PORTERVILLE COLLEGE

EDUCATIONAL MASTER PLAN

2017-2021

President's Message

I would like to first acknowledge Dr. Rosa Carlson, President of Porterville College 2006-2017, whose focus on students and community helped establish the foundation from which this plan is developed.

The Educational Master Plan (the "plan") should be viewed as a 'living' document, to be reviewed annually as the economy changes, student needs evolve, and new educational trends emerge. The plan addresses both current and future needs and facilitates the development of all other college plans.

Porterville College is located in Tulare County and is part of the Kern Community College District, one of the largest Community College districts in the country. Established in 1927, the college enjoys a reputation of being an educational institution focused on students and being a good partner to the diverse community it serves. Our dedicated staff have spent countless hours reviewing data, discussing and planning in order to meet the demanding and challenging needs of our current and future students.

Working with local businesses and community partners, Porterville College and its faculty and staff are dedicated to providing up-to-date and applicable educational programs that provide students with a positive learning experience. The Educational Master Plan - through annual review - will help the college meet that goal.

Best Wishes,

William P. Henry
Porterville College President

Acknowledgments

MAAS would like to acknowledge the extremely valuable support and guidance provided by Porterville College and Kern Community College District in the creation of this Educational Master Plan. This includes President Carlson's administrative team - their guidance and direction throughout the process was invaluable.

The list of appreciation includes many. To all who participated, please accept our sincere thanks and gratitude. We are particularly indebted to the following individuals who worked long and hard in this planning effort.

Porterville College Executive Administration

William P. Henry - President
Sam Aunai - Vice President, Academic Affairs
Valentin Garcia Jr. - Vice President, Student Services
Dr. Arlitha Williams-Harmon - Vice President, Finance & Administrative Services

Jay Hargis - Dean, Instruction
Kailani Knutson - Dean, Instruction
Kim Behrens - Associate Dean, Health Careers
Jay Navarrette - Director, Information Technology
Anne VanDerHorst- Manager, Human Resources
Carol Brown - Administrative Assistant, President

Kern Community College District

Thomas J. Burke - Chancellor
John Means - Vice Chancellor Educational Services
Tonya Davis - Vice Chancellor, Human Resources

Deborah Martin - Chief Financial Officer
Gary Moser - Chief Information Officer
Chris Hine - General Counsel

Final Review by the Porterville College Council (CC) Committee

William P. Henry - President
Sam Aunai - Vice President, Academic Affairs
Valentin Garcia Jr. - Vice President, Student Services
Dr. Arlitha Williams-Harmon - Vice President, Finance & Administrative Services
Jay Hargis - Dean, Instruction
Kailani Knutson - Dean, Instruction
Kim Behrens - Associate Dean, Health Careers
Erin Cruz - Director, Enrollment Services
Diane Thompson - Director, Student Services
Joseph Cascio - Director, Student Programs and Athletics
Jay Navarrette - Director, Information Technology
John Word - Director, Maintenance and Operations
Michael Carley - Institutional Researcher

Anne VanDerHorst - Manager, Human Resources
Dr. Jeffrey Keele - Academic Senate President
Tim Brown - Chair, Career & Technical Education
James Thompson - Chair, Fine & Applied Arts
Lupe Guillen - Chair, Health Careers
Vickie Dugan - Chair, Health & Physical Education
Dr. Ann Marie Wagstaff - Chair, Language Arts
Dr. Joel Wiens - Chair, Natural Science
Dr. Stewart Hathaway - Chair, Mathematics
Dr. Robert Simpkins - Chair, Social Science
Maria Roman - Chair, Student Learning Services
Terry Crewse - Campus Chair, CCA
Vern Butler - President, CSEA

Table of Contents

Intent of the Educational Master Plan and Method of Development

The purpose of the Porterville College 2017 Educational Master Plan (the "Plan") is to provide the necessary data and foundation upon which the instructional program and support service needs can be established and met both now and in the future. It also facilitates the development or update of other important College plans. The Plan should be seen as a dynamic document, to be reviewed annually as the economy changes, student needs evolve and new educational trends emerge. The success of the integrated planning process will depend on a commitment to adherence and implementation from all stakeholders at the College.

The Educational Master Plan's projections represent our best analysis for what the College should do in the next five years; at the end of that time, we expect to update the Plan. Additionally, we will update the Plan based on significant changes that may occur during the next five years. The current plan is created after the approval of our Midterm Accreditation Report and prior to completion of our Self-Evaluation report in preparation for the Accreditation visit in fall 2018. Porterville has implemented many of the action improvement plans identified in the report. Those not completed should be considered on-going.

Educational Master Plan Planning Process

Setting realistic objectives that can be achieved in a timely manner is essential to successful planning. Good planning addresses the multiple issues currently facing the College and those likely to impact the college in the future. Consideration of current economic, demographic and legislative conditions allows the college to successfully plan for the future needs of the community it serves.

Based on the data obtained, necessary adjustments can be made to the Program of Instruction to better ensure the overall health of the College. Elements, such as the economy, may emphasize specific needs of particular instructional programs over others. When implementing successful planning, the College must consider that instructional programs and disciplines do not grow at the same rate.

Planning must look at the future and adjust programs as necessary. Maintaining the balance between growth and preserving a balanced program offering is essential. The consideration of these various issues gives the College the opportunity to put in place the programs it needs to meet the rapidly changing needs of the communities it serves. As a part of this planning process, college administration, faculty and staff met with members of the community representing private business, non-profit organizations, educational partners and city government in order to discuss future needs for the college. A variety of needs were identified by the representatives in attendance. Some of those needs identified included:

- Hospitality and food service programs
- Expansion of Health Careers programs
- Programs to assist the adult special needs population
- 'Soft-skills' training in general and job/career specific
- Programs to meet specific training needs of the communities first-responders

With good planning comes the need to establish a system that allows decision makers the ability to measure success and document the needs of the institution. Good planning will format the curriculum to meet the projected future needs of the College's student population. It will place the necessary emphasis on technology and develop a plan to allow the College to provide the most current technological resources for its students, allowing them to achieve their educational goals. Once the future needs in these areas have been determined, the planning process turns to the current facilities provided on campus and assesses what already exists and what will be needed to ensure the continued ability to meet the needs of its student population. Upon determining these needs, the focus shifts to evaluating various options to finance the additional facilities deemed necessary.

Educational Master Plan Service Area

Determining the service area was achieved by utilizing the residential zip codes of the students attending the College during the fall 2015 semester. This, with other factors, captured a significant percentage of the current student population.

Educational Master Plan Criteria

The planning effort was rooted in a thorough data collection process that included large amounts of quantitative and qualitative data. The foundational goal was to obtain and analyze data to answer the following questions:

- Who are the students attending Porterville College?
- What are their needs?
- Does the College effectively serve the educational needs of its service area population?
- Is the current program of instruction meeting the needs of the students attending the College?
- From an enrollment management perspective, how well does the College deliver the program of instruction?
- Do the existing instructional delivery systems adequately serve the needs of students?
- Do the student support services strengthen and support the instructional program?
- What are the characteristics of the current and future external and internal environments of the College?
- What opportunities and/or challenges will the College face in the future?
- What are the space/facilities needs for the current and future program of instruction and for support services?

Educational Master Plan Goal

The goal of the Educational Master Plan is to bring together the educational components at Porterville College into a long-range plan that will support decision making for the future and assist the College in projecting the educational programs and support services that will be needed to accommodate the College's future needs.

Educational Master Plan and Accreditation

One foundation this plan is built upon is the essential element of the continuous accreditation for Porterville College. The Western Association of Schools and Colleges (WASC) presents key guidelines that an institution must follow to successfully meet the needs of their students and community. It is imperative that Porterville College align all future planning efforts with the standards determined by WASC to maintain their accreditation status. Accreditation provides a way to manage change through regular assessment, planning, implementation, monitoring and reassessment. It validates the College's integrity to the public and assures the local community that the College's purposes are appropriate and being accomplished through a viable educational program.

Educational Master Plan and Participatory Governance

California's Education Code specifies the roles and responsibilities for governance of California's Community Colleges. In 1988, AB 1725 established the current structure for the Colleges, including the bilateral governance structure and the role of students, faculty, classified staff and administrators in the governance process. The Porterville College Educational Master Plan contains plans and information that was developed through the collaboration and coordination between the different segments of the college community and the intent and spirit of participatory governance.

Master Plan Framework

| KCCD District Strategic Plan | Porterville College Strategic Plan, Mission |

↓ Guides

Educational Master Plan

| Profile of: • College • Students | ⟷ | Profile of: • Service Area/Region • Employment Trends |

↓ Guides

Enrollment Management Plan   Facilities Plan   Information Technology Plan   Student Services Plan   Division Plans/Program Reviews

College Council

↓ Recommendations

College President

↓ Funding Approvals

New/Update Programs   Faculty/Staff Positions   Facilities Projects   One-Time and Annual Budget Allocations   Grants and Other Initiatives

Section I: College Background

College History and Background

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 dissolved its relationship with the high school district in 1967 and joined with 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. All three colleges are accredited by the Western Association of Schools and Colleges.

The Porterville campus 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 over 60,000, and a larger service area population of more than 120,000. 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 nineteen Associate in Arts or Associate in Science degree majors and fourteen certificate programs. 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' 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 2016, the Foundation awarded $162,150 in scholarships at its annual banquet. An additional 26 scholarships of $1,000.00 each have been endowed in perpetuity through the use of the Osher Funds. The PC First account set up specifically for local high school students who will attend PC continues to distribute $40,000 per year.

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."

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.

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.

College 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.

College 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.

Section II: Strategic and Other Plans

Integrated Planning, Assessment and Action (IPAA)

The College has an Integrated Planning, Assessment and Action (IPAA) plan which describes the phases and activities relating to institutional planning at Porterville College. The four words within the IPAA Model – Integrated, Planning, Assessment, and Action - are intentionally included in the name to emphasize important aspects relating to effective institutional planning.

- **I**ntegrated

This term is included to emphasize that planning is not an isolated activity, but one that includes the participation of all employee constituency groups, involves coordination with the various committees and groups on campus, and utilizes planning documents necessary to make informed decisions about all aspects of the college.

- **P**lanning

Planning involves not only dealing with present circumstances, but also looking to where the College wants to be in the future. In order to move Porterville College and students into the future, the institution must plan now. With that, institutional dialogue needs to be continuous and utilize all data, reports, and documents available in order to make informed decisions.

- **A**ssessment

Porterville College values continuous assessment in its efforts to improve services to students, employees, and the community. These assessments are maintained through program review, surveys, data review, and other activities that may provide the college with relevant information regarding its progress in meeting its stated goals and objectives.

- **A**ction

Planning for the sake of planning does little in terms of institutional improvement. The result of any planning should be action. The actions taken in response to the planning and assessments conducted are those that not only improve services now, but also take into consideration actions that may affect students, the College, and the community in the future.

The IPAA Model

I - *Integrated*

Effective planning cannot be realized if all constituency groups on campus are not involved. With that, before planning can take place, there needs to be active involvement among the employees of the College. As noted below, the various groups or committees relating to planning at Porterville College include representation from faculty, staff, administration, and students. When involved, each employee feels integrated into the overall operations of the College.

Since there are many committees, activities, or groups within Porterville College that participate in some part of planning, not all employees are expected to be involved in every phase of planning. However, every employee should or is encouraged to participate in at least one aspect of planning. This could be serving on a committee that relates to budget, enrollment management, institutional governance, or it could be participation in their respective area's program review process. Regardless of how they may participate, this involvement allows employees an opportunity to connect their daily work with the overall efforts of the college.

In addition to being involved in areas relating to planning, the following excerpt from the College's participatory governance statement emphasizes the College's commitment to broad participation of employees in the governance and planning structures of the institution:

> *"Participatory governance at Porterville College takes place on multiple levels. It is a process that ensures the students, staff, faculty and administration the right to participate effectively in the governance of the college, providing the opportunity for input and ensuring this input is given every reasonable consideration and that all decisions are well informed. Through the participatory process, the campus community engages in ongoing dialogue about quality, learning assessment and implementation of institutional changes that improve student success. This dialogue promotes trust and broadens the sense of participation within the campus community."*

Within the various committees and councils that are provided on campus, there is active participation from all constituency groups. This broad representation not only allows employees the opportunity to participate, but also enhances and improves the overall planning and effectiveness of the learning and support services offered by the institution. As indicated in the following flow chart, while each committee or group on the College Council (CC) conducts its own planning, the general oversight of college-wide planning occurs in the CC. Not only does this body include broad representation from all the constituency groups on campus, it also includes representatives from the various committees on campus where more focused planning occurs.

Planning and Decision Making Flow Chart

The following flow chart illustrates the integration of employees, committees, etc. into the planning process.

Constituent Groups	**College President**	
	College Council	**Sub-Committees**
Administrative Council		**Accreditation Steering Sub-Committee**
Associated Students of Porterville College (ASPC)	**Institutional Research**	**Budget Sub-Committee**
Community College Association (CCA)		**Strategic Planning Sub-Committee**
California School Employees Association (CSEA)		**Enrollment Management / Division Chairs Sub-Committee**
Academic Senate		**Success & Equity Sub-Committee**
Curriculum Sub-Committee		**Information Technology (IT) Sub-Committee**
Basic Skills Sub-Committee		**Facilities Planning Advisory Sub-Committee**
Student Learning Outcomes Sub-Committee		**Grants Oversight Sub-Committee**
Distance Education Sub-Committee		

P - Planning

Various documents have been created to assist the college in institutional planning. These plans include information such as data, demographics, current circumstances, projection of future trends, and findings from program review. Those listed below are not, however, all inclusive of the plans that may be developed and utilized as part of institutional planning. In addition, ongoing review of these plans occurs both within the specific committee or group from which the plan originated and within the CLC.

Educational Master Plan

During summer 2016, the MAAS Company began working with PC to update the information for the college's Educational Master Plan. The Master Plan includes an external scan of the college environment, opportunities for the future direction of the instructional programs, projections of fall term unduplicated headcount to 2021, and projections of space needs for both the instructional and support services of the college out to 2021. The Plan was given a campus-wide review and discussion and was integrated into all aspects of College planning, including projections of program and course offerings, facilities planning.

KCCD Strategic Plan

During the 2015 academic year, representatives from each of the colleges in the District and District office staff met to plan for the updating of the KCCD Strategic Plan. Utilizing the analysis of external and internal scans, employee survey results, and various other data, an updated KCCD Strategic Plan was developed. During this same time, the Porterville College Strategic Plan was also being updated. Although the college plan was developed based on campus data and staff input, the goals within the college plan are similar in scope to those found in the district's plan. This was done in part to integrate the college with district-wide goals.

Porterville College Strategic Plan

The college's strategic plan built upon the institutions mission, values and philosophy. The college identified five goals and created a series of objectives to pursue over the next three years. The goals identified were:

Strategic Goal #1: Maximize Student Success

Strategic Goal #2: Advance Student Equity Measures

Strategic Goal #3: Ensure Student Access

Strategic Goal #4: Enhance community Connections

Strategic Goal #5: Strengthen organizational Effectiveness

Enrollment Management Plan

In spring 2012, the Porterville College Enrollment Management Plan was adopted. It is designed to guide enrollment planning for the next four years. The plan provides data depicting enrollment and other trends over the next few years that can be used in making enrollment decisions to meet or respond to area demographics, trends, high school yield, etc. In addition, six specific enrollment management goals were established to guide college-wide planning in terms of making decisions about program and course offerings and other issues relating to enrollment management. In spring of 2016, a review was began to update this plan.

Technology Plan

The Technology Plan provides guidance to the college in terms of processes for providing new and upgraded technology equipment and software, process for repairing technology equipment, minimum computer standards, wireless policies and procedures, use of computer procedures, and guidelines regarding media services and web pages. The plan also includes the organizational and reporting structure of the staff in addition to related KCCD board policies and procedures regarding computer use and network prohibitions. Due to the frequent changes in technology and the budget, and the recent updating of the College's Strategic Plan, the current Technology Plan is also being reviewed and modified in an effort to ensure support of the goals and objectives delineated in the College's Strategic Plan.

A - *Assessment*

One of the major activities on campus in which the College and its programs assess their effectiveness is through the program review process. Each instructional and non-instructional program conducts a program review every three years. These reviews include the compilation of various data and information including: the division/program mission statement; student learning outcomes (instruction) or service area outcomes (non-instructional); analysis of current performance; program strengths and areas for improvement; goals during the program review cycle to include a timeline, needed resources, obstacles to completion, and how the goals link to the College mission statement; staffing levels and requests for new or replacement positions; and budget requests with a justification for any increases noted.

When the division completes its program review, it is forwarded to the Strategic Planning committee for evaluation to ensure that it contains the required information and meets the standards according to the program review evaluation matrix. Those reviews that are missing necessary elements are referred back to the division for modification and those that contain the necessary elements are forwarded to the CC for review and approval. Once approved, the program reviews are then forwarded to and reviewed in the Budget committee to be used when making decisions about budget allocations.

A - *Action*

The final stage of this model is action. Once the reviews have been completed or goals and objectives have been assessed, some action is taken in response to the results found. Goals may change, processes may be modified, or services may be added. Regardless, what was found in the assessments, the results are used to improve the College's student learning and support services.

