College may want to pursue. In this section, Porterville College reviews its program offerings, enrollment, completion, and certificates and degrees awarded in the last five years and in some cases, for ten years. The information is used to compare the programs to those of nearby K-12 systems, colleges and universities, and local industry needs. Specifically, Porterville College will use this data to further inform its program planning for the future.

The **internal scan** is an analysis of the students attending Porterville College, specifically:

- Headcount, Enrollment, FTES & Course Trends
- Student Demographics and Characteristics
- Student Outcomes
- Student Engagement and Satisfaction

The **external scan** is an analysis of the area in which Porterville College operates, specifically:

- Community Population, Demographics and Characteristics
- Local School Districts Trends
- Labor Market and Workforce Trends
- Student Outcomes Comparison to Nearby Community Colleges
- Community Engagement and Satisfaction

Internal Scan

Headcount, Enrollment, FTES and Course Trends

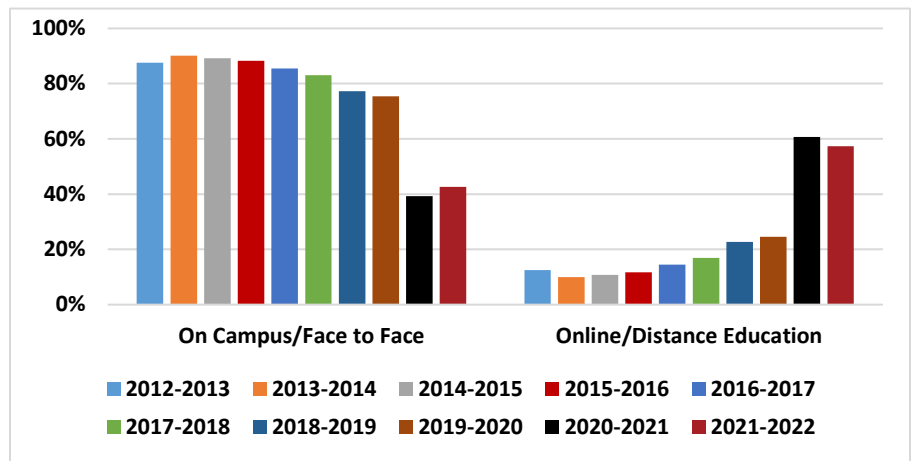
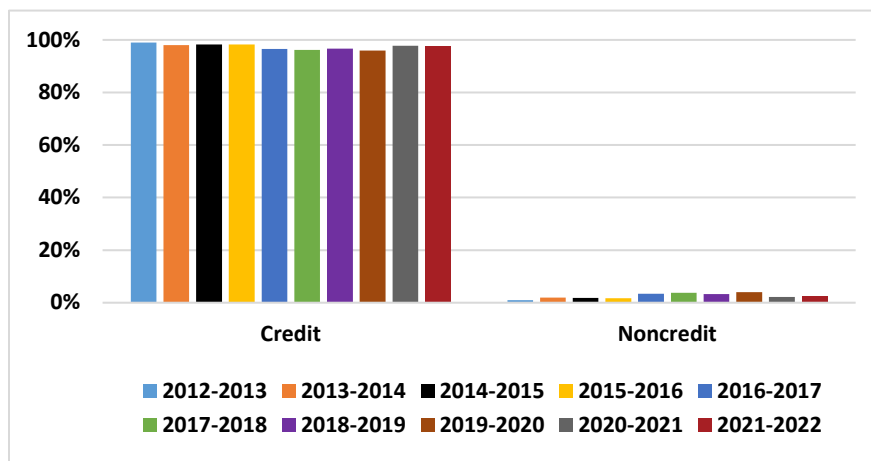
Porterville College
Annual Headcount by Course Credit Status/Noncredit and Course Delivery Mode*
2012-2013 through 2021-2022

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Total Headcount	5,296	5,278	5,294	5,429	5,750	5,476	5,772	6,184	5,512	5,172
Credit	99%	98%	98%	98%	97%	96%	97%	96%	98%	98%
Non-Credit	1%	2%	2%	2%	3%	4%	3%	4%	2%	2%
On Campus/Face to Face	88%	91%	90%	90%	90%	86%	82%	79%	67%	56%
Online/Distance Education**	38%	30%	30%	32%	36%	41%	52%	57%	82%	79%

Source: Porterville College Research Department

*Please note a student may enroll in both traditional on-campus and online/distance education classes, therefore, they are included in both categories.

**includes hybrid coursework

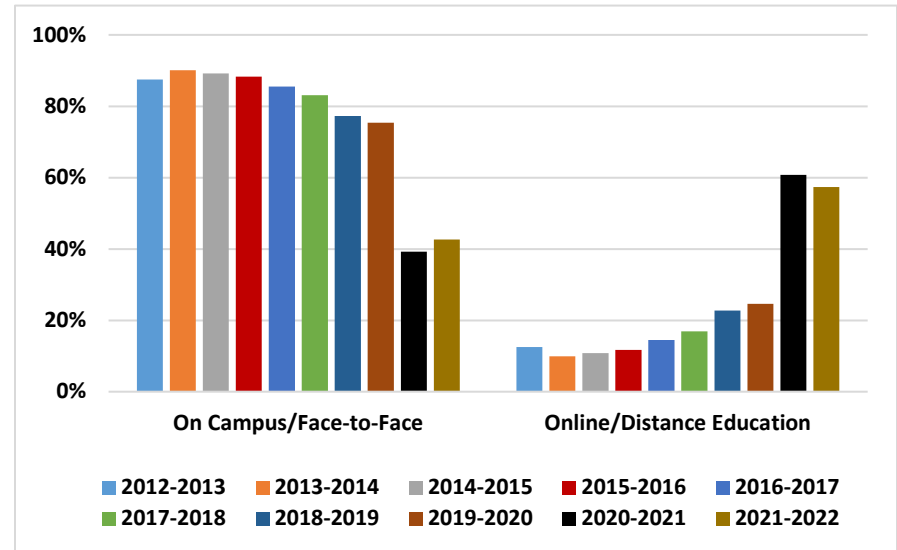
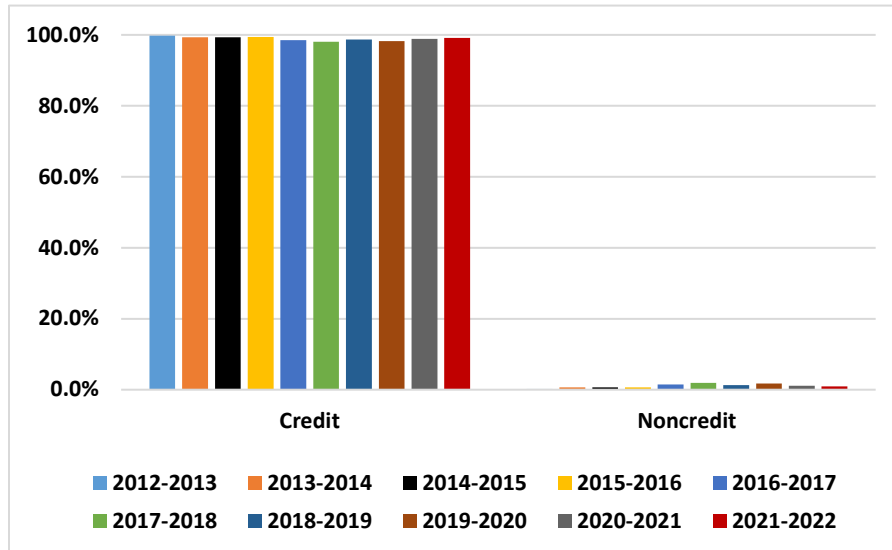


- The credit program headcount held steady for ten years, ranging from a high of 6,184 in 2019-2020 to a low of 5,172 in 2021-2022. Porterville College must grow 16% to regain its highest student count of 2019-2020.
- Very few students are enrolled in the College’s non-credit program (1% to 4%).
- Most Porterville College students were enrolled in traditional on-campus/face-to-face instructional courses (82% to 90%) prior to COVID-19. However, coming out of the pandemic, only 56% of current students are enrolled in on-campus/face-to-face courses. Please note that coding for course delivery mode was challenging in the first couple of semesters of COVID-19; therefore, data should be used with caution.
- Prior to COVID-19, slightly less than two-fifths of Porterville College students enrolled in online/distance education courses. That number has doubled over the last five years.

Porterville College
Annual Enrollment by Course Credit Status/Noncredit and Course Delivery Mode
2012-2013 through 2021-2022

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Total Enrollment	24,225	23,993	22,978	23,455	23,910	23,704	25,881	26,390	22,542	20,243
Credit	99.8%	99.3%	99.4%	99.4%	98.5%	98.1%	98.7%	98.3%	98.9%	99.1%
Non-Credit	0.2%	0.7%	0.6%	0.6%	1.5%	1.9%	1.3%	1.7%	1.1%	0.9%
On Campus/Face to Face	88%	90%	89%	88%	86%	83%	77%	75%	39%	43%
Online/Distance Education*	12%	10%	11%	12%	14%	17%	23%	25%	61%	57%

Source: Porterville College Research Department
 *includes hybrid courses



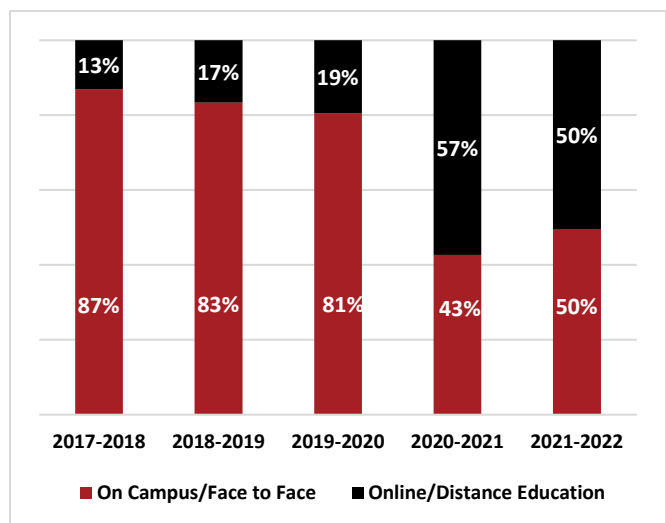
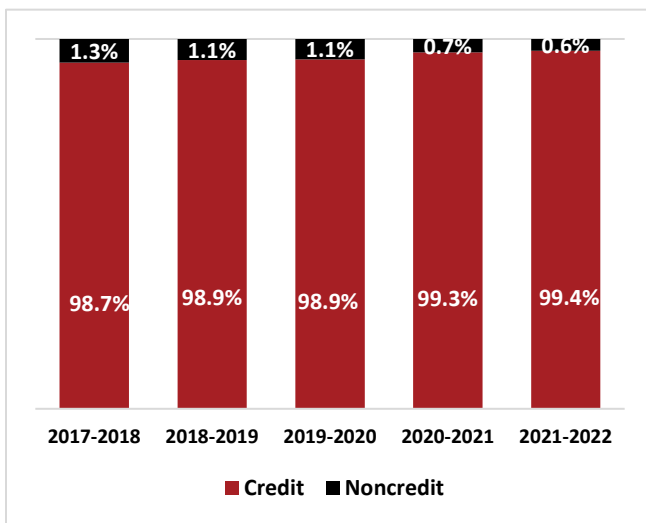
- Porterville College had nearly 10% (24,225 to 26,390) growth from 2012-2013 to 2019-2020; however, enrollment has dropped 23% (26,390 to 20,243) from 2019-2020 to 2021-2022.
- The College has a very small non-credit program (less than one percent in 2021-2022).
- Online Education enrollment started gaining momentum in 2017-2018, but COVID-19 forced the College to offer mostly online classes starting Spring 2020. The impact of COVID-19 has made online classes a popular choice among Porterville College students since then.
- In 2021-2022, 43% of Porterville College's enrollment was in on-campus/face-to-face courses.

Porterville College
Annual FTES by Course Credit Status and Course Delivery Mode
2012-2013 through 2021-2022

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Total FTES	3043	3238	3331	2742	2522
Credit	98.7%	98.9%	98.9%	99.3%	99.4%
Noncredit	1.3%	1.1%	1.1%	0.7%	0.6%
On Campus/Face to Face	87%	83%	81%	43%	50%
Online/Distance Education*	13%	17%	19%	57%	50%

Source: Course Enrollment and FTES Dashboard, Kern CCD Institutional Research Department, <https://ir.kccd.edu/data-directory/historical-course-enrollments-dashboard/index.html>

*includes hybrid courses

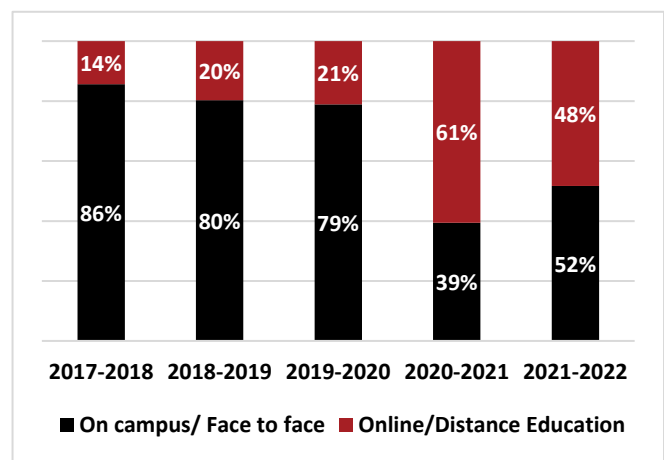
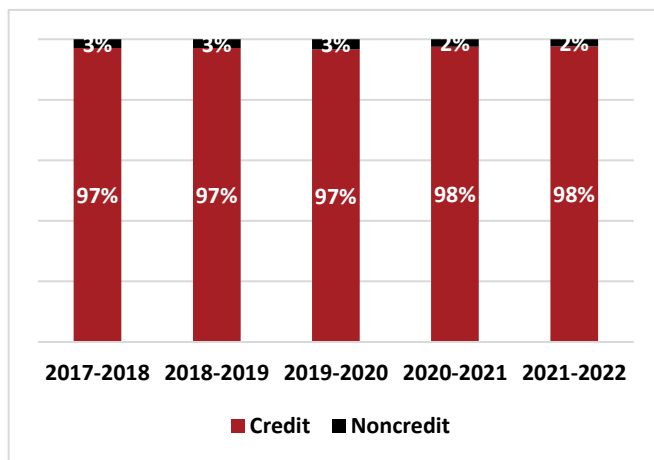


- Porterville College has a very a small noncredit program; therefore, it is not surprising that 99% of the FTES is from credit programs. The noncredit program earned 1.3% of FTES in 2017-2018 and dipped to .6% in 2021-2022.
- The proportion of traditional on-campus FTES to online/distance education has changed drastically, mainly because of COVID-19. The introduction to online/distance education learning mode has prompted the demand for these types of classes. The FTES for online/distance education was less than 20% prior to 2019-2020 and now represents half of total FTES earned for the College.

Porterville College
Number of Sections Offered by Delivery Mode
2017-2018 through 2021-2022

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Total Section Count	889	998	1069	1021	1003
Credit	97%	97%	97%	98%	98%
Noncredit	3%	3%	3%	2%	2%
On campus/ Face to face	86%	80%	79%	39%	52%
Online/Distance Education*	14%	20%	21%	61%	48%

Source: Section Level Data Dashboard, Kern CCD Institutional Research Department, <https://ir.kccd.edu/data-directory/historical-section-level-data-dashboard/index.html#Section>
 *includes hybrid courses



- The College offers about 1000 sections per year, ranging from 889 in 2017-2018 to 1003 in 2021-2022. This is an increase of 13% in five years.
- Credit courses account for most of the section counts (97% to 98%) and noncredit course sections dipped slightly from 3% to 2% of the overall offerings.
- Traditional on-campus course section counts have slipped from 86% in 2017-2018 to 52% in 2021-2022, a 34 percentage points drop.
- Whereas online course sections gained the same 34 percentage points (from 14% to 48% in the five years reviewed).
- While only 48% of total sections offered were online in 2021-2022, they accounted for 50% of the FTES and 57% of total enrollment.

**Porterville College
Dual Enrollment Program
2017-2018 through 2021-2022**

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Headcount	460	564	648	752	754
Enrollment	843	1257	1366	1889	2216
# of Courses Offered	32	28	24	32	32
# of Sections Offered	39	57	52	68	84
% Course Success	87%	90%	95%	94%	94%
FTES Earned	90	105	141	193	240

Source: Porterville College Research Department

Dual enrollment provides students the opportunity to take college credit courses and earn college credit while still in high school. Providing high-quality community college dual enrollment programs is a priority for the United States Department of Education and the California Community College system. Dual enrollment has a positive impact on high school graduation rates, college enrollment, college success, and college completion rates. It also helps improve economic mobility and meet California's workforce needs. This page summarizes Porterville College's dual enrollment program for the last five years.

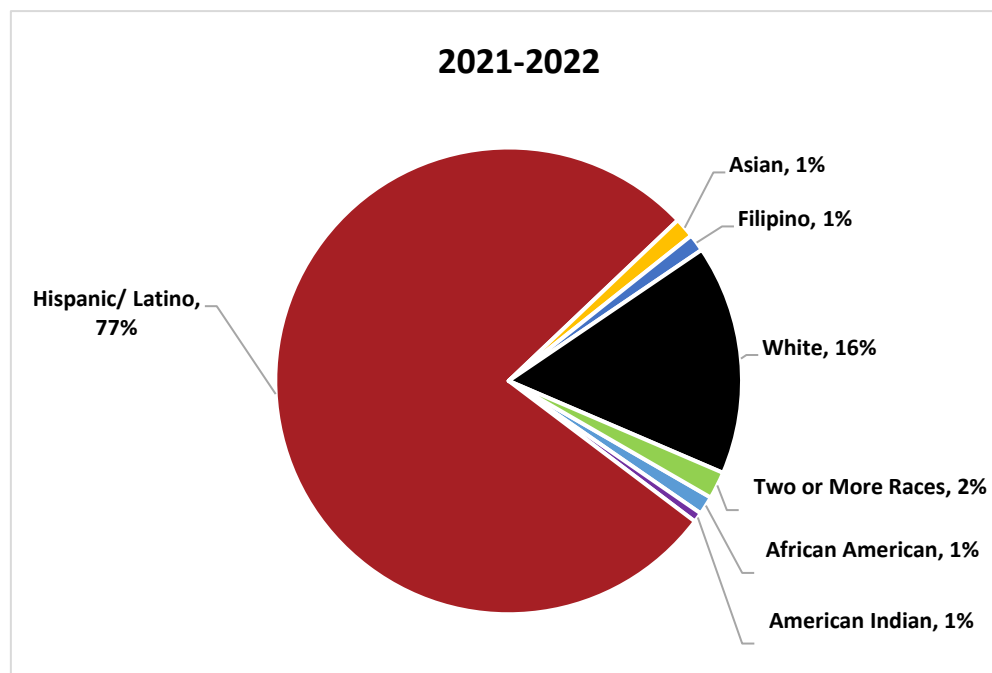
- The number of high school students concurrently enrolled at Porterville College has grown from 460 to 754, an increase of 64% within the five years displayed.
- Individual course enrollment increased dramatically, up 163%, over five years (843 to 2216); thereby demonstrating that the average student is taking two to three college courses per year.
- Though the variety of courses offered has remained the same at 32 each year, the number of sections offered has increased 141% (39 in 2017-2018 to 84 in 2021-2022) within the five years.
- Porterville College earned 240 FTES from dual enrollment in 2021-2022, an increase of 167% since 2017-2018.

Student Demographics and Characteristics

Porterville College Annual Headcount by Ethnicity 2017-2018 through 2021-2022

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Total Students	5,476	5,772	6,184	5,512	5,172
African American	1%	1%	1%	1%	1%
American Indian	1%	1%	1%	1%	1%
Hispanic/ Latino	77%	78%	80%	79%	77%
Asian	1%	2%	2%	1%	1%
Filipino	1%	2%	1%	2%	1%
Pacific Islander	0%	0%	0%	0%	0%
White	16%	14%	13%	14%	16%
Two or More Races	2%	2%	2%	2%	2%
Not Reported	0%	0%	0%	0%	0%

Source: Unduplicated Headcount Dashboard, Kern CCD Institutional Research Department, <https://ir.kccd.edu/data-directory/historical-unduplicated-headcount-dashboard/index.html>

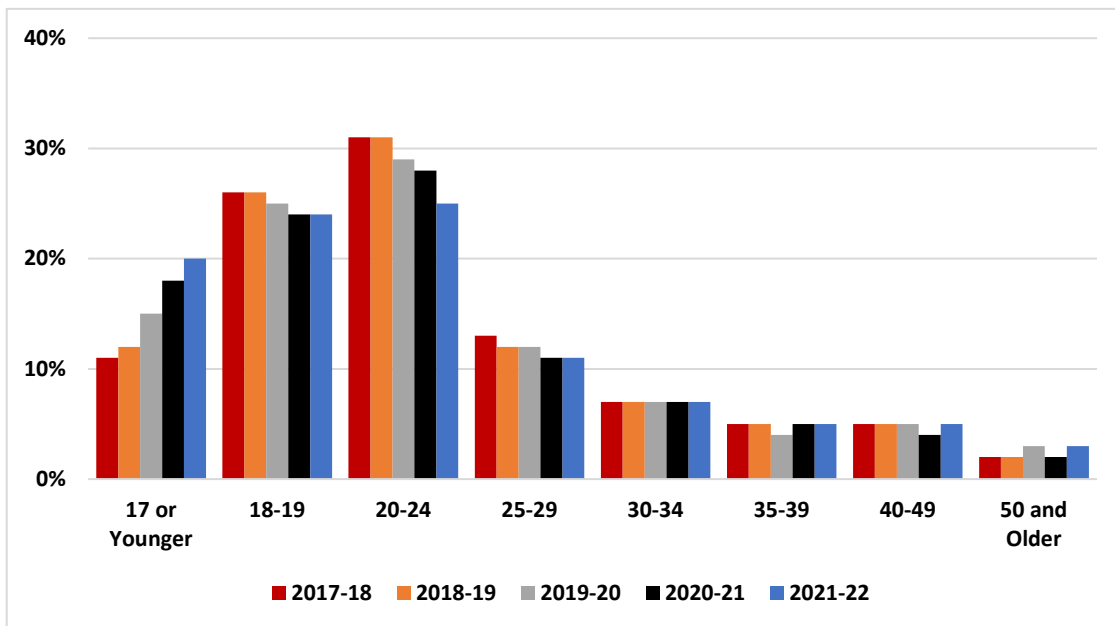


- The majority of Porterville College's student body is of Hispanic/Latino background (77% to 80% in the last five year displayed).
- With the exception of the White student population which fluctuated between 14% and 16% within the five years displayed, all other ethnic groups remain unchanged.

**Porterville College
Annual Headcount by Age
2017-2018 through 2021-2022**

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Total Students	5,476	5,772	6,184	5,512	5,172
17 or Younger	11%	12%	15%	18%	20%
18-19	26%	26%	25%	24%	24%
20-24	31%	31%	29%	28%	25%
25-29	13%	12%	12%	11%	11%
30-34	7%	7%	7%	7%	7%
35-39	5%	5%	4%	5%	5%
40-49	5%	5%	5%	4%	5%
50+	2%	2%	3%	2%	3%

Source: Unduplicated Headcount Dashboard, Kern CCD Institutional Research Department, <https://ir.kccd.edu/data-directory/historical-unduplicated-headcount-dashboard/index.html>

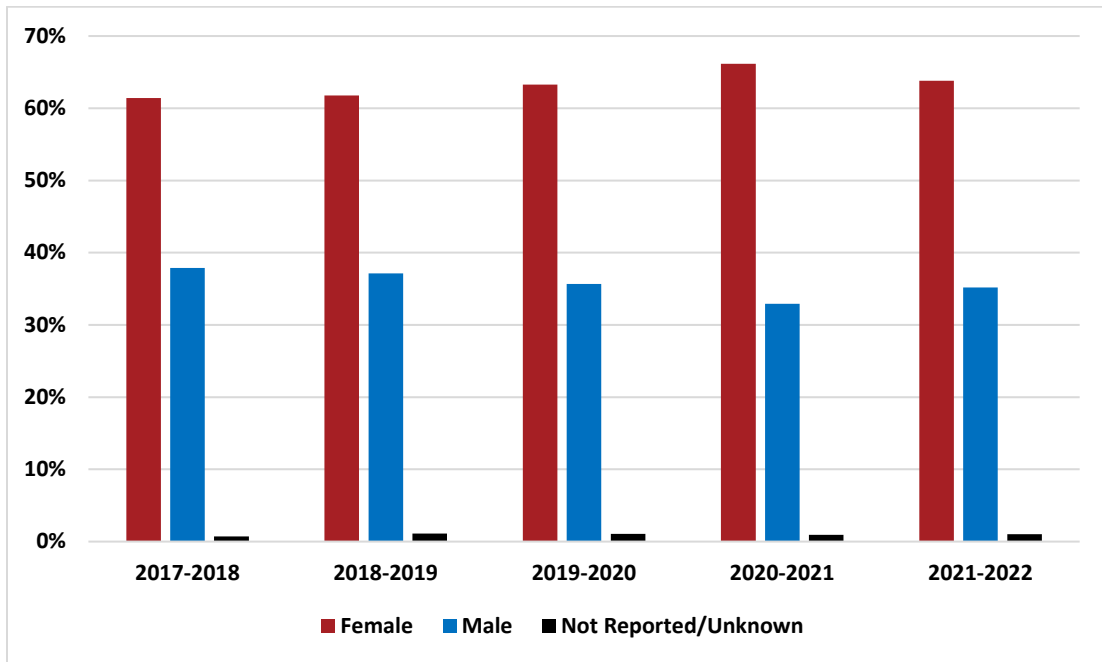


- Porterville College student body is very young, with 37% to 44% being 19 years of age or under. This is a seven-percentage point increase within the five years reviewed.
- The traditional college age students, 20-24 and 25-29, experienced an eight-percentage point drop (from 44% to 36%) during the same five years.
- The proportion of students over the age of 30 held steady at 19-20% of total annual student headcount during the five years displayed.

**Porterville College
Annual Headcount by Gender
2017-2018 through 2021-2022**

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Total Students	5,476	5,772	6,184	5,512	5,172
Female	61%	62%	63%	66%	64%
Male	38%	37%	36%	33%	35%
Other/Unknown	1%	1%	1%	1%	1%

Source: Unduplicated Headcount Dashboard, Kern CCD Institutional Research Department, <https://ir.kccd.edu/data-directory/historical-unduplicated-headcount-dashboard/index.html>

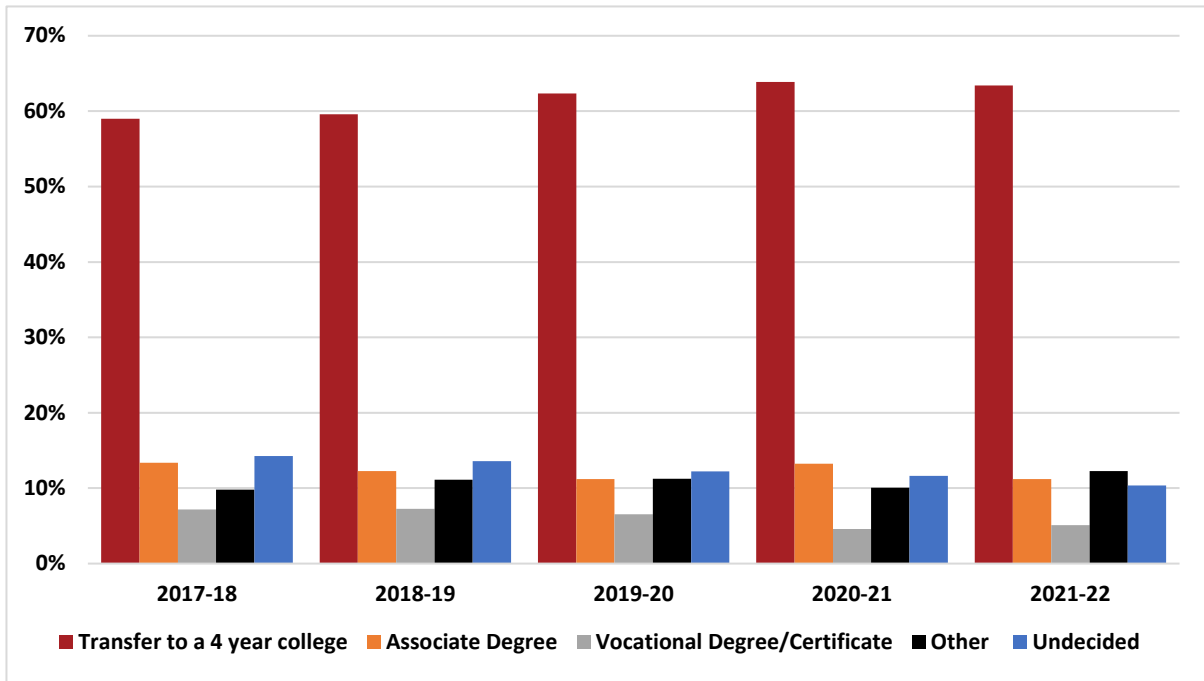


- Porterville College enrolls slightly less than two-thirds female students.
- The proportion of female to male students at Porterville College has steadily increased during the last five years, from 23% in 2017-2018 to 33% in 2020-2021.

