2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Part I – Deadlines and Important Information

- Submission deadline: **December 1, 2017**

- The 2017-19 Integrated Plan will cover two years. The budget plan will reflect the 2017-18 allocations.

- Integrated fiscal reports will be required on an annual basis.

- All programmatic and student outcome data will be collected via existing MIS reporting. No additional data submissions are required.

- Colleges are encouraged to align integrated program plans with their college and district strategic plans/education master plans.

- Identify one individual and an alternate to serve as the point of contact for your college.

PROGRAM INTEGRATION

The integrated SSSP/Student Equity/BSI program model promotes integrated planning and program coordination at the district and college levels. The three programs retain separate requirements as specified in Education Code and title 5 regulations; these requirements are built into the Integrated Plan to ensure compliance with applicable law and regulations. In coming years, the Chancellor's Office intends to pursue changes in Education Code and title 5 regulations to achieve even greater integration and alignment of the three programs in subsequent planning cycles.

Plans are to be developed in consultation with students, staff, administrators, faculty, Academic Senate, and members of the community as appropriate. Your plan must be adopted by the governing board of the community college district and submitted to the Chancellor's Office by December 1, 2017. A separate plan must be submitted for each college in the district.

DATA-DRIVEN PLANNING

An effective plan is grounded in data. In developing your integrated plan, refer to existing data from your previous plans, additional statewide data, and/or data collected at your colleges. The Chancellor's Office will explore and develop mechanisms and tools over the coming months to assist and support colleges in their data analysis effort, although colleges should proceed

with existing resources to complete the 2017-19 plan. Areas of focus for these new tools will include access and completion for basic skills, workforce and CTE, and transfer level courses.

Although you are not required under this plan to submit your data, analysis, and each goal you set, Education Code requires that you analyze data and develop goals to address the following and to retain that information as part of your institutional records:

- Goals for the general population and for identified student groups, disaggregated by gender, as well as activities designed to address disproportionate impact using one of the Chancellor's Office-approved methodologies. Education Code requires that colleges analyze data for the following student groups and, if appropriate, develop subgroup-specific goals: current or former foster youth, students with disabilities, low-income students, veterans, American Indian or Alaskan Native, Asian students, black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, white, some other race, and more than one race.
- Success rates for students with basic skills needs using Basic Skills Cohort Tracker data that show (1) the number of students successfully transitioning to college-level mathematics and English courses, and (2) the time it takes students to successfully transition to college-level mathematics and English courses.

In addition, the following data should inform your planning:

- Trends for incoming students related to engagement in the following activities: (1) orientation, (2) assessment, and/or (3) education planning.
- The number of students on academic or progress probation, referred to follow-up interventions or services, and successfully moved from probation—disaggregated into the student groups that must be included in your disproportionate impact analysis.
- The number of noncredit CDCP certificates awarded, if applicable.
- Noncredit course success data, such as the percentage of students earning a grade of pass (P) or satisfactory progress (SP), if applicable.
- The number of students who transition from noncredit to credit.

Part II – Program Goals and Planning

PREVIOUS ACCOMPLISHMENTS
Questions 1 & 2 focus on what you __have accomplished during the 2015-16 planning cycle__.

1. Assess your college's previous program efforts:
   a. In the table below, list progress made toward achieving the goals outlined in your 2015-16 SSSP, Student Equity, and BSI plans. Expand the table as needed so that all of your goals are included.

Credit SSSP Goals	Progress
Credit SSSP: Planning-Support professional development opportunities related to student success	• Porterville College integrates SSSP efforts into the planning and shared governance process. • Professional development training opportunities that are related to student success are available throughout the year for Student Services staff.
Credit SSSP: Orientation-Translation of orientation material, expand and promote more orientations options	• The online orientation was developed in 2015. • A translator has been hired to translate various forms for Spanish speaking students. • Work has begun to translate the online orientation to include a Spanish module. • Program/Population specific orientations are conducted by Athletics, CalWORKs, CARE, DRC, and EOPS. • Enrollment Services monitors reports to ensure all enrolled students have completed the orientation component. • The College provides expanded orientations to rural communities throughout Tulare County including the Adult School. • Collaboration with the Pirate Ambassador

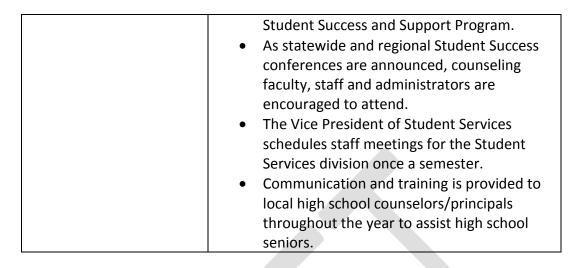|	Program to promote orientation options to new and current students has been beneficial in promoting college support services. • Videos have been added to the college website locations and embedded in the online orientations to assist students in understanding the college processes. • Enrollment Services sends emails every semester to alert student who are missing SSSP Core Services.
Credit SSSP: Assessment-Utilization of practice tests and promoting the importance of preparing prior to testing	• Students utilize practice assessment test workbooks prior to testing. • The Pirate Ambassador Program promotes practice tests and the importance it has on the college experience as well as completion of an educational goal. • The college plans to create an assessment video that will detail the importance of planning and testing well. • A triage Student Service group assists students once they complete the assessment test in the Success Lab. Students are escorted into Student Services immediately after the assessment test to complete the online orientation, meet with a counselor and register for classes. • The High School Counselors and Principals Retreat is held annually to train high school staff on the importance of SSSP components including preparing for the assessment test. • The College has enhanced multiple measures to now include the use of EAP results to improve access to college level English and math.
Credit SSSP: Counseling, Advising and Other Education Planning Services-Use of	• The campus has implemented the use of Cranium Café software (face to face technology via computer monitor) to conduct counseling sessions for distance

technology, professional development opportunities for faculty and staff, SARS Messaging, Success Workshops and enrollment services and support	education students and students who live in rural areas. • "Ask a Counselor a Question" is available on the college website for students who may be unable to drive to the campus. • DegreeWorks implementation took place in spring 2016 to aid students in the accomplishment of their academic paths by auditing course completion. • Counseling faculty, Educational Advisors and support staff participate in various professional development opportunities throughout the year. • Reports are monitored to ensure student educational plans are completed for students. • Student Services Implemented the use of SARS Messaging to send appointment reminders, announcements, registration notices, and other types of messages via e-mail, text messages, or both. • The Educational Advisors conduct Student Success Workshops available throughout the year. • Enrollment Services has developed pre/post services and support resources to aid students through their educational pathway. • Student Services trainings/meetings for counselors and educational advisors are held every two weeks during the school year to provide important updates. • PC Connection and Become a Pirate in a Day Registration Events are held annually: High school seniors attend and register for Summer/Fall classes with assistance to complete all SSSP Core Services. These events also connect students to learning communities, student clubs and access to the Summer Jump Start program which

	assists students to advance in to higher level English courses. • Educational Advisors email and conduct phone call to students missing core services throughout the year and provide resources to complete and make appointments with counselors for the completion of student educational plans. • College and Financial Aid Awareness week (held in February annually) promotes college resources and support services to current students.
Credit SSSP: Follow Up Services for at Risk Students-SARS components to contact students and use of technology to track students	• Development of required online probation orientation for at-risk students. • Student Services uses SARS MSGS and TRAK to contact students directing them of next steps. • Videos have been created to use as a helpful tool displaying what services are available. • Cognos and ODS reports have been developed to track students' completion of core components of SSSP. • Educational Advisors contact students who are missing SSSP components. • Educational Advisors conduct Academic Success Workshops. • The Early Alert Program counselor and educational advisor conduct classroom visits and provide workshops for faculty to understand and use the SARS Alert system.
Credit SSSP: Professional development opportunities	• The Student Success Coordinating Workgroup meets weekly to discuss goals and ideas regarding SSSP and Student Services. • The Success and Equity Committee (SEC) meets monthly and identifies and plans trainings, workshops, conferences, and webinars as they are available to provide professional development related to the