Linking Program Reviews to the Planning and Decision Making Process

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College Council (CC)

Reviews, approves, and forwards Program Review to CC Subcommittees for their internal use; Subcommittees report back to CC for final approval of action items.

Budget Subcommittee

Expenditure requests in Program Reviews are reviewed and returned to CC

Enrollment Management Subcommittee

Strategic Planning Subcommittee

Grants Oversight Subcommittee

President

Reviews requests and reports back to CC on decision. CC send approved recommendations to the President.

If necessary, president solicits subcommittee input regarding the impact expenditure request may have on related areas of planning and provides any necessary input to subcommittees.

Section III: Educational Programs

Porterville College has nine divisions. Eight academic divisions offer courses in basic skills, vocational education, and courses preparing students for transfer. The divisions; Career and Technical Education, Fine and Applied Arts, Health Careers, Health, Physical Education and Recreation, Language Arts, Mathematics, Natural Science and Social Science offer a total of thirteen transfer degrees, nineteen Local AA or AS degrees, nineteen Certificates of Achievement and twelve Job Skills certificates. Available degrees are as follows:

AA Transfer Degrees

Communication Studies	Studio Arts	History	Philosophy	English
Political Science	Sociology	Anthropology		

AS Transfer Degrees

Mathematics	Business Administration	Administration of Justice	Early Childhood Education
Agribusiness			

Local AA Degrees

Agriculture Production	Child Development	Social Science	Art: Commercial	Business
Liberal Arts: Arts & Humanities		Liberal Arts: Social and Behavioral Sciences		
Biological and Physical Science				

Local AS Degrees

Business Management-Accounting	Business Management-Human Resources
Business Management-Logistics	Business Management-Entrepreneurship
Business Information Systems	Computer Information Systems
Advanced Information Systems	Public Safety
Biological and Physical Science	
Nursing LVN to ADN	Information Systems

CAREER AND TECHNICAL EDUCATION DIVISION

The Career and Technical Education Division (CTE) was formed in 2007 and is home to all of the vocational education programs at Porterville College with the exception of Health Careers. The division currently has six full-time faculty and several adjunct faculty that provide instruction in Agriculture, Administration of Justice, Business/Business Administration, Information Systems, Child Development, Industrial Maintenance Technology, and Fire Technology. Several of the programs in CTE offer local AA and AS degrees, AA and AS transfer degrees as well as Certificates of Achievement (COA) and Job Skills certificates (JSC).

ADMINISTRATION OF JUSTICE

The Administration of Justice Program has one full-time faculty and offers a transfer degree, a Certificate of Achievement as well as training academies for law enforcement, Firefighter I and Wildland Firefighter. Faculty also developed a Public Safety AS degree to address the new strategies that Homeland Security is promoting. The main goal for this new program is to emphasize the importance of the various public agencies working together to coordinate and streamline the strategies and strengths of each agency. This will be a local degree in addition to the Administration of Justice transfer program and will be implemented in the 2017-18 school year.

Staffing Needs

The Administration of Justice program previously had two full-time faculty in the program. This has been reduced to one full-time faculty due to retirements. The program has identified the need to fill this open position in order to coordinate the various training programs as well as assist in the growth of the academic program.
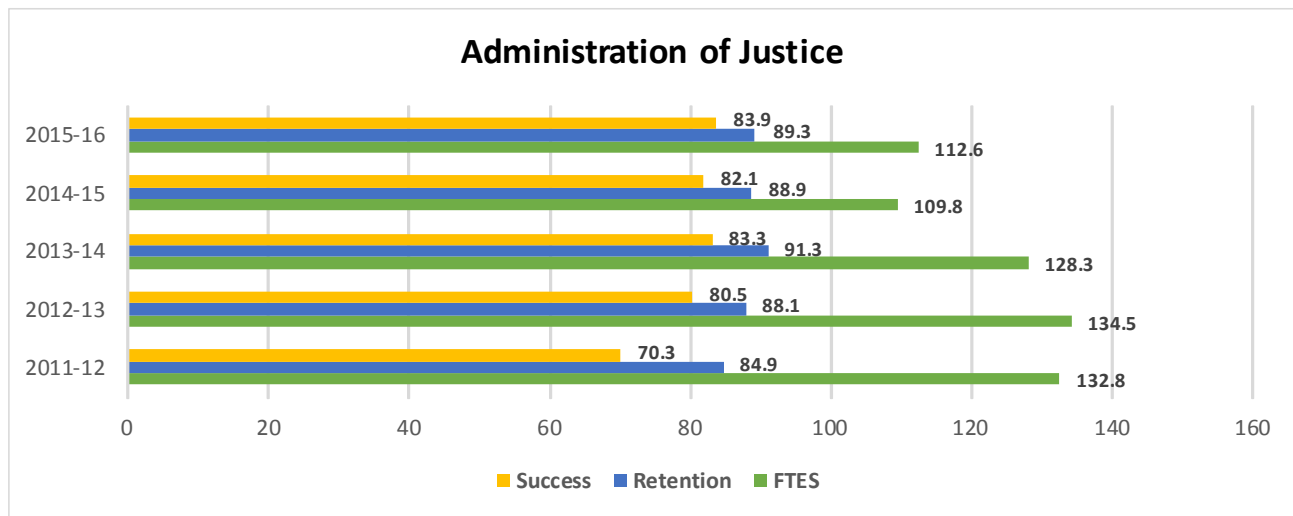
AGRICULTURE

The Agriculture program has one full-time faculty and offers a local AA degree in Agriculture Production. Agriculture is the main industry in Eastern Tulare County supplying both domestic and foreign markets. Porterville College's Agriculture program focuses on two specific areas: Agribusiness and Agricultural Production-Ag Sciences. In addition to the local AA degree, the Agriculture program is preparing to adopt the Agriculture transfer degree.

Agriculture

Year	Success	Retention	FTES
2015-16	70.7	90.7	87.9
2014-15	67.3	90.8	75.1
2013-14	69.9	91.5	74.1
2012-13	64.4	87.8	74.1
2011-12	65.7	88.3	72.4

Legend: Success, Retention, FTES
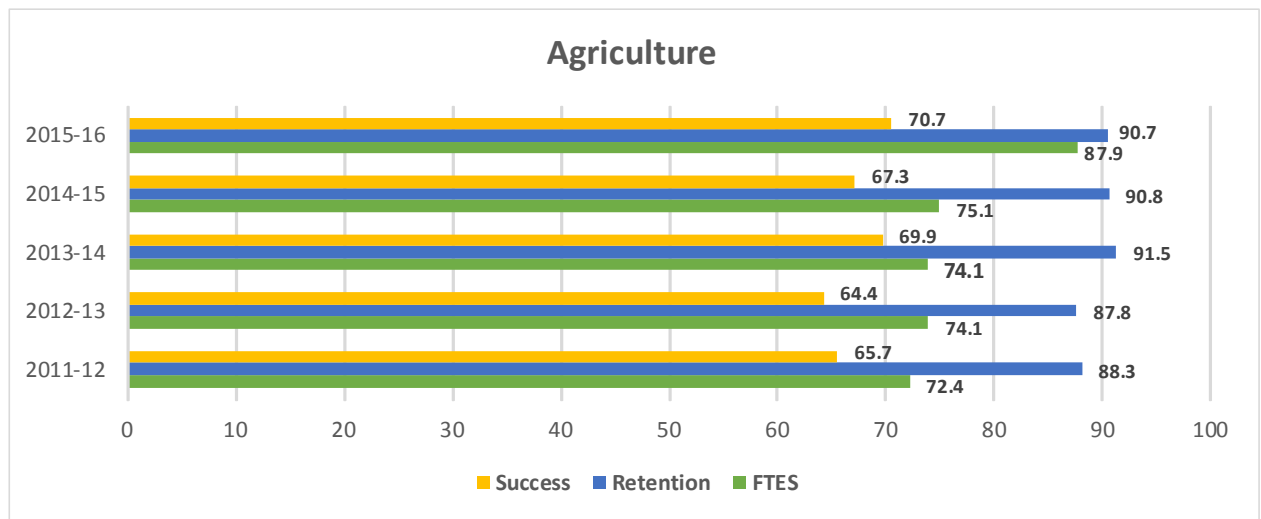
BUSINESS ADMINISTRATION

Business Administration has one full-time faculty and offers a transfer degree. The program has implemented several certificates and revised the existing AA in Business to an AS in Business Management to meet industry needs. The new AS in Business Management has four areas of emphasis which includes Accounting, Entrepreneurship, Human Resources, and Logistics. In addition, the following certificates have been added for students who desire to improve skill-sets but are not seeking a degree. These programs are:

- Accounting – Certificate of Achievement and Job Skills Certificate
- Entrepreneurship – Certificate of Achievement and Job Skills Certificate
- Human Resources – Certificate of Achievement and Job Skills Certificate
- Logistics – Certificate of Achievement and Job Skills Certificate

The Business Administration Program also has an AS-Transfer degree (AS-T) in Business Administration. This program had the highest number of completers for a transfer degree campus wide for 2015/2016 with 32. In addition to these changes, the Economics program was transferred from the Social Science division to the Business program. To accommodate this move, a new Business/Economics faculty was hired at the beginning of the 2015/2016 academic year. This program change has brought more students into the Business Program.

The Business program has a strong partnership with the local business community and has developed an Early College program with a local high school that will enable those students to complete the AS-T in Business Administration at the same time they complete their high school education. The program has also developed a strong partnership with the Lyles Center of Fresno State University, which provides an opportunity for Porterville College students to be able to continue towards their four-year degree. As part of this partnership, the college implemented an Entrepreneur center in connection with the Job Career Center (JEC) on campus. The five-year goal is to separate the Entrepreneur center from the JEC to expand entrepreneurship workshops and activities to include annual business plan and elevator pitch competitions for students.

Staffing Needs

The Business program has identified staffing needs it feels are required to maintain anticipated growth. Those staffing needs would require three additional full-time faculty members who would teach specific areas of the program. Those identified areas are Economics, Accounting, and General Business Administration.

Facilities Needs

The Business program has collaborated with the colleges JEC center. The JEC center assists students and members of the community who are seeking employment or need to enhance current soft skills. The center provides workshops both on campus and in the community. The center needs to be relocated to a location more centrally located on campus improving access for students and members of the community.

Resource Needs

The Business program has identified additional funding requirements if the program is to continue its funding for business plan and elevator pitch competitions:

- Staff development for best practices in Business/Entrepreneurship instruction
- Funding and location for new Entrepreneurship Center
- Funding to staff the Entrepreneurship Center
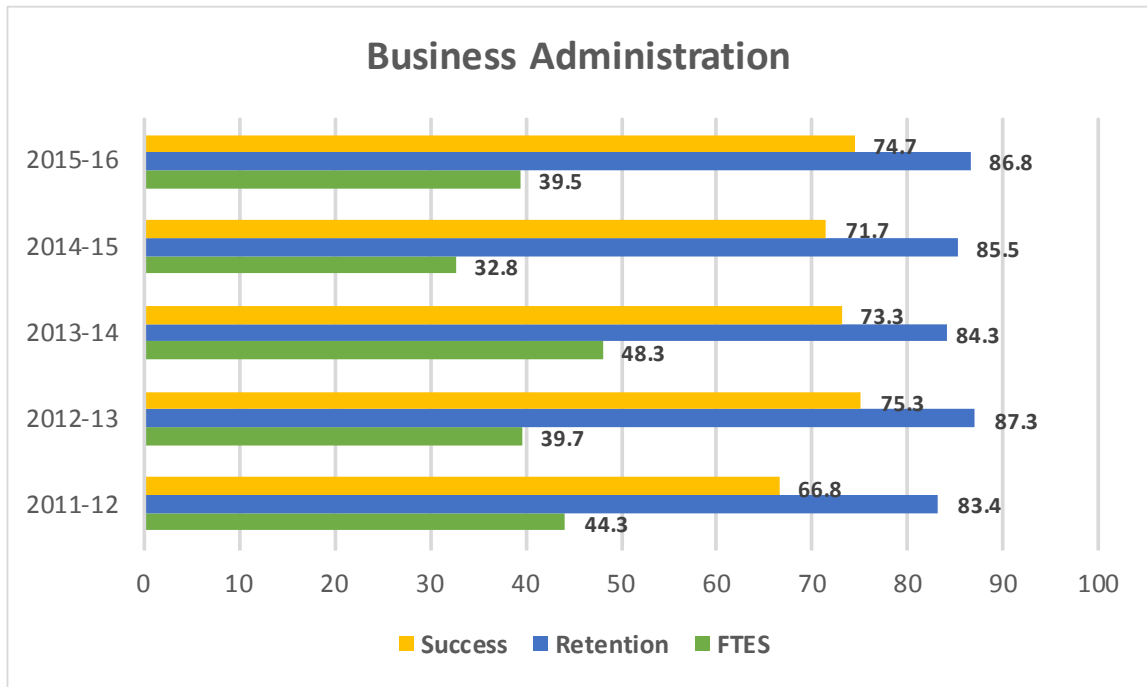
CHILD DEVELOPMENT

The Child Development Program has one full-time faculty and promotes quality Early Childhood Education. The program offers students the knowledge and skills desirable for early childhood care and education professionals working in the various roles designated on the Child Development Permit Matrix. The program offers an AA Degree in Child Development as well as an AS-T in Early Childhood Education. The program is working with state agencies to

provide a pathway between Porterville College and four-year colleges and universities that our students are feeding into for purposes of becoming elementary school teachers. There is a need to integrate childcare, special education and other programs with the County of Tulare.

Child Development

Year	Success	Retention	FTES
2015-16	81.5	92.3	106
2014-15	78.4	88.3	106.1
2013-14	77.2	87.2	111
2012-13	76.3	88.6	125.4
2011-12	73.7	87.4	130.3
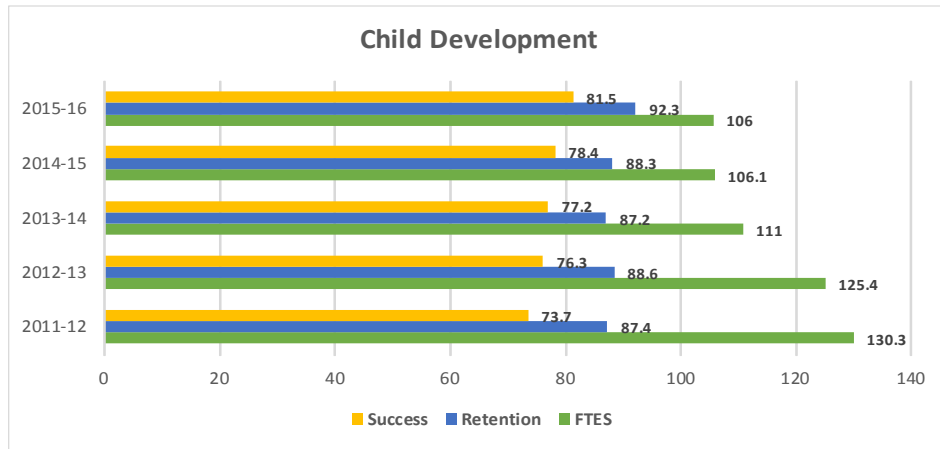
FIRE TECHNOLOGY

The Fire Technology program is conducted entirely by adjunct faculty and offers one Certificate of Achievement and one Job Skills Certificate. There is a high demand for qualified applicants in the field of Fire Technology and Porterville College offers two training academies; Firefighter I and Wildland Firefighter, to help meet this demand. The Firefighter I academy is accredited through the California State Fire Marshals office and has shown consistently high retention and success rates. Porterville College has a strong partnership with the City of Porterville's Regional Fire Training Center helping develop many of the training areas and props within the training facility. The Wildland Firefighter academy also has consistently high retention and success rates and is one of the only Wildland training courses that meets requirements of Bureau of Land Management, State and Federal fire agencies.

Facilities Needs

The college has moved the fire-training program to the City of Porterville's Fire Training Center. As the training program continues to grow, it will be necessary for the college to maintain its partnership with the City of Porterville and assist in the development, expansion, and maintenance of the training facilities.

Fire Technology

Year	Success	Retention	FTES
2015-16	86	89.7	34.5
2014-15	83.3	87.3	35.5
2013-14	93.7	97.5	41.9
2012-13	87.1	94.5	27.8
2011-12	81.3	89.4	29.9
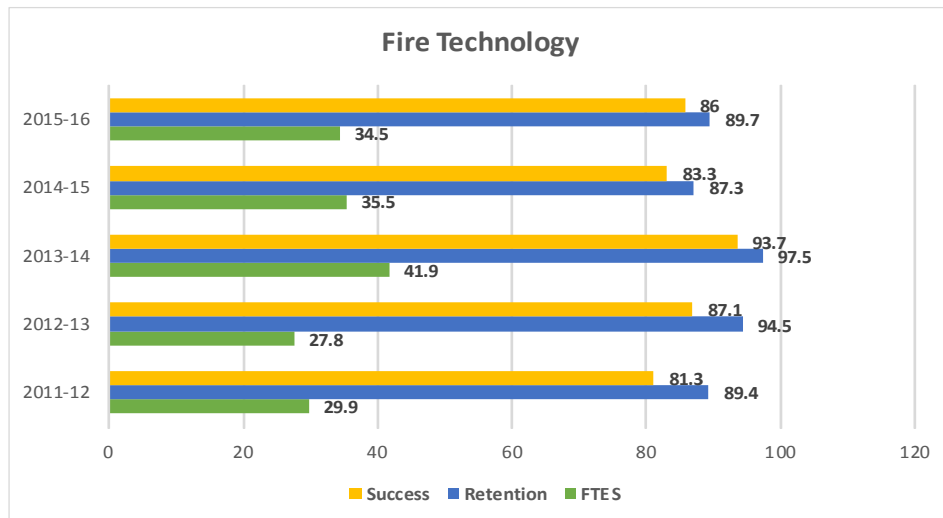
HUMAN SERVICES

The Human Services program offers courses intended for those students who are planning on entering the counseling field, or simply want to take a few courses toward graduation and/or transfer. Additionally, there are several certificates available within the Human Services program, including emphasis in: Mental Health/Substance Abuse, Geriatrics, and Developmental Disabilities.