**Porterville College
Annual Headcount by Educational Goal
2017-2018 through 2021-2022**

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Total Students	5,476	5,772	6,184	5,512	5,172
Transfer to 4-Year College	59%	60%	62%	64%	63%
Associate Degree	13%	12%	11%	13%	11%
Vocational Degree/Certificate	7%	7%	7%	5%	5%
Other	10%	11%	11%	10%	12%
Undecided	14%	14%	12%	12%	10%

Source: Unduplicated Headcount Dashboard, Kern CCD Institutional Research Department, <https://ir.kccd.edu/data-directory/historical-unduplicated-headcount-dashboard/index.html>

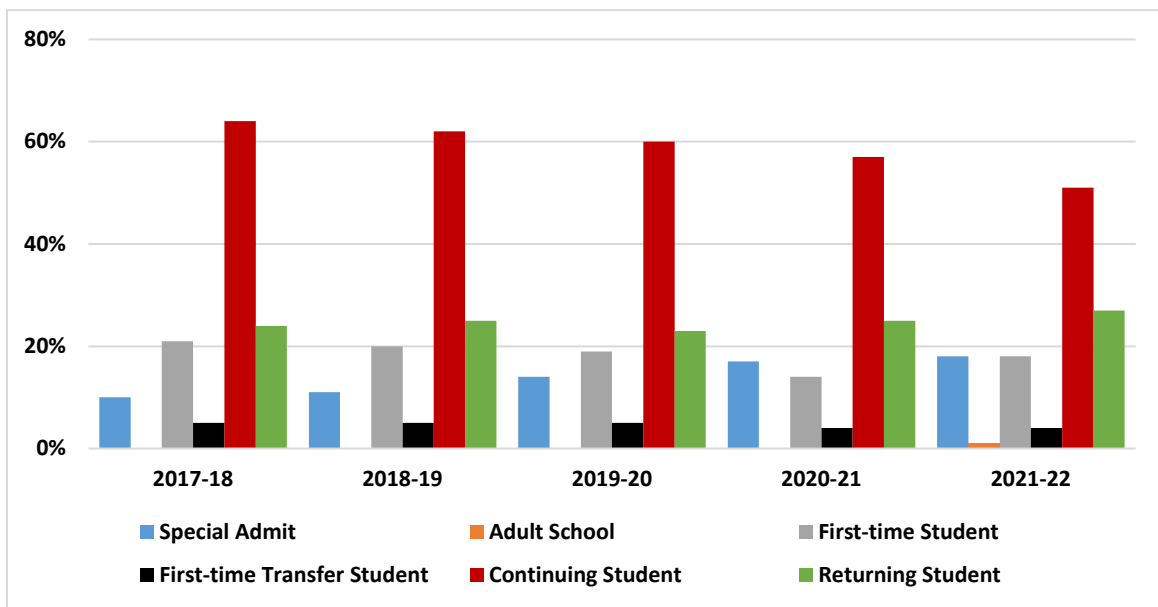


- Three-fifths of the Porterville College students declared “transfer to 4-year college” as their educational goal.
- Very few students (5% to 7% in the last five years) noted that they would like to obtain a “vocational degree/certificate.”
- Though the number of students who are “undecided” about a major has dropped four percentage points (14% in 2017-2018 and 2019-2020 to 10% in 2021-2022), this still represents over 500 students without a specific direction on their higher educational path.

**Porterville College
Annual Headcount by Student Type
2017-2018 through 2021-2022**

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Total Students	5,476	5,772	6,184	5,512	5,172
Special Admit	10%	11%	14%	17%	18%
Adult school and auth college	0%	0%	0%	0%	1%
First-time student	21%	20%	19%	14%	18%
First-time transfer student	5%	5%	5%	4%	4%
Continuing student	64%	62%	60%	57%	51%
Returning student	24%	25%	23%	25%	27%

Source: Unduplicated Headcount Dashboard, Kern CCD Institutional Research Department, <https://ir.kccd.edu/data-directory/historical-unduplicated-headcount-dashboard/index.html>



- Porterville College is able to retain more than half (51% to 64%) of its continuing student population; however, there was a drop of 13 percentage points within the five years noted above.
- The number of special admits (high school students concurrently attending Porterville College) has almost doubled (10% in 2017-2018 to 18% in 2021-2022) during the same timeline.
- Nearly a quarter of the students are first time attending college and/or first time at Porterville College (26% in 2017-2018 to 22% in 2021-2022).
- There was no Adult Education student enrollment between 2017-18 and 2020-2021. This increased slightly in 2021-22 to one percent of the total student body.

**Porterville College
Annual Headcount by Enrollment Status
2017-2018 through 2021-2022**

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Total Students	5,476	5,772	6184	5,512	5,172
Full-time (attempted 30+ units)	9%	11%	11%	9%	7%
Full-time (attempted 24 to 29.9 units)	17%	17%	14%	11%	12%
Part-time (attempted 12 to 23.9 units)	31%	29%	29%	33%	32%
Part-time (attempted <1 to 11.9 units)	39%	40%	40%	43%	46%
No Unit*/Non-Credit (attempted 0 units)	4%	4%	6%	3%	3%

**Units for students who dropped due to COVID-19 circumstances count as attempted. "No units" includes all students who took only noncredit courses.*

Source: Unduplicated Headcount Dashboard, Kern CCD Institutional Research Department, <https://ir.kccd.edu/data-directory/historical-unduplicated-headcount-dashboard/index.html>

- About 70% of Porterville College students are part time (attending less than 12 units annually). This percentage has increased to 76% in 2020-2021 and 78% in 2021-2022.
- On the reverse, students attending full time (more than 12 units annually) have steadily decreased from 26% to 19% in the last five years.
- A very small number of students (3% to 6%) enrolled in non-credit courses and/or dropped due to COVID-19 circumstances (during 2020-2021 and 2021-2022).

Porterville College
Annual Percentage and Headcount by Special Population
2017-2018 through 2021-2022

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Total Students	5,476	5,772	6,184	5,512	5,172
Economically Disadvantaged	54%	53%	47%	42%	43%
California College Promise Grant	68%	69%	64%	59%	59%
Receive Financial Aid at KCCCD	71%	72%	67%	63%	63%
Disabled Student Prog & Servs	5%	5%	5%	4%	5%
First Generation	54%	55%	54%	51%	51%
Veteran	2%	2%	1%	1%	1%
Single Parent	8%	8%	7%	6%	5%
Foster Youth	3%	3%	3%	3%	2%
Economically Disadvantaged	2968	3044	2893	2295	2246
CCPG	3700	3983	3935	3275	3055
Receive Financial Aid at KCCCD	3871	4149	4142	3454	3247
DSPS	136	139	147	102	120
First Generation	2931	3180	3359	2784	2627
Veteran	45	45	36	34	28
Single Parent	250	269	251	213	174
Foster Youth	157	162	178	151	124

Source: Unduplicated Headcount Dashboard, Kern CCD Institutional Research Department, <https://ir.kccd.edu/data-directory/historical-unduplicated-headcount-dashboard/index.html>

Porterville students come from diverse backgrounds and often experience harsh realities that impact their studies. Therefore, it is important that we know who they are and the barriers they encounter so that we can assist our students in their educational journey. The following list includes a few of the special populations that the College has been able to track; we know there are more students who are not able to share their experiences with us. Please note that students often have multiple experiences and/or identify themselves in many groups; therefore, the total percentage will exceed 100%.

- Many students need financial assistance; however, the numbers dropped since 2019-2020 indicating that perhaps some students were not able to continue their education due to the impact from COVID-19:
 - Nearly half of the student body is economically disadvantaged (receive public assistance, meet California Community College (CCC) family income requirements, or are eligible under the CCC definition of economically disadvantaged).
 - More than three-fifths are California College Promise Grant recipients.
 - Two-thirds receive financial aid while enrolled at Porterville College.
- Though the number of students within underrepresented groups seems low, we must not lose focus on their unique needs to be successful:
 - More than half of Porterville College students are first generation whose parents do not have any college experience.
 - Five percent of the students receive Disabled Student Programs & Services (DSPS) services.
 - Five to eight percent of the student body is identified as a single parent.
 - One to two percent of students are considered veterans who have served in the U.S. Armed Services but are not currently active.
 - About 3% are foster youth, who are now, or have been, in a court-ordered out-of-home placement.

Porterville College
Top 12 Zip Codes - Student Residency
Fall 2018 through Fall 2022

Zip Code of Residence	Fall 2018 n= 4,416	Fall 2019 n= 4,547	Fall 2020 n= 4,076	Fall 2021 n= 3,704	Fall 2022 n= 4,215
93257	67%	65%	64%	64%	67%
93247	5%	6%	6%	7%	6%
93270	5%	5%	5%	5%	5%
93267	4%	4%	4%	3%	3%
93258	3%	3%	2%	2%	2%
93274	2%	2%	2%	2%	2%
93265	2%	2%	2%	2%	2%
93215	1%	1%	1%	1%	1%
93221	1%	1%	1%	1%	1%
93277	1%	1%	1%	1%	0%
93218	1%	1%	1%	1%	0%
93292	1%	1%	0%	1%	1%
all other CA zip codes	7%	8%	12%	10%	8%
outside of CA zip codes	1%	1%	1%	1%	1%

Source: Porterville College Research Department

- Two-thirds of Porterville College students reside in zip code 93257, followed by zip codes 93247 and 93270 with about 5% each.

Porterville College
Top 12 Cities - Student Residency
Fall 2018 through Fall 2022

City of Residence	Fall 2018 n= 4,416	Fall 2019 n= 4,547	Fall 2020 n= 4,076	Fall 2021 n= 3,704	Fall 2022 n= 4,215
Porterville	69%	68%	66%	66%	69%
Lindsay	5%	6%	6%	7%	6%
Terra Bella	5%	5%	5%	5%	5%
Bakersfield	4%	3%	5%	4%	4%
Strathmore	4%	4%	4%	3%	3%
Tulare	2%	2%	2%	2%	2%
Springville	2%	2%	2%	2%	2%
Visalia	2%	2%	1%	2%	1%
Delano	1%	1%	1%	1%	1%
Exeter	1%	1%	1%	1%	1%
Ducor	1%	1%	1%	1%	0%
all other CA cities	1%	1%	2%	1%	1%
outside of CA cities	4%	4%	5%	6%	5%

Source: Porterville College Research Department

- Nearly 70% of the students reside in the City of Porterville. Lindsay, Terra Bella and Bakersfield are also among the top cities where students reside (with about 5% to 7% each).

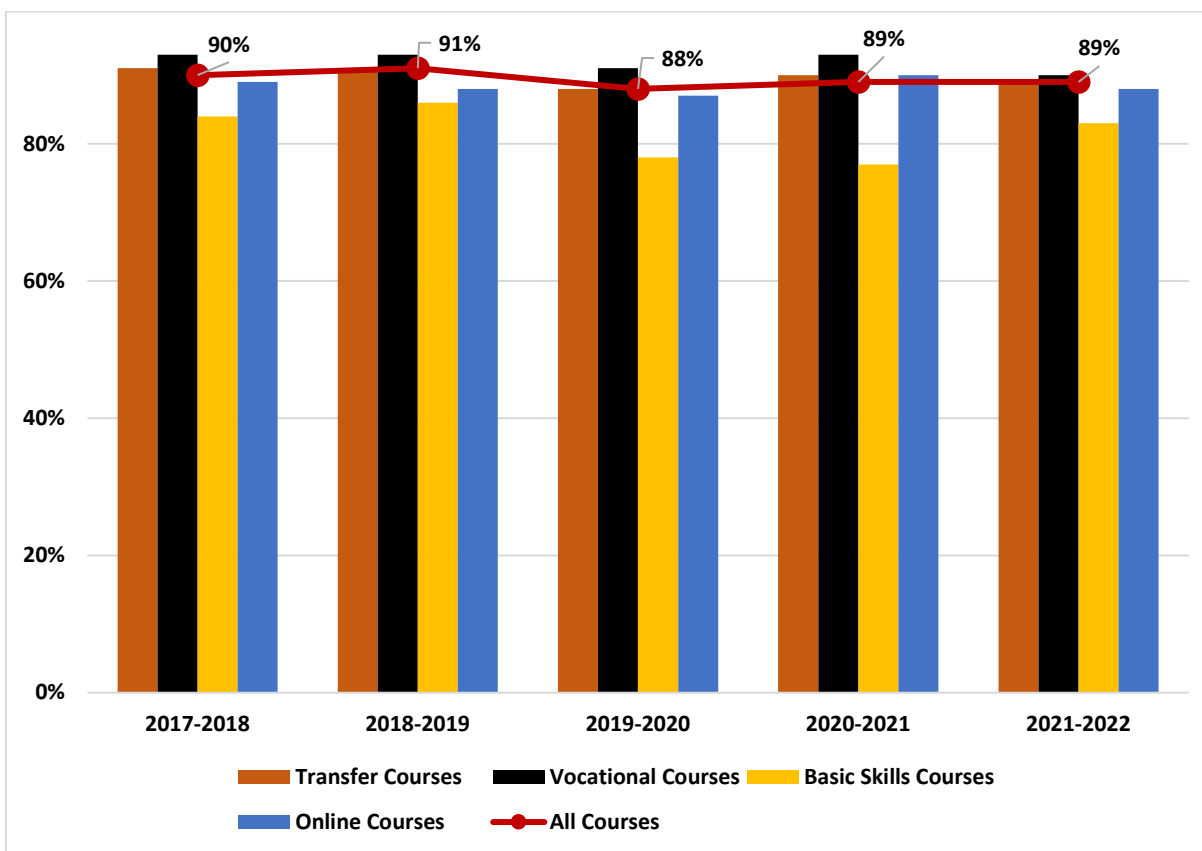
Student Outcomes

Porterville College Completion Rate* by Type of Courses 2017-18 through 2021-2022

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Courses	90%	91%	88%	89%	89%
Transfer Courses	91%	91%	88%	90%	89%
Vocational Courses	93%	93%	91%	93%	90%
Basic Skills Courses	84%	86%	78%	77%	83%
Online Courses	89%	88%	87%	90%	88%

*A student is retained if they are enrolled at census and complete the course for a grade (A, B, C, D, F, P, NP, I).

Source: Porterville College Fast Facts, Kern CCD Institutional Research Department, <https://www.kccd.edu/institutional-research/reports/fast-facts>



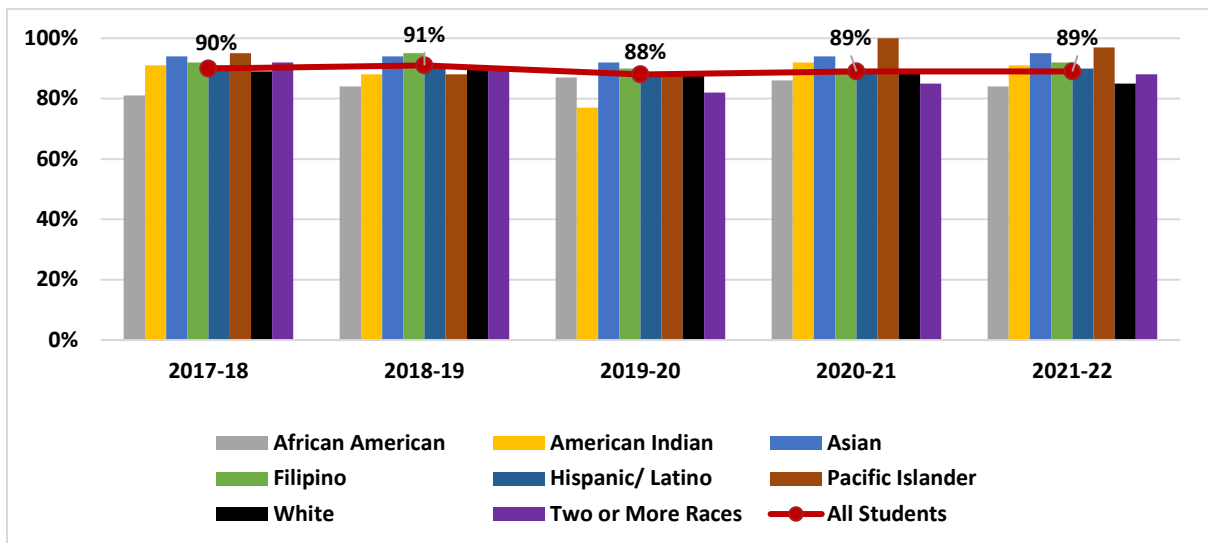
- Overall, course completion rates (*complete the course with a grade A, B, C, D, F, P, NP, I*) for Porterville College are high, ranging from 88% (2019-2020) to 91% (2018-2019).
- Basic skills courses have the lowest completion rates, ranging from 77% (2020-2021) to 86% (2018-2019) and vocational courses have the highest completion rates, ranging from 90% in 2021-2022 to 93% for (2017-2018, 2018-2019, and 2020-2021).

**Porterville College
Completion Rate* by Ethnicity
2017-2018 through 2021-2022**

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students	90%	91%	88%	89%	89%
African American	81%	84%	87%	86%	84%
American Indian	91%	88%	77%	92%	91%
Asian	94%	94%	92%	94%	95%
Filipino	92%	95%	90%	90%	92%
Hispanic/ Latino	91%	91%	88%	89%	90%
Pacific Islander	95%	88%	88%	100%	97%
White	89%	91%	88%	89%	85%
Two or More Races	92%	90%	82%	85%	88%
Not Reported	-	100%	71%	100%	71%

*Please note that some ethnic groups have very small counts, which would yield larger percentage. Please compare cautiously.

Source: Course Success and Completion Dashboard, Kern CCD Institutional Research Department, <https://ir.kccd.edu/data-directory/historical-course-success-dashboard/index.html>

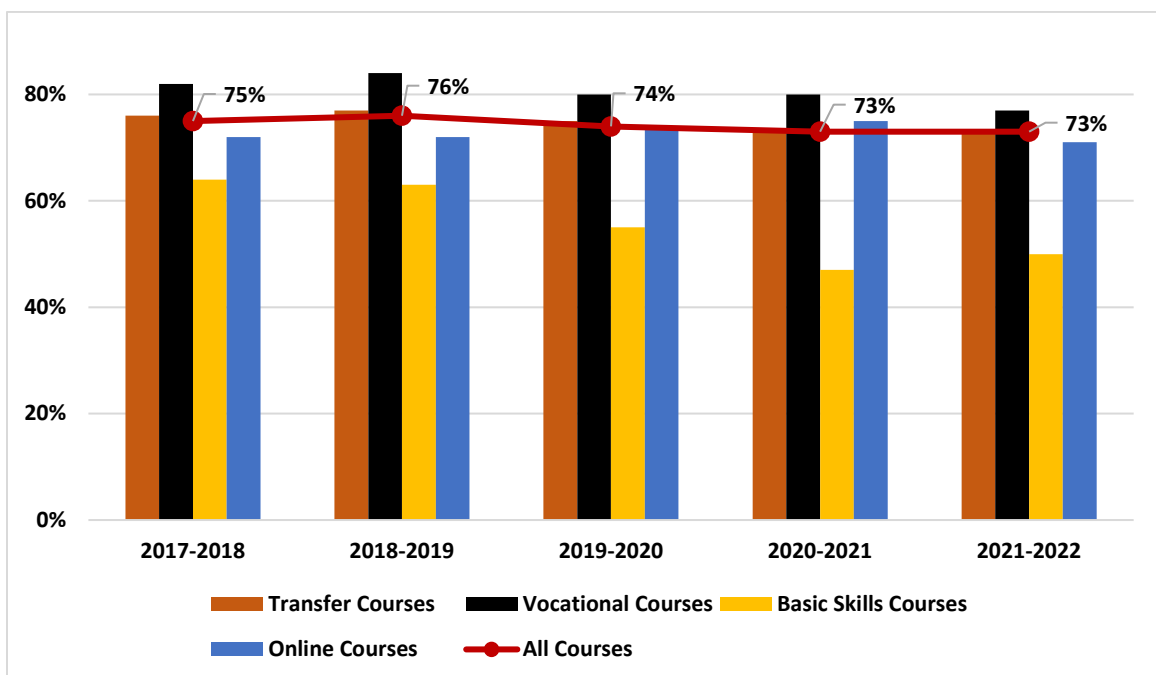


- Overall, course completion rates (*complete the course with a grade A, B, C, D, F, P, NP, I*) for Porterville College are high, ranging from 88% (2019-2020) to 91% (2018-2019).
- Asian, Filipino, and Pacific Islander students have the highest completion rates, ranging from 90% (2019-2020) to 95% (2021-2022). The Filipino students also have completion rates of 90% to 95%.
- Completion rates for the largest ethnic group at Porterville College, Hispanic/Latino students, has slightly dipped one percentage point (91% in 2017-2018 to 90% in 2021-2022). White students, the second largest ethnic group, dropped four percentage points (from 89% to 85%) during the five years reviewed.

Porterville College
Success Rate* by Type of Courses
2017-2018 through 2021-2022

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Courses	75%	76%	74%	73%	73%
Transfer Courses	76%	77%	75%	73%	73%
Vocational Courses	82%	84%	80%	80%	77%
Basic Skills Courses	64%	63%	55%	47%	50%
Online Courses	72%	72%	74%	75%	71%

*Students who complete a course with a grade of C or higher, or "pass" for non-grade courses. Excludes excused withdrawals.
 Source: Porterville College Fast Facts, Kern CCD Institutional Research Department, <https://www.kccd.edu/institutional-research/reports/fast-facts>

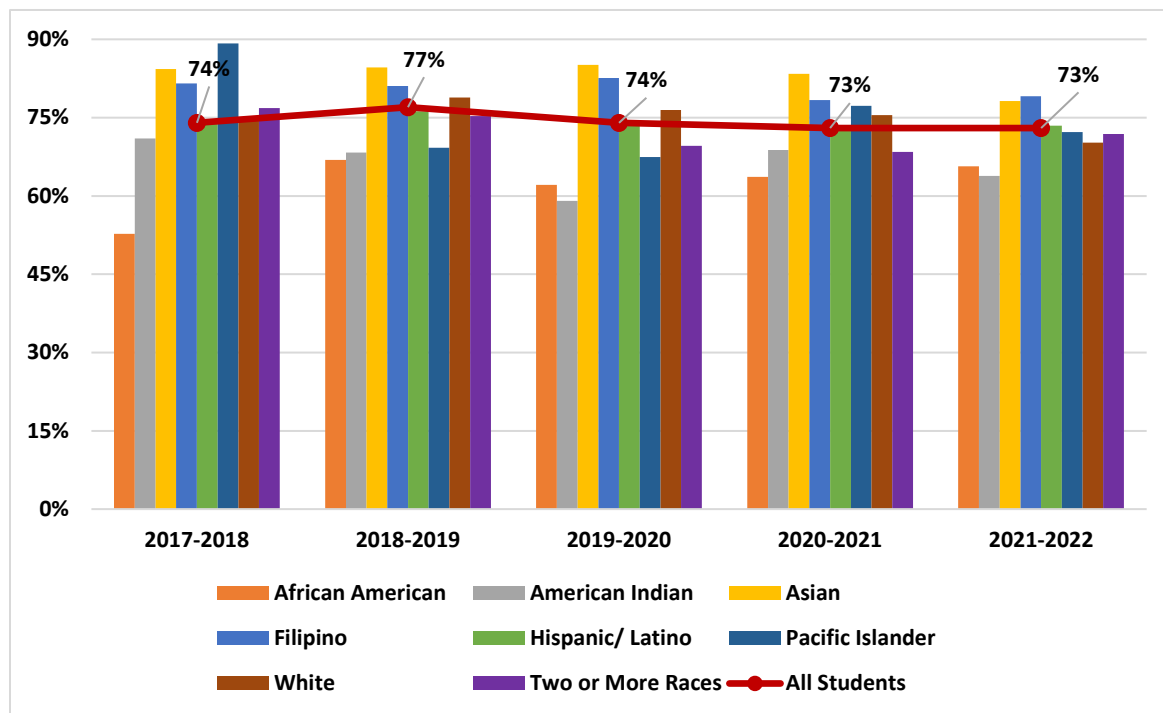


- Success rates (grades of A, B, C or Pass for non-grade courses) for Porterville College students range from low of 73% (2020-2021 and 2021-2022) to high of 76% (2018-2019). The last two academic years show the lowest success rates for the five years reviewed.
- Vocational (Career Technical Education) courses have the highest success rates, from 77% in 2021-2022 to 84% in 2018-2019. On the reverse, basic skills courses have the lowest success rates, 47% in 2020-2021 to 64% in 2017-2018.
- Transfer courses success rates range from a high of 77% in 2018-2019 to a low of 73% in 2020-2021 and 2021-2022.
- Online courses success rates increased to a high of 75% in 2020-2021, then declined to 71% in 2021-2022.

**Porterville College
Success Rate* by Ethnicity
2017-2018 through 2021-2022**

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students	74%	77%	74%	73%	73%
African American	53%	67%	62%	64%	66%
American Indian	71%	68%	59%	69%	64%
Asian	84%	85%	85%	83%	78%
Filipino	82%	81%	83%	78%	79%
Hispanic/ Latino	74%	76%	74%	73%	73%
Pacific Islander	89%	69%	67%	77%	72%
White	74%	79%	76%	75%	70%
Two or More Races	77%	75%	70%	68%	72%
Not Reported	-	100%	55%	100%	42%

Source: Course Success and Completion Dashboard, Kern CCD Institutional Research Department, <https://ir.kccd.edu/data-directory/historical-course-success-dashboard/index.html>



- Asian and Filipino students have the highest success rates, 78% and 79% respectively in 2021-2022. However, both groups experienced declines since 2019-2020, ranging from 85% to 78% for Asian students and 83% to 79% for Filipino students.
- Success rates for the largest ethnic group at Porterville College, Hispanic/Latino students, has slightly dipped one percentage point (74% in 2017-2018 to 73% in 2021-2022). White students, the second largest ethnic group, dropped four percentage points (from 74% to 70%) during the five years reviewed.

**Porterville College
Degrees and Certificates Awarded
2017-2018 through 2021-2022**

	2017-2018 n=725	2018-2019 n=1002	2019-2020 n=1005	2020-2021 n=949	2021-2022 n=933
Associate Degree for Transfer (ADT)	18%	20%	26%	28%	26%
Associate Degree	51%	50%	57%	44%	44%
Certificate of Achievement	14%	13%	8%	12%	17%
Job Skills Certificates	16%	16%	7%	15%	12%
Non-Credit Awards	0%	2%	1%	2%	0%
Associate Degree for Transfer (ADT)	130	199	266	263	247
Associate Degree	372	497	571	414	407
Certificate of Achievement	104	130	84	110	162
Job Skills Certificates	119	160	73	147	115
Non-Credit Awards	0	16	11	15	2

Source: Porterville College Fast Facts, Kern CCD Institutional Research Department, <https://www.kccd.edu/institutional-research/reports/fast-facts>

- The number of degrees Porterville College awarded has fluctuated in the last five years, with the highest awards in 2019-2020. The number of ADT's awarded declined 7% while local associate degrees declined 29% over the last two years. Associate degrees and associate degrees for transfer make up about 70% of the College's total awards.
- The number of Certificates of Achievement awarded increased 56% over the five years reviewed. Job Skills Certificates awarded fluctuated widely during this time period.
- The College awarded a few Non-Credit Awards and somewhat maintained that rate until it dropped to two awards in 2021-2022.

Porterville College
Degrees and Certificates Conferred by Ethnicity
2017-2018 through 2020-2021

	2017-2018 n=725	2018-2019 n=1002	2019-2020 n=1005	2020-2021 n=949	2021-2022 n=933
African American	0.4%	0.1%	1.1%	0.3%	0.1%
American Indian	0.6%	0.5%	0.2%	0.3%	1.0%
Hispanic/ Latino	77.0%	77.8%	81.0%	82.2%	82.6%
Asian	1.4%	1.2%	2.0%	1.4%	1.0%
Filipino	1.5%	1.5%	2.1%	1.3%	1.9%
Pacific Islander	0.6%	0.2%	-	0.1%	-
White	17.1%	16.2%	12.5%	12.5%	11.3%
Two or More Races	1.5%	2.4%	1.1%	1.9%	2.1%

Source: Program Award Dashboard, Kern CCD Institutional Research Department, <https://ir.kccd.edu/data-directory/historical-program-award-dashboard/index.html>

- The distribution of degrees and certificates awarded by ethnicity matches that of the College’s student body.
- Nearly four-fifths (77% to 83%) of the degrees and certificates were awarded to Hispanic/Latino students followed by White students who earned 11% to 17% over the last five years.