	Student Success and Support Program.
	• As statewide and regional Student Success conferences are announced, counseling faculty, staff and administrators are encouraged to attend.
	• The Vice President of Student Services schedules staff meetings for the Student Services division once a semester.
	• Communication and training is provided to local high school counselors/principals throughout the year to assist high school seniors.

Non-Credit SSSP Goals	Progress
Non-Credit SSSP: Orientation-Establish community relationships	• Porterville College has established community partnerships with various county agencies such as: Tulare County Social Services Department, Tulare County Health and Human Services Agency, Workforce Development Center and Employment Development Department that assist in referring students to the College. • A College counselor is located at the Adult School to assist students with the completion of the online orientation and other SSSP components.
Non-Credit SSSP: Assessment-More robust multiple measures and new approved ESL assessment tool	• The College has developed more robust multiple measures. • The College continues involvement in the Statewide Assessment Instrument discussion meetings. • The campus is seeking another alternative approved ESL assessment tool.
Non-Credit SSSP: Counseling-Bilingual	• A bilingual counselor has been assigned to provide services to the non-credit student

counselor assignment	population and assists with the completion of Noncredit Student Educational Plans (NSEP). • This position coordinates with teaching faculty to conduct presentations in the classroom and schedules student appointments to complete a NSEP. • The counselor also coordinates the use of Rosetta Stone for our English learners who are enrolled in non-credit courses.
Non-Credit SSSP: Follow Up Services-Bilingual counselor monitors completion of SSSP components and provides additional services	• The designated non-credit counselor assists students in participating in various workshops/meetings: Choosing a Major, Financial Aid/ Dream Act, Financial literacy, and noncredit to credit course transition assistance.

Student Equity Goals	**Progress**
Equity: Improve access for the following target populations: American Indian, low income, male students and students in the 25-39 year age group	• The College markets and promotes evening and online classes to students who fall within the ages 25 to 39 group or older. • Student target groups are namely veterans, foster youth, American Indian, and low-Income students. • Presentations are conducted at the Porterville Adult School, Proteus, and other resource centers in the surrounding Tulare County area. • Emails and text messages are sent to prospective students that attended outreach events. • A communication plan was developed to coordinate equity events, meetings and workshops as part of the outreach plan.

	• With the development of the Student Ambassador Program, the student ambassadors work directly with student equity groups. • The college has an "Ask a Counselor a Question" feature online and has purchased Cranium Café to connect with students using technology to meet face to face to conduct online advising if students are unable to visit the college campus. • The College promotes online classes and evening programs using billboard, theater, newspaper and text message advertising to market services for Veterans, former foster youth, and low income students who fall within the ages of 25 to 39 years of age. • Interest cards are collected from outreach events specifically targeting Veterans, foster youth, low-income students and others. • Follow-up contacts with prospective students are made to promote access to Porterville College programs and services. • A College counselor is assigned to the local adult school to assist with the transition to college. • Porterville College has enhanced partnerships with the Tule River Tribe, Owens Valley Career Development Center, Porterville Unified School District and Burton School District. Educational Advisors are assigned to these locations to promote college access. • Agencies within Tulare County have been contacted to help the college target American Indian student populations. • Collaboration of services and programs such as EOPS, Counseling, CalWORKs, and the Disability Resource Center (DRC) has assisted with targeting underrepresented

	groups. This collaboration has eliminated duplication of services and has created a clear path for students to enroll into the College. • Professional development opportunities are made available that specifically relate to equity in the classroom, hiring practices and Student Services best practices.
Equity: Improve course completion for at- risk students including African American and American Indian students	• The College provides faculty and staff professional development training opportunities to meet the needs of student equity. Topics have included: Student Success Initiative and Basic Skills best practices, strategies that foster interactive engagement, particularly for at-risk students. • Faculty and Staff participate in webinars and conference trainings available targeting student equity groups throughout the year. Training for faculty and staff plays a pro-active role in learning to identify potential at-risk students and leads students to the appropriate resources on campus that can help them succeed in the classroom and beyond. • Emerging technologies that will aid online and face-to-face teaching have been implemented in phases. The first phase included Student Services and the second phase will include instruction. • The Center for Organizational Responsibility and Advancement (CORA) provided the professional certificate training program, "Teaching Men of Color in the Community College" for ten faculty members at PC. The certificate program was intended to increase the capacity of faculty to support the success of men of color. Faculty members learned to effectively educate

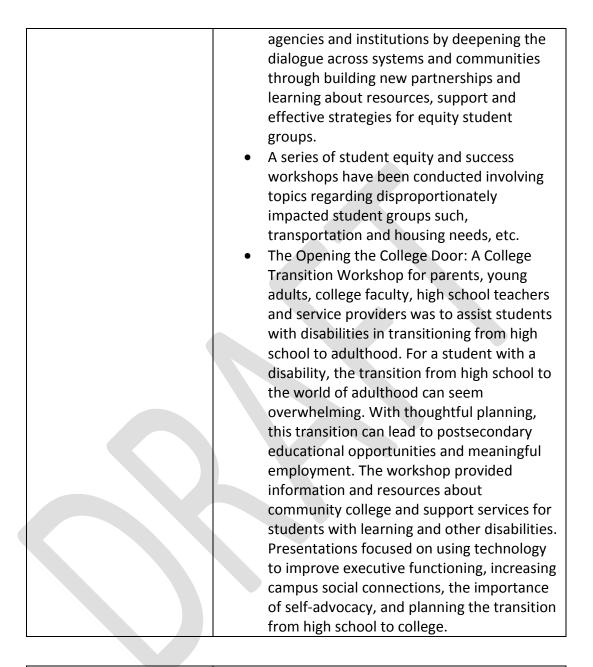|	college men of color, learn strategies and approaches that will enhance success outcome for this student group.
Equity: Improve ESL and basic skills completion for age groups 25-39 and 40 and older	• The College redesigned the ESL program focusing on acceleration and the integration of the program with those of other community partners who offer ESL classes in the PC service area. A system of referral to outside sources has been established. This system allows students to gain proficiency in English and maintains a connection with the Porterville College campus. • Once students have acquired the necessary proficiency in English they can continue with a program leading to a certificate, degree, and/or transfer to a 4-year university. • Students have been provided with more ESL course selections and resources to help them achieve a higher level of proficiency in the English language. By providing more ESL course offerings, this has increased the number of students who move from non-credit to credit programs. • The College coordinates basic skills and ESL support services by providing outreach and workshops aimed at basic skills/ESL students to better acclimate them to the college environment. Workshops included are: college success, math support, English support, Early Alert System, and Rosetta Stone. Providing these workshops has helped identify students who may need extra resources and guidance to achieve their educational goals at an early stage.
Equity: Improve degree and certificate completion for African American, Asian, White, Hispanic, male students and age	• Collaborative efforts to monitor and promote degree/ certificate completion are in place. The College monitors the number of degrees and