A review of this program starting in fall 2016 showed a minimal number of completers over the last ten years, an average of nine per year. Additionally, employment data showed a decrease in demand for occupations specific to the program. As a result, utilizing the college's established process, the program will be discontinued and removed from the catalog. The students in the program who are close to completing will be given the opportunity to do so. The program intends to transition to a Social Worker program which would meet an increasing demand in the county.
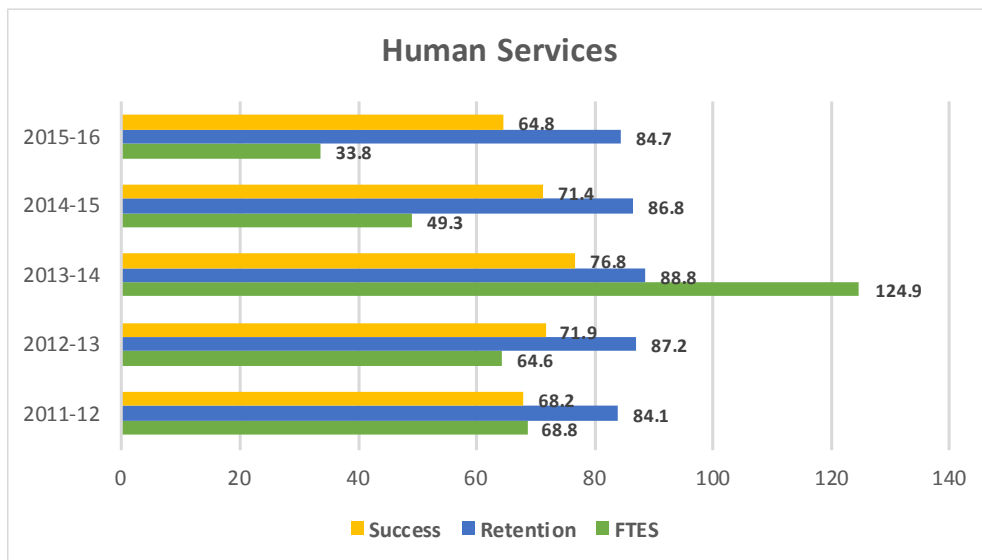
INDUSTRIAL MAINTENANCE TECHNOLOGY

Industrial Maintenance Technology was implemented in the fall of 2006 and is conducted in partnership with many of the local business and industry leaders. This program is conducted entirely by adjunct faculty and offers students a Certificate of Achievement with instruction in pneumatics, hydraulics, electricity, motor controllers, programmable logic controllers, welding, HVAC and solar. Successful completion of the program gives the student the basic requirements for an entry-level position in a very high demand career field. Enrollment has been consistently strong since the program was implemented. Additionally, a Certificate of Achievement is offered in Power Technician Worker with Job Skills Certificates offered in Industrial Technology and Solar Sales.

Staffing Needs

The Industrial Maintenance Technology program is conducted entirely by adjunct faculty. This has significantly affected how and when the program is offered. A full-time faculty in the program would allow the college to offer both day and night sections as well as accommodate program growth.

Facilities Needs

The program currently uses the same shop area for instruction in machining, electricity, HVAC, welding, pneumatics, and motor control. Space limitations prevent the program from expanding instructional modules. Future construction of the proposed CTE building would facilitate growth of the program.

Industrial Maintenance

	Success	Retention	FTES
2015-16	93.3	96.5	17.9
2014-15	85.2	97	19.6
2013-14	74.7	96.9	18.6
2012-13	76.2	100	20.5
2011-112	88.4	96.7	23.9
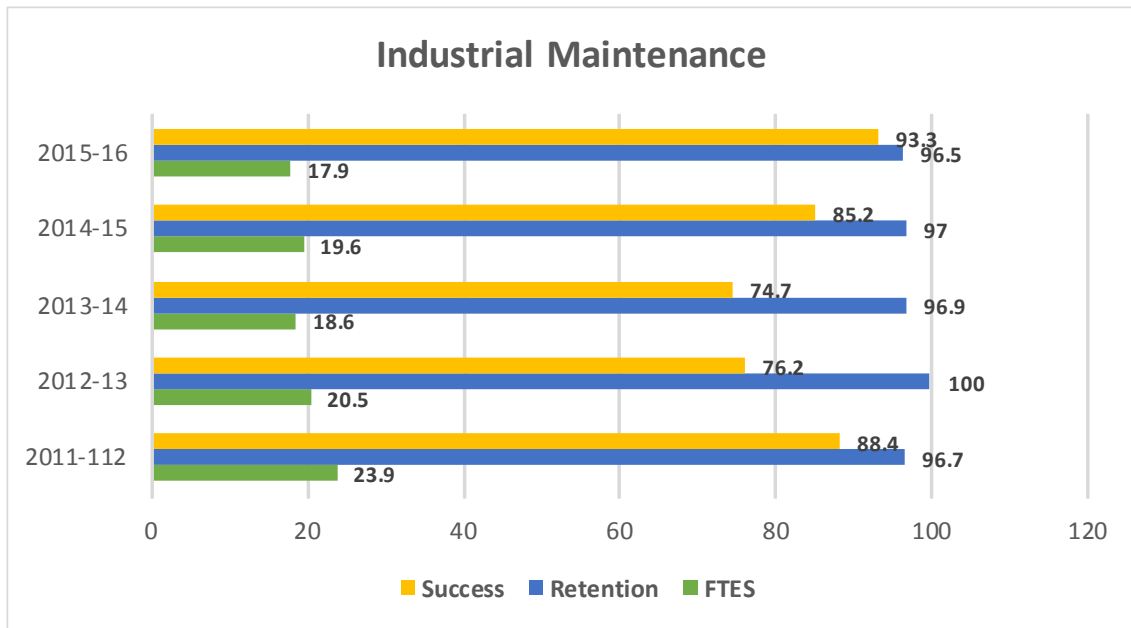
INFORMATION SYSTEMS

The Information Systems Program has one full-time faculty and is designed for students who are pursuing a career in the computer and information technology field. Currently, the program offers local AS degrees in Advanced Information Systems, Information Systems, Business Information Systems and Computer Information Systems. The program also offers Job Skills Certificates in Basic and Advanced Computing.

Equipment Needs

The Information Systems instructors are moving to a learning environment that is less dependent on textbooks and more reliant on electronic books and media. To accommodate this shift and new software, faculty will need upgraded computer systems in order to stay current with technology for the purposes of instruction and meeting the objectives of each of the new degree offerings.

Staffing Needs

The program has had three full-time faculty previously. The program now has one full-time faculty member. Additional staff would allow for program expansion and growth.

Information Systems

Year	Success	Retention	FTES
2015-16	61	81.6	71.6
2014-15	57.9	80.2	82.9
2013-14	55.9	77.4	92.8
2012-13	61.8	79.8	106.7
2011-112	54.7	78	103.3

Legend: ■ Success ■ Retention ■ FTES
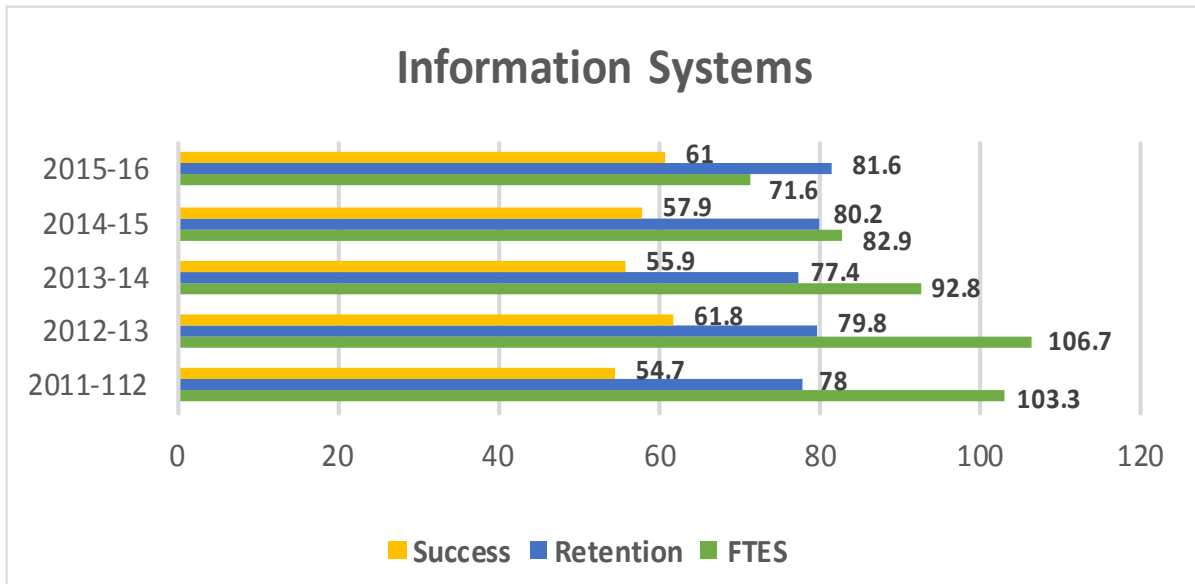
FINE AND APPLIED ARTS DIVISION

The Fine and Applied Arts division is quite diverse and offers instruction in Art, Music, and Communication Studies. The division has five full-time faculty members and several adjunct instructors. The division offers two transfer degrees: AA-T in Studio Art and AA-T in Communication Studies. There is also a local Associates degree offered by the division in Commercial Art and Certificates of Achievement offered in Communication Studies and a recently approved certificate in Music.

The mission of the Fine and Applied Arts Division arises from the premise that the arts and other forms of communication are integral to human society and that creativity, imagination, expression, and interpersonal communication are defining, essential human attributes. The Fine and Applied Arts Division prepares students for a culturally complex world by training them to think critically about visual, verbal, and musical information in their lives and through studio, performance, and lecture courses, foster in our students the creativity, communication skills, problem-solving abilities, and cultural appreciation necessary for personal, economic, and academic success.

ART

The Art Program is complex because it encompasses courses in Art, Commercial Art, and Computer Graphics. The Program offers 21 courses that train students to think critically about visual information and culture and to foster their creativity, problem-solving abilities, and communication skills. The courses offered prepare students for either transfer or local graduation, meeting CSU general education and IGETC breadth requirements, or are required or recommended for the two degrees the Art Department offers.

Since 2012, The Art program has been restructured through curriculum review and course deletions/additions. The restructured program, along with the addition of the AA-T degree, clarifies the pathway to graduation for students and has improved enrollment as well as student success rates.

In order to align with the local high school pathways program, the Art program proposes offering video production classes and computer graphics animation and game design classes. These additions to the curriculum also reflect current trends in commercial art.

Equipment Needs

New course proposals would require the addition of video cameras and software for video production classes. 3D animation software and updated computers for both video and animation graphics would be needed in the Fine Arts Computer Lab to accommodate the computer graphics animation and game design classes (as well as the video classes).

Staffing Needs

The Art program has historically had two full-time instructors. Currently, the program has one full-time instructor and feels additional full-time staff would be necessary to accommodate future growth. The program also facilitates the Art Gallery, providing a location to display artwork from local and national artists as well as Porterville College students in the Art program. Additional staffing would help coordinate this facility as well.
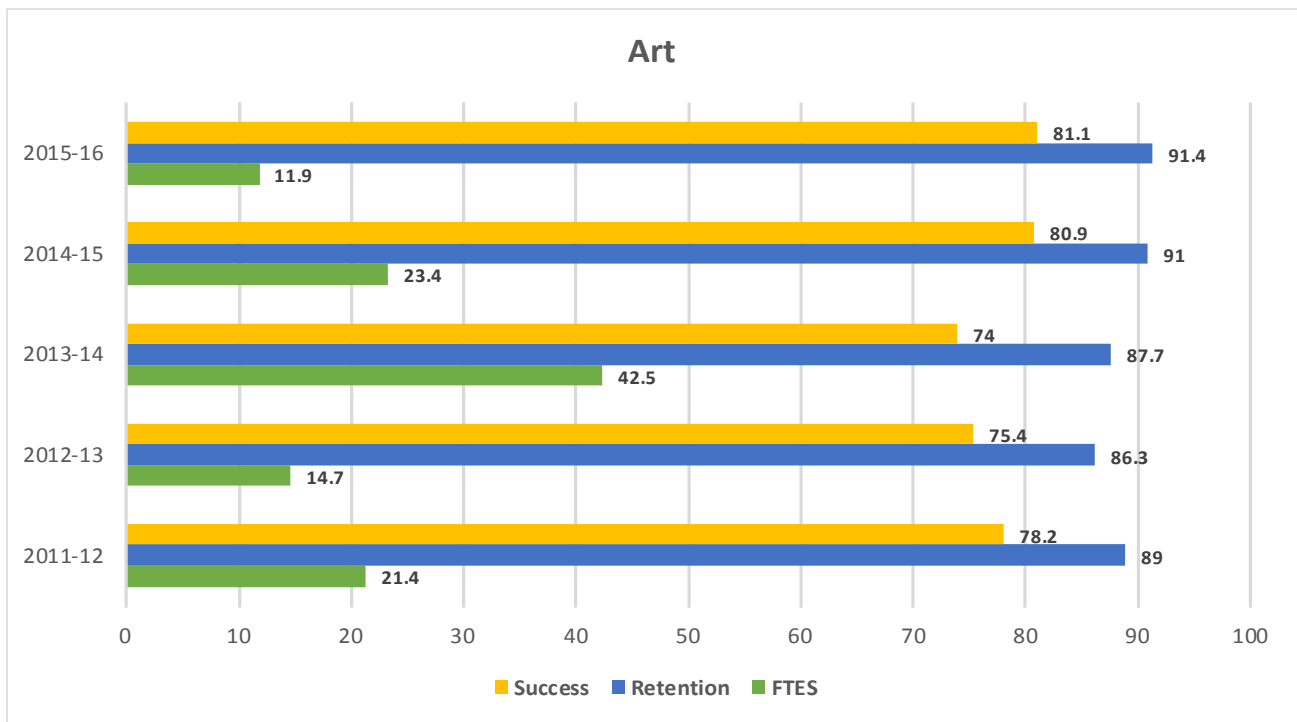
COMMUNICATION STUDIES

Communications Studies has three full-time faculty and offers an AA-T degree as well as a Certificate of Achievement. The program offers over 45 sections of Communication courses per year reaching almost every single student that comes to Porterville College. The communication courses are required for several degree and certificate programs across the Porterville College campus. The Communication Studies program includes the course in Drama in its course offerings.

Staffing Needs

A full-time faculty member was added to the program in 2016. The need for additional faculty has not been identified.
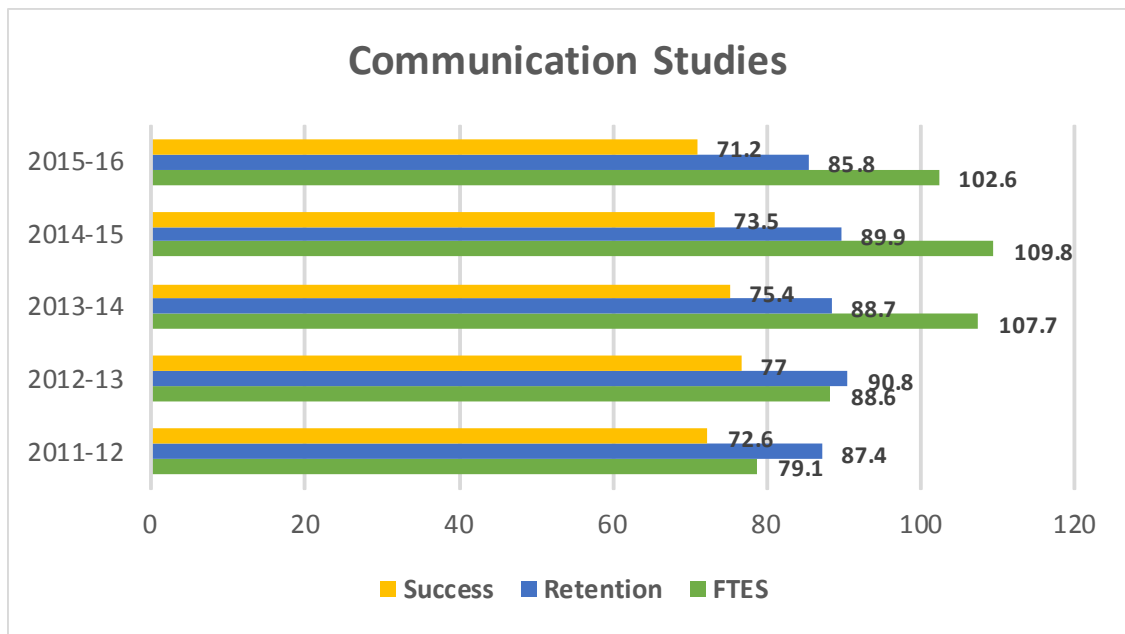
MUSIC

The Music program currently has one full-time faculty member and has recently added a Certificate of Achievement. The program intends to add the AA-T in Music once the curriculum and degree are approved at the state level. Courses offered in the Music program are transferable and meet general education requirements.