Porterville College
Associate Degrees Awarded by Academic of Studies
2017-2018 through 2021-2022

		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
AST Degree	Administration of Justice	37	56	45	43	36
	Agribusiness	-	2	7	16	10
	Biology	-	-	3	1	4
	Business Administration	30	44	59	41	38
	Early Childhood Education	2	14	19	17	25
	Mathematics	2	4	13	8	9
AAT Degree	Anthropology	3	5	7	1	1
	Communication Studies	21	38	38	33	18
	Elementary Teacher Education	-	-	6	37	37
	English	10	9	17	10	4
	History	10	8	12	15	17
	Kinesiology	-	-	1	3	4
	Music	-	-	-	-	1
	Philosophy	3	1	3	1	1
	Political Science	4	4	11	13	10
	Sociology	6	4	13	14	25
	Spanish	-	-	4	1	4
Studio Art	2	10	8	9	3	
AA Degree	Administration of Justice	2	-	-	-	-
	Agriculture: Production	10	6	12	9	7
	Biological & Physical Science	63	89	100	86	79
	Business	1	7	3	-	-
	Child Development	31	24	38	31	39
	Commercial Art	5	5	2	4	3
	Information Systems	5	2	-	-	-
	Liberal Arts/Arts & Humanities	66	113	136	76	93
	Liberal Arts/Math & Science	23	21	27	12	4
	Liberal Arts/Social & Behavioral	21	4	2	-	-
	Social Science	105	155	180	122	118
AS Degree	Accounting	-	-	1	1	5
	Advanced Information Syst	2	5	6	8	2
	Biological & Physical Science	16	17	24	18	15
	Business Information Systems	-	2	2	2	1
	Computer Information Systems	-	-	2	6	2
	Engineering, General	-	-	-	-	1
	Entrepreneurship	-	-	-	2	2
	Human Resources	-	1	3	6	3
	Information Systems	2	9	2	-	-
	LVN to Associate Degree Nurse	4	3	-	-	-
	Nursing	15	17	19	20	19
	Public Safety	1	17	12	11	14

Source: Porterville College Research Department

- Porterville College awarded the highest number of associate degrees in the areas of social science, arts & humanities, biological & physical science, and the highest number of associate degrees for transfer in the areas of business administration, communication studies, and administration of justice.

Porterville College
Certificates Awarded by Academic of Studies
2017-2018 through 2021-2022

		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Certificate of Achievement >one year & <two years	Administration of Justice	18	7	10	7	7
	Child Dev Associate Teacher	15	18	13	37	48
	Child Dev Teacher Permit	4	8	8	24	32
	Early Intervention Assistant	-	-	-	1	-
	Fire Tech Structural Fire Fighter	-	12	1	-	-
	Information Systems	1	1	-	-	-
	Mental Health/Substance Abuse	4	1	-	-	-
	Psychiatric Technology	27	45	20	17	33
Certificate of Achievement < one year	Accounting	-	2		3	
	Communication Studies	17	18	22	12	35
	Entrepreneurship	-	-	-	1	-
	Human Resource Management	-	2	1	4	3
	Industrial Maintenance	18	16	9	4	3
	Music	-	-	-	-	1
Job Skills Certificate	Accounting	-	1	-	1	-
	Advanced Computing	-	2	1	10	3
	Basic Computing	2	4	3	8	-
	Customer Service Academy		6	3	-	-
	Emergency Medical Tech 1	64	80	45	73	55
	Entrepreneurship	-	-	-	1	-
	Human Resources	-	-	1	4	3
	Industrial Technology	21	24	8	5	2
	Leadership	-	-	2	3	-
	Welding Technology	-	20	10	12	25
	Wildland Firefighting	32	23	-	30	27
Noncredit award	Advanced ESL	-	6	6	6	-
	High Beginning ESL	-	2	1	3	1
	High Intermediate ESL	-	8	4	6	1

Source: Porterville College Research Department

- The College awarded the highest number of certificates of achievement in the areas of child development (associate teacher and teacher permit), psychiatric technology, and communication studies. While the administration of justice certificate has experienced more than a 60% drop in the five years displayed.
- Emergency medical technician, wildland firefighting and welding technology top the number of job skills certificates awarded for the past five years. However, industrial technology and industrial maintenance job skills certificates dropped more than 80%.
- All three levels of the noncredit awards are in English as a Second Language.

**Porterville College
Transfers to Four-Year Universities
2017-2018 through 2021-2022**

	2017-2018 n=260	2018-2019 n=324	2019-2020 n=318	2020-2021 n=398	2021-2022 n=295
UC	4%	2%	3%	5%	2%
CSU	63%	68%	65%	77%	75%
In-State Private	17%	14%	13%	5%	8%
Out-of-State	16%	16%	18%	13%	14%
UC	10	7	11	18	7
CSU	165	220	208	308	221
In-State Private	43	45	42	19	25
Out-of-State	42	52	57	53	42

Source: Porterville College Fast Facts, Kern CCD Institutional Research Department, <https://www.kccd.edu/institutional-research/reports/fast-facts>

- The percentage of students who transferred to the CSU system grew from 63% to 75% (12 percentage points.) The total number of students who transferred to a CSU grew 39% (from 165 to 221) over the last five years.
- The percentage of students who transferred to the UC system dropped two percentage points in the last five years (4% in 2017-2018 and 2% in 2021-2022). An average of 10-11 students transferred each year to the UC system over the last five years.
- Students who choose to attend in-state private institutions dropped from 17% in 2017-2018 to 8% in 2021-2022 and those who chose to attend out-of-state universities remained relatively stable with 42 students transferring in both 2017-2018 and 2021-2022.

**Porterville College
Transfers to UCs and CSUs by Ethnicity
2017-2018 through 2020-2021**

	2017-2018 n=175		2018-2019 n=227		2019-2020 n=219		2020-2021 n=326	
African American	1%	1	2%	4	1%	2	0%	1
Asian/Pac. Islander/ Filipino	7%	13	2%	5	3%	7	6%	19
Amer. Indian/ Other, Non-White	1%	2	1%	2	2%	4	1%	2
Hispanic	65%	114	76%	172	72%	158	73%	239
White	18%	31	12%	28	11%	23	11%	36
Two or More	2%	4	0%	0	1%	3	1%	4
Not Reported	2%	4	3%	6	3%	7	3%	10
Non-Resident Alien	3%	6	4%	10	7%	15	5%	15

Source: CSU-UC Transfer with Ethnicity, Kern CCD Institutional Research Department, https://do-prod-webteam-drupalfiles.s3-us-west-2.amazonaws.com/kccdedu/s3fs-public/ir_reports/PC%20Transfer%20Ethnicity%20by%20College%20CSU-UC%2C%202011-12%20thru%202020-21.pdf

- The largest ethnic group at Porterville College, Hispanic/Latino, closely matches those who transfer to four-year universities, from 65% to 73%. This is an increase of eight percentage points within the four years displayed.
- The White student group, second largest student population, shows a seven-percentage point drop from 18% total transfers in 2017-2018 to 11% in 2020-2021.

**Porterville College
Financial Aid Awarded*
2017-2018 through 2021-2022**

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Total Students	5,476	5,772	6,184	5,512	5,172
Students Receiving Aid	4,050	4,390	2,125	3,883	4,305
Cal Promise	3763	4052	3955	3361	3211
Grants	2550	2736	2609	3033	3397
Loans	0	0	1	1	5
Scholarships	164	136	141	201	231
Work Study	50	56	40	11	-

* Students may receive more than one type of financial aid.

Source: Porterville College Fast Facts, Kern CCD Institutional Research Department, <https://www.kccd.edu/institutional-research/reports/fast-facts>

- About 70% to 80% of Porterville College students receive some financial aid each year, some even receive multiples awards. The number of students receiving some type of aid has increased from 74% in 2018-2018 to 83% in 2021-2022 (increase in nine percentage points).
- Most of the financial aid recipients receive Cal Promise, a high of 96% in 2019-2020 to low 75% in 2021-2022 (21 percentage points drop).
- The number of grant recipients has increased from 2550 to 3397 (equivalent to 47% in 2017-2018 and 66% in 2021-2022 of the total student body; an increase of 19 percentage points).
- The total number of students who received scholarship funds increased 41% over the last five years.

Porterville College
Number of Sections Offered by Discipline
2017-2018 through 2021-2022

Discipline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Five Year Total
All Disciplines	889	998	1069	1021	1003	4980
English	133	154	148	123	116	674
Mathematics	85	82	84	82	87	420
Communication	46	51	63	62	51	273
History	38	47	53	59	54	251
English for 2nd Lang Learners	51	53	66	38	41	249
Kinesiology	18	49	55	61	51	234
Health Education	34	42	44	37	33	190
Music	18	30	37	40	38	163
Administration of Justice	31	32	34	31	32	160
Child Development	27	31	34	34	34	160
Art	27	28	29	32	31	147
Spanish	19	24	28	30	36	137
Information Systems	31	23	25	26	28	133
Political Science	21	22	26	27	25	121
Sociology	15	19	27	27	29	117
Business Administration	15	19	24	26	31	115
Anthropology	20	21	23	21	20	105
Interdisciplinary Studies	25	30	36	7	5	103
Agriculture	25	21	19	19	18	102
Philosophy	18	19	19	20	19	95
Psychology	17	17	17	17	18	86
Psychiatric Technology	14	19	19	12	19	83
Registered Nursing	14	15	16	13	17	75
Anatomy	10	13	13	18	14	68
American Sign Language	11	13	15	14	14	67
Chemistry	13	15	13	11	10	62
Student Success	-	-	-	24	24	48
Biology	7	9	9	9	10	44
Economics	4	6	6	10	15	41
Psych Tech/Voc Nursing	14	13	4	8	-	39
Geography	1	2	5	14	11	33
Management	3	20	8	-	-	31
Physical Education	28	-	-	-	-	28
Accounting	4	5	5	6	5	25
Emergency Medical Technology	4	6	5	5	4	24
Physiology	4	5	5	4	4	22
Photography	4	4	4	4	4	20
Computer Graphics	3	5	3	4	3	18
Fire Technology	3	4	4	3	4	18
Physics	3	4	3	4	4	18
Health Careers	-	-	9	4	4	17
Microbiology	3	3	3	4	4	17

Porterville College
Number of Sections Offered by Discipline (cont.)
2017-2018 through 2021-2022

Discipline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Five Year Total
Engineering	-	-	3	5	7	15
Education	-	-	2	6	6	14
Astronomy	2	2	2	4	3	13
Drama	2	4	4	2	-	12
Earth Science	2	2	1	3	4	12
Welding	2	3	3	-	4	12
Commercial Art	2	2	2	2	2	10
Human Services	10	-	-	-	-	10
Industrial Technology	3	3	4	-	-	10
Marketing	1	2	2	2	2	9
Office Technology	2	2	2	1	2	9
Physical Science	1	2	1	3	-	7
Linguistics	-	-	1	3	2	6
Geology	1	1	2	-	1	5
Ethnic Studies	-	-	-	-	3	3

Source: Porterville College Research Department

- Porterville College offered between 889 to 1069 course sections each year for a grand total of 4,980 sections for the last five years. These represent a mix of more than 50 transferable, vocational, and developmental programs/subjects.
- The average class size has dropped from about 27 students per section in 2017-2018 (23,704 enrollment/889 sections) to 20 students in 2020-2021 (20,243/1003).
- The three largest subjects are English, Math and Communication that offer 674, 420 and 273 sections, respectively.
 - English has dropped from 133 sections in 2017-2018 to 116 sections in 2021-2022 (-13% within five years).
 - Math has slightly increased its section counts from 82 to 87.
 - Communication fluctuated between 46 to 63 to 51 during the same time period.
- There are 23 disciplines that are very small, offering zero or single-digit number of sections for the last five years.
- Subjects such as Management, Human Services, and Industrial Technology have not offered any sections in the last two years.

Porterville College
Success Rate by Disciplines
2017-2018 through 2021-2022

Discipline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Disciplines	75%	76%	74%	73%	73%
Commercial Art	95%	100%	76%	65%	100%
Psychiatric Technology	100%	99%	99%	100%	98%
Office Technology	62%	79%	79%	60%	90%
Kinesiology	91%	90%	85%	86%	89%
Earth Science	91%	90%	100%	82%	88%
Photography	82%	87%	84%	63%	88%
Computer Graphics	61%	65%	92%	67%	87%
Economics	77%	79%	85%	84%	87%
Biology	85%	86%	87%	73%	86%
Registered Nursing	90%	90%	88%	92%	86%
Accounting	92%	89%	79%	75%	85%
Astronomy	81%	80%	91%	92%	85%
Child Development	85%	90%	86%	84%	85%
Health Education	79%	78%	83%	86%	83%
Marketing	79%	86%	81%	84%	82%
Spanish	80%	80%	81%	88%	82%
Education	-	-	84%	81%	81%
Fire Technology	79%	72%	69%	70%	81%
Interdisciplinary Studies	75%	77%	76%	73%	79%
Geography	85%	85%	86%	74%	78%
Agriculture	83%	86%	81%	76%	77%
Art	85%	83%	80%	75%	77%
Engineering	-	-	67%	68%	77%
Health Careers	-	-	71%	74%	77%
American Sign Language	84%	86%	83%	80%	76%
Music	83%	83%	78%	80%	76%
Welding	80%	82%	77%	-	75%
Information Systems	71%	76%	70%	77%	74%
Microbiology	68%	81%	71%	78%	74%
Chemistry	79%	78%	74%	66%	73%
History	75%	67%	72%	72%	73%
Political Science	77%	79%	77%	70%	73%
Student Success	-	-	-	77%	73%
Anthropology	60%	64%	63%	67%	72%
Physiology	72%	77%	68%	65%	70%
Emergency Medical Tech	60%	62%	59%	74%	69%
Linguistics	-	-	64%	85%	69%
Mathematics	67%	71%	66%	61%	68%
Sociology	68%	61%	71%	70%	67%
Administration of Justice	84%	83%	79%	74%	66%
Anatomy	61%	62%	61%	59%	66%
English	67%	70%	65%	65%	66%

**Porterville College
Success Rate by Discipline (cont.)
2017-2018 through 2021-2022**

Discipline	2017-18	2018-19	2019-20	2020-21	2021-22
Philosophy	74%	79%	75%	69%	66%
Business Administration	83%	82%	73%	74%	64%
Psychology	62%	65%	64%	69%	64%
Communication	74%	82%	70%	69%	61%
Physics	70%	84%	68%	75%	59%
Ethnic Studies	-	-	-	-	52%
Geology	90%	91%	90%	-	46%
English for 2nd Lang Learners	40%	51%	43%	45%	43%
Drama	74%	88%	81%	73%	-
Human Services	74%	-	-	-	-
Industrial Technology	80%	90%	86%	-	-
Management	89%	84%	68%	-	-
Physical Education	85%	-	-	-	-
Physical Science	93%	89%	93%	72%	-
Psych Tech/Voc Nursing	80%	72%	87%	90%	-

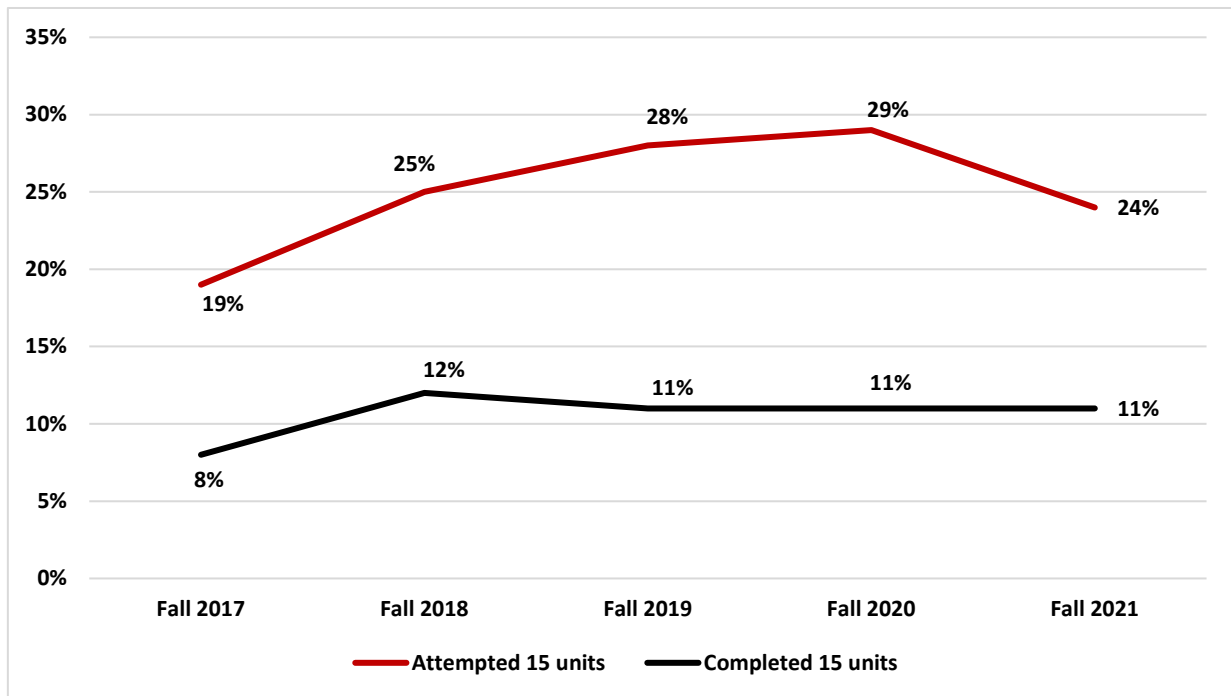
Source: Porterville College Research Department

- The average college-wide course success rate declined from 75% to 73% over the five years reviewed.
- The top three subjects (Math, English, and Communication) which offered 27% of the total sections (1367 of 4980 for the last five years) had success rates of 68%, 66%, and 61% respectively. All were below the average college success rate.
- For 2021-2022, there were 15 subjects that had success rates below 70%. English for 2nd Language Learners (5th largest subject, with 249 sections offered over the last five years) had the lowest success rate at 43%.

Porterville College
First Time Student Attempted/Completed 15 Units in First Term
Fall 2017 through Fall 2021

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Total Cohort	890	976	968	729	866
Attempted 15 units	19%	25%	28%	29%	24%
Completed 15 units	8%	12%	11%	11%	11%

Source: *First-Time Degree Seeking Cohort Metrics Dashboard*, Kern CCD Institutional Research Department, <https://www.kccd.edu/institutional-research/reports/1st-time-degree-seeking-cohort-metrics>

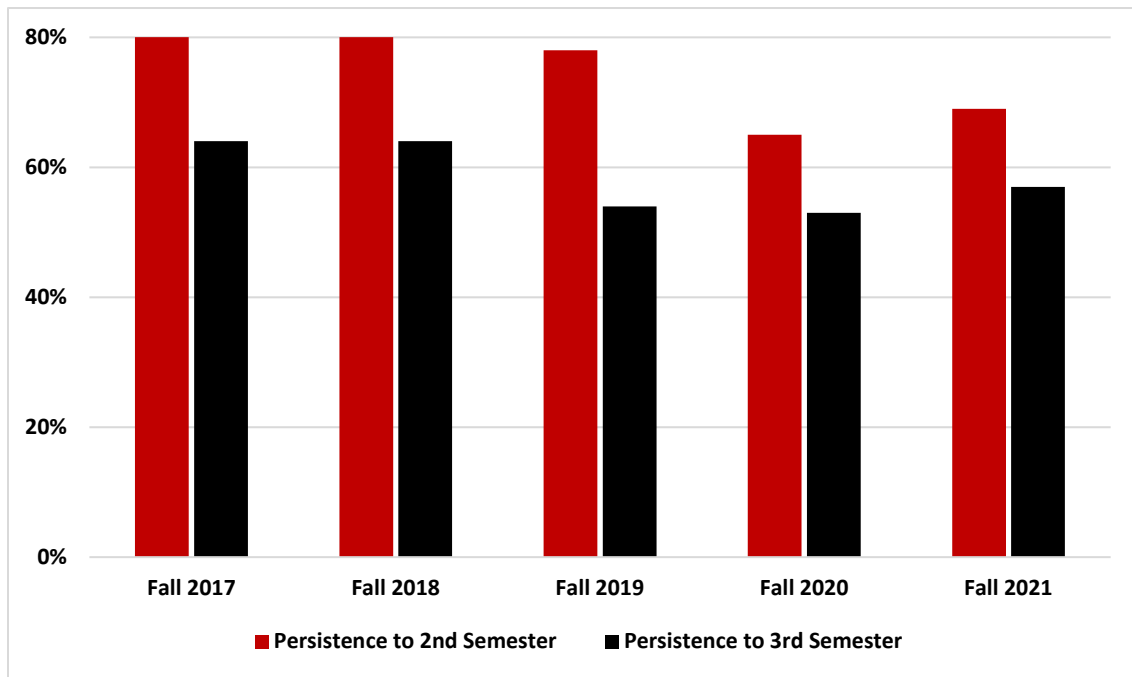


- About a quarter of first-time students attempted 15 units in their first semester. Newer cohorts have completed at higher rates than the Fall 2017 cohort (five percentage points increase).
- Only a tenth of the first-time students completed 15 units in their first semester. However, there is progress since the completion rate increased from 8% in 2017-2018 to 11% in the last three years.

Porterville College
First Time Student Persistence to 2nd and 3rd Semesters
Fall 2017 through Fall 2021

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Total Cohort	890	976	968	729	866
Persistence to 2 nd Semester	81%	81%	78%	65%	69%
Persistence to 3 rd Semester	64%	64%	54%	53%	57%

Source: *First-Time Degree Seeking Cohort Metrics Dashboard*, Kern CCD Institutional Research Department, <https://www.kccd.edu/institutional-research/reports/1st-time-degree-seeking-cohort-metrics>



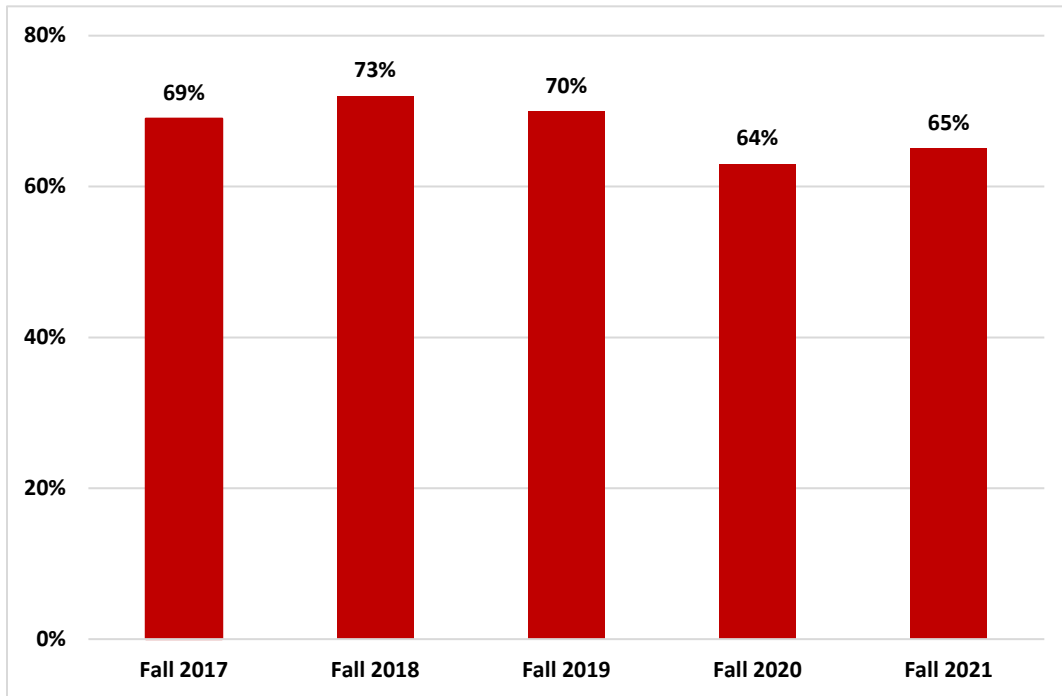
- During Fall 2020 and Fall 2021, less than 70% of the first-time cohort students returned to Porterville College for a second semester. However, this is a large drop from the high of 81% return rate of the Fall 2017 and Fall 2018 cohorts (12-16 percentage point drop).
- The 3rd semester persistence rate for first-time students dropped from 64% for Fall 2017 and Fall 2018 cohorts to 57% for the Fall 2021 cohort (seven percentage points drop).

Porterville College
First Time Student Successful Course Completion* in First Year
Fall 2017 through Fall 2021

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Total Cohort	890	976	968	729	866
Courses Taken	5,884	6,771	6,855	4,842	5,711
Success Course Completion*	69%	73%	70%	64%	65%

Source: *First-Time Degree Seeking Cohort Metrics Dashboard, Kern CCD Institutional Research Department,*
<https://www.kccd.edu/institutional-research/reports/1st-time-degree-seeking-cohort-metrics>

*Exclude excused withdrawals

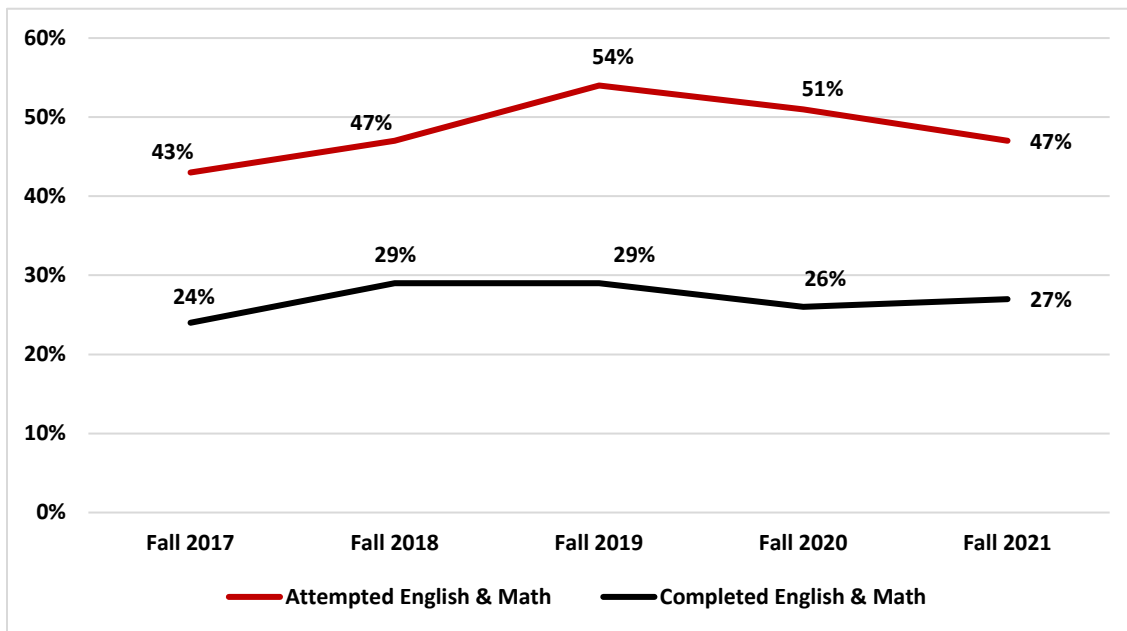


- First-time students were able to successfully (grade of A, B, C, and Pass for non-grade classes) complete 64% to 73% of the classes they were enrolled in.
- The success rates have dropped four percentage points since Fall 2017.