groups 20-39	• certificates awarded to targeted groups of students, particularly, 20-39 age groups, African American, Asian, Hispanic, White and male students. • Enrollment Services reports the results to College Council annually, and distributes these reports to the various campus committees, programs and/or divisions. This information includes data on numbers, recipients, and deficiencies of non-graduates. • The College monitors 30 unit milestones for students. Students are monitored according to the number of units completed by Enrollment Services. As students are identified who have completed a minimum of 30 units, they are contacted via email and/or a phone call to schedule an appointment with a counselor. Monitoring degree completion progress encourages students to use of campus resources (referrals) and encourages contact with a counselor. • The DegreeWorks audit system and the EAB Navigate onboarding system has aided in identifying and monitoring student progress. • Student Services plays a proactive role by creating a direct connection between student achievement and student success. This requires a collaborative effort by all offices within Student Services staff to promote degree/certificate completion by contacting students and notifying them of their current status.
Equity: Improve transfer for the following at risk groups: veterans, foster youth, and low income students	• The number of identified foster youth has increased, the College has focused its resources to assist this population in the transition from community college to 4-year university.

	• The Foster Youth Transition Day event is held each year in the spring semester. This event targets current and former foster youth attending Porterville College. It incorporates a visit to a 4-year university where students are exposed to a university environment and they receive information specifically tying services available to them. The campus visit includes: an admissions and financial aid presentation, resources on campus, campus tour, and meeting with personnel specifically assigned to assist foster youth at that campus. • The Transfer Center offers a variety of services to students seeking information about the transfer process to a 4-year university. • Porterville College is a feeder college to CSU Bakersfield and CSU Fresno. The majority of students served at our college (over 60%) attend either school when transferring. • To expand the services to our disproportionately impacted groups such as Veterans, foster youth, low income students, the Transfer Center offers field trips to campuses outside our service area. The College exposes students to a university setting where they can experience the environment. These opportunities are a collaborative effort by the Transfer Center at Porterville College and the respective Outreach and Admissions Office of each campus visited. Students learn the admissions process and resources available to them on university campuses.
Equity: Goals and activities affecting several indicators	• The Beyond the Talk: Building the Bridge from Barriers to Equity & Success for Under-Represented Student Groups Summit was held to maximize culturally responsible

<table>
<tr><td></td><td>agencies and institutions by deepening the dialogue across systems and communities through building new partnerships and learning about resources, support and effective strategies for equity student groups.

• A series of student equity and success workshops have been conducted involving topics regarding disproportionately impacted student groups such, transportation and housing needs, etc.

• The Opening the College Door: A College Transition Workshop for parents, young adults, college faculty, high school teachers and service providers was to assist students with disabilities in transitioning from high school to adulthood. For a student with a disability, the transition from high school to the world of adulthood can seem overwhelming. With thoughtful planning, this transition can lead to postsecondary educational opportunities and meaningful employment. The workshop provided information and resources about community college and support services for students with learning and other disabilities. Presentations focused on using technology to improve executive functioning, increasing campus social connections, the importance of self-advocacy, and planning the transition from high school to college.</td></tr>
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BSI Goals	Progress
BSI: Participate in regional teaching-learning resource workshops to provide faculty and staff with support in learning	• Porterville College Basic Skills Math and English faculty have attended California Acceleration Project training and conferences. • Faculty also attended the Conference on

about implementing "best practices" in developmental education	Acceleration in Developmental Education. • Acceleration Pedagogy and Teaching English 073X (Accelerated English) training was conducted June 19-26, 2017 at Porterville College. The purpose of the training was to orient high school and community college English faculty with the pedagogy of acceleration and specifically the principles upon which Porterville College's Program is based: backwards design from college-level courses; relevant, thinking-oriented curriculum; just-in-time remediation; low-stakes, collaborative practice; and intentional support for students' affective needs. Instructional cycle was covered which is critical to accelerated pedagogy, but also applicable to other courses. High school faculty are now qualified to teach acceleration courses at their schools.
BSI: Enhance and revise the present English as a Second Language (EL2) curriculum	• Two new non-credit ESL Certificates of Competence were completed and approved at Porterville College's Curriculum Committee. Those certificates are currently awaiting approval at the State Chancellor's Office. • A complete redesign of ESL curriculum was completed and has been implemented. The advantage of the resigned program is that Level 2 ESL students have the opportunity to focus on reading and writing academic English in an ESL setting where those skills can be mastered most successfully.
BSI: Align and integrate recruitment, admissions, placement testing, counseling, orientation, tutoring, other student support and instructional program practices to	• Basic Skill counselors, faculty and staff are continually trained in best practice instructional methods to improve learning of culturally diverse, underprepared students, including technology-integrated pedagogy and methods.

assure student retention and success at the developmental level and into the transfer and career-technical education.	• Porterville College Language Arts Faculty participate in Acceleration training and attend monthly workshops on related pedagogy, curriculum, and basic skills topics to enhance instruction. • Continued support for the Supplemental Instruction, Math and English Mentor Programs is on-going. • Ongoing promotion and encouragement of faculty, especially in basic skills classes, to use the Early Alert system to refer students for academic advising and counseling.

b. To what do you attribute your overall success or lack thereof? (This answer can be in narrative or bullet; 100 words maximum)

Overall success attributed to:
- Collaboration between Student Services and Academic Affairs
- Enhanced technology for Student Services
- Increased and enhanced Outreach efforts
- District-wide collaboration
- Input and collaboration from Student Equity and Success Committee
- Increased staffing for Student Services
- Increased funding/staffing for categorical programs
- Enhanced advertising about support resources and SSSP steps
- Direct student support- Community Resource Center
- Direct student support – Bus Passes
- Direct student support- Food Pantry
- Direct student support – Backpack/Supplies/Survival Kits
- Enhanced cultural programming and activities
- Increased support and training for mental health and wellness
- Direct marketing for disproportionately impacted groups
- Professional Development for teaching faculty
- Integration of equity into curriculum
- NetTutor Implementation
- Better communication to faculty about support services and early intervention programs.
- Implementation of the Student Ambassador Program

Challenges that we faced:
- Not enough Equity funds allocated to Porterville College (Kern Community College District)

c. In the table below, identify one goal from your **2015-16 plans** that intersects SSSP, Student Equity, and BSI and describe the integration activities. (Note: For the 2017-19 plan, integrated goals are required.)