The program has identified three specific areas for expansion: (1) Instrumental Music Ensembles (band and orchestra); (2) Sequential courses in Music Theory and (3) Applied Music Instruction.

Staffing Needs

The program has had two full-time faculty in the past. The program was approved for an additional full-time faculty in 2015, however removed the request due to enrollment numbers not being sufficient to support two full-time faculty. Additional staffing will be necessary as the program grows.

Music

Year	Success	Retention	FTES
2015-16	70.5	89.8	34.1
2014-15	73.4	84.2	30
2013-14	65	90	43.2
2012-13	63.1	88.8	48.5
2011-12	58.5	87	51.6

Legend: Success, Retention, FTES
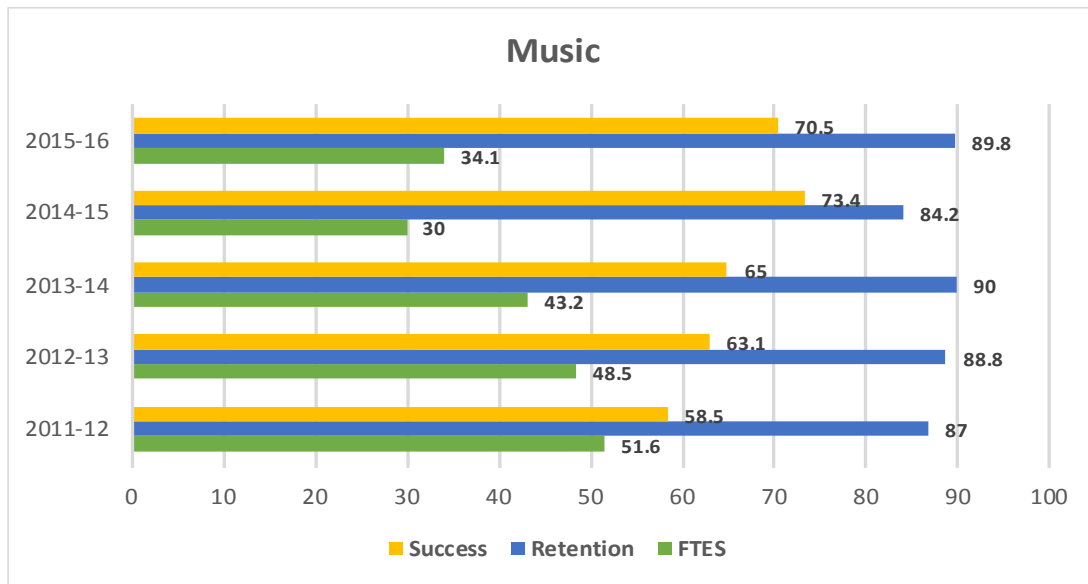
HEALTH CAREERS DIVISION

The Health Careers Division has eight full-time faculty, two of which are contingent on funding (COF) and several adjunct faculty. The division offers three separate programs: Registered Nursing (RN), Psychiatric Technology (PT), and Emergency Medical Technician I (EMT-Basics). There are two degrees offered: Associate of Science LVN to RN and Associate of Science Registered Nursing. There are two Certificates of Achievement offered: 30 unit LVN-RN and Psychiatric Technician. There is one Job Skills Certificate offered: Emergency Medical Technician I.

EMT-BASICS

The EMT Basics course is a one-semester course with 171 hours of instruction. Upon completion, those students wishing to be certified as an EMT must take the National Registry Examination. The program is instructed entirely by adjunct faculty.

EMT- Basics

Year	Success	Retention	FTES
2015-16	56.7	87.3	28.7
2014-15	49.2	82.1	33.2
2013-14	45.5	81	22.9
2012-13	62	92	16.7
2011-12	62.3	77.4	10.1

Legend: Success, Retention, FTES
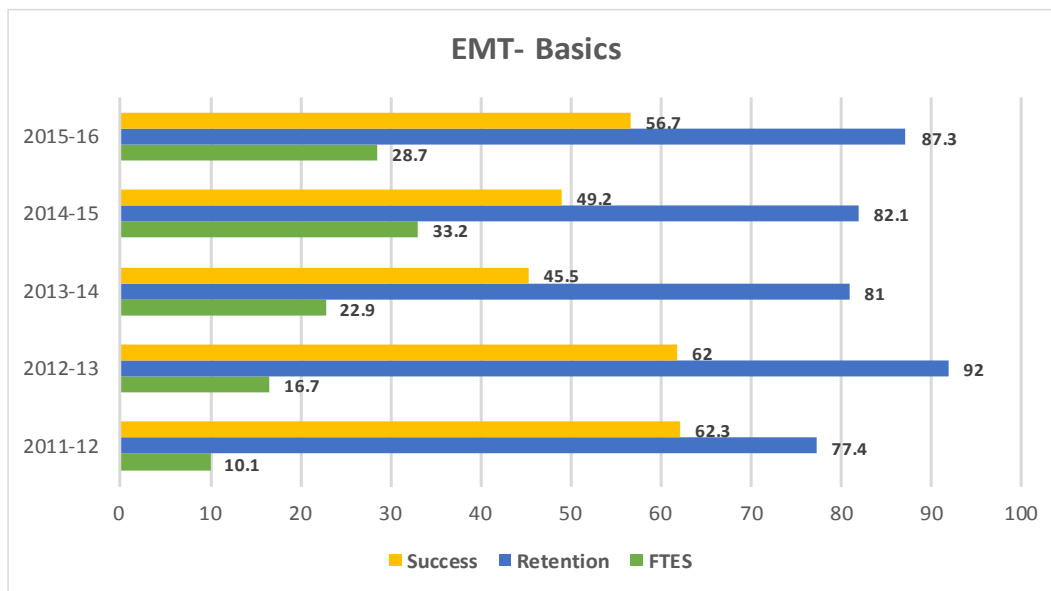
PSYCHIATRIC TECHNOLOGY

The PT program is three semesters in length and is regulated by The California Board of Vocational Nurses and Psychiatric Technicians (BVNPT). Class size for the PT program is influenced by mandated student to instructor ratios (15:1) for clinical experience and by the limited availability of health care facilities for clinical instruction. Currently, funding provided by the Porterville Developmental Center allows the college to offer a second cohort of students in the PT program.

Psychiatric Technology

Year	Success	Retention	FTES
2015-16	100	100	41.2
2014-15	99.3	99.6	39.3
2013-14	97.6	97.8	50.8
2012-13	99.7	100	56.3
2011-12	98.7	99.6	73.7
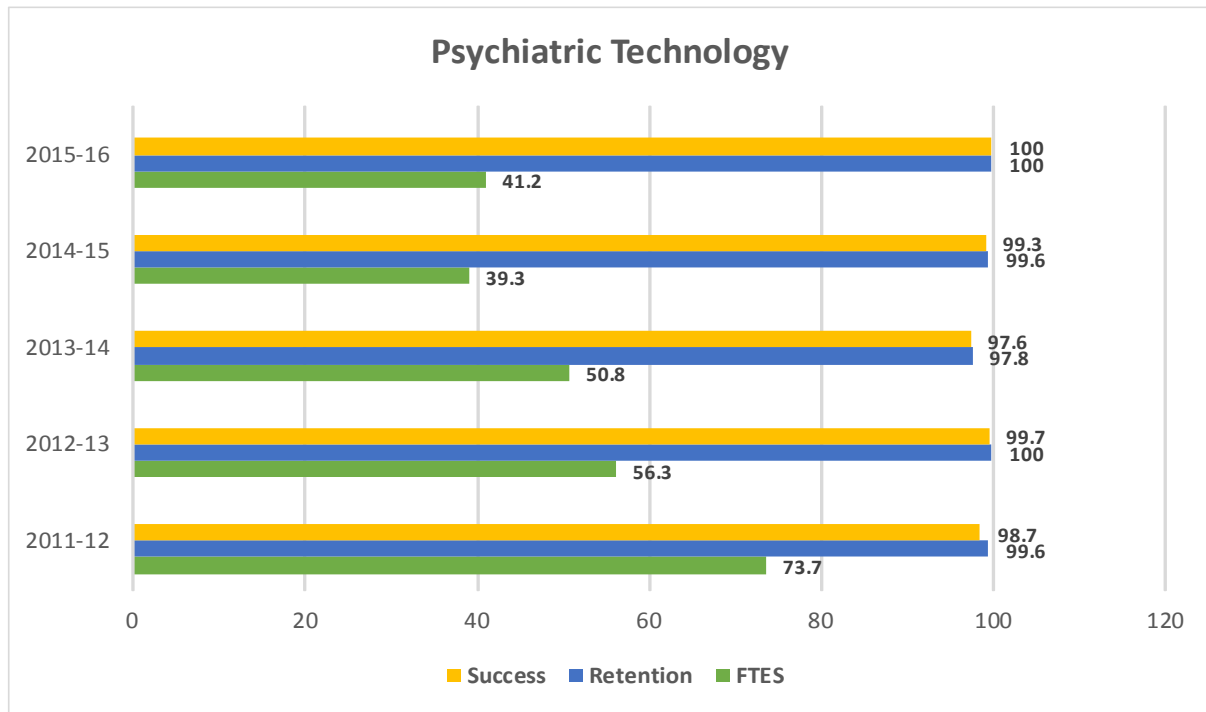
REGISTERED NURSING

The RN program is four semesters in length and is regulated by the Bureau of Registered Nursing (BRN). Each student cohort is limited to twenty with a new cohort started each academic year. Class sizes are mandated by the BRN.

Facilities Needs

In order for the program to expand, additional facilities are required. A bond measure was passed (measure J) in the fall of 2016 that will enable a new Health Careers facility to be constructed.

Staffing Needs

Minimum Qualifications for nursing faculty make it difficult to find qualified staff. In order for the program to expand, qualified staff will need to be recruited, either full or part-time.

Projected Growth

The division has experienced dramatic changes since the implementation of the RN program. There was an industry shift with a higher demand for registered nurses and a lower demand for vocational nurses. With this shift, the college

eliminated its Vocational Nursing program in order to focus its resources on the EMT, PT, and RN programs. However, an advisory board of Health Care professionals has indicated a shift in the industry at all levels of health care and have recommended the following:

- Increase the RN cohort to two cohorts a year.
- Re-establish the vocational nurse program to meet the demand in long-term health care.
- Increase the PT program.
- Add a Medical Office Assisting program and an Occupational Therapy Assistance program.

The community continues to look towards the college for expansion of its health care programs. Health professionals indicate that the demand for health care providers will continue for the next ten to fifteen years, which could create the potential for further expansion and the addition of new programs. The operating expense of health care programs and the limited number of health care facilities for clinical experience for students and the need for qualified faculty pose the biggest challenges to potential expansion of health care programs.

Registered Nursing

Year	Success	Retention	FTES
2015-16	86.6	92.3	65.6
2014-15	76.8	90.9	58.1
2013-14	82.8	91.5	58.9
2012-13	87.5	95.3	57.2
2011-12	89	93.1	51.7

Legend: ■ Success ■ Retention ■ FTES
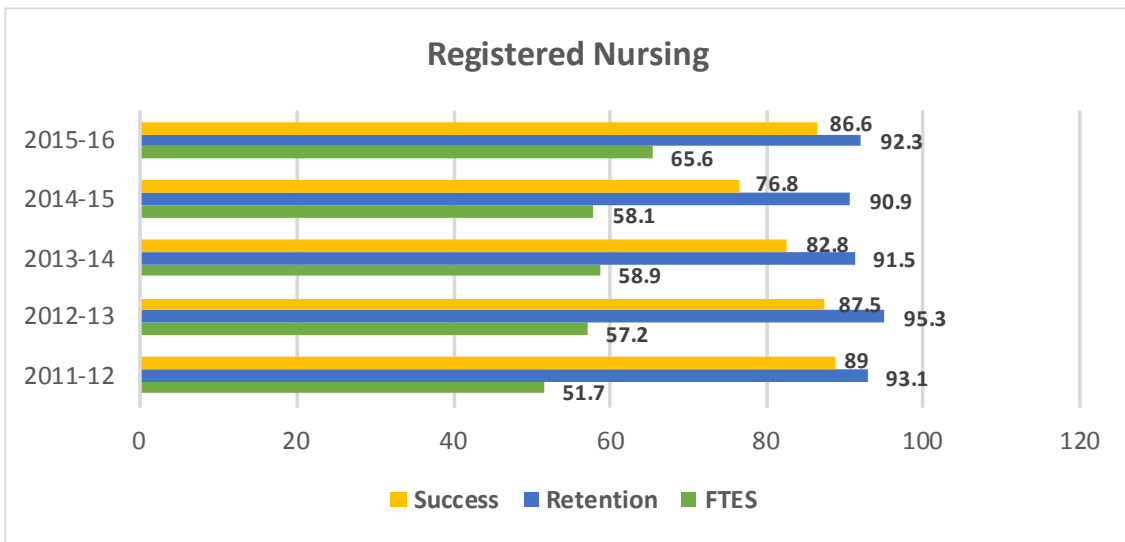
HEALTH, PHYSICAL EDUCATION AND RECREATION DIVISION

The Health, Physical Education and Recreation Division currently offers classes in Health and General Physical Education. These courses fulfill General Education Breadth Requirements as well as the AA / AS degree requirements. Health, Physical Education, and Recreation courses serve all students of varying ages, skills and abilities. Consequently, they foster lifelong learning and prepare Porterville College students for personal and academic success.

In order to deal with the many changes in the discipline, the division is in the process of developing an Associates in Science for Transfer (AST) degree in Kinesiology. The division feels that the development of this degree will have a positive effect on program enrollments and better serve those students that have an interest in physical education as a career.

HEALTH EDUCATION

The Health Education discipline offers a course in which students are introduced to the fundamental concepts of human anatomy, human biology, including study of human infections; heart disease; stroke; cancer; sexuality and sexual relationships; stress; mental health and disorders; nutrition and healthy diets; weight control; fitness; and health care decision making. The course meets both graduation and CSU and UC transfer requirements.

Health Education

Year	Success	Retention	FTES
2015-16	73.4	91.2	103.8
2014-15	71.3	89.9	92
2013-14	76	90.3	88.6
2012-13	72	90.7	79.8
2011-12	69.5	88.1	83.5
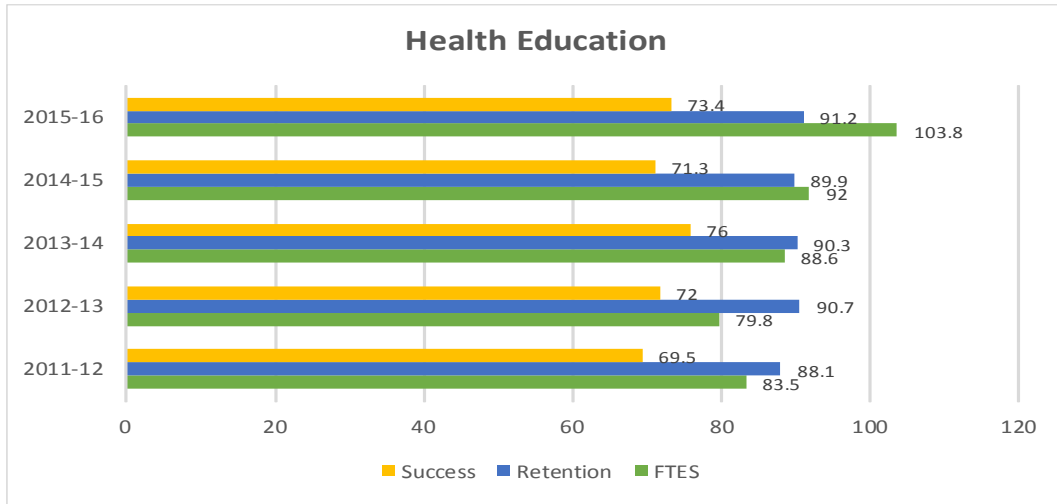
PHYSICAL EDUCATION

The Physical Education discipline is committed to providing excellent education opportunities to students for their affective, cognitive and psychomotor development as they pursue careers in sports, recreation, physical education, health education and wellness. Students are encouraged to further and sustain their individual endeavors toward the regular, lifelong pursuit of physical activity and a healthy lifestyle. Courses offered include weight training, shape up, basketball, volleyball, softball, baseball, and sports conditioning.   Courses meet both graduation and CSU and UC transfer requirements.