Porterville College
First Time Student Attempted/Completed Gateway Courses in First Year
Fall 2017 through Fall 2021

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Total Cohort	890	976	968	729	866
Attempted English & Math	43%	47%	54%	51%	47%
Completed English & Math	24%	29%	29%	26%	27%

Source: *First-Time Degree Seeking Cohort Metrics Dashboard*, Kern CCD Institutional Research Department,
<https://www.kccd.edu/institutional-research/reports/1st-time-degree-seeking-cohort-metrics>

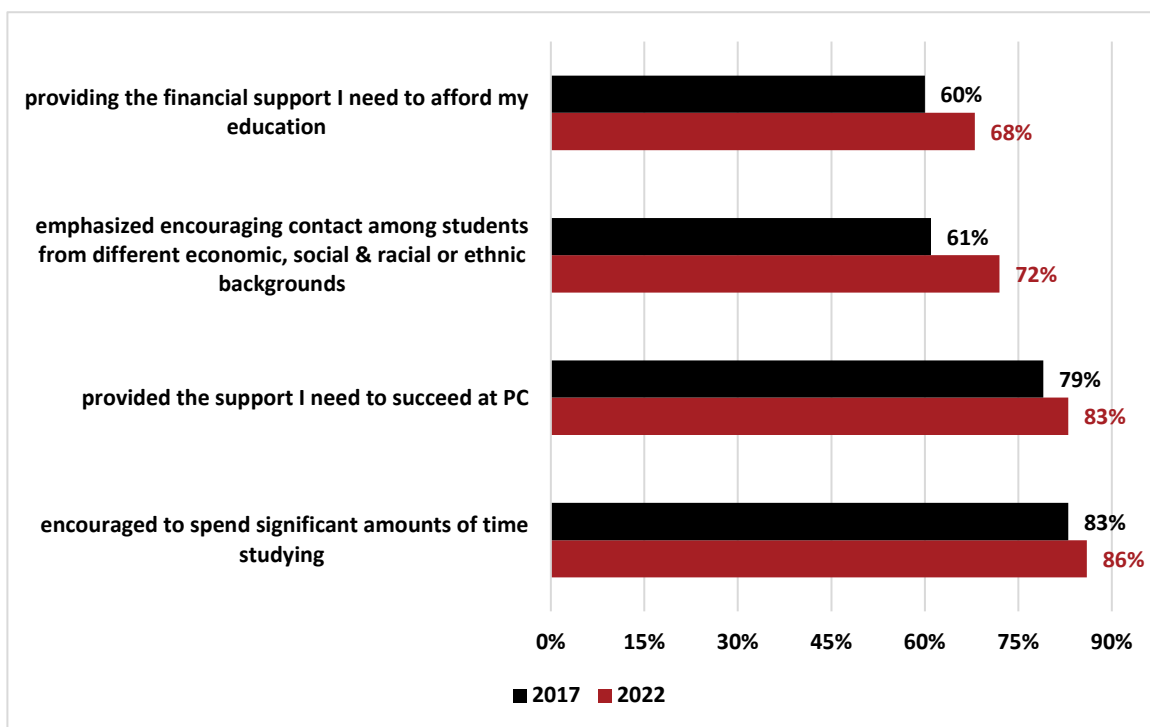


- Nearly half of the first-time students attempted math and English gateway courses in their first year. This rate has fluctuated from 43% to a high of 54% and settled at 47% with the Fall 2021 cohort (four percentage point increase over five years).
- About a quarter of the first-time students completed both gateway math and English courses in their first year. This rate has also fluctuated between 24% to 29% and was stable at 27% during Fall 2021.

Student Engagement and Satisfaction

Porterville College has implemented the Community College Survey of Student Engagement for a few years. The data in this section were taken from the 2017 and 2022 surveys to allow for comparison of **students'** perception over a five-year timeline to see if Porterville College has progressed during this time, especially pre-COVID and post-COVID. It is important to understand how engaged the students feel at Porterville College as it has been proven that when students feel acknowledged and valued then they are more likely to be successful in their coursework and in their educational journey.

Porterville College Areas That Students Believe Porterville College EMPHASIZES In This Current Academic Year 2017 vs. 2022

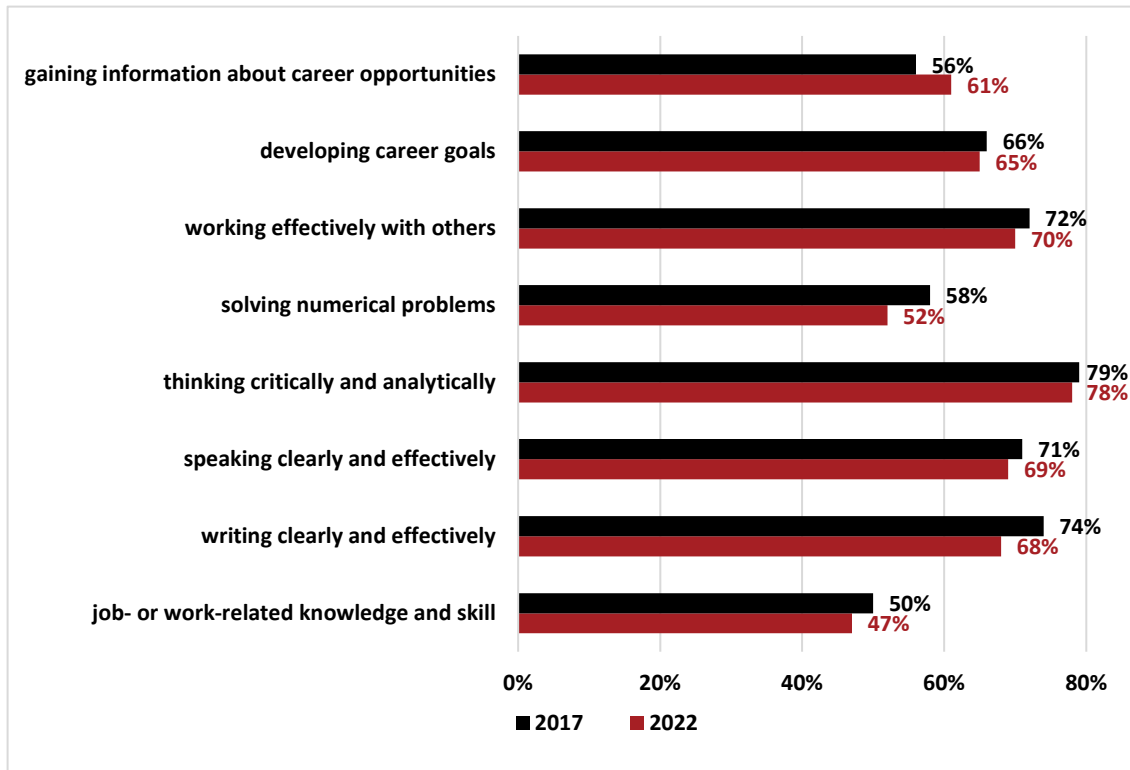


*Questions are based on a scale of "Very Little," "Some", "Quite a Bit," and "Very Much." Data above includes "Quite a Bit" and "Very Much".

Source: Porterville College Research Department, 2018 and 2021 Community College Survey of Student Engagement, <https://do-prod-webteam-drupalfiles.s3-us-west-2.amazonaws.com/pcedu/s3fs-public/FG%20Freqs.pdf> and <https://do-prod-webteam-drupalfiles.s3-us-west-2.amazonaws.com/pcedu/s3fs-public/PC%20Gender%20breakout%20freqs%202022.pdf>

- More than 80% of the respondents (from both 2017 and 2022) stated that Porterville College “provided them the support they need to succeed” and that the College “encouraged them to spend significant amounts of studying time.”
- About three-fifth of respondents stated that the College “encourages contact among students from different economic, social, & racial or ethnic backgrounds.” There is a five percentage points increase within the five years.
- Data results demonstrate 2022 respondents rated the College in each of the areas displayed.

Porterville College
Areas That Students Believe Porterville College has CONTRIBUTED*
to Their Knowledge, Skills, and Personal Development
2017 vs. 2022

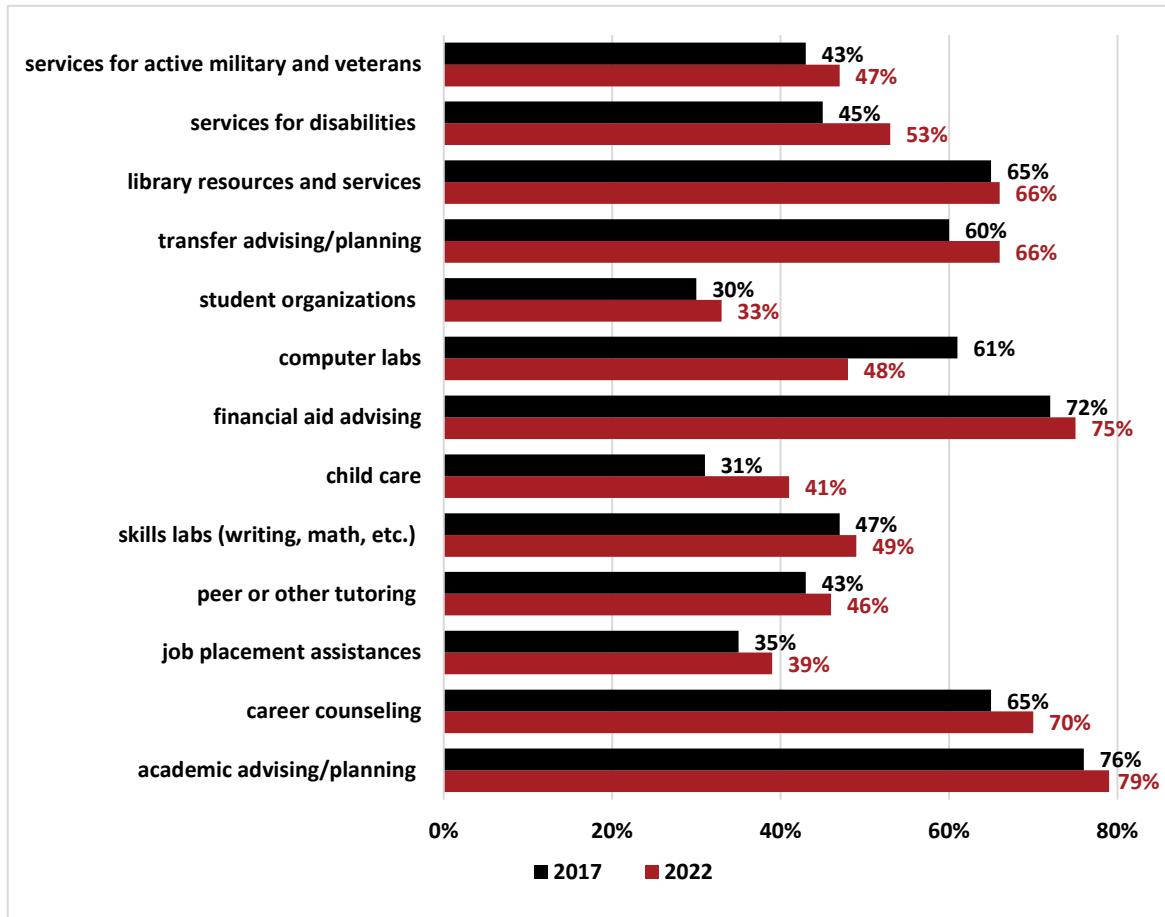


*Questions are based on a scale of "Very Little," "Some", "Quite a Bit," and "Very Much." Data above includes "Quite a Bit" and "Very Much".

Source: Porterville College Research Department, 2018 and 2021 Community College Survey of Student Engagement, <https://do-prod-webteam-drupalfiles.s3-us-west-2.amazonaws.com/pcedu/s3fs-public/FG%20Freqs.pdf> and <https://do-prod-webteam-drupalfiles.s3-us-west-2.amazonaws.com/pcedu/s3fs-public/PC%20Gender%20breakout%20freqs%202022.pdf>

- Respondents noted that Porterville College contributed to their knowledge, skills, and personal development in many areas (60% or more in six of the eight skills listed).
- "Solving numerical problems" and "job- or work-related" were rated lowest (with about half of the respondents believing Porterville College has contributed to their knowledge, skills, and personal development).

Porterville College
Areas That Are VERY IMPORTANT* to Students While
They Attend Porterville College
2017 vs. 2022

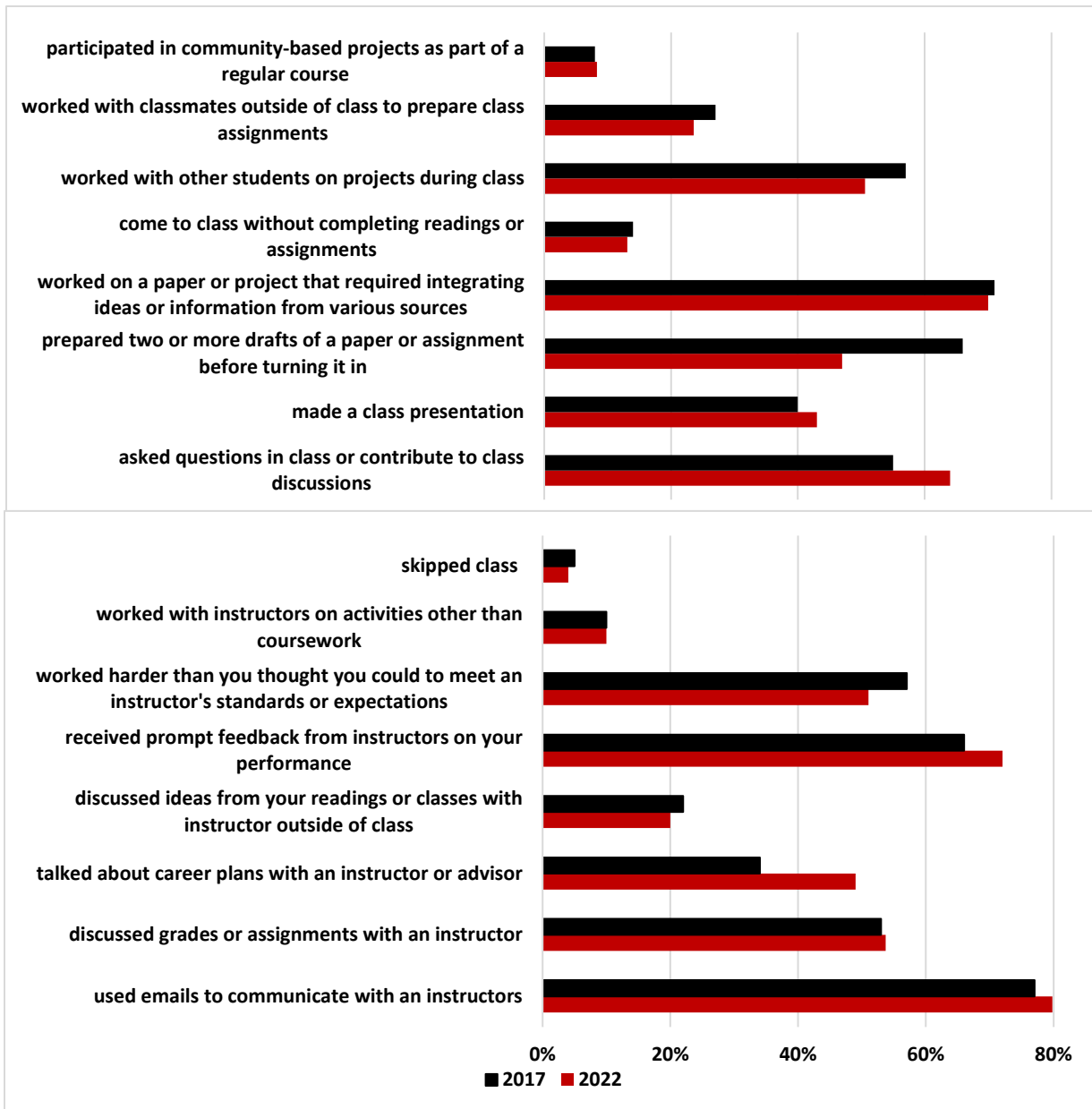


*Questions are based on a scale of "Not Important," "Somewhat Important," and "Very Important." Data above includes only "very important."

Source: Porterville College Research Department, 2018 and 2021 Community College Survey of Student Engagement, <https://do-prod-webteam-drupalfiles.s3-us-west-2.amazonaws.com/pcedu/s3fs-public/FG%20Freqs.pdf> and <https://do-prod-webteam-drupalfiles.s3-us-west-2.amazonaws.com/pcedu/s3fs-public/PC%20Gender%20breakout%20freqs%202022.pdf>

- Respondents stated academic advising/planning, financial aid advising, career counseling, library resources and library, and transferring advising/planning to be most important to them while they are at Porterville College.
- Student organizations, childcare, and job placement assistance are not as important to the respondents.
- With the exception of the ten percentage point difference for "child care" and "services for disabilities" respondents' responses for all other services are comparable between 2017 and 2022.

Porterville College
Areas That Respondents OFTEN DO* In Their Current Academic Year
at Porterville College
2017 vs. 2022

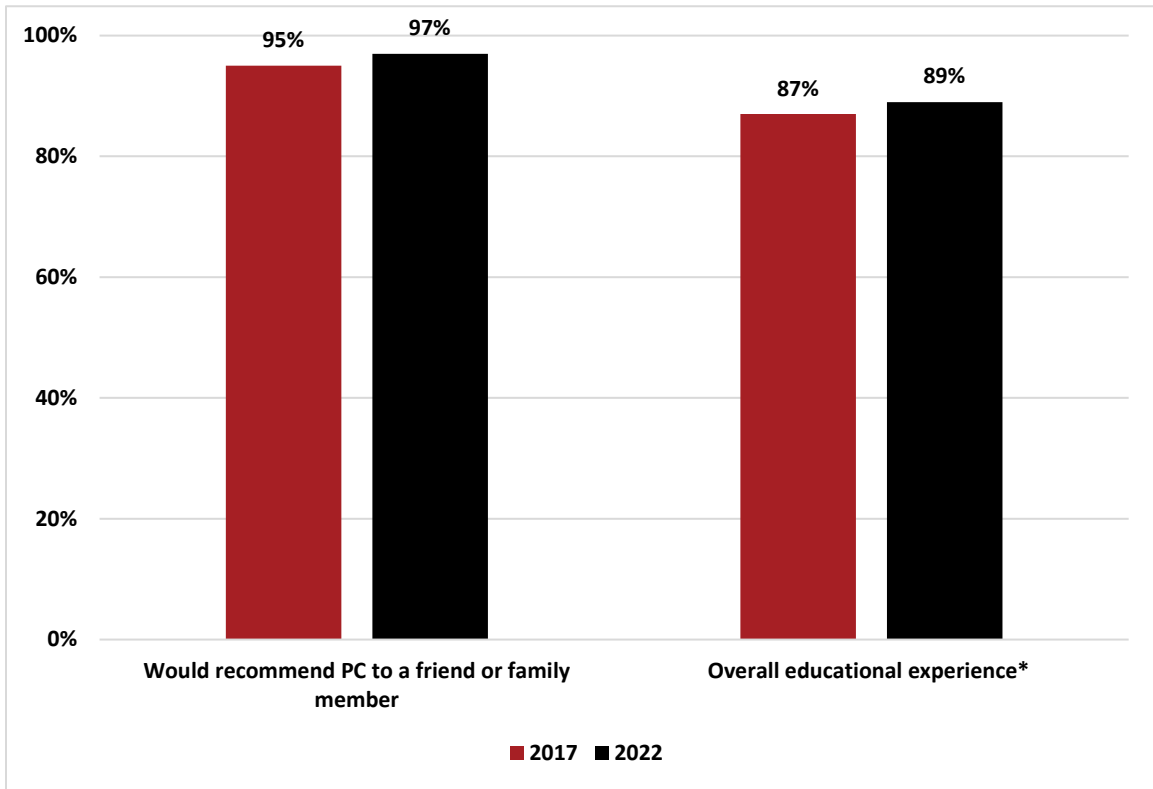


*Questions are based on a scale of "Never," "Sometimes," "Often," and "Very Often." Data above includes "Often" and "Very Often."

Source: Porterville College Research Department, 2018 and 2021 Community College Survey of Student Engagement, <https://do-prod-webteam-drupalfiles.s3-us-west-2.amazonaws.com/pcedu/s3fs-public/FG%20Freqs.pdf> and <https://do-prod-webteam-drupalfiles.s3-us-west-2.amazonaws.com/pcedu/s3fs-public/PC%20Gender%20breakout%20freqs%202022.pdf>

- Student-respondents do not often (less than 20%) conduct activities outside of the classroom (community-based projects, work with classmate or instructors outside of the classroom or discussed ideas outside of classroom) nor do they report skipping classes or attending class without completing assignments/readings.
- Respondents do often communicate with their instructors via email and receive prompt feedback from instructors.

**Porterville College
Overall Student Satisfaction
2017 vs. 2022**



*Question is based on a scale of "Poor," "Fair," "Good," and "Excellent". Data above includes "Good" and "Excellent."

Source: Porterville College Research Department, 2018 and 2021 Community College Survey of Student Engagement, <https://do-prod-webteam-drupalfiles.s3-us-west-2.amazonaws.com/pcedu/s3fs-public/FG%20Freqs.pdf> and <https://do-prod-webteam-drupalfiles.s3-us-west-2.amazonaws.com/pcedu/s3fs-public/PC%20Gender%20breakout%20freqs%202022.pdf>

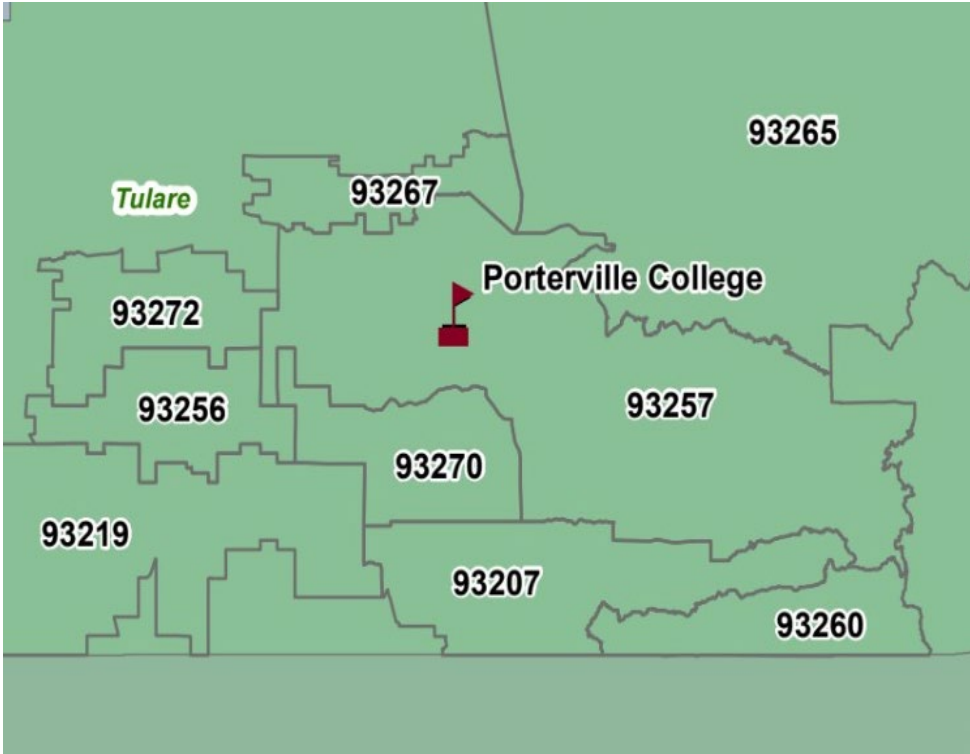
- The majority of the respondents would recommend Porterville College to their family and friends (95% to 97%), a gain of two percentage points between five years.
- Survey respondents ranked Porterville College high in overall educational experience, 87% to 89%, gaining two percentage points.

External Scan

Community Population, Demographics, and Characteristics

The external environmental scan will provide Porterville College with insight into the community that resides near the college. For the purpose of this review, the data presented is for the Porterville College Service Area as defined by the College. These zip codes include:

- 93257 (Porterville)
- 93258 (Porterville)
- 93260 (Posey)
- 93265 (Springville)
- 93218 (Ducor)
- 93270 (Terra Bella)
- 93219 (Earlimart)
- 93261 (Richgrove)
- 93256 (Pixley)
- 93267 (Strathmore)
- 93272 (Tipton)
- 93207 (California Hot Springs)
- 93208 (Camp Nelson)

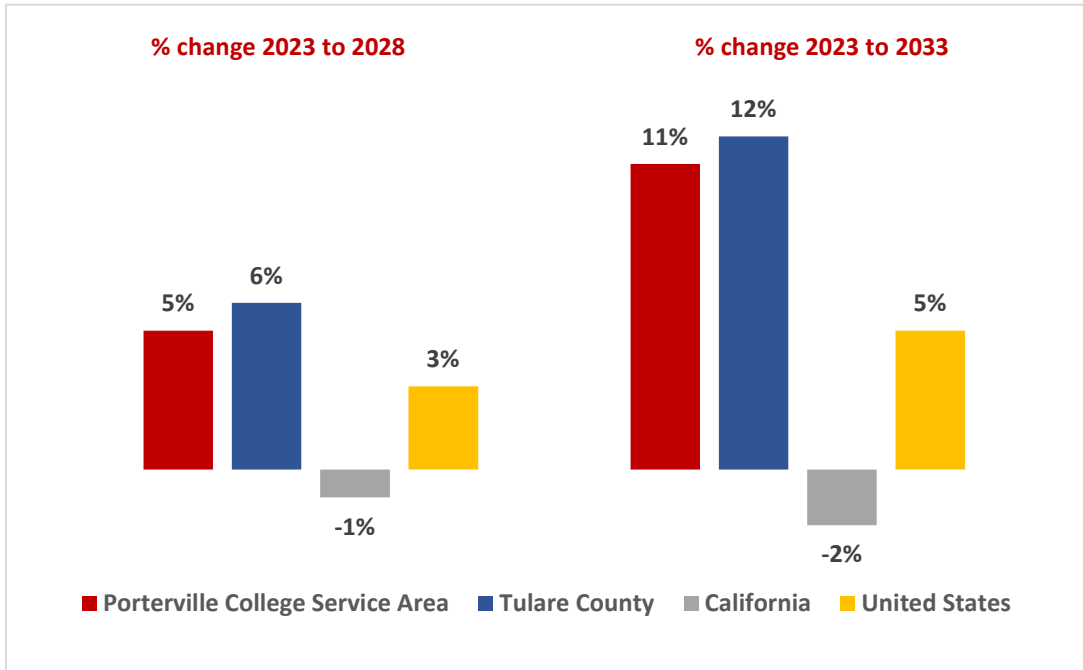


When possible and appropriate, County of Tulare and other area level data are used to compliment and/or compare Porterville College Service Area to provide additional perspectives as members of the college plan for Porterville College’s future.

Comparison of Community Population 2022, 2023, 2028, 2033

Area	2022	Projected			% Change 2023 to 2028	% Change 2023 to 2033
		2023	2028	2033		
Porterville College Service Area*	119,245	120,407	126,772	134,220	5%	11%
Tulare County	483,186	488,398	515,744	544,737	6%	12%
California	39,200,642	39,081,899	38,644,332	38,330,877	(1%)	(2%)
United States	334,161,482	335,839,277	344,440,643	352,569,519	3%	5%

*Source: Lightcast Q1 2023 Data Set April 2023: Demographic Data is compiled from several sources using a specialized process. Sources include annual population estimates and population projections from the US Census Bureau, and birth and mortality rates from the US Health Department. State Data is from California Employment Development Department
Porterville College Service Area as defined by the College to include zip codes 93260, 93265, 93218, 93270, 93257, 93258, 93219, 93261, 93256, 93267, 93272, 93207, and 93208.



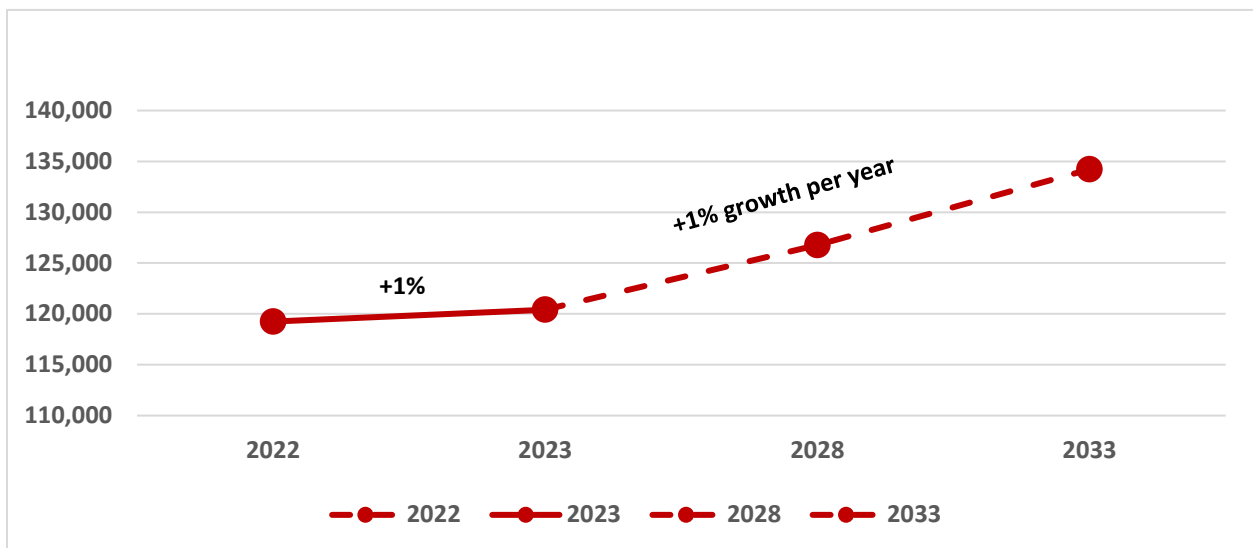
- Porterville College Service Area is expected to grow by five percent within the next five years, and by 11% in the next ten years.
- Tulare County’s projected population growth is slightly higher than that of Porterville College Service Area’s growth (6% by 2028 and 12% by 2033).
- While these two areas are projected to have good growth rates in coming years, the State of California’s population is projected to drop slightly (1% in the next five years, and an overall 2% drop in 10 years).
- The national projected populations will grow, but not as fast as that of Porterville College Service Area or Tulare County’s projected growth.