Goal	Activities in each program that serve the goal listed		
	SSSP	**Student Equity**	**BSI**
Improve basic skills completion and ESL by focusing on acceleration and streamlined path for English Learners	*Provide extended orientation and assessment prep courses/workshops to target student populations* *Offered CCCApply workshops for non-English speakers* *Met with students at school sites for counseling and education plans*	*Enhanced collaboration between adult school and the college to provide counseling services on site.* *Purchased licenses for Rosetta Stone to supplement student learning outside the classroom* *Faculty attended the California Acceleration Project*	*Alignment of ESL courses with basic skill courses in English to allow students to make progress toward college level English* *Developed accelerated course pathway for English and Math through English P073X and Math PQ*

2. Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The Chancellor's Office will use this information to assist in dissemination of effective practices to other colleges.

Assessing the ability of students to complete courses and programs successfully is an important and essential aspect of student success. To address disparities in skill levels by students enrolling at the college, multiple measures are now used to place students into English and Math courses.

A combination of scores from Accuplacer, GPA and high school course work completed have been adopted and are currently being used to place students. This practice has provided students with the opportunity to place in the highest course possible that is closest to college level. The collection of data is currently underway with regards to the success rates related to course completion and persistence.

Tables 2.1 and 2.2 below were approved by English and Math faculty and are currently used to place students.

Figure 2.1

PORTERVILLE COLLEGE
Multiple Measures Placement Guide

WRITING SKILLS – Accuplacer, Direct Matriculants (DM) and Non-Direct Matriculants (NDM), and Directed Self-Placement

CB Level CB is the MIS coding related to courses prior to college.	Accuplacer Test Code C112 Score Range	DM Test Code/ Score	DM – academic GPA up through 11th grade	NDM Test Code/ Score	NDM – academic GPA through 12th grade	Directed Self-Placement Test Code/Score	Course Placement
Transfer (Level 1)	199 - 240	PMME/04	HS 11 GPA >= 2.6	PMND/4	HS 12 GPA >= 2.6	PMSP/4	English P101A
CB21A (Level 2) One level prior to transfer	164 - 198	PMME/03	HS 11 GPA >= 2.3	PMND/3	HS 12 GPA >= 2.2 AND HS 12 ENGL course "C" or better	PMSP/3	English P050 Or English P073X (Level 4)
CB 21B (Level 3) Two levels prior to transfer	125 - 163	PMME/02	HS 11 GPA >= 2.0	PMND/2	HS 12 GPA >= 1.8 AND HS 12 ENGL course "D" or better or HS 12 GPA >= 1.8 AND CST >= 288	PMSP/2	English P071 Or English P073X (Level 4)
CB 21C (Level 4) Three levels prior to transfer	65 - 124	PMME/01	HS 11 GPA >= 1.4	PMND/1	HS 12 GPA >= 1.7 or HS 12 GPA >= 1.5 AND CST >= 268	PMSP/1	English P083 or English P073X
CB 21D Four levels prior to transfer	0 - 64	N/A	N/A	N/A	NA	N/A	See Counselor for advising

California Assessment of Student Performance and Progress (CAASPP)

CAASPP EAP English Result	Test Code/ Score	CAASPP EAP Level	English coursework-Conditional	Porterville College Placement
Standard Exceeded (College Ready)	PEAE/4 2682-2795	4	Student is ready to enroll in college-level English	English P101A
Standard Met (College – Conditionally Ready)	PEAE/3 2583-2681	3	Student passes an approved senior year-long English course: ERWC, AP, IB, or Weighted Honors English with "C" grade or better	English P101A
Standard Nearly Met – Not yet demonstrating readiness	N/A 2493-2582	2	Refer to your Accuplacer assessment scores	Use Multiple Measures Placement Guide
Standard Not Met – Not demonstrating readiness	N/A 2299-2492	1	Refer to your Accuplacer assessment scores	Use Multiple Measures Placement Guide

READING SKILLS

CB Level CB is the MIS coding related to courses prior to college.	Accuplacer Score Range	Recommendation
Transfer	83-120	No remedial reading course required
CB 21A One level prior to transfer	64-82	English P052 (Advanced Reading Techniques)
CB 21B Two levels prior to transfer	35-63	English P072 (Effective Reading)
CB 21C Three levels prior to transfer	0-34	English P081 (Basic Reading)

Table 2.2

PORTERVILLE COLLEGE
Multiple Measures Placement Guide

MATHEMATICS

CB Level CB is the MIS coding related to courses prior to college.	Accuplacer Test Code 911 ALG/901CLM Score Range	Test Code/ Score -	Catalogue pre-requisites	Course placement
Transfer	104 – 120 College Level Test	PMMM/7	Grade of "B" or better in both semesters of HS Calculus or HS Pre-Calculus	Math P103
Transfer	85 – 103 College Level Test	PMMM/6	Grade of "C" or better in both semesters of HS Pre-Calculus (but not B's or better in both)	Math P102
Transfer (Level 1)	55 – 84 College Level Test	PMMM/5	Grade of "C" or better in second semester HS Algebra II	Math P101
Transfer (Level 1)	55 – 84 College Level Test	PMMM/4	Grade of "C" or better in second semester HS Algebra II	Math P122
CB21A (Level 2) One level prior to transfer	85 -120 Elem. Alg. Test	PMMM/3	Grade of "B" or better in second semester of HS Geometry	Math P051
	0 – 54 College Level Test			
CB 21B (Level 3) Two levels prior to transfer	33 – 84 Elem. Alg. Test	PMMM/2	Grade of "B" or better in HS Pre-Algebra	Math P055 or Math PQ
CB 21C (Level 4) Three levels prior to transfer	0 – 32 Elem. Alg. Test	N/A	N/A	Math P061 or Math PQ

California Assessment of Student Performance and Progress (CAASPP)

CAASPP EAP Mathematics Result	Test Code/ Score	CAASPP EAP Level	Mathematics coursework-Conditional	Porterville College Placement
Standard Exceeded - College Ready	PEAM/4 2718-2862	4	Student is ready to enroll in college-level mathematics	Math P122 or Math P101 Or Based on high school transcript and Multiple Measures Placement Guide
Standard Met College – Conditionally Ready	PEAM/3 2628-2717	3	Student passes an approved senior year-long math course: all courses with a prerequisite of Algebra II or Integrated Math III, including: Trig, Math Analysis, Pre-Cal, or Calculus, AP Calculus AB or BC, AP Physics or AP Statistics with a "C" grade or better	Math P122 or Math P101 Or Based on high school transcript and Multiple Measures Placement Guide
Standard Nearly Met – Not yet demonstrating readiness	N/A 2543-2627	2	Refer to high school transcript and Accuplacer assessment scores	Based on high school transcript and Multiple Measures Placement Guide
Standard Not Met – Not demonstrating readiness	N/A 2280-2542	1	Refer to high school transcript and Accuplacer assessment scores	Based on high school transcript and Multiple Measures Placement Guide