Staffing Needs

Of the five intercollegiate sports, only one of them has a full-time head coach. The division feels that adding a full-time head coach would benefit both athletics and the academic program.

Physical Education

Year	Success	Retention	FTES
2015-16	76.3	90	105.8
2014-15	72	87.5	101.3
2013-14	88.7	88.7	142.8
2012-13	72.4	89.7	148.1
2011-12	68.4	89.6	161.3
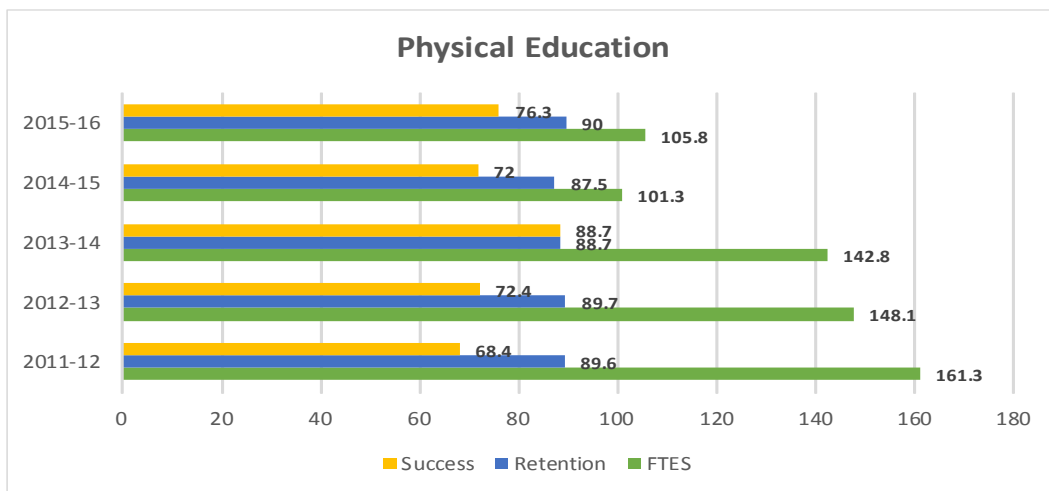
LANGUAGE ARTS DIVISION

The Language Arts Division has ten full-time faculty members. The division was approved for an additional full-time faculty starting fall of 2017. The division offers an AA-T degree and provides instruction for students at all levels of skills and abilities. Faculty are committed to teaching students to achieve better communication and critical thinking skills in order to become more reflective, productive, and successful citizens.

The Language Arts Division provides a broad selection of courses including transfer and developmental English, English Second Language (ESL), Spanish, and American Sign Language (ASL). The Division offers an Associate in Arts in English transfer degree. While many of the courses prepare students for transfer and success at four-year institutions, other courses provide developmental education to students in support of their understanding of basic skills. The division operates with 11 full-time faculty members and several adjunct faculty members.

AMERICAN SIGN LANGUAGE (ASL)

The ASL discipline offers courses designed to meet graduation, CSU and UC requirements in foreign language. The division recognizes that the college and community currently lack much-needed licensed interpreters for the deaf. In order to create a program that leads to a degree and/or a certificate in ASL, the Language Arts program plans to develop the necessary curriculum (two additional levels of ASL and an Interpretation class) to meet that goal.

Staffing Needs
Once the program has expanded sufficiently, the Division will seek a full-time position in American Sign Language.

American Sign Language

Year	Success	Retention	FTES
2015-16	77.4	91.8	39.7
2014-15	80.9	93.1	30.8
2013-14	86.7	96.2	10.4
2012-13	83.2	87.5	16.7
2011-12	82.3	89.7	18.6

ENGLISH

The English program provides instruction for students at all levels of skills and abilities. Through a commitment to teaching, students are provided with the tools and encouragement in which to achieve better communication and critical thinking skills in order to become more reflective, productive, and successful citizens in the greater community. Courses are provided to address four levels of English proficiency, from Basic Skills to CSU and UC transfer. Additionally, assistance is provided through lab courses, tutoring, and both faculty and student mentors. Of the transfer level courses, Expository Composition and Composition & Literature courses are offered every semester, while the remaining courses are offered on a rotational basis. In order to promote a 2-year pathway for all students at Porterville College, the English program has launched the following initiatives:

- To accelerate student progress through basic skills English
- Assess students more effectively so that they are accurately placed at the highest level of English in which they can succeed
- Work closely with high schools and high school faculty to integrate curriculum, cross-train faculty, and offer concurrent and dual-enrolled classes
- Provide a transfer major for those students who elect to major in English

The English program has developed an accelerated pathway through basic skills that has been scaled up so that any student wanting to accelerate progress through the basic skills program in one semester can do so. In addition, the program has developed a 2-unit basic skills co-requisite option for basic skills students who elect to move immediately into the transfer level composition course. The program plans to carefully monitor the completion and success rates of basic skills students in the multiple pathways now available in order to refine how students are assessed, placed, and advised.
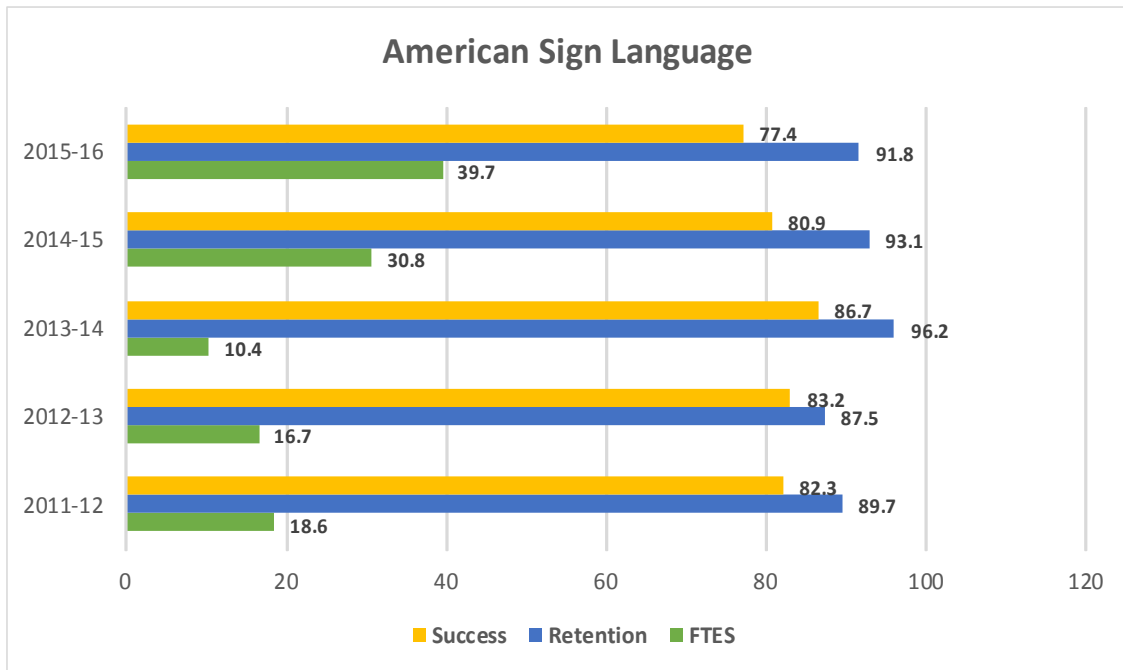
The Basic Skills program will also work with the EL2 and Spanish programs to enhance the success of English language learners and Generation 1.5 students (students who because they did not internalize the patterns of English as children struggle with grammar and sentence structure in a manner that impedes their success in writing academic English.) The program plans to research and utilize appropriate technologies, pedagogies, and other innovations that may enhance the success of these students.

In fall 2016, the English program began to use high school GPA as the multiple measure for placing high school students in the composition program. The program also scaled up the one-week summer Jump Start program that provides entering and continuing students the opportunity to challenge their original placement.   These two changes have resulted in a sharp increase in the number of entering students who begin Porterville College in transfer level English. The program plans to carefully monitor the completion and success rates of these students in order to refine and adjust how incoming students are assessed, placed, and advised.

Staffing Needs

The English programs continue to grow and they have had to utilize full-time temporary faculty to accommodate this growth. The program was approved for an additional full-time faculty beginning fall of 2017, however as the program continues to grow, additional full-time faculty may be required.

English

Year	Success	Retention	FTES
2015-16	62.8	85.5	485.6
2014-15	63.6	86.1	449.1
2013-14	64.8	85	405.3
2012-13	63.4	84.4	383.7
2011-12	64.8	84	373.5
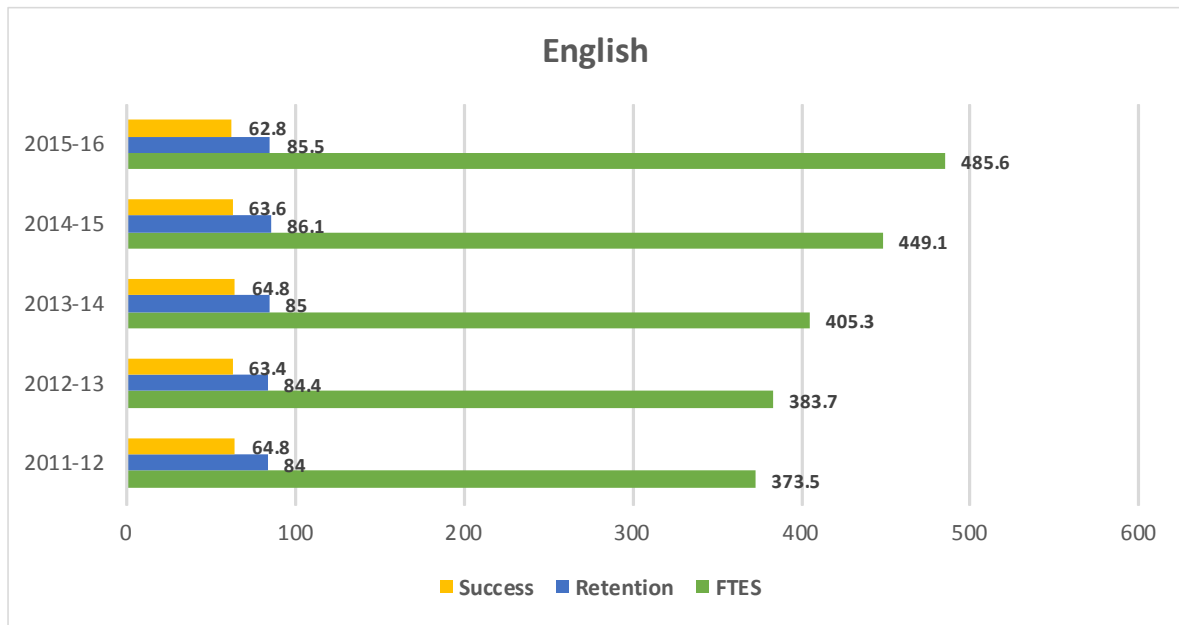
ENGLISH FOR SECOND LANGUAGE LEARNERS (EL2)

The EL2 program has been completely redesigned. The program includes five levels of EL2 (Beginning to Advanced) that students can take for either credit or non-credit. In addition, the ESL program has begun to offer some of its courses at the Adult School and plans to expand and deepen that collaboration. The program also plans to work with local high schools to align curriculum and to streamline and enhance the assessment and placement of entering ELL and EL2 students. Finally, the program has submitted three EL2 certificate programs for state approval. Now that the program and certificates are in place, the program plans to scale-up outreach and expand students support services for E2L students so that more area students can develop the English language skills necessary for employment as well as certificate and degree completion.

English for Second Language Learners

Year	Success	Retention	FTES
2015-16	74.9	90	14.5
2014-15	69.7	89.6	23.9
2013-14	68.6	87.8	23.7
2012-13	79.6	88.4	33
2011-12	73.8	80.2	27.1
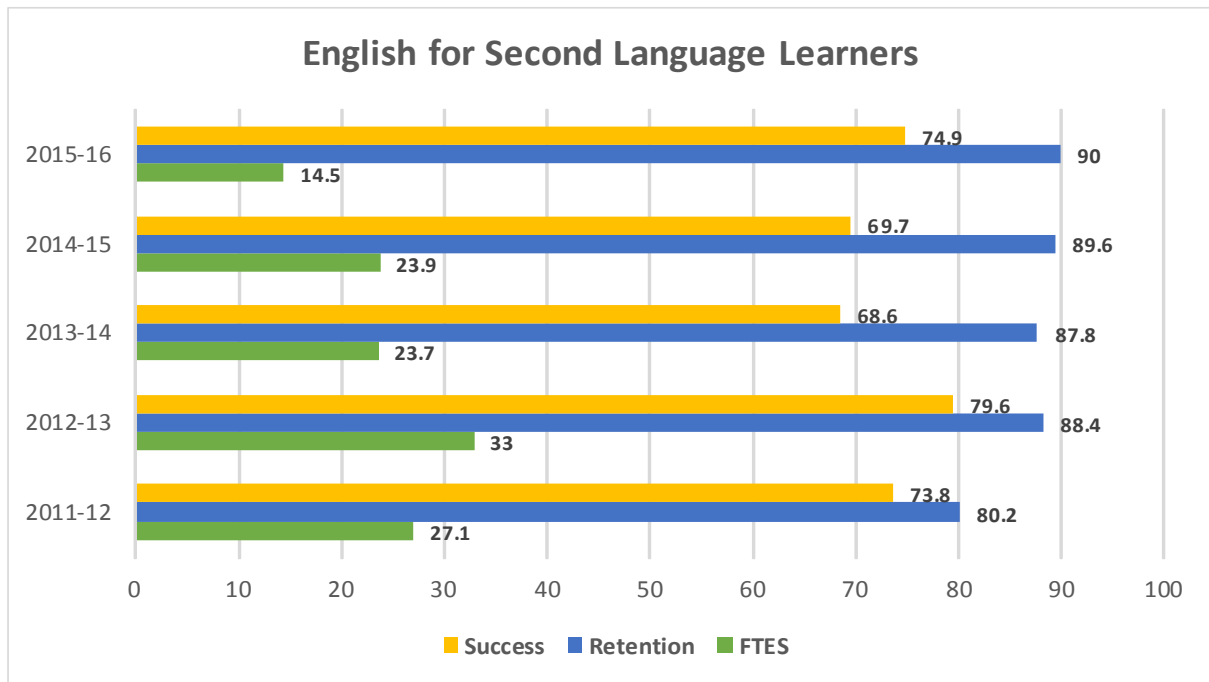
SPANISH

The Spanish discipline has developed three new courses in order to offer a transfer degree in Spanish. The program plans to develop courses in "Spanish in the workplace"- including Conversational Spanish for the health professionals, for business (banks), and for other occupations as needed.

Spanish

Year	Success	Retention	FTES
2015-16	66.4	89.9	56.6
2014-15	76	86.6	53
2013-14	68.5	79.9	64.7
2012-13	66.5	79.9	66.9
2011-12	68.6	80	81.8
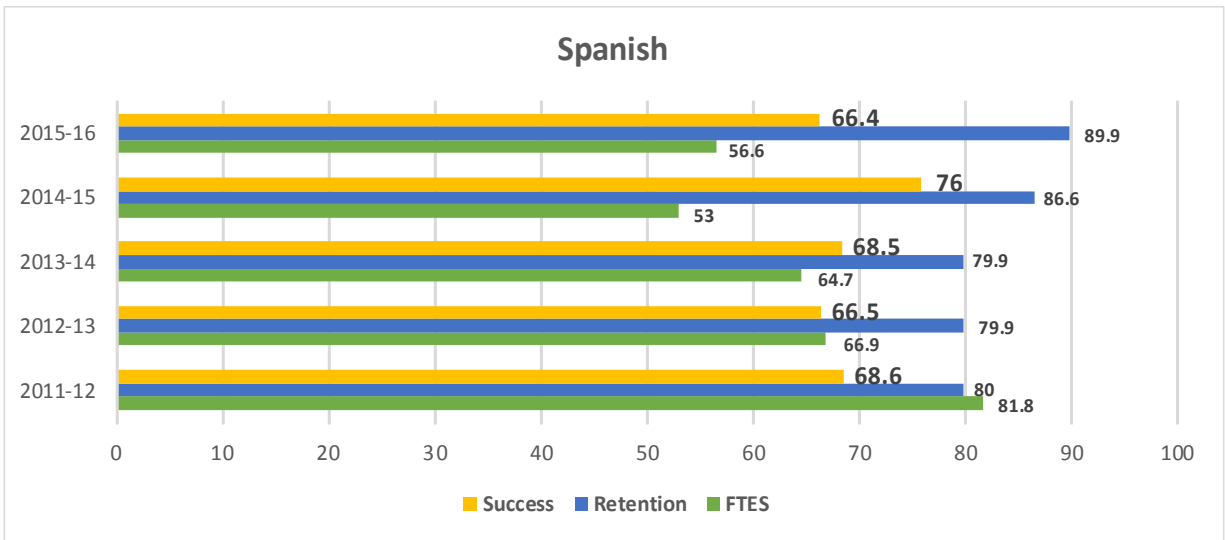
MATHEMATICS DIVISION

The Mathematics division was formerly combined with Natural Science to form one division. Due to the size and complexity of both discipline areas, the two disciplines were separated into two separate divisions in 2017.