Porterville College Service Area* Population by Age 2022, 2023, 2028, 2033

Age	2022	Projections			% Change 2023 to 2028	% Change 2023 to 2033
		2023	2028	2033		
<10 years	16,429	16,444	17,339	19,261	5%	17%
10 to 14 years	11,170	10,795	9,148	9,161	(15%)	(15%)
15 to 19 years	10,851	11,182	11,123	9,517	(1%)	(15%)
20 to 24 years	9,384	9,475	10,566	10,535	12%	11%
25 to 29 years	7,800	8,105	9,502	10,537	17%	30%
30 to 34 years	7,624	7,712	8,181	9,628	6%	25%
35 to 39 years	8,477	8,294	8,273	8,842	0%	7%
40 to 44 years	8,425	8,690	8,697	8,621	0%	(1%)
45 to 49 years	6,457	6,822	8,742	8,730	28%	28%
50 to 59 years	11,970	11,939	12,885	15,699	8%	31%
≥60 years	20,658	20,949	22,316	23,691	7%	13%
Total	119,245	120,407	126,772	134,220	5%	11%

Source: Lightcast Q1 2023 Data Set April 2023: Demographic Data is compiled from several sources using a specialized process. Sources include annual population estimates and population projections from the US Census Bureau, and birth and mortality rates from the US Health Department.

*Porterville College Service Area as defined by the College to include zip codes 93260, 93265, 93218, 93270, 93257, 93258, 93219, 93261, 93256, 93267, 93272, 93207, and 93208.



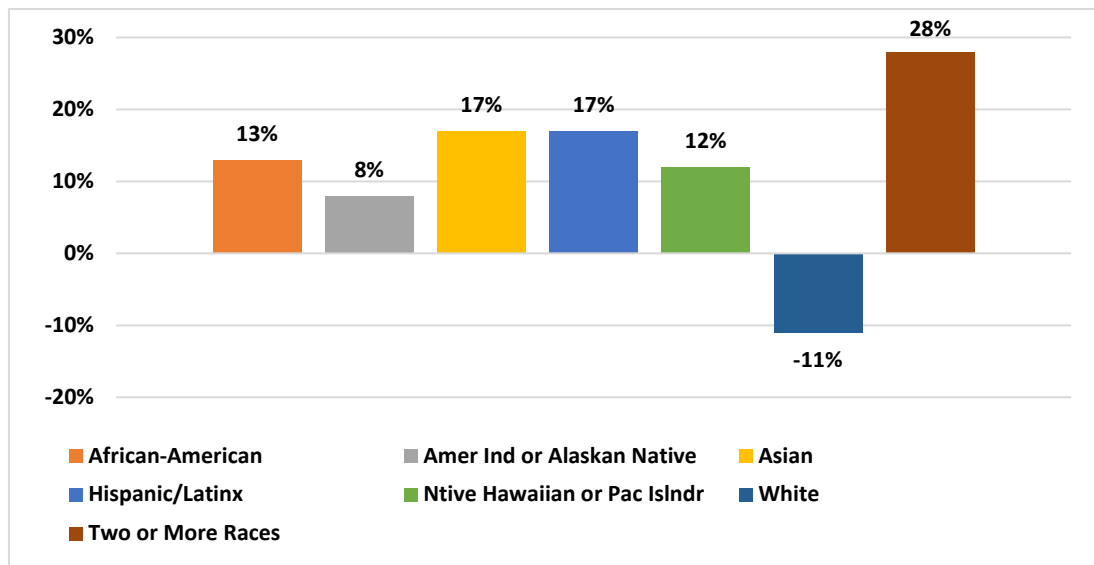
- Overall, Porterville College Service Area will experience an 11% increase over the next ten years. However, the population between the ages of 10 and 19 is projected to drop 15 percentage points within the next ten years. Those between the ages of 25 to 34 and those between 45 to 60 will increase more than 25 percent during the same time period.
- This means that K-12 enrollment and high school graduation rates will decline over the next decade while the adult population will grow significantly over the same time period.

**Porterville College Service Area* Population by Race/Ethnicity
2022, 2023, 2028, 2033**

Race/Ethnicity	2022	Projections			% Change 2023 to 2028	% Change 2023 to 2033
		2023	2028	2033		
African-American	568	571	588	643	3%	13%
Amer Ind or Alaskan Native	1,148	1,157	1,192	1,246	3%	8%
Asian	3,928	3,995	4,282	4,657	7%	17%
Hispanic/Latinx	85,649	87,036	94,303	102,093	8%	17%
Native Hawaiian or Pacific Islander	270	272	283	305	4%	12%
White	25,415	25,054	23,502	22,292	(6%)	(11%)
Two or More Races	2,266	2,322	2,622	2,983	13%	28%
Total	119,245	120,407	126,772	134,220	5%	11%

Source: Lightcast Q1 2023 Data Set April 2023: Demographic Data is compiled from several sources using a specialized process. Sources include annual population estimates and population projections from the US Census Bureau, and birth and mortality rates from the US Health Department. *Porterville College Service Area as defined by the College to include zip codes 93260, 93265, 93218, 93270, 93257, 93258, 93219, 93261, 93256, 93267, 93272, 93207, and 93208.

Percent Change from 2023 through 2033



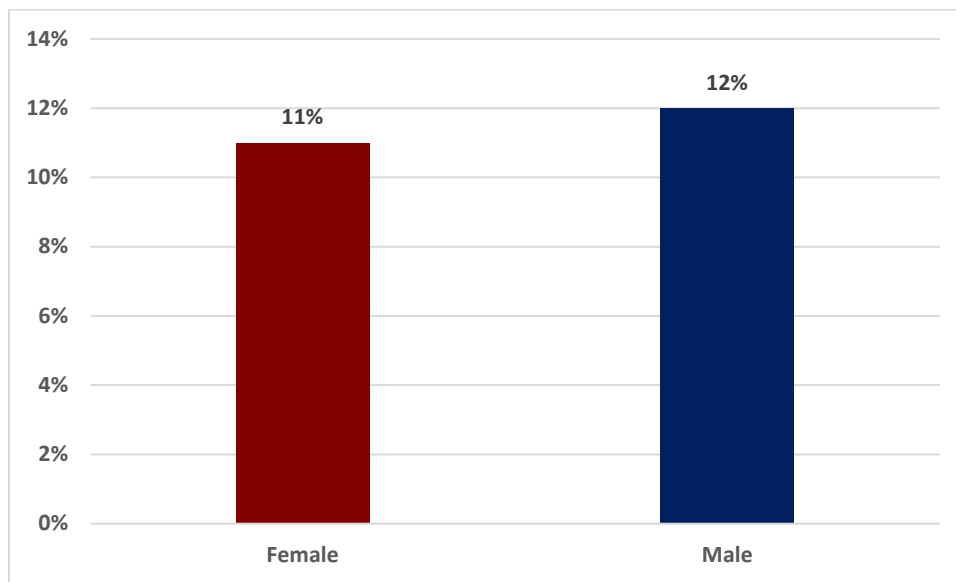
- Overall, the Porterville College Service Area will experience a 5% and 11% increase within the next five and ten years respectively.
- The Hispanic/Latinx population is expected to increase by 17% over the next ten years (from 87,036 in 2023 to 102,093 in 2033).
 - In 2022, the Hispanic/Latinx population represented 72% (85,649/119,245) of the Porterville College Service Area population, which is slightly lower than the 77% Hispanic/Latinx student population Porterville College served in 2021-2022.
- The White Non-Hispanic group is projected to drop 11% over the next ten years (from 25,054 to 22,292). However, all other ethnic groups are expected to increase.
- Asians, Native Hawaiian/Pacific Islanders and “Two or More Races” categories are expected to experience large growth as well.

**Porterville College Service Area* Population by Gender
2022, 2023, 2028, 2033**

Gender	2022	Projections			% Change 2023 to 2028	% Change 2023 to 2033
		2023	2028	2033		
Male	61,657	62,295	65,844	69,853	6%	12%
Female	57,588	58,111	60,928	64,367	5%	11%
Total	119,245	120,407	126,772	134,220	5%	11%

*Source: Lightcast Q1 2023 Data Set April 2023: Demographic Data is compiled from several sources using a specialized process. Sources include annual population estimates and population projections from the US Census Bureau, and birth and mortality rates from the US Health Department.
Porterville College Service Area as defined by the College to include zip codes 93260, 93265, 93218, 93270, 93257, 93258, 93219, 93261, 93256, 93267, 93272, 93207, and 93208.

Percent Change from 2023 through 2033

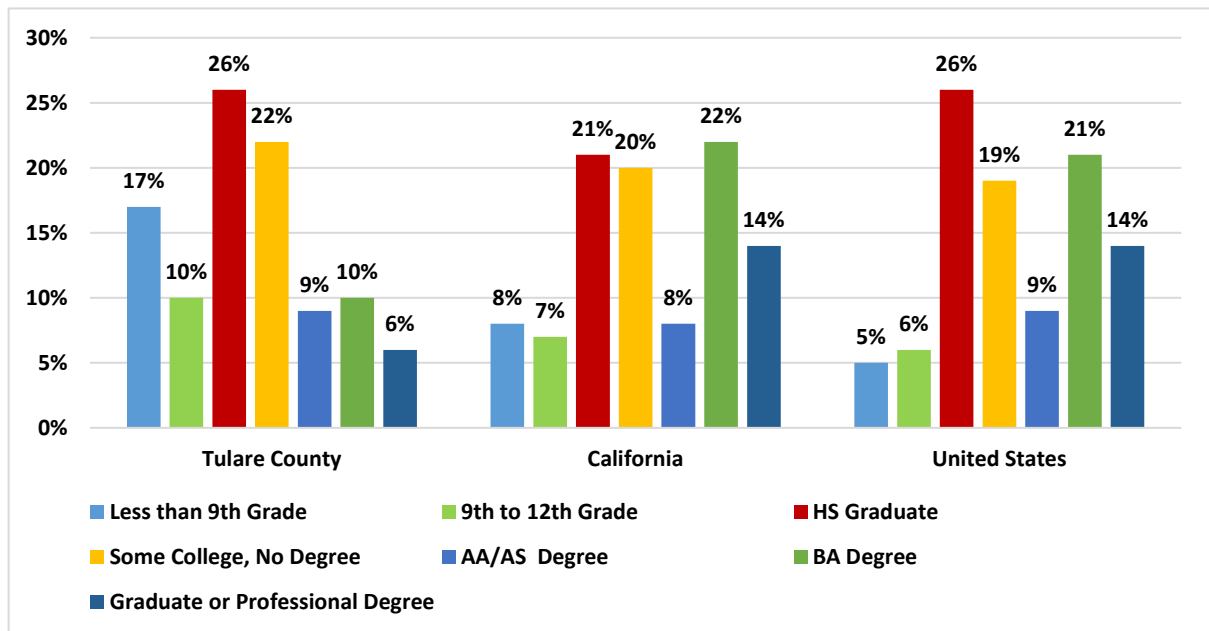


- The population of Porterville College Service Area is projected to grow 5% within the next five years and a total of 11% within the next ten years.
- The gender distribution of the Service Area is projected to remain relatively consistent, with approximately 52% males and 48% females.
- Males will have slightly higher growth within the five-year and ten-year projections at 6% and 12% respectively compared to females and the general population (5% within five years and 11% within ten years.)
- In 2022, Porterville College Service Area’s population reported 52% males, whereas Porterville College’s 2021-2022 general student body consisted of only 35% males. Increasing the number of males who attend PC is an area of opportunity for the College.

Comparison of Educational Attainment For those 25 Years of Age and Older 2022

	Tulare County	California	United States
Less than 9 th Grade	17%	8%	5%
9 th to 12 th Grade	10%	7%	6%
High School Graduate	26%	21%	26%
Some College, No Degree	22%	20%	19%
Associate Degree	9%	8%	9%
Bachelor's Degree	10%	22%	21%
Graduate or Professional Degree	6%	14%	14%

Source: 2021 American Community Survey (ACS), 1-year estimates Income-Poverty-Employment and Educational Attainment Tables

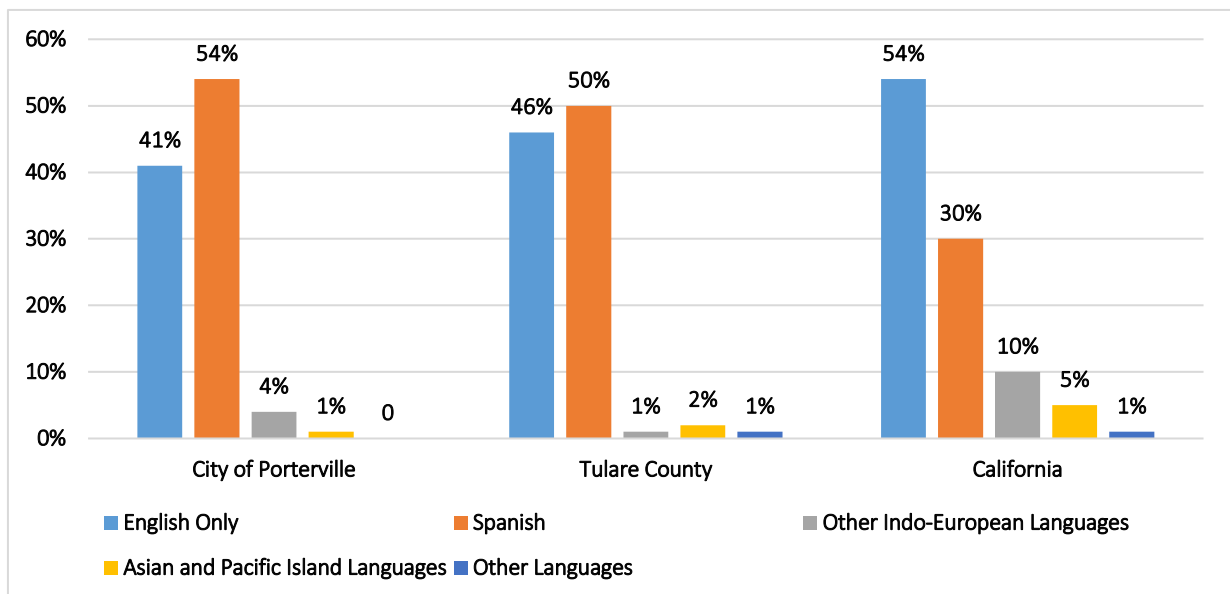


- The educational attainment for those 25 years of age for Tulare residents is lower than those residing in California and that of the United States.
 - More than a quarter of Tulare residents (27%) did not graduate from high school versus 15% and 11% of California and United States residents respectively.
 - Only 16% of Tulare's 25 years or older has a bachelor's degree, graduate or professional, compared to the 36% and 35% for California and United States respectively.
 - Those who have some college experience and/or associate degree within Tulare County is slightly higher (31%) than California and the United States (both are 28%.)

Language Spoken by Residents Comparison City of Porterville, Tulare County, and California 2023

	City of Porterville	Tulare County	California
English Only	41%	46%	54%
Spanish	54%	50%	30%
Other Indo-European Languages	4%	1%	10%
Asian and Pacific Island Languages	1%	2%	5%
Other Languages	<1%	1%	1%

Source: World Population Review, 2023

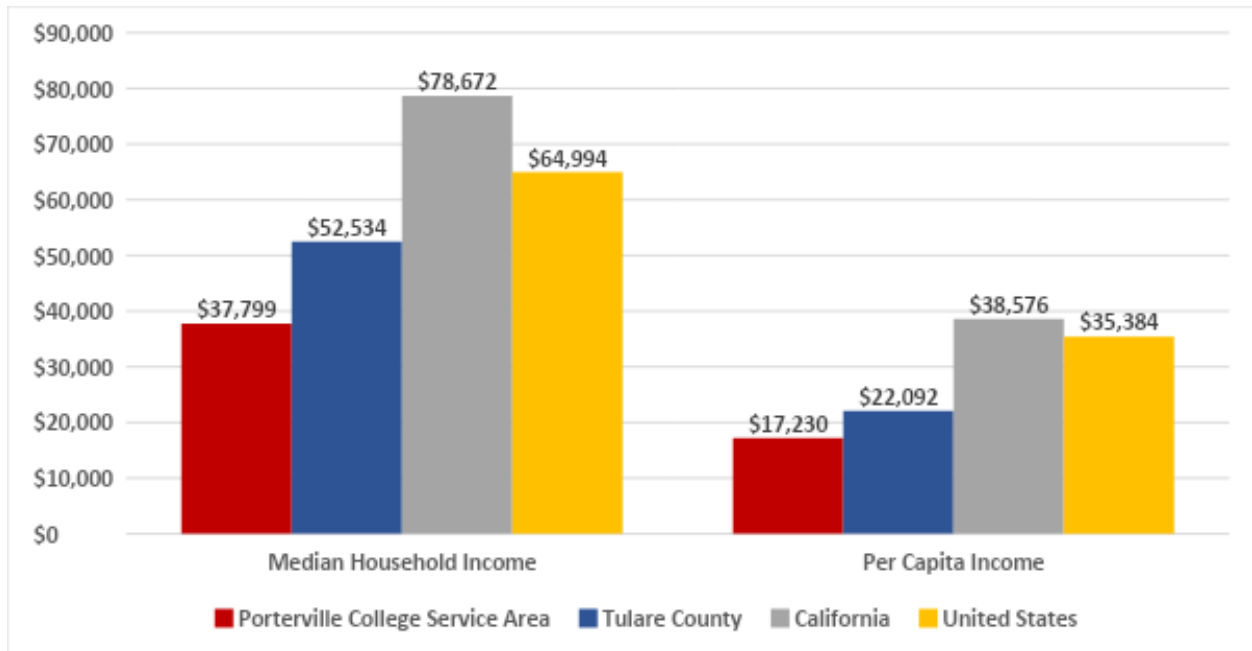


- California residents are more diverse in the language spoken (16% speak languages other than English and Spanish) compared to the about 5% of Porterville and Tulare County residents.
- There are more City of Porterville residents who speaks Spanish (54%) than that of Tulare County (50%) and California (30%).
- In contrast, about 40% of Porterville residents only speak English. Tulare County and California have more residents speaking English only (46% and 54% respectively).

Comparison of Household & Financial Characteristics 2023

	Median Household Income	Per Capita Income	Poverty Level
Porterville College Service Area*	\$37,799	\$17,230	26.4%
Tulare County	\$52,534	\$22,092	18.4%
California	\$78,672	\$38,576	9.0%
United States	\$64,994	\$35,384	9.1%

*Source: Lightcast Q1 2023 Data Set April 2023: Data is pulled from the American Community Survey Data, U.S. Census's Application Programming Interface (API), using the ACS 5-year estimates.
Porterville College Service Area as defined by the College to include zip codes 93260, 93265, 93218, 93270, 93257, 93258, 93219, 93261, 93256, 93267, 93272, 93207, and 93208.



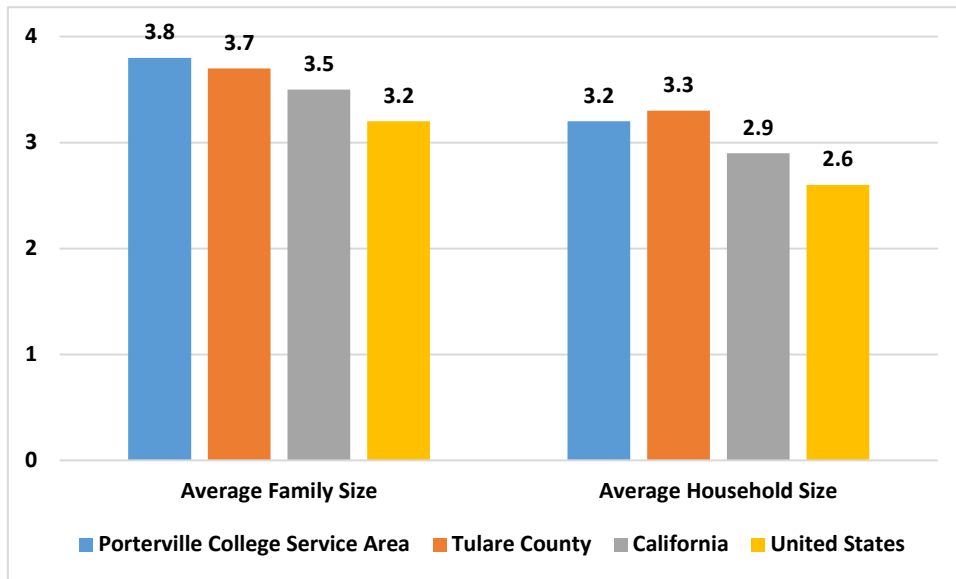
- Median household income for Porterville College Service Area is considerably lower than that of Tulare County, the State, and the Country.
- Porterville College Service Area's per capita income is nearly \$5,000 less than Tulare County, and more than \$20,000 less than the State and Country.
- The poverty level for the service area (26%) is nearly three times that of the State and Country (both are at 9%).

Comparison of Average Family and Household Size 2023

	Average Family Size	Average Household Size
Porterville College Service Area*	3.8	3.2
Tulare County	3.7	3.3
California	3.5	2.9
United States	3.2	2.6

Source: Lightcast Q1 2023 Data Set April 2023: Data is pulled from the American Community Survey Data, U.S. Census's Application Programming Interface (API), using the ACS 5-year estimates.

*Porterville College Service Area as defined by the College to include zip codes 93260, 93265, 93218, 93270, 93257, 93258, 93219, 93261, 93256, 93267, 93272, 93207, and 93208.



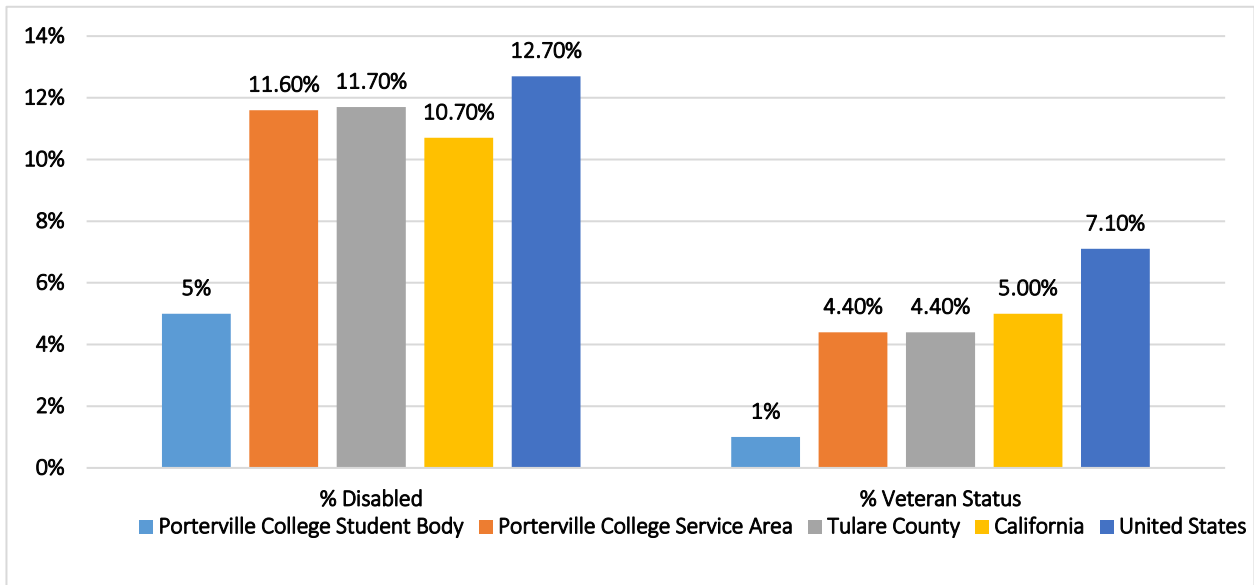
- Porterville College Service Area's and Tulare County's average family size (includes the family householder and all other people in the living quarters who are related to the householder by birth, marriage, or adoption) is about the same at 3.8 and 3.7 respectively. Both are slightly higher than California's and the United States' average family size.
- The average size of household (includes all the people occupying a housing unit) for Porterville College Service Area and for Tulare County are also higher (3.2 and 3.3 respectively) than that of California's 2.9 and the United States' 2.6.

Comparison of Selected Special Populations 2023

	% Disabled	% Veteran Status
Porterville College Student Body	5.0%	1.0%
Porterville College Service Area*	11.6%	4.4%
Tulare County	11.7%	4.4%
California	10.7%	5.0%
United States	12.7%	7.1%

Source: Lightcast Q1 2023 Data Set April 2023: Data is pulled from the American Community Survey Data, U.S. Census's Application Programming Interface (API), using the ACS 5-year estimates.

**Porterville College Service Area as defined by the College to include zip codes 93260, 93265, 93218, 93270, 93257, 93258, 93219, 93261, 93256, 93267, 93272, 93207, and 93208.*



- Slightly more than one-tenth of Porterville College Service Area and Tulare County population (11.6 and 11.7 respectively) have some level of reported disability. California's population reported having slightly less (10.7%) and the United States' population reported slightly more at 12.7%.
 - Whereas, only about 5% of Porterville College's student body has reported having some level of disabilities.
- The State of California and United States (5.0% and 7.1% respectively) reported having more veterans within their population counts than Porterville College Service Area and County of Tulare at 4.4% each.
 - Only about one percent of Porterville College's student body reported being a veteran.

**Domestic Taxpayer Migration
Tulare County vs. State of California
2020**

	Inbound Migrations	Outbound Migrations	Net Migrations
Tulare County	10,748	10,564	185
California	371,442	608,475	(237,033)

Source: Lightcast Q1 2023 Data Set April 2023

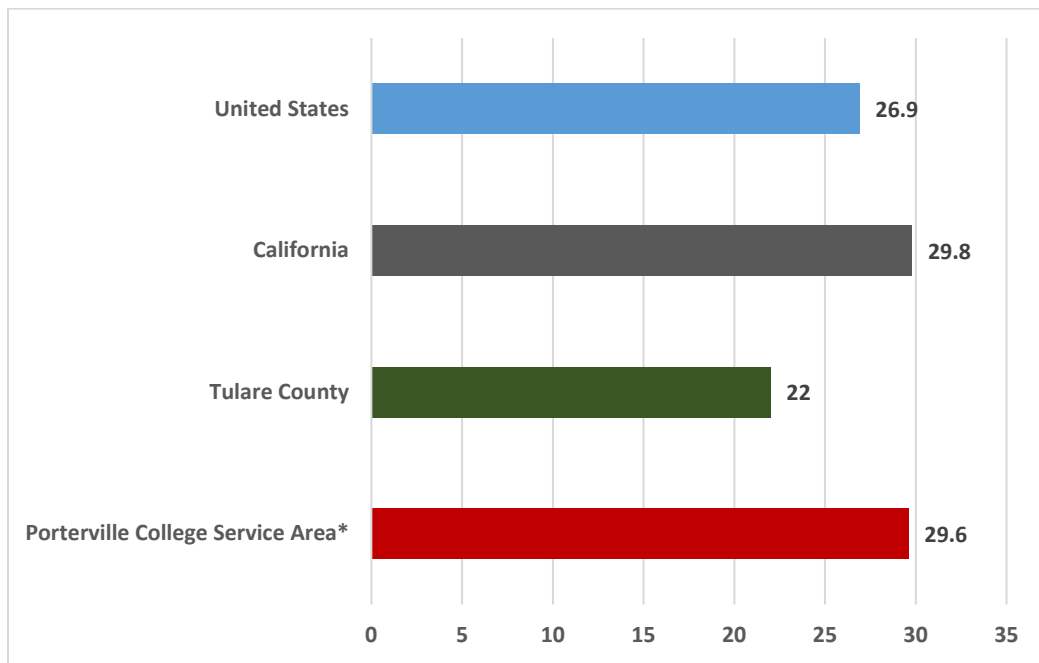
- This dataset shows the amount of domestic taxpayer migration in Tulare County and in the State of California. The source and design of this taxpayer-based dataset excludes certain groups of people and thus does not represent the entire population, but rather is a good indicator of migrating workers within the labor force.
- In 2020, California “lost” 237,033 (39%) of its domestic taxpayers. Whereas Tulare County lost only 185 (less than 2%) of its domestic taxpayers. This means that Tulare County’s population is relatively stable.