ESL/GENERATION 1.5 READING AND WRITING SKILLS

CB Level CB is the MIS coding related to courses prior to college.	CELSA Test Code 906 Score Range	ESL Reading and Writing Course recommendation for Generation 1.5 and ESL	Listening and Speaking Test Code 906 ESL ONLY	English Reading and Writing
N/A	67 - 75	ESL is not recommended. Refer to the Multiple Measures Placement Guide	N/A	N/A
Transfer 21A (Level 2) One level prior to transfer	58 - 66	EL2 P060 (Advanced)	EL2 P061	English P050/P052
CB21B (Level 3) Two levels prior to transfer	49 - 57	EL2 P071B (High Intermediate)	EL2 P072B	English P071/P072
CB 21C (Level 4) Three levels prior to transfer	40 - 48	EL2 P071A (Intermediate)	EL2 P072A	English P083/P081
CB 21D (Level 5)	31 - 39	EL2 P091B* or EL P081B (High Beginning)	EL2 P092B* or EL2 P082B	N/A
N/A	21 - 30	EL2 P091A* or EL P081A (Beginning)	EL2 P092A* or EL2 P082A	N/A
N/A	1 – 20	EL2 P090*	N/A	N/A

*EL2 P090, P091A, P091B, P092A, P092B are non credit-area units

FUTURE PLANS

*Questions 3-8 address the **2017-19 planning cycle**.*

3. Establish integrated student success goals to be completed/achieved by June 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcomes-based, using system-wide outcomes metrics. For example:
   - Basic skills completion, including, but not limited to, (1) increasing the number of students successfully transitioning to college-level mathematics and English courses, and 2) reducing the time it takes students to successfully transition to college-level mathematics and English courses.
   - Closing achievement gaps for disproportionately impacted groups.
   - Improving success rates in degree attainment, certificate attainment, and transfer.
   - Improved identification of and support for students at-risk for academic or progress probation.
   - Deeper collaborations with high school districts, workforce agencies, or other community partners, particularly to increase students' college and job readiness
   - Improved noncredit student success for those with noncredit offerings (e.g., CDCP certificates awarded, course success, and noncredit-to-credit transition)

Select five integrated goals for the period covering this plan and complete the following table, showing how each goal connects across programs as well as the activities/steps you will implement to achieve each goal (Note: not all cells are required to be completed for each goal, but goals should cross at least two programs). Include at least one goal for each of three programs: Student Success and Support Program (core services), Student Equity, and Basic Skills.

Complete the table on the next page. Add rows as needed to list all five goals.

Goal	Activities in each program that serve the goal listed			Goal Area
	SSSP	**Student Equity**	**BSI**	
1. *Strengthen collaboration with community partners to increase number of students who access postsecondary education*	*Provide orientation, assessment and abbreviated student education plans at the high schools* *High School Collaborative - Host annual High School Counselors and Principals Retreat* *Host one stop enrollment services events: PC Connection and Become a Pirate in a Day* *Implement EAB Navigate software to help with the transition from HS to college by providing a streamlined path toward the enrollment process*	*Develop programs with organizations targeting students who are disproportionately impacted that focus on streamlining the enrollment process* *Annual Equity Summit will be held: "Paving the Path to Access and Success for Under-represented Student Groups"*	*Promoting acceleration at the Adult School by integrating counseling and instruction* *Offer ESL courses at the public library, Proteus and Strathmore High School* *Provide One Stop Services outreach event held at Earlimart Elementary/Middle School*	☑ *Access* ☐ *Retention* ☐ *Transfer* ☑ *ESL/Basic Skills Completion* ☑ *Degree & Certificate Completion* *Other:_____* _____
2. *Increase the number of students by 2% that transfer from a community college to a*	*Develop education plans using assistive technology and follow up with students to increase transfer rates*	*Increase cross discipline collaboration campus wide to promote transfer opportunities to students with the intent to create a*	*Provide students the opportunity to make progress towards their goal through accelerated coursed such as English*	☑ *Access* ☐ *Retention* ☑ *Transfer* ☑ *ESL/Basic Skills Completion* ☑ *Degree & Certificate Completion*

four- year university		*cultural shift toward transfer* *College Fair will be held annually to assist students with admissions requirements, transfer opportunities, major preparation and application process Over twenty CSU, UC and private schools will attend*	*101AX, English 73X, Math PQ* *ESL Mapping of courses is aligned with basic skills courses for faster progression toward college level English* *Development of two-year schedule of planned classes with the intent toward early graduation and transfer* *Provide incoming freshmen Jumpstart every summer*	☐ *Other:_____* *_____*
3*. Increase the number of students who transition from non-credit courses to college level courses by 2% annually*	*Improve tracking progression of students from non-credit to credit and follow up to provide support (i.e. tutoring, counseling, assistive technology etc.)* *Enhance partnerships with outside agencies that work with non-traditional student populations to leverage resources available to students*	*Develop partnerships with outside agencies which are able to help students with unmet needs the college may not be able to offer*	*Assistive technology though Rosetta Stone is made available for our English learners* *Offer Non-credit certificates* *ESL Mapping of courses is aligned with basic skills courses for faster progression toward college level English* *Offer counselor workshops for ESL students* *Provide Student Success Spanish*	☑ *Access* ☑ *Retention* ☐ *Transfer* ☑ *ESL/Basic Skills Completion* ☑ *Degree & Certificate Completion* ☐ *Other:_____* *_____*

			Handbook to ESL students *Expand the Translation of documents and advertisement of classes and programs*	
4. *Increase completion of courses and degrees by 2% annually*	*Increase achievement rates for key milestones:* *-30 unit completion* *-Certificate completion* *Follow up with students once a milestone has been achieved and offer support services*	*Target at-risk populations and offer resources to address barriers that would affect their performance. For example:* *- academic (early alert)* *- food insecurity* *- homelessness* *- financial aid* *Use EAB navigate to provide reminders to students about key milestones and resources to students promoting course completion*	*Increase the availability of ESL and Eng. 81/83, 71, 73X, 50, 101AX, Math 61, and Math PQ* *Increase classroom visits once per semester promoting resources such as PASS leaders, embedded tutors, MyMathLab, Net Tutor, and Lending Library*	☐ *Access* ☑ *Retention* ☑ *Transfer* ☑ *ESL/Basic Skills Completion* ☑ *Degree & Certificate Completion* ☐ *Other:_____* _____
5. *Decrease time to completion along basic skills pathways*	*Continue the development of education plans that take into account all possible approved placement methods* *Promote higher performance in the classroom and placement test to high*	*Continue working with faculty to develop and implement multiple measures for more equitable placement into courses* *Support professional development that promotes acceleration and best practices in*	*Continue with Summer Jumpstart, non-credit ESL, Math and English acceleration* *Increase professional development for best practices in developmental education, technology, integrated pedagogy and*	☑ ☐*Access* ☑ *Retention* ☑ *Transfer* ☑ *ESL/Basic Skills Completion* ☑ *Degree & Certificate Completion* ☐ *Other:_____*

	school students to yield higher outcomes in initial placement of coursework	*developmental education*	*methods in reading/writing across curriculum* *Provide workshops on study skills and time management to students*	

4. How will your college accomplish integration of matriculation, instruction, and student support to accomplish your student success goals? Include in your answer how your college will ensure coordination across student equity-related categorical programs or campus-based programs. (500 words max)

In order to accomplish the integration of matriculation, instruction and student support services, the campus will strategically align the three categorical programs through identifying mutual goals and activities across programs. The programs will work collaboratively to support student success initiatives by providing leveraged resources for faculty and staff in order to better support students. The synchronization of the three categorical programs will lead to increased effectiveness, better strategic planning, and an overall campus climate with an improved student-centered focus.