The Mathematics division offers an AS-T degree and is committed to making the learning of mathematics interesting, meaningful and enjoyable for students. The program provides courses in Basic Skills and transfer level mathematics. The transfer degree supports pathways for students planning careers as high school or college math teachers, students preparing to be engineers, and a pathway to other less familiar mathematics careers such as computational science and actuarial science.

The division has seven full-time faculty. With the lack of adjunct faculty, many of the courses offered by the division maintain high waitlists. To help alleviate the waitlists, the division has moved some courses to the online format as well as offering courses as dual enrollment at the local high schools. The division has also developed an accelerated basic skills math course that enables students to move to college level math at a faster pace.

The math department has developed a modular math sequence (Math PQ, Math 61, & Math55) and success rates show an upward trend. The teaching of math is undergoing further nationwide changes, and the department is experimenting with modular and accelerated & compressed classes to move students through remedial math quicker. As part of this change in pedagogy, math faculty are working with the Achieving the Dream Data Team to evaluate these new methods.

Staffing Needs

The division was approved in fall 2016 for an additional full-time faculty member to start fall 2017. The need for additional full-time faculty has not been identified. The division is continually recruiting for qualified adjunct faculty.

Mathematics

Year	Success	Retention	FTES
2015-16	63	88.4	367
2014-15	63	86.4	353.2
2013-14	65.6	90.7	344.7
2012-13	65.5	89	325.4
2011-12	60.2	83.4	299.1

Legend: ■ Success ■ Retention ■ FTES
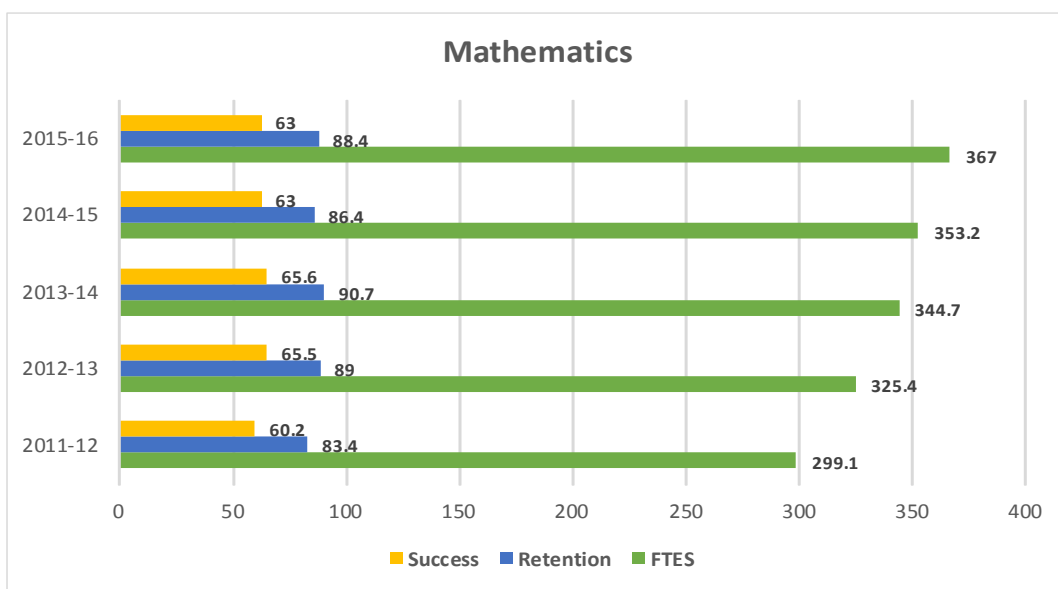
NATURAL SCIENCE DIVISION

The Natural Science division offers courses in Anatomy, Biology, Chemistry, Geology, Microbiology, Natural Science, Physical Science, Physics, and Physiology. The division has seven full-time faculty members and offers an Associates of Art and Associates of Science degree in Biological and Physical Science. The division offers a number of lower division science courses that meet the requirements of students planning to enter transfer or vocational programs in science. For these students, completion of lower division science courses is more important than completion of general education requirements for entry into their desired programs. The Science division offers prerequisite courses for the Psych-Tech program, as well as prerequisites for Associates and Bachelor's degree RN programs, and dental hygiene programs. The division also offers lower division requirements for transfer into bachelor's degree programs in biological sciences, environmental sciences, chemistry, and physics.

The division is exploring the development of associate in science degree program in engineering. Such a program would serve as a potential feeder from the engineering pathway from the local high schools. Moreover, the division hopes to explore potential transfer options within its existing courses of study.

Staffing Needs

Almost all the classes in the AA degree in Biological and Physical Sciences are impacted and not available to students outside priority registration. In order to add sections, additional full-time faculty would be required that could teach in multiple areas. The division continues to recruit for qualified adjunct faculty.

ANATOMY

The Anatomy discipline currently offers both an Introduction and Survey of Anatomy and Physiology course and a Human Anatomy course. The Introduction and Survey course is designed to fulfill the requirements of students preparing to enroll in the Psychiatric Technician program and does not meet the Associate in Arts degree requirement in science. The Human Anatomy course is designed for students majoring in nursing, physical education, and the medical and para-medical professions and meets graduation, CSU and UC requirements.

Anatomy

Year	Success	Retention	FTES
2015-16	67.5	82.4	50.8
2014-15	68.8	85.3	34.6
2013-14	67.6	78	44
2012-13	69.9	86.8	53
2011-12	60.5	78.5	53.6
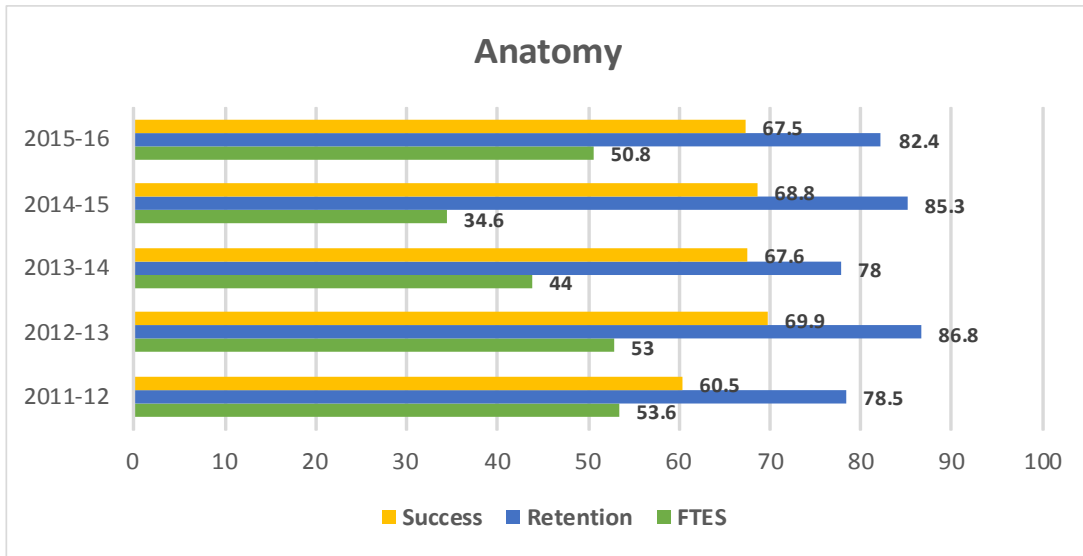
BIOLOGY

The Biology discipline offers various courses for students majoring in any of the biological and related sciences, as well as the general student population. All of the courses meet graduation, CSU and UC requirements.

Biology

Year	Success	Retention	FTES
2015-16	88.5	97.9	37
2014-15	92.6	99.3	35.9
2013-14	89.9	96.4	36.6
2012-13	93.8	97.3	38.3
2011-12	86.9	93.9	38.9
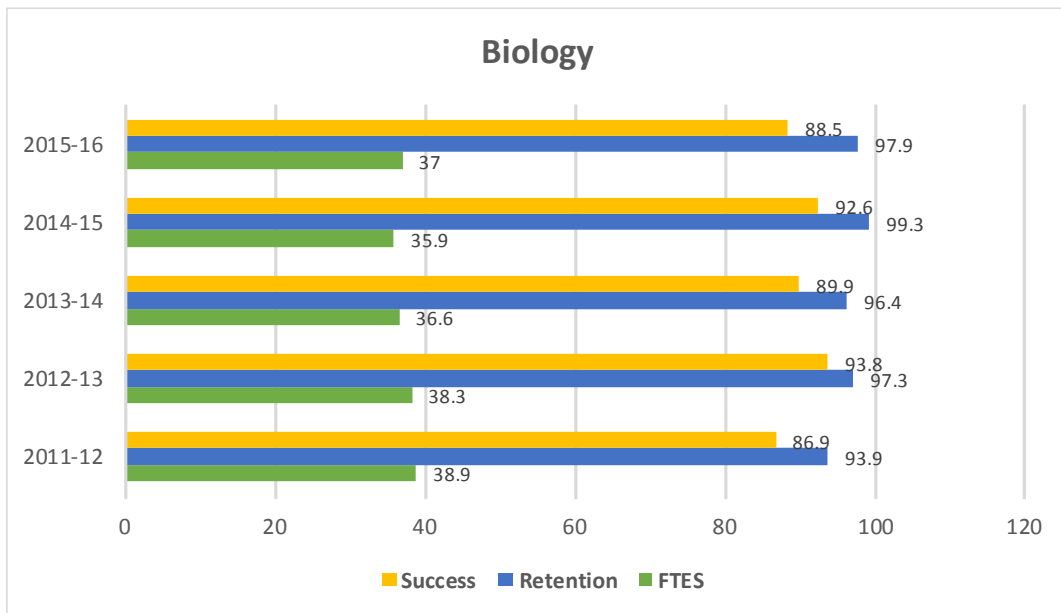
CHEMISTRY

The Chemistry discipline offers courses for students interested in pre-med, pre-dental, and pre-pharmacy, as well as engineering, science, and liberal arts majors; in addition to those who are interested in chemical industries, medicine, dentistry, pharmacy, biology and related biological fields. All classes meet graduation and CSU and UC transfer requirements.

Chemistry

Year	Success	Retention	FTES
2015-16	77	92.3	68.9
2014-15	85.6	92.6	54.7
2013-14	74.3	91	54.3
2012-13	80.2	91.3	69
2011-12	81.7	90.2	66.3
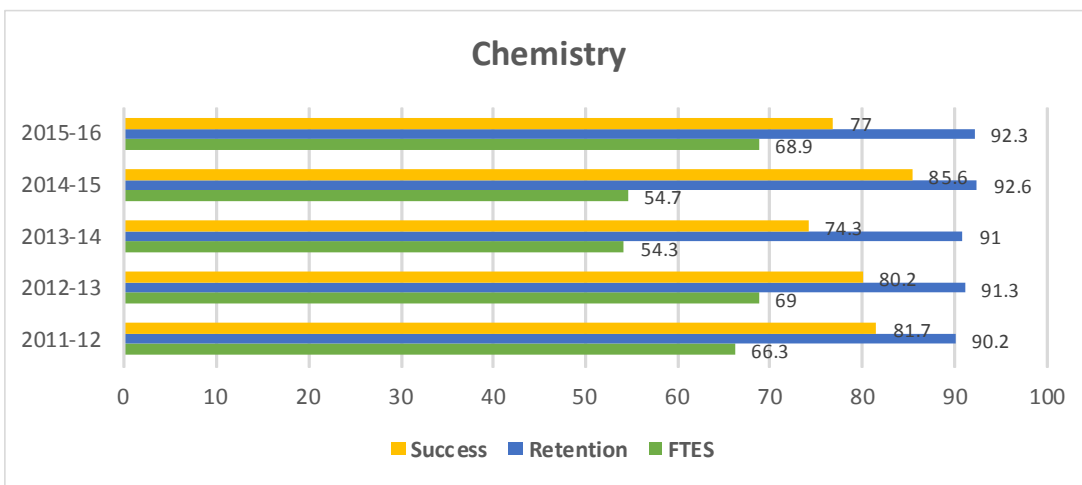
GEOLOGY

The Geology discipline provides one course: Introduction to Geology. Topics include the processes and materials which together produce the different topographic and geologic features on earth; an emphasis is placed on the theory of Plate Tectonics as the unifying model to explain geological phenomena; and laboratory work includes a systematic study of minerals and rocks, as well as the methods of geology.

Geology

Year	Success	Retention	FTES
2015-16	84.5	96.6	10.7
2014-15	64.7	84	12
2013-14	71.9	87.5	6.8
2012-13	84.2	92.1	8
2011-112	86	97.1	9.1
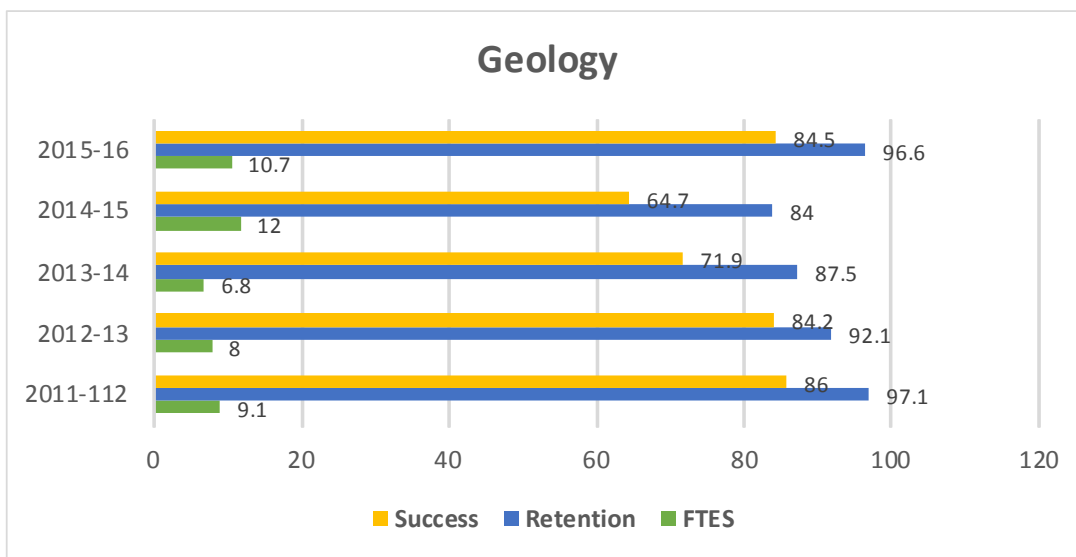
MICROBIOLOGY

The Microbiology discipline provides an introductory course dealing with morphology, physiology, classification and importance of bacteria, viruses, and multicellular parasites and immunology. It is recommended for students majoring in biology and allied health fields. The course meets graduation and CSU and UC transfer requirements.

Microbiology

Year	Success	Retention	FTES
2015-16	85.5	96.8	19.6
2014-15	83.1	92	29.4
2013-14	85.8	95	28.5
2012-13	87.8	92.8	19
2011-12	86	89.4	28.8

Legend: Success, Retention, FTES
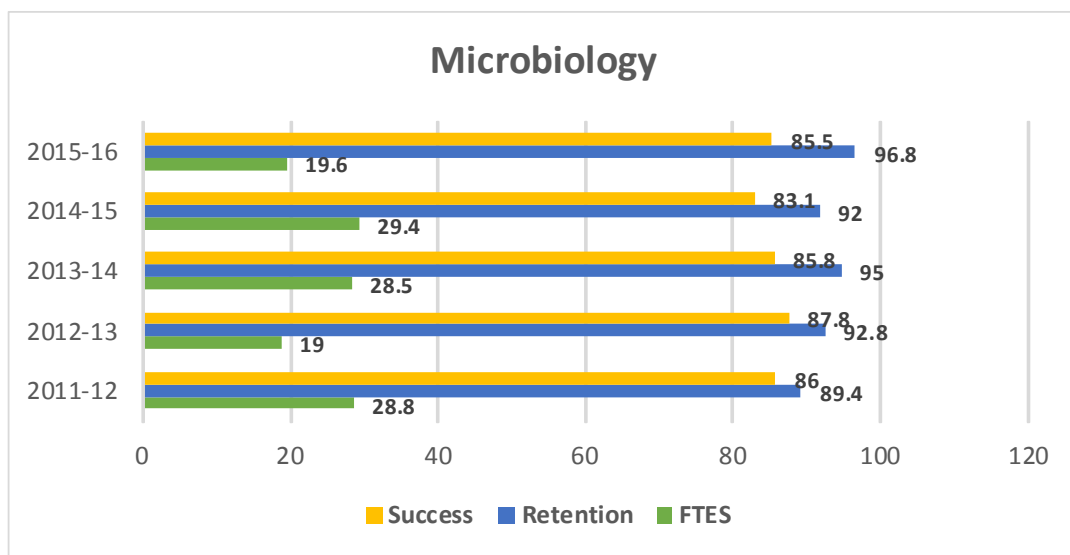
PHYSICS

The Physics discipline offers courses intended for those students who plan to begin a career in physics, engineering, or the sciences. Both general physics and physics for scientists and engineers are offered. Courses meet graduation and CSU and UC transfer requirements.