Comparison of Average One-Way Commute Time to/from Work Daily 2023

	Average Minute Commute Time to/from Work
Porterville College Service Area*	29.6
Tulare County	22.0
California	29.8
United States	26.9

Source: Lightcast Q1 2023 Data Set April 2023: Data is pulled from the American Community Survey Data, U.S. Census's Application Programming Interface (API), using the ACS 5-year estimates.

*Porterville College Service Area as defined by the College to include zip codes 93260, 93265, 93218, 93270, 93257, 93258, 93219, 93261, 93256, 93267, 93272, 93207, and 93208.



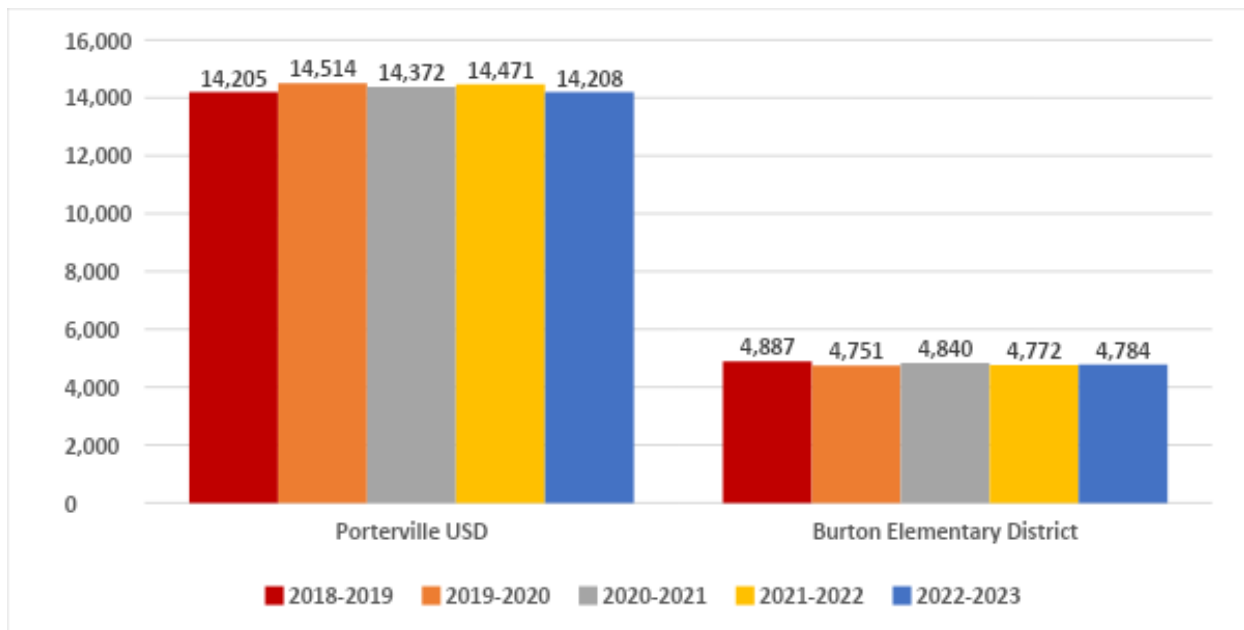
- Residents within the Porterville College Service Area travel about the same amount of time (29.6 minutes) as that of the typical resident of California (29 minutes).
- Tulare County residents' commute is 7.6 minutes less than residents within the Porterville College Service Area on a typical drive to/from work.

Local School District Trends

Porterville College K-12 Enrollment by Local Feeder Unified School District 2018-2019 through 2022-2023

Academic Year	Porterville USD	Burton Elementary District
2018-2019	14,205	4,887
2019-2020	14,514	4,751
2020-2021	14,372	4,840
2021-2022	14,471	4,772
2022-2023	14,208	4,784

Source: California Department of Education, Data Quest Enrollment Report

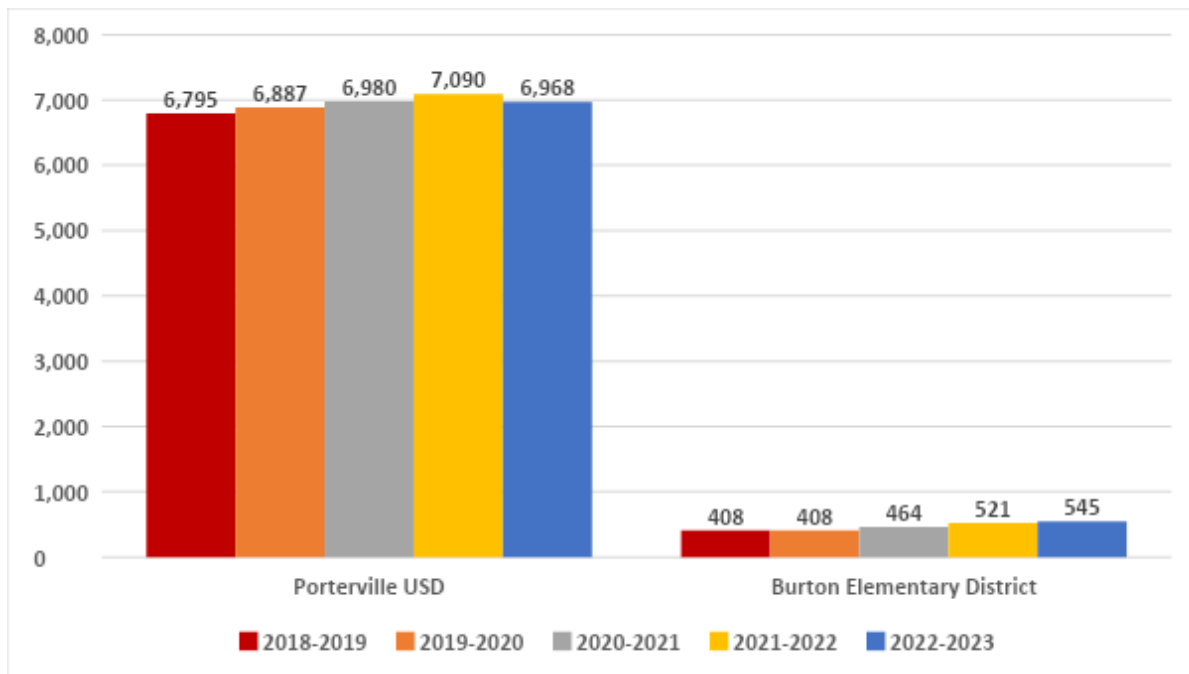


- The data above represents the number of students enrolled in kindergarten to 12th grade (in both charters and non-charters) enrolled in feeder unified school districts of Porterville USD and Burton Elementary District for the last five years.
- In the last five years, Porterville USD enrollment has remained flat, ranging from a low of 14,205 in 2018-2019 to a high of 14,514 in 2019-2020.
- Similarly, Burton Elementary District's enrollment ranges from a high of 4,887 in 2018-2019 to a high of 4,840 in 2020-2021. It has experienced a drop since then and is slowly rebuilding its enrollment.

Porterville College
High School Enrollment by Local Feeder Unified School District
2018-2019 through 2022-2023

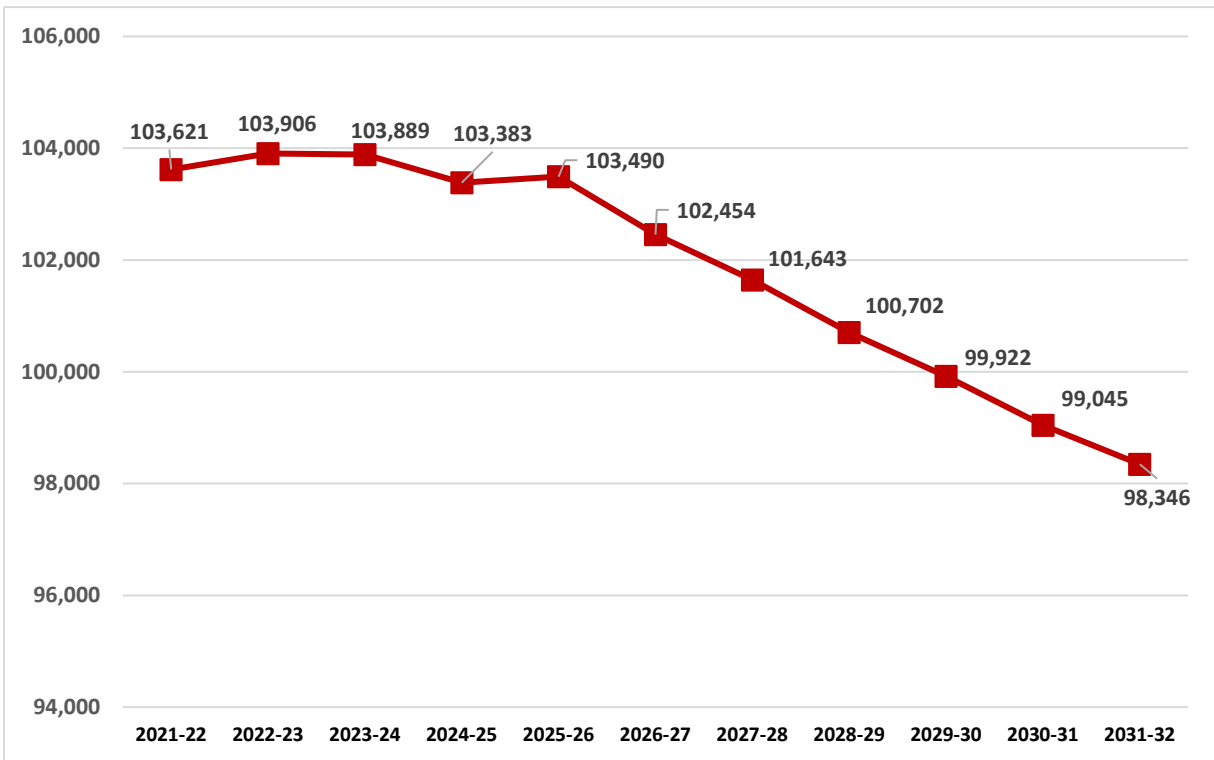
Academic Year	Porterville USD	Burton Elementary District
2018-2019	6,795	408
2019-2020	6,887	408
2020-2021	6,980	464
2021-2022	7,090	521
2022-2023	6,968	545

Source: California Department of Education, Data Quest Enrollment Report



- Porterville USD, the larger of the two local feeder unified school districts, high school enrollment has remained flat, ranging from a low of 6,795 in 2018-2019 to a high of 7,090 in 2021-2022.
- Burton Elementary District’s high school enrollment ranged from a low of 408 in 2018-2019 and 2019-2020 to a high of 545 in 2022-2023.
- The number of high school students enrolled at Porterville USD increased slightly (2.5%) since 2018-2019, while Burton Elementary District student enrollment increased 34% over the past five years.

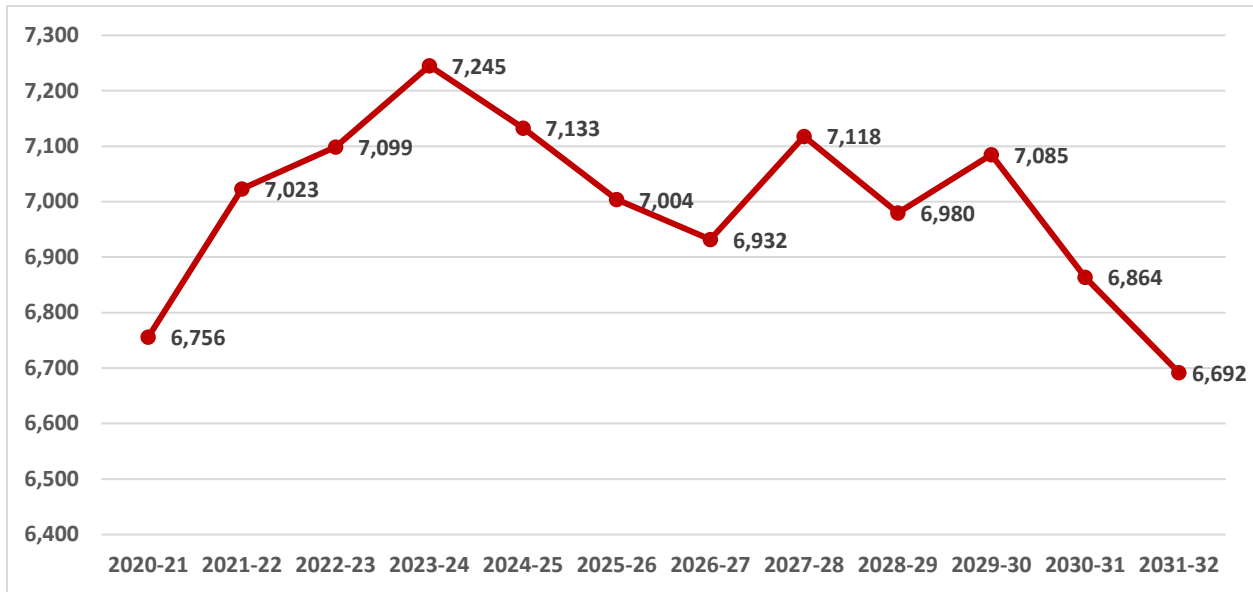
**Tulare County
K-12 Enrollment Projection
2021-2022 (actual) through 2031-2032**



Source: California Department of Finance, Demographic Research Unit, September 2022

- It is projected that Tulare County’s K-12 enrollment will have a five percent drop in the next ten years. The data above shows that Tulare County had 103,621 K-12 students in 2021-2022. However, the California Department of Finance calculated a slight increase for 2022-2023 (103,906 enrollments) with a continuous decline for the next nine years (98,346 students in 2031-2032).
- Though K-12 enrollment projection data by unified school district is not available, Porterville USD and Burton Elementary District do make up nearly 20% of Tulare County’s 2022-2023 K-12 enrollment (18,992 of 103,906). The downward projection for the County within the next ten years will likely have some level of impact on the two unified school districts’ enrollment numbers. This may also have an impact on enrollment at Porterville College.

**Tulare County
High School Graduation Projection
2021-2022 (actual) through 2031-2032**



Source: California Department of Finance, Demographic Research Unit, September 2022

- It is projected that Tulare County’s high school graduation will have a five percent drop in the next ten years. The data above shows that Tulare County had 7,023 graduates in 2021-2022, an increase versus the prior year. However, the California Department of Finance calculated a fluctuation in graduates over the next 10 years, with a steady decline starting in 2029-2030 through 2031-2032 (7,085 to 6,692).
- The Department of Finance does not provide graduation projections by unified school district. However, local data shows that Porterville Unified School District and Burton Elementary District educated more than 20% (1,545 of the 7,023) of Tulare County graduates. The downward projection for the County within the next ten years will likely have some level of impact on the two unified school districts’ graduation data as well.

Porterville College
Enrollment Yields by Service Area High School
Fall 2019 through Fall 2022
(Students Enrolled at Census)

PC Service Area Public/Charter Schools	2019			2020			2021			2022		
	HS Grad	Enrolled at PC in Fall	Capture Rate	HS Grad	Enrolled at PC in Fall	Capture Rate	HS Grad	Enrolled at PC in Fall	Capture Rate	HS Grad	Enrolled at PC in Fall	Capture Rate
Butterfield Charter High	90	23	25.6%	93	16	17.2%	132	24	18.2%	122	21	17.2%
Granite Hills High	275	136	49.5%	241	84	34.9%	306	124	40.5%	260	124	47.7%
Harmony Magnet Academy	108	31	28.7%	121	27	22.3%	108	29	26.9%	117	47	40.2%
Monache High	432	178	41.2%	378	134	35.4%	402	141	35.1%	399	171	42.9%
Porterville High	420	200	47.6%	460	208	45.2%	354	161	45.5%	447	176	39.4%
Porterville Military Academy	-	-	-	-	-	-	-	-	-	22	2	9.1%
Strathmore High	76	20	26.3%	72	15	20.8%	88	17	19.3%	74	23	31.1%
Summit Charter Academy	79	43	54.4%	75	30	40.0%	87	49	56.3%	104	44	42.3%
Total	1,480	631	42.6%	1,440	514	35.7%	1,477	545	36.9%	1,545	608	39.4%

Source: [Porterville College Enrollment Yields by Service Area High School Report](#), Kern CCD Institutional Research Department with high school graduates comes from the California Department of Education Data and Statistics site or from the high school registrar's office.

- The data above represents the number and percent of high school graduates enrolled on census day during the first fall semester after high school graduation to Porterville College. Students who dropped for COVID-19 related reasons were counted as enrolled on census.
- The College captures about 40% of Porterville USD and Burton Elementary School Districts' high school graduates.
- Approximately 40-48% of graduates from large "regular" high schools, such as Granite Hill High, Monache High, and Porterville High, attend Porterville Colleges.
- A smaller percentage of Butterfield Charter High and the new Porterville Military Academy graduates attend Porterville College (less than 20% and 10% respectively).

Labor Market and Workforce Trends

Tulare County Top 30 Industries 2023 through 2033

Industry	2023 Jobs	2033 Jobs	2023-2033 Change	2023-2033 % Change	Avg. Annual Earnings
Support Activities for Crop Production	24,462	26,295	1,832	7%	\$41,482
Education (Local Government)	16,057	18,242	2,185	14%	\$91,811
Restaurants and Other Eating Places	11,978	15,070	3,092	26%	\$26,078
Crop Production	8,181	9,161	980	12%	\$51,256
Services for the Elderly and Persons with Disabilities	5,511	8,512	3,000	54%	\$23,262
Local Government, Excl. Education & Hospitals	7,249	7,442	193	3%	\$104,583
Hospitals (Local Government)	6,552	7,054	503	8%	\$101,613
Animal Production	6,982	6,786	(196)	(3%)	\$60,570
General Warehousing and Storage	3,501	4,007	506	14%	\$77,093
Temporary Help Services	3,462	3,239	(223)	(6%)	\$46,000
Gen. Merchandise Stores, Warehouse Clubs & Supercenters	2,723	3,220	497	18%	\$38,949
Offices of Physicians	2,497	2,958	461	18%	\$105,035
Supermarkets and Other Grocery Stores	2,658	2,684	26	1%	\$42,321
Dairy Product (except Frozen) Manufacturing	2,402	2,453	51	2%	\$88,829
Plumbing, Heating, & Air-Conditioning Contractors	2,029	2,348	319	16%	\$68,321
Nursing Care Facilities (Skilled Nursing Facilities)	1,785	2,222	438	25%	\$52,733
Couriers and Express Delivery Services	1,408	2,099	692	49%	\$51,131
Drywall and Insulation Contractors	1,303	1,991	688	53%	\$47,986
Department Stores	1,688	1,925	237	14%	\$35,045
General Freight Trucking, Long-Distance	1,281	1,691	410	32%	\$78,995
Other Outpatient Care Centers	1,276	1,626	350	27%	\$88,606
Electrical Contractors & Wiring Installation	1,108	1,279	170	15%	\$74,488
Offices of Dentists	1,076	1,241	165	15%	\$63,027
Home Centers	1,082	1,187	104	10%	\$36,292
Frozen Food Manufacturing	1,627	1,176	(452)	(28%)	\$66,934
Fruit and Vegetable Canning, Pickling, & Drying	798	1,171	374	47%	\$64,174
Retirement Communities & Assisted Living Facilities	878	1,143	266	30%	\$43,488
Religious Organizations	1,039	1,138	100	10%	\$22,746
Hotels (except Casino Hotels) and Motels	807	1,111	304	38%	\$31,388
Gasoline Stations with Convenience Stores	1,005	1,101	97	10%	\$33,539

Source: Lightcast Q1 2023 Data Set April 2023

- The chart above shows the top 30 industries for Tulare County in the next ten years. Though “support activities for crop production” has nearly 27,000 jobs, the highest growth will be in the areas of “restaurants & other eating places” and “services for the elderly and persons with disabilities”, with about 3,000 jobs each.

**Tulare County
Top 25 Occupations
2023 through 2033**

Occupation	2023 Jobs	2033 Jobs	2023 - 2033 Change	2023 - 2033 % Change	Median Annual Earnings	Typical Entry Level Education
Farmworkers & Laborers, Crop, Nursery, & Greenhouse	23,698	24,998	1,300	5%	\$29,561	No formal educational
Home Health & Personal Care Aides	6,461	9,251	2,789	43%	\$29,744	HS diploma
Cashiers	4,766	5,003	237	5%	\$29,139	No formal educational
Farmers, Ranchers, & Other Agricultural Managers	4,715	4,942	226	5%	\$35,658	HS diploma
Fast Food and Counter Workers	4,399	5,517	1,118	25%	\$29,298	No formal educational
Laborers and Freight, Stock, and Material Movers, Hand	4,039	4,603	564	14%	\$33,814	No formal educational
Retail Salespersons	3,955	4,368	414	10%	\$29,412	No formal educational
Heavy & Tractor-Trailer Truck Drivers	3,472	4,010	538	15%	\$45,445	Postsecondary nondegree award
Elementary School Teachers	2,851	3,298	446	16%	\$77,830	Bachelor's degree
Registered Nurses	2,743	3,091	347	13%	\$95,927	Bachelor's degree
Stockers and Order Fillers	2,621	3,063	442	17%	\$29,931	HS diploma
Office Clerks, General	2,539	2,631	92	4%	\$36,567	HS diploma
Teaching Assistants	2,467	2,843	375	15%	\$36,410	Some college, no degree
Janitors and Cleaners, Except Maids & Housekeeping Cleaners	2,323	2,704	380	16%	\$34,003	No formal educational
Industrial Truck/Tractor Operators	2,177	2,388	211	10%	\$45,523	No formal educational
General and Operations Managers	2,095	2,426	331	16%	\$91,864	Bachelor's degree
Farmworkers, Farm, Ranch, & Aquacultural Animals	1,852	1,921	69	4%	\$33,332	No formal educational
Secretaries and Administrative Assistants	1,752	1,765	14	1%	\$44,415	HS diploma
Bookkeeping, Accounting, & Auditing Clerks	1,666	1,706	40	2%	\$45,123	Some college, no degree
Maintenance and Repair Workers, General	1,569	1,752	183	12%	\$45,049	HS diploma
Cooks, Fast Food	1,564	1,686	122	8%	\$29,260	No formal educational
Secondary School Teachers, Except Special and Career/Technical Educ	1,457	1,741	284	19%	\$94,040	Bachelor's degree
Packers and Packagers, Hand	1,452	1,571	119	8%	\$29,926	No formal educational
Customer Service Representatives	1,418	1,541	123	9%	\$35,437	HS diploma
First-Line Supervisors of Retail Sales Workers	1,406	1,554	148	11%	\$37,614	HS diploma

Source: Lightcast Q1 2023 Data Set April 2023

- The top 25 occupations for Tulare County within the next ten years are diverse, ranging from farm work to healthcare/home care to different levels of administrative assistants.
- Many of these occupations require no formal education and/or some college experience.
- Although change over the 10-year time period is only 5% for farm workers and crop occupations, it is projected that there will be nearly 25,000 of these jobs in Tulare County, more than double the next highest occupation (home health & personal care aides.)

**Tulare County
Middle Skills Occupations*
(With Earnings of \$20.00 Median Hourly Wage)
2023 through 2033**

Occupation	2023 Jobs	Average Annual Openings	Median Hourly Earnings	Typical Entry Level Education
Heavy and Tractor-Trailer Truck Drivers	3,472	494	\$21.85	Postsecondary nondegree award
Bookkeeping, Accounting, and Auditing Clerks	1,666	212	\$21.69	Some college, no degree
Licensed Practical and Licensed Vocational Nurses	723	77	\$27.98	Postsecondary nondegree award
Automotive Service Technicians and Mechanics	607	66	\$22.57	Postsecondary nondegree award
Dental Assistants	430	73	\$21.42	Postsecondary nondegree award
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	384	49	\$26.96	Postsecondary nondegree award
Computer User Support Specialists	294	26	\$28.24	Some college, no degree
Firefighters	286	25	\$29.10	Postsecondary nondegree award
Dental Hygienists	200	18	\$47.33	Associate degree
Psychiatric Technicians	187	16	\$27.70	Postsecondary nondegree award
Medical Records Specialists	181	16	\$22.21	Postsecondary nondegree award
Radiologic Technologists and Technicians	175	12	\$36.96	Associate degree
Food Science Technicians	164	25	\$22.78	Associate degree
Respiratory Therapists	157	12	\$36.07	Associate degree
Telecommunications Equipment Installers and Repairers, Except Line Installers	137	19	\$28.87	Postsecondary nondegree award
Phlebotomists	134	22	\$21.51	Postsecondary nondegree award
Human Resources Assistants, Except Payroll and Timekeeping	116	13	\$21.71	Associate degree
First-Line Supervisors of Firefighting and Prevention Workers	104	8	\$29.33	Postsecondary nondegree award
Library Technicians	95	14	\$22.29	Postsecondary nondegree award
Surgical Technologists	95	8	\$28.11	Postsecondary nondegree award

Source: Lightcast Q1 2023 Data Set April 2023

- The list above shows “middle-skills*” occupation typically requires some college experience, but less than a bachelor’s degree and pays at least \$20.00 median hourly wage. There are not many job openings each year for most of these occupations.
 - Heavy and tractor trailer trucker drivers and bookkeeping/auditing clerks have the most annual openings over the next ten years, with 494 and 212 respectively.
 - Other occupations on this list will be competitive, with less than 100 annual job openings, but are still important to support local community needs.