The Success & Equity Sub-Committee (SEC) has been serving as the catalyst to help integrate SSSP, Student Equity, Instruction and Student Services at Porterville College. Having faculty, administration and staff participation from both instruction and student services allows for better communication and movement of projects and programs. This collaborative communication sparks innovation and strengthens continuity and accountability.

The general charge of the Success and Equity Sub-Committee is to coordinate and communicate college-wide planning for identifying and implementing student success strategies across the campus. The focus of this committee is to identify specific plans to strategically address the five (5) California Community Colleges Keys to Success; Priority Enrollment and Academic Standards; Redesigned Student support Services, Transparency and Accountability; Streamlined transfer and improving Basic Skills instruction. This committee will identify task forces as needed to concentrate on specific data and identify best practices to implement.

The Integrated Plan Workgroup members will meet monthly to discuss goals, activities and timeline for project completion. Administration will update the campus each semester regarding activities and events that take place regarding BSI, Student Equity and Student Success and Support Program. Administration will also present to faculty and staff during flex day activities.

The coordination of SEP, SSSP, BSI goals and initiatives have led to an increased awareness and need for direct student support based on student experience in campus-based programs, including but not limited to, Counseling, Financial Aid, EOPS, DRC, CARE and CalWORKs. The allocation of additional staffing and resources has increased the number of students served and provided more accessibility for students.

5. If your college has noncredit offerings, describe how you are including these offerings in moving students through to their goals, including post-secondary transitions and employment (250 words max)

During the past two years, the College has worked closely with students enrolled in English as a Second Language (ESL) P090 to assess and complete non-credit educational plans with the ESL counselor. Typically, those students enrolled in the P090 course are adult learners who are not coming from one of our local high schools. The Language Arts Department (LAD) assists Student Services in bringing services to our non-credit ESL students.

The LAD established the adult education non-credit ESL advisory task force that meets regularly. This task force reports to the Success and Equity Committee (SEC).

Porterville College hired a full-time ESL instructor in fall 2015 and implemented its redesigned program in fall 2016. The purpose of the redesigned program is to broaden access, accelerate progress, and increase the success of ESL students. To fulfill that purpose all classes in the redesigned program can be taken for credit or non-credit, and all levels are offered in the evening when most non-credit students can attend.   The redesigned program enables any English learner an opportunity to learn the skills necessary to enhance employment opportunities and/or succeed in college classes. The redesigned ESL program has been enhanced by the services of an outreach coordinator, a designated ESL counselor who completes non-credit student education plans, classroom visits, various workshops, resume assistance, mock interviews, job research and collaboration with Enrollment Services and Counseling as well as the Porterville Adult School. In the first year of implementation unduplicated headcount in ESL increased 86%. The vast majority of the students are non-credit. The college is currently awaiting state approval for the three non-credit certificate programs that will complete the redesign.

6. Describe your professional development plans to achieve your student success goals. (100 words max)

    - Workshops offered on a regular basis and faculty, staff, administrators, and students participated. These trainings will create an environment of active learning and encourage student success in all areas of the campus.
    - A new instructor collaborative is being developed to support instructors.
    - Sending team to student success conference
    - Training for teaching men of color
    - Supplemental instruction
    - Active learning series
    - Acceleration training
    - CAP Conference/Workshops
    - Achieving the Dream Conference
    - Equity Summit
    - CLTA Conference
    - Brown bag lunches
    - Student Veteran Conference
    - Veteran Summit Conference
    - Faculty Curriculum Workshops
    - Ensuring Transfer Success Conference
    - 3CSN Equity
    - Academic Academy
    - American Counseling Association
    - Online Teacher Training
    - Flex day presentations/guest speakers on related topics
    - CADE Conference
    - Dual/Concurrent Instructor Workshops

7. How and how often will you evaluate progress toward meeting your student success goals for both credit and noncredit students? You could analyze milestones, momentum points, leading indicators, or any other metric you find appropriate for your college. (100 words max)

Enrollment Services, Institutional Research and the District Office will use Student Success Scorecard data, MIS data, and Cognos reports to track and analyze data annually. This information will allow us to track retention rates, success rates, and determine if we are closing equity gaps for our identified student populations. The Success and Equity Committee analyzes this data each year to see what interventions need to be implemented. This information is reported throughout the year during committee meetings and email updates to the campus.

8. For multi-college districts, how will you coordinate your efforts for SSSP, Student Equity, and BSI, with other colleges in your district to achieve your student success goals? (100 words max)

The Kern Community College District is comprised of three colleges: Bakersfield College, Cerro Coso Community College and Porterville College. While our colleges are in different counties, efforts are made to coordinate services in various ways. The three colleges coordinate Student Services Directors' meetings each month to discuss policies and procedures. The College Vice Presidents of Instruction and Student Services meet monthly with District Office Administration. The College Vice Presidents of Student Services meet monthly with Student Services staff across the District. The District Office Vice Chancellor of Educational Services has established a collaborative work group for the Basic Skills Initiative, Student Equity and Student Success and Support Program Integrated Program planning to ensure similar student success experiences across the District.

9. Using the document "BSI SE SSSP Integrated Budget Plan 2017-2018" and your 2017-2018 annual allocation amounts, provide a budget plan specifying how you will utilize your BSI, SE, and SSSP funds to help achieve your student success goals.

Erin working on table by goals and activities

10. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2014-15, 2015-16, and 2016-17 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college's executive summary below:

Executive Summary

Porterville College (PC) is a federally-designated **Hispanic-Serving Institution (HSI)**, providing educational opportunities for approximately 4100 students each semester. Our College has been serving the community and providing quality education since 1927. Multiple programs and services address the needs of our diverse student population to ensure that each of its students has the opportunity to succeed, no matter what their backgrounds and goals may be.

Porterville College serves the southeastern portion of Tulare County in the central San Joaquin Valley. About two thirds of our student population comes from the city of Porterville, with the remainder from the surrounding areas with a total service area population of just over 120,000. The student population is skewed female, with more than 60% of our students being women and is trending younger with two thirds being under age 25. Hispanics comprise our largest ethnic group at 76%, and that proportion has increased dramatically over the past several years. The area we serve is one with high rates of unemployment and poverty and has been highly impacted by the multi-year California drought, with several hundred of our students without water in their homes. About three quarters of our students receive some form of financial aid. The area is highly agricultural. Porterville College awards between 400 and 500 degrees and certificates each year, with students transferring mostly to California State Universities at Bakersfield and Fresno.

Faculty, staff and administrator commitment to student success is the focus of the college mission:

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

The College joined the Kern Community College District (KCCD) in 1967. 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. All three colleges are accredited by the Western Association of Schools and Colleges. The Porterville campus covers approximately seventy 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 over 45,000 as of the 2010 Census, and a larger Tulare County service area population of almost 450,000. Additionally, the district serves three other counties including Kern, Inyo, and Mono counties, although to a lesser degree. The rural institution enrolls approximately 4,500 individual full- and part-time students each year.

A District-wide "Measure "J" bond was passed in 2016, providing Porterville College with forty-two (42) million dollars to fund a variety of projects. The College has identified several projects that includes new facilities for Allied Health and Career Technology. Physical Education and athletic areas will be upgraded as well.   The college strives to match space needs to curriculum in a physical environment that is comfortable and pleasant and accommodates learning. To

remain academically and student focused, modern teaching, learning, and support facilities are imperative to attracting students to the campus.