Physics

Year	Success	Retention	FTES
2015-16	85.8	92.6	9.1
2014-15	82.6	86.3	14
2013-14	78.6	80.3	13.9
2012-13	67.1	81.7	8
2011-12	63.7	80	11.6

Legend: Success, Retention, FTES
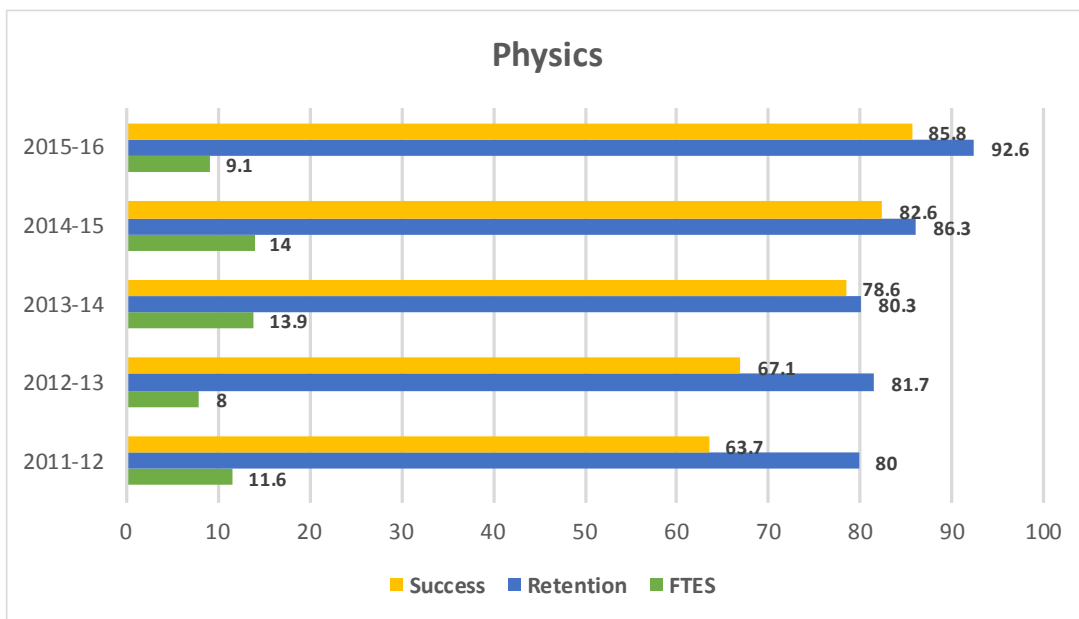
PHYSIOLOGY

The Physiology discipline provides coursework in the basic functions of the human body systems with emphasis on homeostatic mechanisms and systems integration, including a detailed study of the physical and chemical basis of life. The course meets graduation, CSU and UC transfer requirements.

Physiology

Year	Success	Retention	FTES
2015-16	78.8	98.3	37.3
2014-15	74.5	89.8	37.4
2013-14	68.1	88.8	39.6
2012-13	77.5	91.7	38.3
2011-112	70.3	87.3	39.6
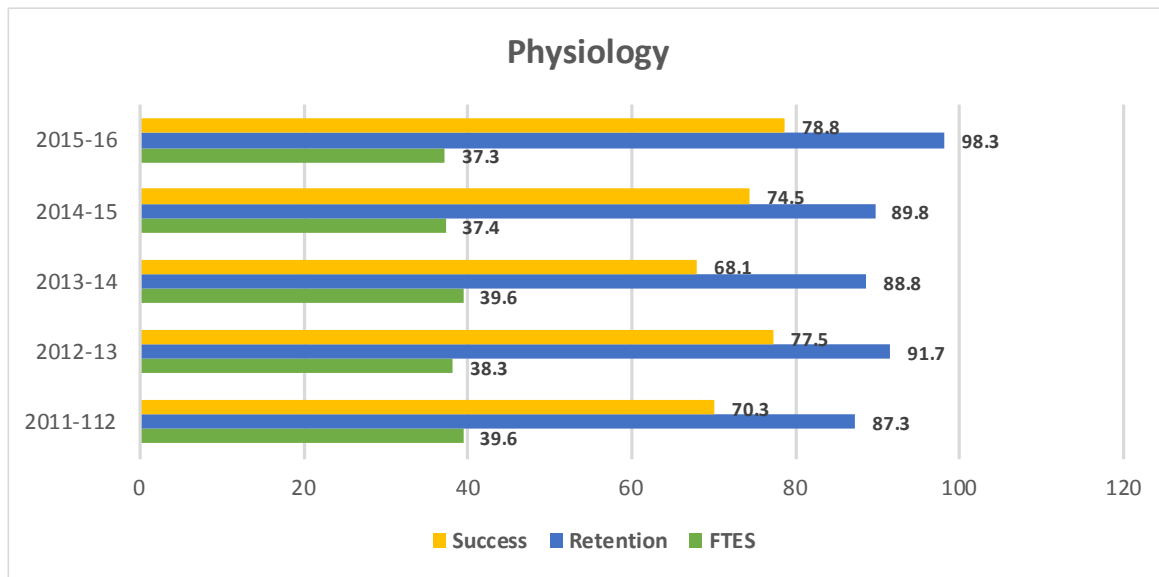
SOCIAL SCIENCE DIVISION

The Social Science Division offers courses in the fields of Anthropology, Geography, History, Philosophy, Political Science, Psychology, and Sociology. The division offers Associate in Arts Transfer degrees in Anthropology, History, Philosophy, Political Science and Sociology. The division also offers an Associate in Arts degree in Social Science. There are currently seven full-time instructors and several adjunct faculty members. The division feels an accredited honors program is needed at the college and perhaps a strategic general education degree can be developed to offer all honors courses and end up with a general education degree to be able to transfer to a four-year college or university. The community college honors program would be able to apply for a national accreditation program, and students from these programs can automatically transfer as a junior to many colleges and universities in the United States. Several disciplines are required to be included in an honors Program; the students take the same number of units but are assigned additional work. The Social Science division has discussed taking the initiative at the college in developing an honors program that would meet national accreditation standards. The division would like to revise the Social Science AA degree to focus on different Social Science programs rather than to replicate General Education requirements. The division would also like to offer Geography courses on a more consistent basis and continues its collaboration with Language Arts and Fine Arts in revising and offering the Liberal Arts-Arts & Humanities AA degree program.

The disciplines within the Division provide all students with quality academic programs designed to prepare them for transfer and success at four-year institutions.

ANTHROPOLOGY

The Anthropology program has one full-time faculty and offers a transfer degree and a wide variety of courses that meet graduation, CSU and UC requirements. Courses include introduction to Biological Anthropology, Introduction to Cultural Anthropology, Introduction to Archaeology, Prehistory and Ancient Civilization, Native Cultures of North America, and Anthropology of Religion and Ritual.

Anthropology

Year	Success	Retention	FTES
2015-16	59.6	86.9	65.4
2014-15	53.9	81.4	83.4
2013-14	52.2	81.5	96.3
2012-13	57.2	83.7	103.6
2011-12	57.8	81.8	105.5
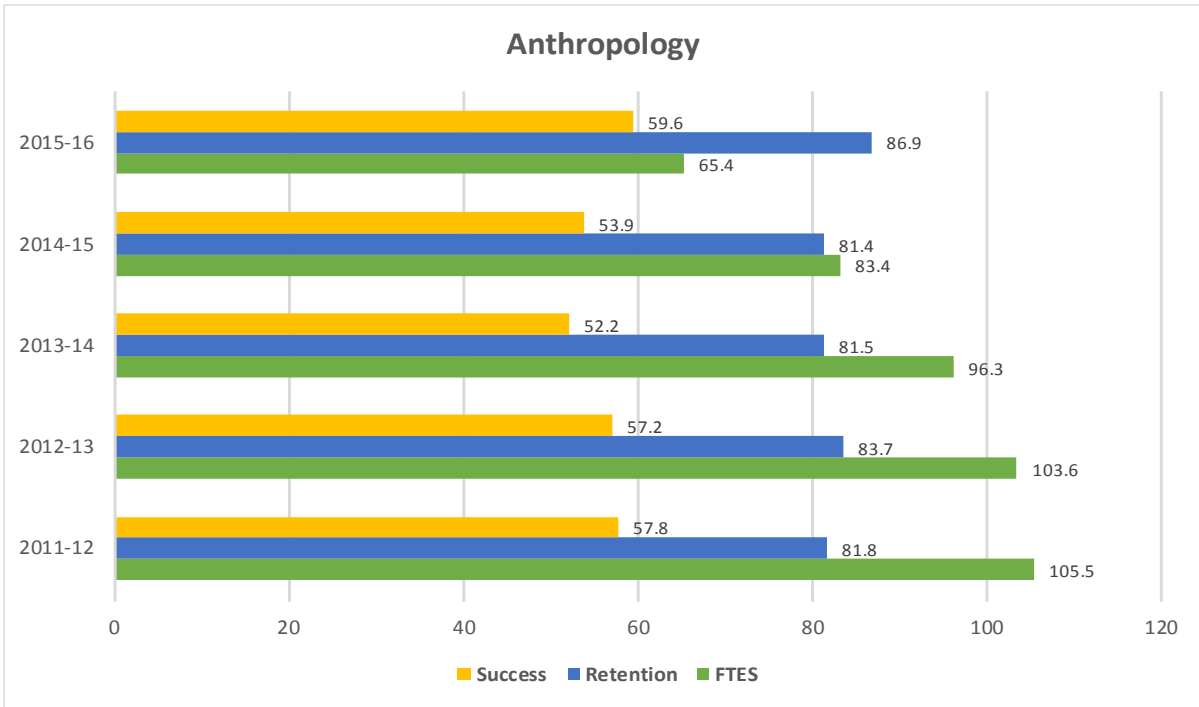
GEOGRAPHY

The Geography discipline consists of both a Cultural Geography and Physical Geography course. The courses meet graduation and transfer CSU and UC requirements. The Cultural course introduces understanding the impact of human culture on earth, including language, religion, population dynamics, food production, economic and political organization, settlement systems, natural resource exploitation, culture history, and globalization; whereas the Physical course is a basic study of physical geography and the earth as a system.

Staffing Needs

With the difficulty in identifying qualified adjunct faculty, additional full-time staffing is required in order to expand Geography course offerings. Geography is a required subject for liberal studies students who are going into elementary teaching.

Geography
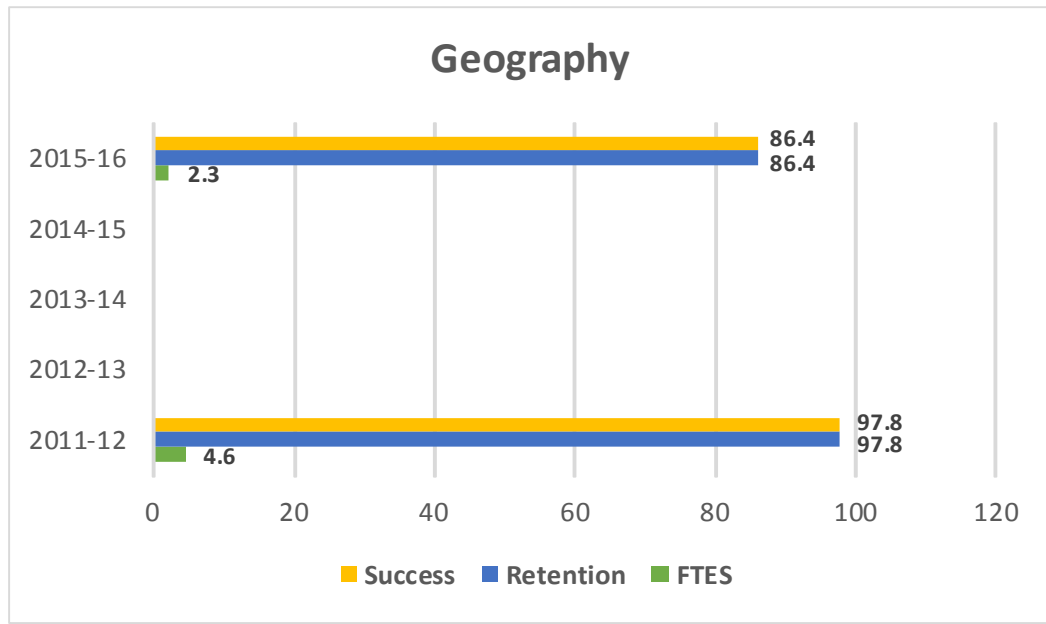
HISTORY

The History program has two full-time faculty and offers courses that meet both graduation and some CSU and UC requirements. Courses cover topics in World History, the History of Western Civilization, California History, Early and Modern Latin American History, the History of the United States, Mexican American History, and the History of the Middle East, the History of East Asia, and the History of Mexico.

History
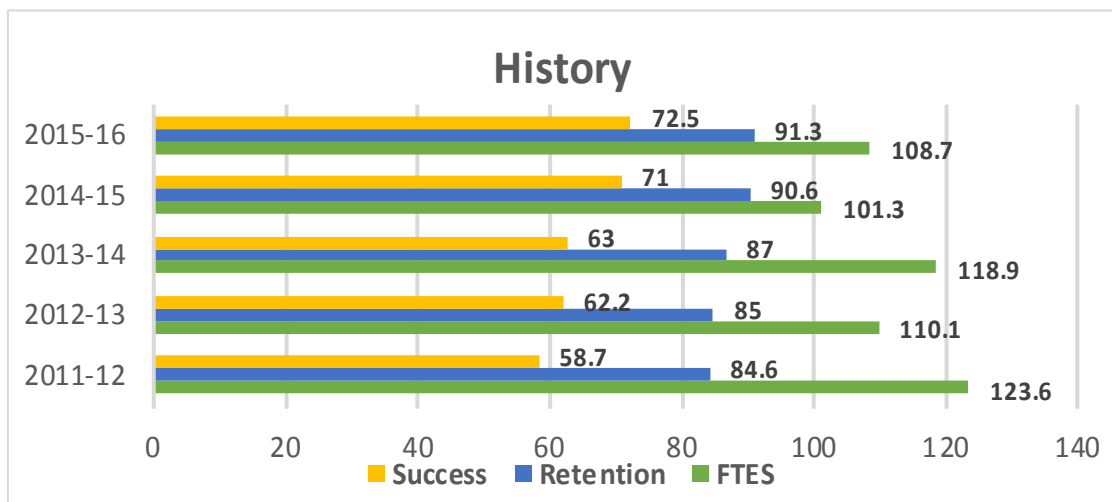
PHILOSOPHY

The Philosophy program has one full-time faculty and offers a transfer degree. Philosophy provides coursework that includes an introduction to philosophy, logic, the philosophy of religion, the problems of metaphysics and epistemology, ethics, the world's religions, and the ethics of living and dying. Courses meet graduation, CSU and UC transfer requirements.

Philosophy

Philosophy

Year	Success	Retention	FTES
2015-16	70.5	90.5	51.9
2014-15	60.9	82.4	46.5
2013-14	56.4	78.9	52.3
2012-13	48.6	74.5	57.2
2011-12	51.8	73.6	58.7

Legend: Success, Retention, FTES
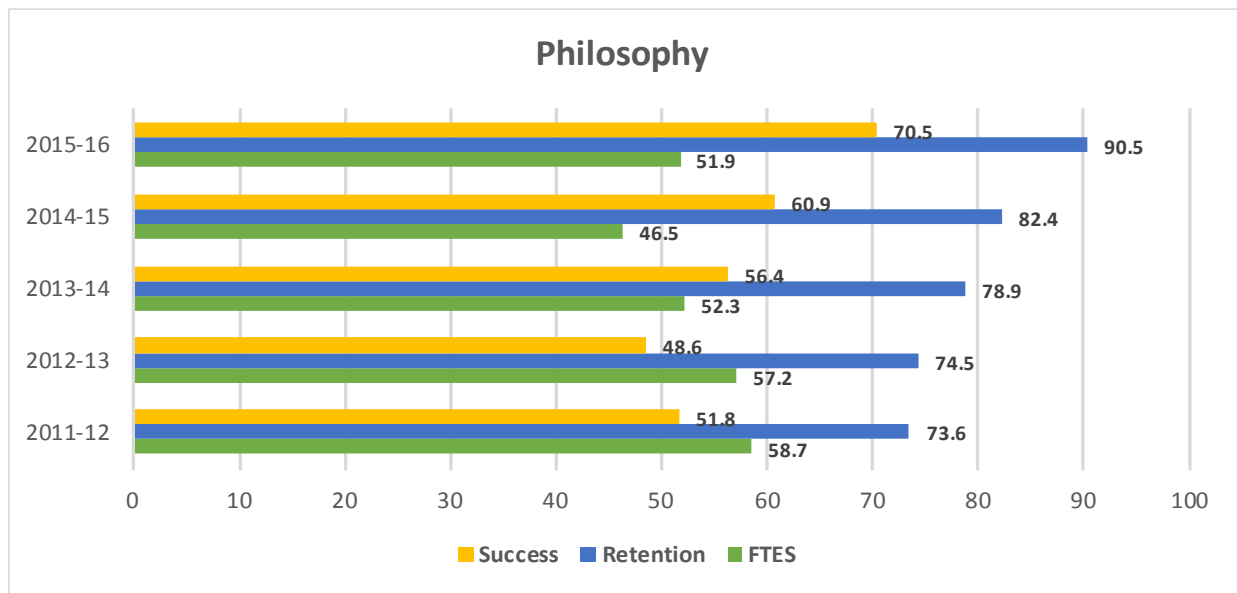
POLITICAL SCIENCE

The Political Science program has one full-time faculty and provides coursework in American government, comparative politics and international politics. Courses meet graduation, CSU and UC transfer requirements.