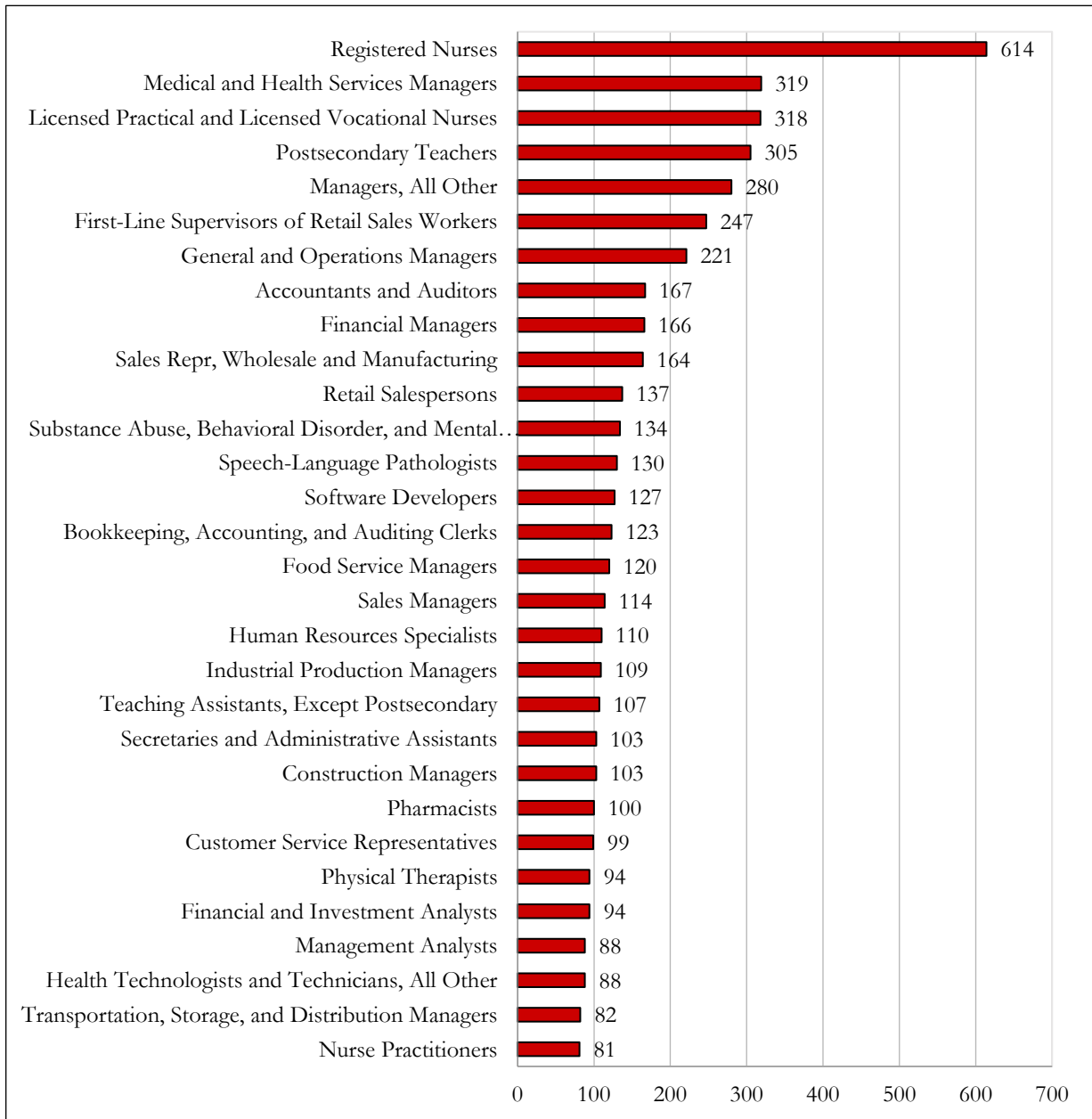
Tulare County
Top 30 Occupations That Require a Bachelor's Degree
(With Earnings of \$20.00 Median Hourly Wage)
2023 through 2033

	2023 Jobs	Average Annual Openings	Median Hourly Earnings
Elementary School Teachers	2,851	266	\$37.42
Registered Nurses	2,743	201	\$46.12
General and Operations Managers	2,095	230	\$44.17
Secondary School Teachers, Except Special and Career/Technical Education	1,457	135	\$45.21
Substitute Teachers, Short-Term	1,230	171	\$17.71
Business Operations Specialists, All Other	824	85	\$28.20
Accountants and Auditors	805	79	\$35.60
Middle School Teachers, Except Special and Career/Technical Education	766	77	\$37.65
Child, Family, and School Social Workers	722	74	\$22.95
Educational Instruction and Library Workers	674	71	\$23.15
Managers, All Other	663	66	\$39.58
Medical and Health Services Managers	556	67	\$48.94
Sales Managers	517	46	\$44.74
Human Resources Specialists	506	56	\$29.42
Tutors	499	84	\$14.45
Construction Managers	473	49	\$37.59
Financial Managers	437	40	\$56.27
Project Management Specialists	344	33	\$40.04
Management Analysts	316	31	\$37.20
Market Research Analysts & Marketing Specialists	295	40	\$27.64
Kindergarten Teachers, Except Special Education	288	37	\$46.28
Special Education Teachers, Kindergarten and Elementary School	286	28	\$38.92
Substance Abuse, Behavioral Disorder, and Mental Health Counselors	274	35	\$23.02
Teachers and Instructors, All Other	261	35	\$29.63
Chief Executives	249	19	\$73.76
Buyers and Purchasing Agents	241	25	\$27.99
Securities, Commodities, & Financial Servs Sales Agents	237	20	\$23.01
Social and Community Service Managers	210	24	\$34.14
Training and Development Specialists	202	23	\$29.18
Special Education Teachers, All Other	190	17	\$31.88

Source: Lightcast Q1 2023 Data Set April 2023

- There are slightly more job opportunities for those with a Bachelor's Degree education and higher pay; therefore, Porterville College may consider focusing on transfer programs that help students transition to four-year universities.
- There are more diverse jobs at this educational level, including nursing, teaching, management, accounting, social work, and a variety of healthcare positions.
- Currently, elementary school teachers, registered nurses, and general & operation managers have more than 2000 jobs, each with more than 200 annual openings and wages of at least \$37.00.

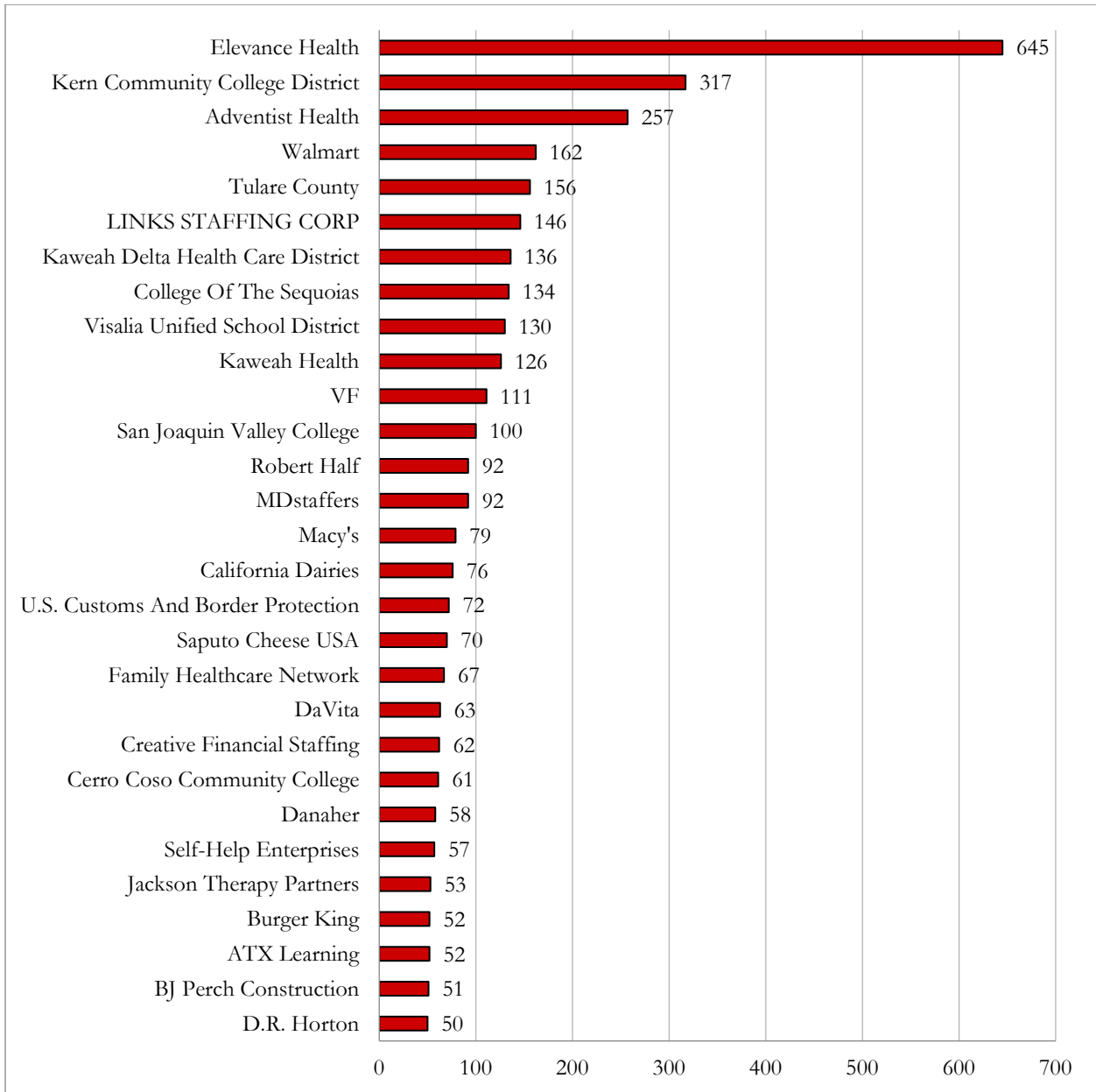
Tulare County
AA/AS Degree Occupations with Highest Job Postings
March 2022 through March 2023



Source: Lightcast Q1 2023 Data Set April 2023

- The chart above shows the top 30 occupation postings in Tulare County for the last year (March 2022-March 2023). Occupations most sought after were in healthcare (different levels of nursing, substance abuse & behavioral disorder counselors, speech pathologist, etc.), education (teachers, teaching assistants, etc.), sales (representatives, retails), management (medical, retail, general & operations), and finance (accountants & auditors, financial & investments analysts, etc.).
 - Job posting for registered nurses (614) nearly doubled; the next two closest occupations were medical & health services managers (319) and licensed practical & licensed vocational nurses (318).

**Tulare County
Top 30 Companies with Highest Job Postings
March 2022 through March 2023**



Source: Lightcast Q1 2023 Data Set April 2023

- The chart above shows the companies that had the highest job postings in Tulare County from March 2022 through March 2023. Healthcare companies (Elevance Health, Adventist Health, Kaweah Delta Health Care District, Kaweah Health, etc.), educational institutions (Kern Community College District, College of the Sequoias, Visalia USD, San Joaquin Valley College, etc.), and retailers (Walmart, Macy's, Burger King, etc.) posted the most job openings.
 - Elevance Health and Kern Community College District posted the most jobs in March 2022 through March 2023, with 645 and 317 respectively.

Student Outcomes Comparison to Nearby Community Colleges

Degrees and Certificates Awarded by Selected California Community Colleges (within 100 Miles of Porterville College) 2019-2022 through 2021-2022

College	2019-2020	2020-2021	2021-2022
Bakersfield College	6,104	6,328	8,204
AAT/AST/AA/AS Degree	4,246	4,441	5,341
Certificate	1,849	1,827	2,559
Cerro Coso Community College	835	915	1,001
AAT/AST/AA/AS Degree	590	669	774
Certificate	245	246	227
Clovis Community College	1,975	2,100	2,432
AAT/AST/AA/AS Degree	1,178	1,316	1,439
Certificate	797	784	993
Fresno City College	3,054	3,459	3,917
AAT/AST/AA/AS Degree	2,162	2,433	2,386
Certificate	813	975	1,499
Madera Community College	-	369	850
AAT/AST/AA/AS Degree	-	225	409
Certificate	-	144	441
Porterville College	921	788	816
AAT/AST/AA/AS Degree	837	678	654
Certificate	84	110	162
Reedley College	3,362	2,380	2,665
AAT/AST/AA/AS Degree	1,174	1,065	975
Certificate	2,188	1,315	1,690
College of the Sequoias	2,430	2,307	2,112
AAT/AST/AA/AS Degree	2,151	1,933	1,782
Certificate	279	374	330
Taft College	624	533	617
AAT/AST/AA/AS Degree	553	474	556
Certificate	71	59	61
West Hills Coalinga College	678	831	951
AAT/AST/AA/AS Degree	529	482	533
Certificate	149	349	418
West Hills Lemoore College	1,193	1,166	1,193
AAT/AST/AA/AS Degree	830	775	767
Certificate	363	391	426

Source: California Community Colleges Chancellor's Office Datamart, Program Awards Summary Report, April 8, 2023

- This dataset shows the number of degrees and State Chancellor's Approved certificates awarded by community colleges located within 100 miles of Porterville College. Bakersfield College, Fresno City College and College of the Sequoias awarded the highest number of AAT/AST/AA/AS degrees among the 11 colleges, whereas Madera College, Porterville College and West Hills Coalinga College awarded the lowest numbers of degrees.
- Bakersfield College, Fresno City College and College of the Sequoias also awarded the highest number of certificates in the region. Porterville College, Cerro Coso Community College, and Madera Community College awarded the lowest number of certificates.

**Noncredit Awards by Selected California Community Colleges
(within 100 Miles of Porterville College)
2019-2022 through 2021-2022**

College	2019-2020	2020-2021	2021-2022
Bakersfield College	-	43	289
Fresno City College	79	51	32
Porterville College	11	15	1
Reedley College	5	1	1
College of the Sequoias	1	78	58
West Hills Coalinga College	-	-	2

Source: California Community Colleges Chancellor's Office Datamart, Program Awards Summary Report, April 8, 2023

- This dataset shows the numbers of noncredit awards granted by community colleges located within 100 miles of Porterville College. Only six of the 11 colleges awarded noncredit awards for the three years displayed.
- Bakersfield College awarded nearly 300 noncredit awards in 2021-2022, an increase of 572% from the year prior. College of the Sequoias and Fresno City College also granted 58 and 32 noncredit awards respectively.
- Porterville College granted 11 noncredit awards in 2019-2020 and 15 awards in 2020-2021, but dropped to only one award in 2021-2022.

**Course Completion and Success Rates by Selected California Community Colleges
Fall 2019 through Fall 2022**

College	Course Completion				Course Success			
	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Bakersfield	87.8%	85.3%	86.0%	87.2%	67.6%	64.4%	64.9%	66.5%
Cerro Coso	87.5%	89.1%	87.6%	87.6%	73.0%	72.9%	74.7%	74.1%
Clovis	92.5%	91.8%	92.4%	92.5%	73.7%	76.4%	73.8%	72.0%
Fresno City	91.5%	90.4%	90.4%	92.7%	70.3%	73.6%	70.7%	74.3%
Madera	-	92.4%	93.2%	92.7%	-	76.8%	74.9%	71.7%
Porterville	91.4%	88.7%	88.5%	90.6%	74.2%	69.7%	71.9%	73.5%
Reedley	92.8%	91.1%	92.6%	92.9%	72.2%	73.2%	73.3%	71.8%
Sequoias	90.2%	97.5%	87.1%	88.8%	74.2%	80.9%	67.5%	69.6%
Taft	93.5%	91.4%	93.1%	93.6%	77.5%	72.6%	77.2%	78.3%
West Hills Coalinga	90.7%	90.2%	89.1%	91.0%	75.1%	76.2%	75.0%	72.5%
West Hills Lemoore	87.7%	89.4%	88.5%	90.4%	73.6%	73.4%	72.9%	75.7%

Source: California Community Colleges Chancellor's Office Datamart, Program Awards Summary Report, April 8, 2023

- Overall, course completion (retention) rates (*complete the course with a grade A, B, C, D, F, P, NP, and I*) for Porterville College are high, ranging from 88% to 91%. This is comparable to community colleges located near Porterville.
- Porterville College's course success rates (*complete the course with a grade A, B, C, P*) of 70% to 74% are also comparable with other nearby community colleges.

**Generated FTES by Selected California Community Colleges
2018-2019 through 2021-2022**

College	2018-2019	2019-2020	2020-2021	2021-2022
Bakersfield	18,272.06	18,907.27	18,701.66	17,115.51
Cerro Coso	3,461.19	3,481.29	3,313.32	3,088.02
Clovis	5,500.55	5,906.17	5,785.51	5,148.16
Fresno City	19,013.69	19,076.78	16,309.66	15,001.08
Madera	-	-	2,280.99	2,759.63
Porterville	3,305.06	3,421.61	2,789.33	2,516.00
Reedley	8,357.83	8,599.54	5,455.48	4,770.95
Sequoias	10,408.84	10,593.24	9,537.78	9,047.43
Taft	2,911.01	2,856.23	2,445.16	1,914.27
West Hills Coalinga	2,613.70	2,427.21	2,004.73	1,793.19
West Hills Lemoore	3,494.11	3,496.37	2,725.20	2,570.14

Source: California Community Colleges Chancellor's Office Datamart, Program Awards Summary Report, April 8, 2023

- Like most California community colleges, all eleven colleges in the area experienced a drop in enrollment during COVID-19, and each college is working to bring enrollment back to the level of 2019-2020.
- Porterville is one of the smaller community colleges within the 100 miles radius and saw a decline in enrollment from 3,422 to 2,516 FTES over the last four years.

City of Porterville
Students* Attending Colleges Outside of Service Area
Fall 2018 through Fall 2022

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Bakersfield College	132	234	205	201	204
Cerro Coso College	135	158	115	101	66
Clovis College	5	4	4	4	5
Fresno City College	43	42	72	60	35
Madera College	-	-	-	4	7
Reedley College	4	5	14	12	13
College of the Sequoias	263	264	281	264	321
West Hills Coalinga College	10	12	7	3	3
West Hills Lemoore College	22	22	25	15	13

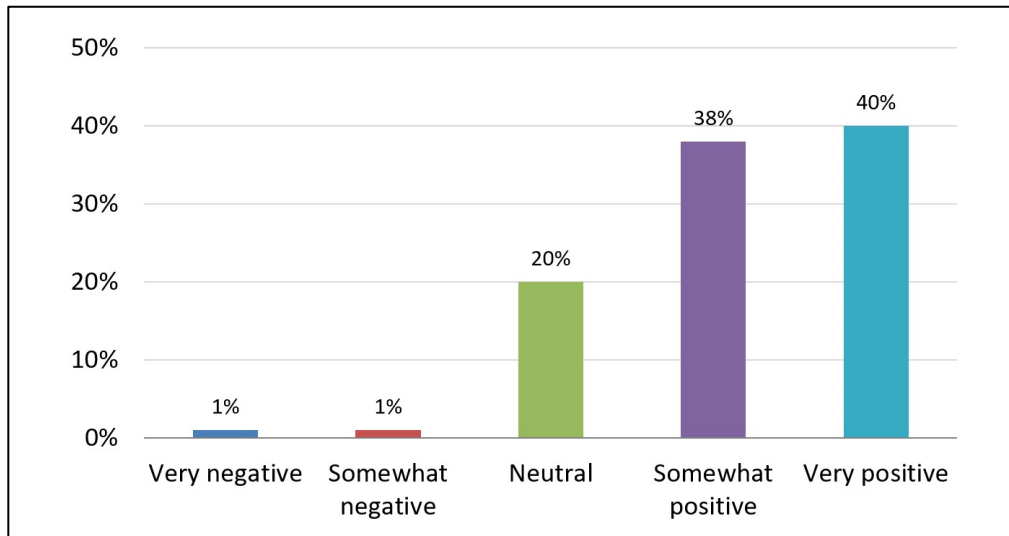
** those residing in zip codes 93257 and 93258*

Source: Research Departments at Porterville College, State Center CCD, College of the Sequoias, and West Hills CCD

- More than 250 of “Porterville College” students (those residing in zip codes 93257 and 93258) enrolled at the other Kern CCD colleges, Bakersfield College (50 miles away) and Cerro Coso College (150 miles), for each of the five fall semesters shown above.
- Enrollment at College of the Sequoias (33 miles away) by students living in the city of Porterville increased from 263 to 321 students between Fall 2018 and Fall 2022.
- State Center CCD colleges (Fresno City College, Clovis Community College, Reedley College, and Madera Community College that are 60-100 miles away) enrolled about 50 to 90 students from Porterville College’s area each fall semester.
- West Hills CCD colleges (60 to 80 miles away) enrolled about 20 students from Porterville College’s area.

Community Engagement and Satisfaction

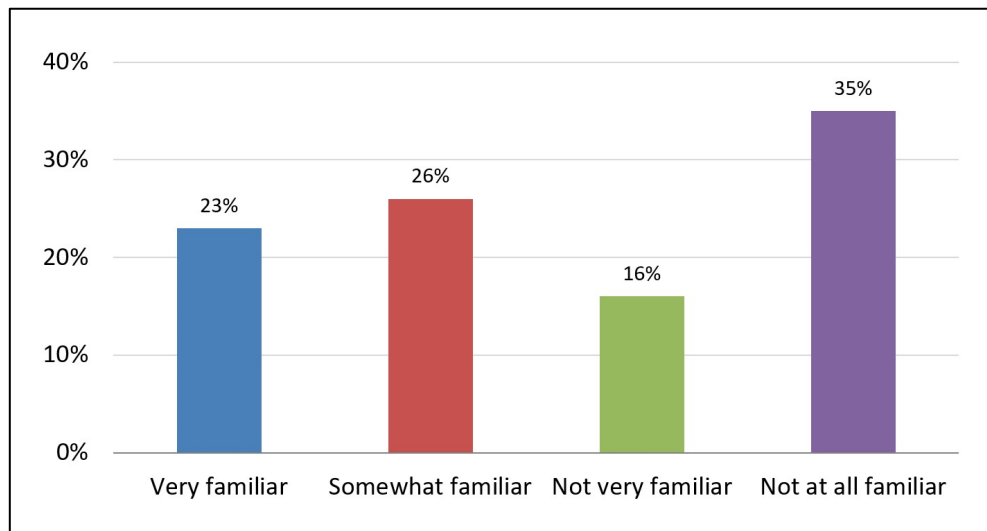
Community's Impressions of Porterville College Summer 2022



Source: Graduate Communications, Porterville College Community Awareness & Perceptions Survey, 2022

- In Summer 2022, Graduate Communications surveyed Porterville College students and the community to better understand their perception of the College. A total of 700 surveys were initiated and 403 were fully completed for a completion rate of 58%. Nearly four-fifths of the community-respondents had “somewhat positive” or “very positive” impressions of Porterville College. Only two percent of the respondents had negative impressions of the College.

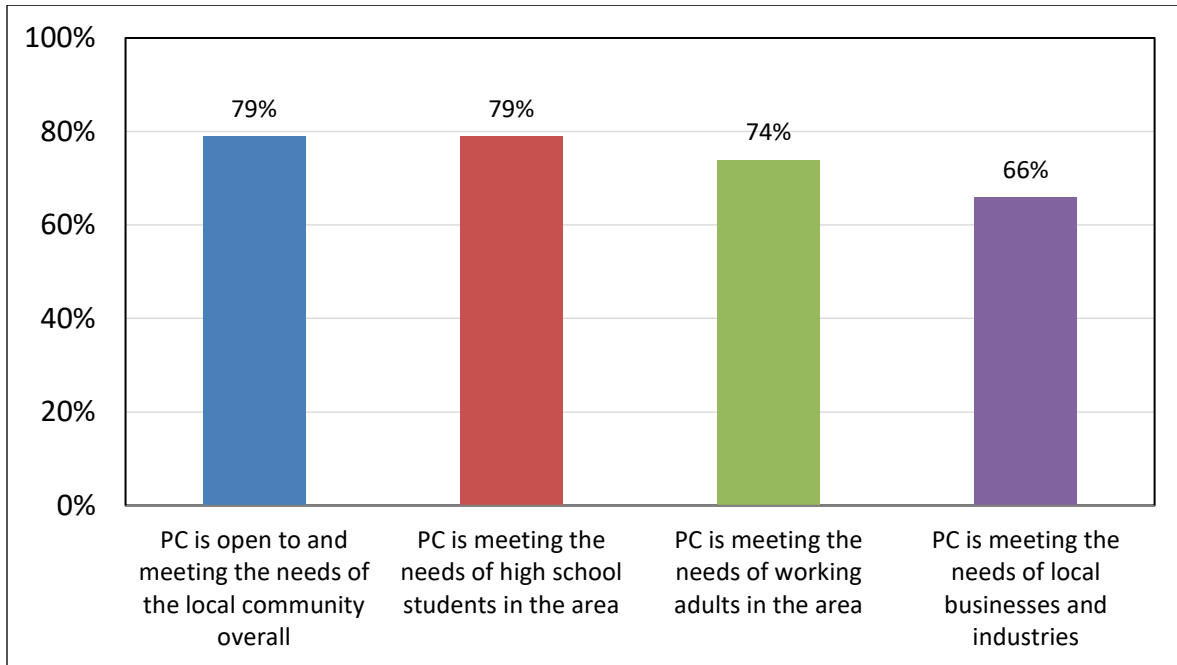
Community's Familiarity with Porterville College Summer 2022



Source: Graduate Communications, Porterville College Community Awareness & Perceptions Survey, 2022

- Although 59% of the community respondents were very familiar with or somewhat familiar with Porterville College, more than one-third of the respondents were “not at all familiar” with the College.

Community Assessment of Porterville College's Ability to Serve Their Needs Summer 2022



Source: Graduate Communications, Porterville College Community Awareness & Perceptions Survey, 2022

- Community-respondents were asked if they believed Porterville College is meeting the needs of the various groups of the community.
 - Four-fifths of the community “strongly agree” or “somewhat agree” that Porterville College is meeting the needs of the local community overall, the needs of high school students, and the needs of working adults.
 - The community rated Porterville College slightly lower in serving the needs of nearby businesses and industries (67%).

LISTENING SESSIONS

During the Discovery Phase, listening sessions were held by the *Collaborative Brain Trust* team with groups of internal and external stakeholders of Porterville College to gather input, ideas, and recommendations about college's strengths, challenges, areas of opportunities, and critical areas of focus over the next several years to help align college-wide goals and activities with its mission. Additionally, the team visited three classes to hear students discuss what was or was not working well for them, or their peers, at Porterville College.

A total of 30 small group sessions were conducted over several days as *internal* listening sessions. Approximately 239 faculty members, classified staff members, students, and administrators, representing a wide variety of roles and experiences, attended the sessions and provided input for this process. The sessions experienced minimal participant overlap; however, in some instances, a staff member attended more than one session to represent different roles.

Approximately 38 community members attended one of eight *external* listening sessions that were held over two days at the college. The diverse group of community participants represented business, industry, education, healthcare, civic leadership, and community services. The sessions were well attended and included robust discussions about partnership opportunities, new programs to support local industry needs, and future opportunities for Porterville College within the community.

A summary of the listening session participation is provided in the Appendix.

College Listening Session Themes

The top ten themes that emerged from the internal and external listening sessions are outlined below. This rich qualitative input, combined with the internal and external data scan, is valuable as the College identifies its highest priorities for the next several years.

Targeted outreach to increase access opportunities and remove barriers

- Targeted outreach and marketing to adult population
- Early outreach to middle school, 9th and 10th graders, and parents
- Offer flexible course schedules and short-term certificates

Enhance academic and student services support & increase student engagement

- Offer on-campus new student orientation and first semester support system
- Increase counseling sessions available to new students
- Enhance collaboration between PC and high school counselors
- Expand wrap-around and basic needs services
- Increase student mental health and wellness support
- Provide student on-campus engagement activities

Continue strong focus on Diversity, Equity Inclusion, and Access (DEIA)

- Nurture sense of belonging and being valued
- Identify equity gaps in practices, procedures and student outcomes
- Implement culturally responsive pedagogies
- Support innovative changes in the classroom
- Implement college DEIA Plan

Increase student retention, completion, and success rates

- Implement intentional, proactive academic support/service intervention
- Increase disaggregated data analysis
- Provide campuswide access to data dashboards and data coaching
- Create data-driven course schedules to support timely degree/certificate completion

Foster a welcoming, collegial, collaborative, and inclusive college culture

- Promote a culture of innovation & inclusion
 - Offer “fun” campus events
 - Support cultural events
 - Create comfortable spaces for students to study and interact
- Offer campus activities and speakers related to the four Academic and Career Pathways
- Create opportunities to strengthen connection between employees, students, and departments

Create opportunities to improve communication

- Strengthen communication and collaboration between instruction, student services, and administrative services groups
- Promote proactive communication college-wide
- Provide timely, targeted communication to students
- Enhance navigation and program information on the website

Strategically plan for enrollment growth

- Develop a college-wide new program development plan
- Develop data-driven, student-centered schedules
- Align schedules with guided pathways and student educational plans
- Increase adult student enrollment
- Expand high school dual enrollment
- Maintain balance between online and on-ground classes
- Participate in open education resources (OER) and peer online course review (POCR)

Expand and enhance the capacity of the college

- Align annual budget and staffing plans with EMP goals
- Maintain “state of the art” technology
- Provide college-wide professional development program for all employees
 - New faculty and classified staff onboarding
 - Support college-wide initiatives
- Promote a safe and healthy work environment

Strengthen partnerships and align pathways

- Expand on-ground dual enrollment at all high schools and adult schools
- Align PC’s four Academic and Career Pathways with high school pathways
- Offer short-term certificate programs
- Develop CTE pathways from K-12 to PC to university partners
- Offer programs to bring K-12 students to campus

Align new programs and program expansion with local employer needs and strengthen connections with the community

- Focus growth on new credit and non-credit CTE program development
- Partner with local business, healthcare providers, and non-profit organizations to develop or expand curriculum and provide student support
- Strengthen relations with community organizations and business leaders
- Position the college as central to the community
- Promote the benefits/value of the college to potential students

College Listening Session Programmatic Recommendations

The external listening sessions included input and ideas from Community members representing more than two dozen organizations. There was general agreement among participants of all external group sessions that expanding Porterville College Career Technical Education programs would benefit the local community. Below is a list of new and current program recommendations from staff and community members. It is provided as a guide only. The College should conduct a thorough analysis of any programs considered for development to determine which programs best support its Educational Master Plan goals.

It is also important to note that most of the community, education, and business representatives asked for short-term courses or certificates. This would allow students, or working adults, the opportunity to quickly gain skills that would help them qualify for entry-level positions and/or upskilling. A non-inclusive sample of short-term programs requested include welding, plumbing, electrical technician, maintenance mechanic, healthcare aide, medical assistant, school resource officer, and K-12 educational instructional aides or support staff.

Employers also requested non-credit skills courses to help people qualify for entry-level jobs with local employers.