The College offers credit educational programs that include transfer, career and technical education, and basic skills. Among these are several unique career and technical education programs, including Administration of Justice, Police Cadets, a Police Reserve Officer Academy, Corrections, Firefighter Academy, Psychiatric Technician, Business Entrepreneurship, Logistics Management, and Registered Nursing. The RN program was originally presented in collaboration with Bakersfield College and was approved by the Board of Registered Nursing in May, 2010, to be offered separately by Porterville. There are nine academic divisions within the College: Career and Technical Education, Fine and Applied Arts, Health Careers, Language Arts, Health, Physical Education and Recreation, Natural Sciences, Mathematics, 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 eighteen Associate in Arts or Associate in Science degree majors, fifteen certificate of achievement programs and eleven job skills certificates. The College also offers thirteen transfer degrees (AA/AS-T) which guarantees a student junior status with a CSU upon completion. The College continues to position itself to meet the growing and changing needs of the community.

"Student Success" is a common theme 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, library, learning center, child care, a Disability Resource Center (DRC), financial aid, Extended Opportunity Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE), Student Support Services, food services, bookstore, student activities and clubs, athletics, a transfer center, tutoring, assessment, admissions and records, orientation, a Wellness Center, Job, Entrepreneurship, and Career Center, and Veterans Resource Center.

The Porterville College Foundation actively supports the College in developing activities, programs, and facilities that are in the best interest of our students. During the last ten years, the net asset allocation of the Foundation has grown and changed considerably. In 1991, the net assets were approximately $350,000, with more than eighty percent dedicated for scholarships. Today, the Foundation estimates its net assets to be approximately $6.6 million. The Foundation sponsors an energetic campaign to support college programs and faculty projects. In April 2017, the Foundation awarded $164,650 in scholarships at its annual ceremony. We are fortunate to have 26 of the scholarships of $1,000.00 each that are endowed in perpetuity through the use of the Osher Funds. The PC First Scholarship/Awards are set up specifically for local high school students who will attend PC; and we continue to distribute $40,000 per year.

Our Values:

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

- Collaboration - working together to encourage input and dialogue in a collegial and cooperative manner.
- Respect - treating each other with respect, trust, and dignity.
- Innovation - nurturing and supporting exploration of new ideas, programs, and services to enhance our service to the community.
- Accountability - continuously assessing where we are as a College and to assume responsibility for all that we do.
- Equity - reducing achievement gaps between demographic groups.
- Participation - fostering and encouraging the involvement of staff and students in campus activities and the various aspects of the College decision-making process.

Our Philosophy:

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

- All students at Porterville College will be treated with respect and dignity regardless of who they are or the goals they have established for themselves.
- The College staff will provide the best service possible to its students in order for them to meet their individual academic or vocational goals.
- The College will encourage innovation, creativity, and new ideas and will support professional development opportunities.
- As an integral part of the community, the 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, the College will participate in and be actively involved with all district-wide committees and governance structures.

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

- Provide quality academic programs to all students who are capable of benefiting from community college instruction.
- Provide comprehensive support services to help students achieve their personal, vocational 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 developmental education to students who need to enhance their knowledge and understanding of basic skills.
- Recognize student achievement through awarding degrees, certificates, grants, and scholarships.

As an integral part of the Kern Community College District, Porterville College participates in and is actively involved with all district-wide committees and governance structures. Porterville College is committed to assuring student equity in all educational programs and services. We define student equity simply as to "provide an educational environment where all students have the best opportunities to succeed."

In 2013, Porterville College became an ***Achieving the Dream*** participating institution. The campus has increased the focus on the importance of connections across the community to break down silos and link educational and workforce development services. Achieving the Dream has provided an integrated approach to address transitional barriers and pathway development to foster student success and community access to career readiness support services.

Achieving the Dream, Inc. is a national nonprofit organization dedicated to helping more community college students, particularly low-income students and students of color, stay in school and earn a college certificate or degree. Achieving the Dream is based on the premise that to improve student success on a substantial scale, colleges must fundamentally change the way they operate. The following elements are essential to closing achievement gaps and accelerating student success:
- **Committed Leadership** -Actively support efforts to improve student success and a willingness to make changes in policies, programs, and resources.
- **Evidence to Improve Policies, Programs & Services** - Establish processes to use data to identify achievement gaps, formulate strategies to address the gaps identified, and evaluate the effectiveness of strategies.
- **Broad Engagement** - Shared responsibility for student success by seeking information from surveys, focus groups, and/or advisory councils.
- **Systemic Institutional Improvement** - Regularly evaluate academic programs and services.
- **Equity** – Provide an educational environment where all students have the best opportunities to succeed.

Upon reviewing the 2015-2016 student equity data, Porterville College addressed students in the following ethnic and racial categories: American Indians or Alaskan Natives, Asians, Blacks or African Americans, Hispanics or Latinos, Native Hawaiians or other Pacific Islanders, Whites

and other races or more than one race. In addition, our College addressed students with the following characteristics: males, females, current or former foster youth, students with disabilities, low-income students and Veterans.

In reviewing the data provided by the KCCD Institutional Research Office for the five student equity indicators below, it was discovered that specific groups are not achieving in some areas. The following observations and analysis were made concerning the groups with the greatest disproportionate impact:

- Access - The populations the data outlined as having the greatest disproportionate impact are male students and students between the ages of 25 and 39.   The committee recommended using both veteran and former foster youth as potential populations within the two disproportionately impacted groups. The College will also focus its efforts in reaching out to American Indian and White student groups. The College will increase student access to college programs and support services for students from these groups and for on-going recruitment efforts.

- Course Completion - American Indian, African American and age groups 20 to 24 are three student populations in the metrics that demonstrate disproportionate impact. These three metrics were 30 unit milestone, successful course completion, and persistence. The plan details specific programs and services determined to increase course completion and student success.

- ESL and Basic Skills Completion - To better understand number of disproportionately impacted students in ESL and Basic Skills three areas of success were examined namely remedial math, remedial English, and remedial ESL. The group with the greatest gap was American Indian in Remedial math. The second group was African American students in both remedial math and English. Students between the ages of 20-39 also showed the greatest gap in both ESL and math. Former foster youth and veterans can be included in the within the 20-39 age group therefore Porterville College will work toward finding methods to better assist this population. The plan details specific programs and services determined to increase student completion in ESL and Basic skills.

- Degree and Certificate Completion - The groups with the greatest gap between current success and degree completion were: Hispanic students, African American students, Asian Pacific Islander and Whites. The other student populations outside the ethnicity subcategory who also showed a significant gap were males and students between the ages of 20-24. The plan details specific programs and services determined to increase degree and certificate completion.

- Transfer - The various populations of students were examined across three metrics: General Transfer, CTE Transfer and Transfer prepared.   After review of each metric the three populations of students who showed a trend of low transfer rates were: students between the ages 25-39, Low Income students, and Hispanic students. The plan details specific programs and services determined to increase transfer.