New Program Recommendations

Credit Programs:

Agricultural - Engineering

Agricultural -Technology/Technician (e.g., soil, food related)

Artificial Intelligence – emerging industry

Automotive Technology – Automotive Service Technicians and Mechanics*

Certified Nursing Assistant*

Clean Technology

Computer Repair/Personal Computer Repair

Computer User Support Specialist*

Culinary Arts/Hospitality

Education - Instructional Aides, Educational Support Staff, Special Education Aides

Electrician

Forestry Service* (Fieldwork and Customer Service options)

Geographical Information Systems (GIS)

Graphic Design

Healthcare (e.g., Home Health Care, Personal Health Aide, Nursing Assistants*, other jobs within a hospital)

Heavy Truck/Diesel Technician*

Human Services/Social Work*
Logistics*
Maintenance Mechanic/Technician (Advanced Manufacturing)
Medical Assistant* (partner with adult education)
Medical Records Specialist
Paralegals/Legal Assistant*
Physician's Assistant
Plumbing
Robotics
Solar

Non-credit skills courses:

Customer Service Skills
Entry-level Skills for Specific Industries
Essential Skills for Entry Workers
Medical or Legal Translator
Office Technician
Soft Skills
Technology Skills
Typing Skills

Current Program Enhancement Recommendations

Agricultural - Business – promote
Child Development/Early Education – expand program
Computer Science* – update curriculum
Fire Academy* – provide upskill courses & two-year degree
HVAC/Maintenance Mechanics* – rebuild the program, offer on a regular basis
Information Technology – update curriculum
Law Enforcement – offer short-term curriculum for School Resource Officer position
Law Pathway – add advocacy option/emphasis
Nursing (RN*, LVN*) – expand program
Psychiatric Technology – expand program
Teaching Assistant* – expand program
Teacher Education* – expand program
Welding – expand and partner with K-12

*One of the top 25 middle-skill occupations with the most annual job openings in the region.
Source: Central Valley/Mother Lode Center of Excellence (COE) Report, March 2023.

STATE LEVEL MANDATES, GOALS, AND INITIATIVES

This section provides a brief overview of the state’s current mandates, goals, and initiatives that promote student equity and success. The Porterville College Educational Master Planning process was informed by state and district goals. The college goals and objectives included in this Educational Master Plan align with the overall state and Kern Community College District goals.

Vision for Success

In 2017, the California Community Colleges Board of Governors adopted the *Vision for Success*, with a primary purpose of, “making sure students from all backgrounds succeed in reaching their goals and improving their families and communities, eliminating achievement gaps once and for all.”¹ In 2021, the state Chancellor presented the *Update to the Vision for Success: Reaffirming Equity in a Time of Recovery*.² The update reaffirmed the community college system’s commitment to achieving equity and reinforced how the California Community Colleges will play a central role in California’s economic and social recovery.

The 5-Year Vision for Success Goals

1. Increase completion of degrees, credentials, certificates, and job-specific skill sets by 20% between 2017 and 2022
2. Increase transfers to UC and CSU by 35% between 2017 and 2022
3. Decrease the average number of units accumulated by associate degree earners to 79 units by 2022 (down from an average of 87 units in 2017)
4. Increase the number of exiting CTE students employed in their field of study to 76% by 2022 (up from 60% in 2017)
5. Reduce equity gaps by 40% across all the above measures by 2022, and fully close those gaps by 2027
6. Close regional gaps across all of the above measures by 2027

The 2017 Vision for Success Commitments

The *Vision for Success* also includes seven commitments intended to drive improvement, student access, equity, and success for all students. They are:

1. Focus relentlessly on students’ end goals.
2. Always design and decide with the student in mind.
3. Pair high expectations with high support.
4. Foster the use of data, inquiry, and evidence.
5. Take ownership of goals and performance.
6. Enable action and thoughtful innovation.
7. Lead the work of partnering across systems.

¹ <https://www.cccco.edu/About-Us/Vision-for-Success>

² <https://www.cccco.edu/-/media/CCCCO-Website/Reports/vision-for-success-update-2021-a11y.pdf>

The *Vision for Success* plan relies upon the Guided Pathways framework to improve student access, persistence and retention and student goal completion. Colleges have an opportunity to integrate and align community college plans for Guided Pathways, Student Equity and Achievement Program, College and Career Access Pathways (CCAP), Adult Education, categorical programs and services, and more.

Reaffirmation of State’s Commitment to *Vision for Success* Goals

On June 30, 2022, Governor Newsom signed the 2022-23 State budget reaffirming the state’s commitment and investment in the California Community College system, the *Vision for Success* plan, the Guided Pathways framework, and the Student Centered Funding Formula. He also signed a new agreement between the Governor’s Office and the California Community College system. The Governor’s Office and the CCC system have mutually agreed to prioritize advancement of shared goals over the next five-year term as described in the *Multi-Year Roadmap between the Newsom Administration and the California Community Colleges*. The “...shared goals are herein designed to build upon the system’s *Vision for Success* goals to promote student access and success; close (eliminate) equity gaps; expand opportunities for transfer students; increase intersegmental collaboration to benefit students; support for workforce preparedness; and high-demand career pipelines.”³ This “roadmap” includes new goals and expectations and “...represents an unwavering commitment to continue to increase support and socialize existing reforms such as Guided Pathways, equitable [student] placement, the Student Centered Funding Formula, and competency-based education, among others – aimed at improving student success and making that success equitable for all students served by the CCCs” (Roadmap, pg.5; Roadmap, pg.2).

The 2023-24 State Budget May Revision continued the implementation of the second year of the multi-year Roadmap with the California Community Colleges. It continues to focus on equity, student success, and enhancing the system’s ability to prepare students for California’s future.

Guided Pathways

The Guided Pathways framework is codified in Education Code [88920-88922](#) and aligns with the *Redesigning America’s Community Colleges* model as defined by authors Bailey, Jaggars and Jenkins, 2015. This national community college model is described as, “...an integrated, institution wide approach to student success based on intentionally designed, clear, coherent, and structured educational experiences, informed by available evidence, that guide each student effectively and efficiently from her/his point of entry through to attainment of high-quality postsecondary credentials and careers with value in the labor market” (AACC, 2015).

Guided Pathways is “an equity focused framework that allows us to forge clear paths for students and remove systemic obstacles to their success. Guided Pathways is a structure to provide all students with clear enrollment avenues, course-taking patterns, and support services.”⁴

³ <https://dof.ca.gov/wp-content/uploads/sites/352/Programs/Education/CCC-Roadmap-May-2022.pdf>

⁴ <https://www.cccco.edu/College-Professionals/Guided-Pathways>

The Guided Pathways framework is anchored in four pillars of the student experience:

Guided Pathway Pillars	
1. Clarify the Path	Create clear curricular program of study pathway maps to employment or transfer, simplify student choices, establish detailed transfer pathways, and expected learning outcomes with transfer institutions
2. Enter the Path	Help students choose and select a pathway, redesign developmental education, and course placement
3. Stay on the Path	Support students through strong advising and counseling, embed proactive support services throughout the student journey, strengthen clarity about transfer and career opportunities, ensure academic planning with predictable course scheduling
4. Ensure Learning	Ensure learning is occurring with intentional outcomes, establish program of study level of outcomes in employment or transfer, integrate group projects, internships, and other applied learning experiences to enhance instruction and improve student success

Source: American Association of Community Colleges (2015), *Redesigning America's Community Colleges (2015)*

Guided Pathways seeks to achieve:

Advance Equity: Removing barriers that today's students face, particularly students of color, first-generation students, students from low-income backgrounds, and working adults.

Transform Institutions: A highly structured, comprehensive approach to systemic change to improve students' attainment of skills, credentials, and socioeconomic mobility. It is founded on the principle that everything can and should change.

Redefine Readiness: Fundamentally shifting the conversation about what it means to put students first, encouraging colleges to focus on their readiness for students rather than students' readiness for college.

Redesign Supports: Recognizing that students need more than financial support and resources to be successful. It allows colleges to recognize and holistically support students' academic and non-academic needs.

Student Centered Funding Formula

Based on the California Community College Chancellor's Office, the Student Centered Funding Formula (SCFF) is designed to support the goals and commitment set by the *Vision for Success* plan and it is aligned with the Guided Pathways student success metrics. SCFF is based on three calculations:

- A base allocation – largely reflects enrollment.
- A supplemental allocation based on the numbers of students receiving a College Promise Grant, students receiving a Pell Grant and students covered by AB 540.
- A student success allocation based on outcomes that include:
 - the number of students earning associate degrees and credit certificates
 - the number of students transferring to four-year colleges and universities
 - the number of students who complete transfer-level math and English with their first year
 - the number of students who complete nine or more career education units
 - the number of students who have attained a regional living wage

The 2021 Budget Act extended the SCFF hold harmless provision through 2024-25. The 2022 Budget Act extended the revenue protections in a modified form beginning in 2025-26, with a district's 2024-25 funding representing its new "floor." Starting in 2025-26, districts will be funded at their SCFF generated amount that year or their "floor" (2024-25 funding amount), whichever is higher. The Joint Analysis of the Governor's 2023-24 May Budget Revision highlighted funding details related to the new SCFF formula.

Student Equity and Achievement Program

In 2018, the Student Equity and Achievement Program (SEA) was established and merged the Student Success and Support Program, the Basic Skills initiative, and Student Equity funding. The CCCCO noted that, "...integrating these efforts into a single program advances the goal of demolishing once and for all the achievement gaps for students from traditionally underrepresented populations." The SEA program requires colleges to implement the Guided Pathways framework as codified in Education Code [78222](#).

The Porterville College *Student Equity and Achievement Program: 2022-25 Student Equity Plan* was approved by the Board of Trustees on December 13, 2022. This plan outlines Porterville College's goals and target outcomes for each of the five metrics prescribed by the CCCCO and the 3-year target outcome for the disproportionately impacted student population. These goals further align PC's programs and services with the *Vision for Success*, District goals, and Guided Pathways implementation.

THE STUDENT JOURNEY at PORTERVILLE COLLEGE

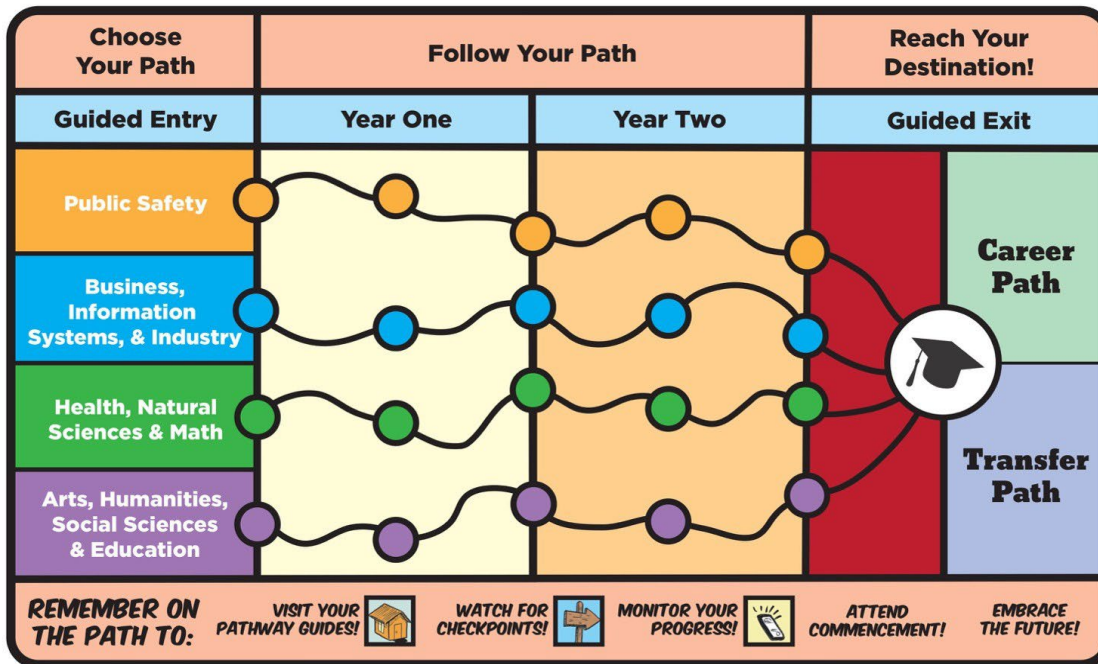
Porterville College is committed to implementing Guided Pathways in order to increase equitable student achievement and success. The Four Pillars (outlined in the previous section) are designed to support students throughout their educational journey. The Student Journey at Porterville College aligns with Guided Pathways and the Four Pillars.

“The Student Journey at Porterville College refers to the experience all students will have at PC, starting from their initial contact with the college prior to registering for the first semester of classes, all the way to graduation and their successful exit from their PC program(s) to the career or transfer goals.”⁵

“Each student at Porterville College follows their own unique journey, but these journeys all share common stages. By understanding these stages, [students] can be aware of what to expect in the process during [their] time here. As defined at Porterville College, the Student Journey contains the following key stages: Guided Entry, Following the Path, and Guided Exit.”⁶

The diagram below describes the Student Journey process:

The Student Journey at Porterville College



⁵ <https://www.portervillecollege.edu/student-journey-porterville-college>

⁶ <https://www.portervillecollege.edu/student-journey-porterville-college>

INTEGRATED PLANNING ASSUMPTIONS

This section of the plan contains assumptions that should be considered in developing college goals and objectives. These assumptions are based on the internal and external data review, interviews with college and community representatives as well as local, regional and statewide factors influencing all of California community colleges. The assumptions are not listed in order of importance.

Internal Data Trends

- Porterville College's credit program headcount held steady for ten years and then declined during the pandemic. During this time, student headcount ranged from a high of 6,184 in 2019-2020 to a low of 5,172 in 2021-2022. The College must grow 16% to regain its highest student count of 2019-2020.
- The College increased its course offerings from 889 sections in 2017-2018 to 1003 sections in 2021-2022 (an increase of 13%). Enrollment dropped from 23,704 to 20,243 within the same timeframe (a decrease of 15%), thereby, the number of students per section has also decreased from 27 to 20.
- Prior to the pandemic, the College offered about 20% of its courses online, whereas it is now almost 50%. The College will need to continue monitoring enrollment data and student preferences to provide the right mix of course offerings by the different learning modes.
- The College has a very small non-credit program (less than 1% of FTES in 2021-2022) compared to other community colleges in the region.
- Student demographics have remained relatively constant over the five-year period. More than three quarters (77%) of students at the College are Hispanic/Latino and 16% are White. All other ethnicity groups equal about 6% of the student body headcount.
- The majority of Porterville College students are female (65%) compared to the male student population at 35%. The male population of the Porterville College service area is currently 52% and is projected to be the majority for the next ten years.
- The College's student body is very young, with 44% being 19 years of age or under in 2021-2022. The proportion of students over the age of 30 has held steady at 19% to 20%. This distribution is different from that of the more mature community population.
- Three-fifths of Porterville College students declared "transfer to 4-year college" as their educational goal. A very small group noted that they would like to earn "a vocational degree/certificate."
- About 70% of Porterville College students were part time (attending less than 12 units annually). This percentage increased to 76% in 2020-2021 and 78% in 2021-2022.
- The number of students enrolled through the Dual Enrollment program increased from 460 students to 754 students over the five years, with dual enrollment representing 10% of the College's 2021-22 Total FTES.

- First time student persistence rates to 2nd and to 3rd semester dropped more than 10% in the last five years.
- Porterville College retained more than half (51% to 64%) of its continuing student population; however, there was a drop of 13 percentage points within the last five years.

External Data Trends

- Over the next 10 years, the general population growth in the Porterville College Service area will increase 11% compared to a 2% decline across California. The majority of growth in the community will be in its older populations between the ages of 25-34 and 45-59 (which will increase between 25-31% per age group).
- The Department of Finance has projected a decrease of 5% in both K-12 enrollment and the high school graduation rate for Tulare County in the next 10 years. Therefore, it will be critical to increase adult population enrollment to maintain or grow demand for classes at PC.
- Less than 20% of Porterville College's service area adult population (25 years and older) has a bachelor's degree or higher compared to the state and national trend at 35%. Porterville College will continue to play a critical role in increasing student associate degree completion and transfer to universities, thereby leading to higher education attainment levels. This success will continue to be important to PC's students and the local community.
- Porterville residents' socio-economic characteristics are much lower (median household income, per capital income, family size, household size, poverty level) than the state and country. The College can play a critical role in supporting its community through advocacy at the state and national levels to ensure residents have opportunities for upward mobility using education as the foundation.
- Porterville College has a good reputation with its the residents, especially in terms of meeting the needs of the local communities and the needs of local high school students which can continue to be maintained and nurtured. However, the College will also need to strengthen its partnerships with local healthcare organizations, businesses, and industries to meet their needs, as well as the needs of working adults.
- Occupations in healthcare and education at all levels will be in high demand for Tulare County. These organizations are looking to Porterville College to provide short-term educational programs to support a variety of essential entry-level positions. These job skills can also be preparation for higher-level positions.

Statewide and Regional Trends

State Level Priorities

- The success of California community college students will remain a top priority of statewide policy makers.
- Across the California community college system, decreasing the cost of education and the time-to-degree will continue to be a top priority with students, families, and policy makers. Providing a variety of student services and basic needs support will also continue to be essential.

- Meeting the California Community Colleges *Vision for Success* goals will continue to be important and community colleges will be expected to build on their success and accelerate the pace of improvement.
- The California Community College system will continue to prioritize Diversity, Equity, Inclusion, and Accessibility (DEIA) work. This will include *Vision for Success*, Guided Pathways, and faculty and staff diversification efforts.

Community College Funding

- Funding for student support and success measures will continue to be included in the state budget and will be assigned to specific activities to support student success goals.
- Hold harmless for the Student Centered Funding Formula (SCFF) metrics will end in 2025. It will be important for the College to increase outcomes in all three components: regular enrollment; students receiving a college promise grant, Pell grant, or covered by AB 540; and student success (degree/certificate completion.)
- The State of California is increasingly relying on local districts to fund new educational facilities rather than depending on statewide educational bonds.

Program Development

- Career Technical Education (CTE) will play an increasingly significant role in community college education.
- Statewide and regionally, community colleges will focus on developing credit and non-credit short-term certificates tied to local workforce opportunities. This will have a significant impact on student demand.
- Regional collaboration, especially related to program building and career technical education, will continue to be important in the central valley.

Economy

- Tulare County's current unemployment rate is higher than the state average, but still close to an historic low for the county.
- Economic growth for the region is estimated to increase at a slow but steady rate over the next several years.
- The Central Valley has shown strong recovery in job growth since the decline during the pandemic. The largest job growth in Tulare County is in transportation, warehousing and utilities, leisure and hospitality, construction, education, and health care.

CHALLENGES AND OPPORTUNITIES

The analysis of qualitative and quantitative data has identified the following challenges and opportunities that are important to consider in the College's long-term plans.

Challenges

- Decrease in student enrollment and FTES during the pandemic
- Increasing competition by other public and private institutions and the increase in student experience with online education could result in a loss of students
- Ongoing decline in local high school enrollment and graduation rates
- Implementing effective recruitment strategies for a working adult population
- Fluctuation and decline in associate degrees for transfer and general associate degrees awarded over the last five years
- Decline in course success rates during the pandemic
- Decrease in student course load, persistence, and course completion among first-time students
- Limited Career Technical Education (CTE) programs does not meet local employer needs
- High program and equipment costs, and difficulty finding qualified faculty are challenges for developing and expanding CTE programs
- Small non-credit program compared to other community colleges in the region
- Several programs with few/no degree or certificate completions over the last five years
- Lack of economy of scale and other challenges of being a small college
- Hold harmless funding security ends in 2025

Opportunities

- Fostering a welcoming inclusive campus environment by including an increased understanding of and support for diversity, equity, inclusion, and accessibility (DEIA) throughout the institution will increase student access, engagement, and retention.
- Increasing the number of students who attend full-time (12+ units per semester) will increase enrollment and reduce time to completion.
- Expanding dual enrollment and strengthening guided pathways between PC and its K-12 partners, will help PC stay competitive and provide equitable opportunities for all high school students to participate in a variety of college course options.
- Over the next five years, the population of 10-19 year-olds will decline by 15% while the population of adults (ages 25-34 and 40+) will increase by 21%. Developing curriculum, class schedules, and student activities that meet the needs of an older, working student population will provide an opportunity for PC to reach this growing segment of the population.

- Developing engaging, targeted, and culturally relevant outreach to specific populations (e.g., male students, working adults, middle and high school students) will help attract new students and increase enrollment.
- Statewide and regional community colleges' focus on developing short-term certificates, both credit and non-credit, tied to local workforce opportunities will have a significant positive impact on student demand. Expanding curriculum in this area will help PC stay competitive in its local service area.
- Developing industry partnerships in occupational areas with high-quality, living-wage jobs will provide expertise and support to assist PC with CTE program development along with additional student retention.
- Expanding strategic partnerships with local businesses, non-profit organizations, and community leaders will strengthen the College's reputation and connection within the community.
- Improving enrollment and schedule management to support student persistence and completion will increase degree and certification completion in a timely manner.
- Participating in the statewide online open education resources (OER) program will offer access to more students and increase enrollment. This will help PC stay competitive with other colleges in the region.
- Continuing to strengthen the integration of instruction and student support services will help improve student success and retention rates.
- Expanding student services to support student needs (e.g., access to counseling, mental health services, and basic needs supplies) will increase enrollment, student retention, and student success.
- State Chancellor's Office Student Success Metrics will continue to align with *Vision for Success* and the Student Centered Funding Formula. In addition to improving student outcomes, aligning collegewide goals with these state level metrics will help increase college funding levels.

PORTERVILLE COLLEGE GOALS AND OBJECTIVES

The EMP Task Force identified six high-priority goals and accompanying institution-wide objectives for the College. The Task Force developed the goals and objectives based on a thorough review of internal and external qualitative and quantitative data. College faculty, classified staff, students, and administrators all participated in the process and provided input regarding areas of importance for the College. In addition, community and educational partners also provided important input regarding the needs of potential students, employers, and the community.

Each of the three college organizational divisions – Instruction, Student Services, and Administrative Services – are represented in the institutional five-year goals. This set of goals and supporting objectives will provide a clear framework for the College for long-range planning. The goals align with the Porterville College mission, districtwide strategic directions, and the *Vision for Success* goals. Over the next five years, all college planning will align with and support these goals to help the college meet its mission and achieve its student success goals.

Goals and Objectives

The six broad college goals and their accompanying institution-wide objectives are listed below.

Goal #1:

Expand Access to Educational and Training Opportunities to Meet the Needs of the College's Many Communities

- 1.1 Provide outreach opportunities to attract and engage adult learners and underserved populations.
- 1.2 Strengthen early college dual enrollment through intentional communication and collaboration with K-12 partners.
- 1.3 Build flexible course schedules to meet the needs of non-traditional students.

Goal #2:

Provide Support for Student Success in Achieving Educational Goals in a Timely Manner

- 2.1 Create engaging learning environments.
- 2.2 Create targeted student support services for academic and personal success.
- 2.3 Increase student involvement beyond classroom experiences.
- 2.4 Increase structured collaboration with universities to support student transfer.

Goal #3:

Increase Student Engagement and Inclusion through Equitable and Equity-Focused Student Services and Activities

- 3.1 Strengthen campus climate through inclusive engagements.
- 3.2 Support student sense of belonging and identity through cultural activities and events.
- 3.3 Implement Diversity, Equity, Inclusion, and Accessibility (DEIA) efforts through Equitable Services tailored to Specific Student Populations.

Goal #4:**Enhance Career Education and Meet Local Business & Industry Needs**

- 4.1 In partnership with faculty and business partners, develop short-term credit and non-credit certificates.
- 4.2 Emphasize community connections to provide valuable services and align educational offerings with specific needs of businesses and companies.
- 4.3 Develop pathways that bridge non-credit course offerings into credit-based academic programs.

Goal #5:**Foster Stronger Community Relationships through Collaborative Partnerships**

- 5.1 Strengthen educational programs for community members to participate in short and long-term career development opportunities.
- 5.2 Strengthen advisory committees for workforce and economic development programs to ensure program outcomes meet industry needs.
- 5.3 Forge meaningful partnerships with campus community by providing events and services that build community engagement.

Goal #6:**Strengthen Organizational Effectiveness**

- 6.1 Develop and implement a comprehensive professional development framework to enhance a campus culture of success and innovation.
- 6.2 Implement sustainable enrollment practices, distribute resources effectively, and grow intentionally.
- 6.3 Staff strategically for long-term, sustainable growth.
- 6.4 Promote proactive communication collegewide.
- 6.5 Visibly expand the role of Porterville College as a community leader and partner.

CROSSWALK to KERN COMMUNITY COLLEGE DISTRICT STRATEGIC DIRECTIONS

Porterville College is one of three colleges in the multi-college district of Kern Community College District. Porterville College works collaboratively with Bakersfield College and Cerro Coso Community College to meet the needs of their diverse and vibrant college service areas. The following chart outlines the alignment between the District Strategic Directions and Porterville College's Five-Year Goals.

Kern District Strategic Directions		Porterville College Goals	
Strategic Direction #1	Maximize Student Success, Ensure Student Access, and Reduce Equity Gaps	Goal #1	Expand Access to Educational and Training Opportunities to Meet the Needs of the College's Many Communities
		Goal #2	Provide Support for Student Success in Achieving Educational Goals in a Timely Manner
		Goal #3	Increase Student Engagement and Inclusion through Equitable and Equity-Focused Student Services and Activities
Strategic Direction #2	Provide Workforce and Economic Development Programs that Respond to Local and Regional Industry	Goal #4	Enhance Career Education and Meet Local Business & Industry Needs
		Goal #5	Foster Stronger Community Relationships through Collaborative Partnerships
Strategic Direction #3	Strengthen Organizational Effectiveness	Goal #6	Strengthen Organizational Effectiveness

NEXT STEPS

Following final review and approval by the college and KCCD Board of Trustees, the next steps described below are recommended.

EMP Roll-Out Process by the College

Production of the final Educational Master Plan will include electronic and hard copy documents. Condensed versions can also be developed for offices across campus and for use in meetings with PC's educational, business, industry, and community partners. An intentional internal roll-out process Fall 2023 with all internal constituents is also valuable to increase awareness and unified direction of all departments at Porterville College.

Implementation Plan

The success of any Educational Master Plan is dependent upon it being effectively operationalized. As each academic year begins, the college's implementation plan will translate into action the Goals and Objectives of the *Porterville College Educational Master Plan 2023 – 2028*. These implementation plans will include the tasks, timelines, measurable outcomes, responsible individuals and groups, and resources needed to enact that year's priorities. These detailed implementation plans provide individuals with a step-by-step approach for advancing the College's agenda, and are also valuable for other annual planning processes, such as budget development, staffing needs, facilities, and technology planning.

Accountability and Monitoring Process

An ongoing monitoring process, on a regular cycle, is critical to assess and ensure progress on the Goals and Objectives in the Educational Master Plan. The ongoing monitoring process each year provides an opportunity to redirect work as needed, provide additional attention and support to achieve desired outcomes, set targets, and provide focus for grant opportunities. Maintaining a dynamic document and planning process will also provide an opportunity for the College to be innovative, remain agile, and respond to internal and external issues and initiatives, changes in state and federal regulations, and educational standards and accreditation review processes.

APPENDIX

Internal and External Listening Sessions:

INTERNAL STAKEHOLDER LISTENING SESSIONS			
Session Categories	Individuals and Groups	# Sessions	Approx. # Participants
PC Internal Stakeholders	<ul style="list-style-type: none"> ○ President's Executive Council ○ College Council ○ Strategic Planning Committee ○ Educational Master Plan Task Force ○ Administrators (2) ○ Student Services (4) ○ Instructional Faculty (4) ○ General groups (11) 	25	198
Student Groups	<ul style="list-style-type: none"> ○ Student Classes (3) ○ General groups (2) 	5	41
Total Number of Internal Listening Sessions and Participants		30	239

EXTERNAL STAKEHOLDER LISTENING SESSIONS			
Session Categories	Individuals and Groups	# Sessions*	Approx. # Participants
KCCD Trustee & Foundation Board	<ul style="list-style-type: none"> ○ KCCD Board of Trustees ○ PC Foundation Board ○ PC Foundation Staff 	n/a	4
Government & Community Organizations	<ul style="list-style-type: none"> ○ Workforce Development Center ○ Healthcare ○ Community Organizations ○ City/County Government & Services (City Manager, Sheriff, and Fire Department, U.S. Forest Service, and County Health and Human Services) 	n/a	16
Business & Industry	<ul style="list-style-type: none"> ○ Business ○ Chamber of Commerce 	n/a	3
Educational Partners	<ul style="list-style-type: none"> ○ K-12 Schools ○ Adult Education ○ Tule River Education Center 	n/a	15
Total Number of External Listening Sessions and Participants		8	38

*Participants attended one of eight mixed group listening sessions.