The College's primary goal is to eliminate the disproportionate impact for the target groups mentioned above. An important secondary goal is to continue to have an ongoing annual equity review process to ensure meaningful and effective student equity efforts across the entire College. The overall goals across all success indicators are to have measurable outcomes in relation to the student populations outlined. The objective of each activity is to collectively help increase the level of success by at a minimum of 2% across all indicators.

Intervention strategies and support to achieve equitable outcomes were determined for these student populations by incorporating the following activities over the **next two years**:

Student Equity Goal 1 - *Strengthen collaboration with community partners to increase number of students who access postsecondary education*:
- Develop programs with organizations targeting students who are disproportionately impacted that focus on streamlining the enrollment process
- Annual Equity Summit will be held: "Paving the Path to Access and Success for Under-represented Student Groups"

Student Equity Goal 2 - *Increase the number of students by 2% that transfer from a community college to a four- year university:*
- Increase cross discipline collaboration campus wide to promote transfer opportunities to students with the intent to create a cultural shift toward transfer
- Annual College Fair will be held to assist students with admissions requirements, transfer opportunities, major preparation and application process Over twenty CSU, UC and private schools will attend

Student Equity Goal 3 - *Increase the number of students who transition from non-credit courses to college level courses by 2% annually:*
- Develop partnerships with outside agencies which are able to help students with unmet needs the college may not be able to offer

Student Equity Goal 4 - *Increase completion of courses and degrees by 2% annually:*
- Target at-risk populations and offer resources to address barriers that would affect their performance.

For example:
- academic (early alert)
- food insecurity
- homelessness
- financial aid
- Use EAB navigate to provide reminders to students about key milestones and resources to students promoting course completion

Student Equity Goal 5 - *Decrease time to completion along basic skills pathways:*
- Continue working with faculty to develop and implement multiple measures for more equitable placement into courses
- Support professional development that promotes acceleration and best practices in developmental education

The **2017-18 Integrated Plan** is guided by the College's Mission Statement wherein the commitment to student success and equity is inherent. The Integrated Plan is part of an ongoing institutional effort underway at Porterville College to improve proportional student academic outcomes and to more carefully and formally assess and evaluate student equity planning. The College recognizes that equity planning and assessment, as well as expansion of its data collection to further examine the academic needs of an increasingly diverse student population, is critical to the achievement of student equity and the fostering of academic excellence for all our educational programs.

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 "staff commits itself to innovation, respect, collaboration, and participatory governance."

The main body on campus that focuses on issues of student equity, diversity, and access is the College Council (CC). The general charge of the CC is to coordinate and communicate the college-wide planning, budgeting and reporting processes across the campus. The CC must also interface with all segments of the college to provide the highest quality learning and support services to our students and the communities served by the College. Under this committee, falls the Success and Equity Committee (SEC). The general charge of the SEC is to coordinate and communicate college-wide planning for identifying and implementing student success strategies across the campus. The focus of this committee is to identify specific plans to strategically address the five (5) California Community Colleges Keys to Success: Priority Enrollment and Academic Standards, Redesigned Student Support Services, Transparency and Accountability, Streamlined Transfer, and Improving Basic Skills Instruction.

The College plans for Student Equity Plan, Basic Skills, and Student Success and Support all focus on increasing access, course and degree completion, transfer rates, and closing the achievement gap in success for underrepresented student groups. This Integrated program model promotes integrated planning and program coordination at the district and college levels. The three programs retain separate requirements as specified in Education Code and Title 5 regulations; these requirements are built into the Integrated Plan to ensure compliance.

Goals and activities have been developed in consultation with faculty, staff, students and administrators. Furthermore, the 2017-19 Integrated Plan is guided by the District and College's Strategic Plans as well as the College's Mission Statement wherein the commitment to student success and equity is inherent: ***With students as our focus.***

Review of Past Student Equity Expenditures

2014-2015 Allocation:	270,840
Expenditures	$'s
Outreach	45,217
Student Services & Categorical	21,911
Research & Evaluation	-
Student Equity Coordination & Planning	95,336
Curriculum/Course Dev & Adaptation	-
Professional Development	10,593
Instructional Support	8,440
Direct Student Report	89,343
Total Expenditures (2014-15)	270,840
Remaining	-

2015-2016 Allocation with Reallocation funds:	620,319
Expenditures	$'s
Outreach	31,742
Student Services & Categorical	182,925
Research & Evaluation	76,269
Student Equity Coordination & Planning	50,373
Curriculum/Course Dev & Adaptation	5,398
Professional Development	23,756
Instructional Support	3,144
Direct Student Report	217,275
Total Expenditures (2015-16)	590,882
Remaining	29,437

2016-2017 Allocation:	548,783
Expenditures	$'s
Outreach	3,318
Student Services & Categorical	141,733
Research & Evaluation	40,581
Student Equity Coordination & Planning	
Curriculum/Course Dev & Adaptation	2,463
Professional Development	19,702
Instructional Support	
Direct Student Report	76,747
Total Expenditures (2016-17)	284,544
Remaining (expenditure deadline is June 30, 2018	264,239

11. What support from the Chancellor's Office (e.g., webinars, workshops, site visits, etc.) and on what topics (e.g., budget, goal setting, expenditures, data visualization, etc.) would help you to accomplish your goals for student success and the closing of achievement gaps?

Our College would like to encourage the legislature to fund AB2558 to provide professional development. This funding will provide opportunities for the colleges to provide increased professional development to train faculty in culturally responsive teaching techniques, learn better assessment techniques, and move students to transfer level math and English in their first year.

Students need effective and well-trained personnel to help them with activities such as developing an education plan, navigating through the assessment process, completing their financial aid process, utilizing on and off campus resources, etc. The diversity of our students also requires that campus personnel be trained and ready to serve a wide range of student needs. With the demands of higher education, employees need to adapt to new technologies to better assist students. A highly trained college workforce will benefit students to become successful in order to complete their educational goals.

The College would also like to have more workshops and an Integrated BSI, SE, SSSP conference for campuses to learn best practices from other California Community Colleges. Also, provide more training opportunities on MIS data collection and reporting.

12. Identify one individual to serve as the point of contact for your college (with an alternate) for the Integrated Plan and provide the following information for that person:

Point of Contact:

Name:	Erin Cruz
Title:	Director, Enrollment Services
Email Address:	ecruz@portervillecollege.edu
Phone:	(559) 791-2332

Alternate Point of Contact:

Name:	Kailani Knutson
Title:	Dean, Instruction
Email Address:	kknutson@portervillecollege.edu
Phone:	(559) 791-2294

Part III – Approval and Signature Page

College: <u>Porterville College</u>   District: <u>Kern Community College District</u>

Board of Trustees Approval Date: _____

We certify the review and approval of the 2017-19 Integrated Plan by the district board of trustees on the date shown above. We also certify that the goals, strategies and activities represented in this plan meet the legislative and regulatory intent of the Student Success and Support (credit and noncredit), Student Equity, and Basic Skills programs and that funds allocated will be spent according to law, regulation and expenditure guidelines published by the California Community College Chancellor's Office.

_____
Chancellor/President   Date   Email Address

_____
Chief Business Officer   Date   Email Address

_____
Chief Instructional Officer   Date   Email Address

_____
Chief Student Services Officer Date   Email Address

_____
President, Academic Senate   Date   Email Address