Political Science

Year	Success	Retention	FTES
2015-16	60.7	89.8	56.2
2014-15	69.4	92.6	60
2013-14	70.6	88.3	51.9
2012-13	64.6	88.9	52.4
2011-12	67.5	89.8	49.5

Legend: Success, Retention, FTES
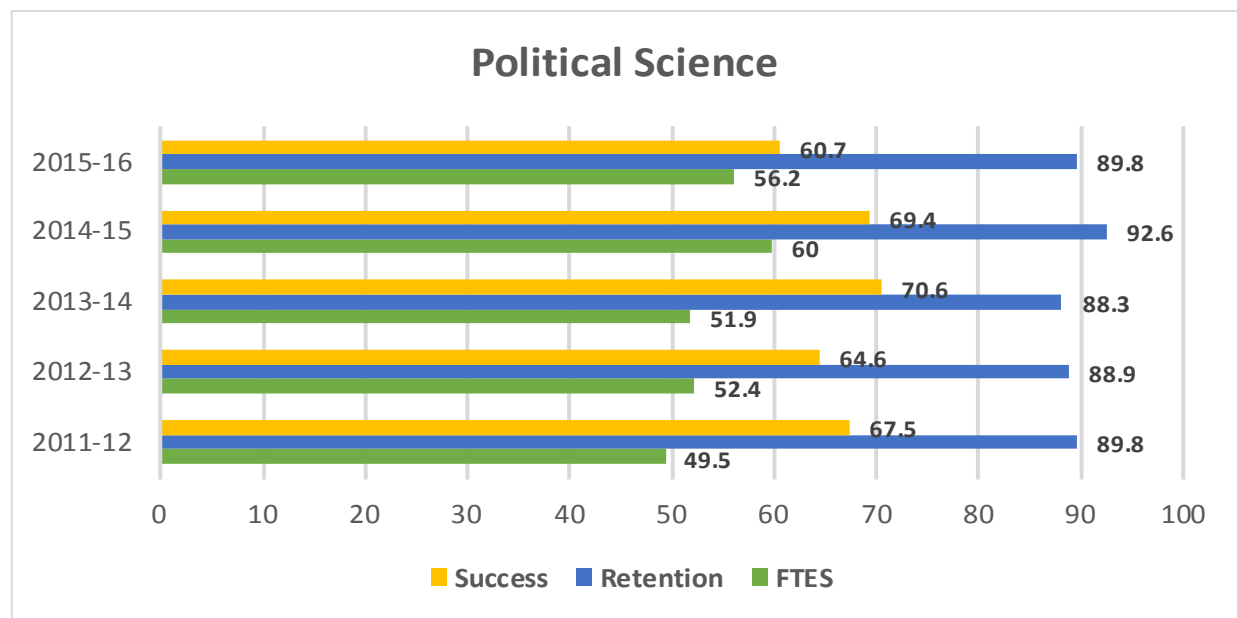
PSYCHOLOGY

The Psychology discipline has one full-time faculty and offers courses in general, abnormal, adolescent, and child psychology, as well as lifespan human development and personal and social adjustment. Courses meet graduation, CSU and UC transfer requirements.

Psychology

Year	Success	Retention	FTES
2015-16	71.8	88.2	51.3
2014-15	67.1	88.1	62.3
2013-14	61.9	86.9	72
2012-13	63.2	84.9	76.8
2011-12	58.7	84.7	79.9
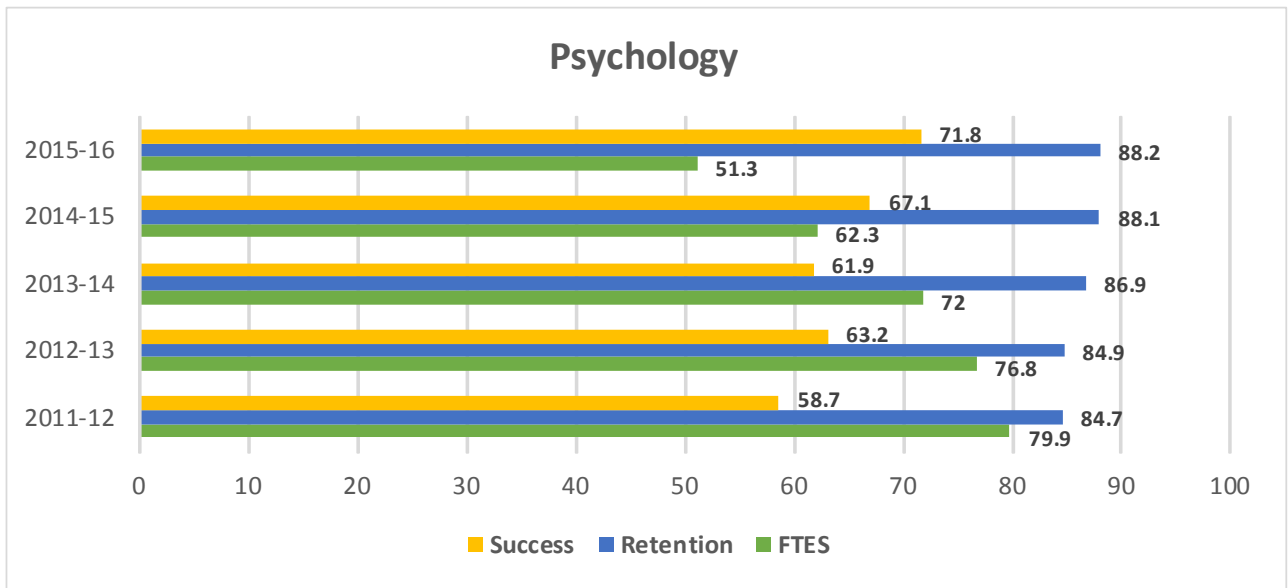
SOCIOLOGY

The Sociology program has one full-time faculty and offers a wide range of courses including The Social World, Critical Sociology and Social Problems, Current Topics, African American Experience, Mexican-American Experience, and Women and Society. All of the courses meet graduation, CSU and/or UC transfer requirements.

Sociology

Year	Success	Retention	FTES
2015-16	62.6	83.1	32.9
2014-15	63.5	78.3	23.1
2013-14	63.1	78.7	53.1
2012-13	57.3	79.7	53.7
2011-12	46.4	69.8	48
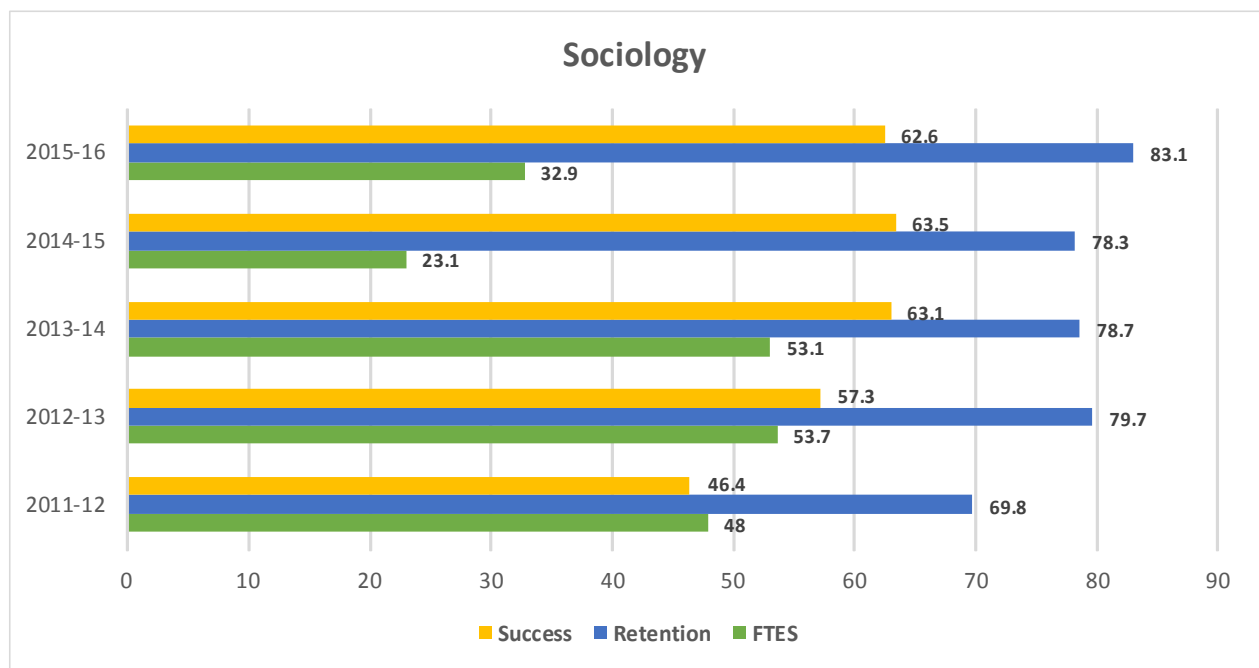
ATHLETICS

The Porterville College athletic program currently includes men's and women's basketball, women's volleyball, men's baseball and women's softball.

The athletic department support staff includes a full-time athletic trainer, an athletic director, an eligibility coordinator, and an academic advisor. It should be noted, however, that the responsibilities of the athletic director, eligibility coordinator, and academic advisor are assumed by staff within other job classifications that have other position responsibilities.

The many personal requirements highlighted and made available through athletics are invaluable in both personal and vocational aspects of life. Communication, discipline, teamwork, problem solving on the move, persistence, hard work, and overcoming failure are just a few examples of the knowledge, skills, and attitudes that will help any individual to be successful in life and a global society.

The athletic programs provide FTES to the college, as student-athletes must be enrolled in a minimum of twelve units to be eligible for competition. Further, many students would not attend the college if it were not for their participation in intercollegiate athletics. The college understands the positive impact on enrollment when attempting to expand athletic offerings.

Porterville College has a higher than average general student population of female students, 60%. This makes for a few more challenges in Athletics due to the fact that most teams have a greater male population interest and thus larger team participation. The program has identified areas that were researched for the addition of women's sport programs. The sports identified are: soccer, tennis, cross-country and sand volleyball. Athletics are using the interest survey through CCC apply and also gathering data through social media, flyers, and interest meetings. The factors that are being considered are: interest, facilities, and fiscally sound. They have developed a timeline that began fall of 2016.

Facility Needs
A Central Valley Conference (CVC) program review was conducted on the athletic program in fall 2016. In that visit, the review team indicated that the athletic facilities were well maintained. However, the program has identified areas for improvement. Those areas include improving the athletic trainers facilities, allowing an area that would enable student records to be securely maintained. Modernization upgrades of the softball/baseball facilities were also identified by the athletics program and are included in the recently passed measure 'J' bond initiative.

Staffing Needs
The athletic program has one full-time coach and four adjunct coaches supporting the five team sports. The program would like to see two additional full-time coaches added to the staff. The program has also identified the need for a full-time athletics secretary to assist in compliance requirements.

Section IV: Student Services

Student services are an important and integral function at Porterville College. The college develops and offers a wide scope of support services that are dedicated to supplementing and complementing instructional programs and providing educational and cultural resources to students, faculty, and the community. For the purposes of this Educational Master Plan, the student services included are those dealing with SSSP, EOPS, CARE, CalWorks, DSP&S, Equity, and Financial Aid.

Student Support Service Program (SSSP)

Since the last Educational Master Plan, the program known as Matriculation was renamed SSSP with the goal to increase community college student access and success by providing effective core services, including orientation, assessment and placement, counseling, academic advising, and early intervention The matriculation process at Porterville College provides an admission process, an orientation to college programs, services, and procedures; pre-enrollment assessment and counseling for course selection, a suitable curriculum, and a continuous follow up on student progress with referral to support services.(http://extranet.cccco.edu/Divisions/StudentServices/Matriculation/Handbook.aspx)

Extended Opportunity Program and Services (EOPS)

The EOPS program and services is a state funded program that provides supplemental support services to students with financial and educational needs. Eligibility is determined by income level and demonstration of need.

Cooperative Agencies Resources for Education (CARE)

The CARE program is cooperative effort between Tulare County Human Services System, the Employment Development Department, and the college's EOPS program. The focus of the program is to assist single parents on AFDC via supplemental grants and workshops that will provide them support for their academic success and retention. 9.9% 1.0%

California Work Opportunities & Responsibilities to Kids (CalWORKs)

 The CalWORKS program is a state funded program to assist families who have received state aid. It provides an opportunity to return to college and receive education and training to become employable.

Disabled Students Programs and Services (DSP&S)

The DSP&S program provides equal access to education for disabled persons. The college's office provides services to students with physical, learning, and psychological disabilities with a large range of support services.

Equity

Student Equity Planning is administered through the Student Success and Support (SSSP) unit at the Chancellor's Office. SSSP staff are responsible for the implementation of the Board of Governor's Student Equity Policy and related regulations, including assessing district plans and reporting recommendations to the Board of Governors, providing districts with technical assistance in the development and improvement of plans, and assessing district progress towards the implementation of their plans over time. (http://extranet.cccco.edu/Divisions/StudentServices/ StudentEquity.aspx)

Financial Aid

This department assists students through the various financial aid programs administered by the college. Financial aid is funding provided by federal and state governments and institutional sources to help students with their educational expenses. The funding is made up of grants, and scholarships

Section V: External Environmental Scan

Overview

A scan of Porterville College's external environment is a critical component of the Educational Master Plan. It provides a perspective of the conditions that exist outside the control or scope of the College. We know that conditions at the national, state, regional and local levels will have an impact on the planning, development and the direction of the College. While we cannot predict the future, we can look at the characteristics and trends that currently exist and identify the opportunities or threats that might be present.

During the development of the external environmental scan, numerous data resources were utilized to support the information contained in this section. Those resources include:

- The Department of Finance (CA)
- Environmental System Research Institute (ESRI)
- Kern County Economic Development Corporation (KERNEDC)
- Economic Overview Porterville College
- Kern Adult Education Labor Market
- Kyser Center for Economics
- California Employment Development Department (EDD)
- Data Mart California Community College Chancellor's Office
- City of Porterville Economic and Community Development Department
- Tulare County Economic Development Corporation and Porterville College

All of these sources were analyzed to provide the most accurate and consistent data which is presented in this section. In determining the "Effective Service Area" discussed in detail later in this section, research data pertaining to student enrollments by zip codes, typical driving time to and from the campus and actual distance from their residence to the College were considered.

For this external scan, the greatest focus was placed on the area that will have the most direct bearing on the College – i.e. the local area that serves the students of Porterville College. The Scan references this area as the "Effective Service Area" of the College. It is the local area that will carry the greatest weight for, and have the greatest impact on, the College as it moves into the future.

California Economy

In 2016, California's economic productivity reached $2.46 trillion. For 2015, the GDP for the State was ranked number one in the nation at $2.48 billion with a relative growth rate of 3.8%. It closed 2014-2015 with a year-over change of 2.5%. It is presently growing faster than the nation. Overall, California accounts for over 13% of U.S. GDP, by far, the greatest percentage of any state.

According to the Kyser Center for Economic Research, nearly every industry sector added jobs in 2014. The gains, however, were mainly concentrated in five sectors. Over the past year, more than seventy percent of California's new jobs occurred in the industrial sectors of Health Care and Social Assistance; Leisure and Hospitality; Administration, Support Services and Waste Services; Professional, Scientific and Technical Services; and Construction. In percentage terms, Construction added jobs at the fastest rate (5.6%). It was followed by Administration, Support Services and Waste Services (5.0%). Information and Professional, Scientific and Technical Services expanded their respective payrolls by 4.0% each. In absolute values, Health Care added the largest number of jobs at 67,900 while Administrative, Support and Waste Services recorded gains of 48,500 jobs and Leisure and Hospitality 46,000 jobs. The Kyser Center for Economic Research noted that only two sectors recorded job declines in 2014: Nondurable Goods and Financial Services.

In addition to improvements in the labor market, California has recently made headway against a number of other problems that have plagued the state for years, if not decades. California's finances have stabilized and after years of deficits, the General Fund actually closed the 2013-2014 fiscal-year with a cash surplus. The trend for financial stability within the state is projected to carry forward under the watch of the current Governor. At the same time, some seemingly stubborn problems persist. The unfunded liability of state retiree health care costs grew to $71.8 billion last year, critical infrastructure projects continue to be deferred and there is a severe shortage of affordable housing, particularly in the metro areas that are experiencing the fastest rates of job growth.

Based on the indicators, California's economy is promising. Many regions in the state are close to regaining all of the jobs lost during the recession. Expanding the gains to a larger share of the population is the next big step. Meeting this challenge will require attracting skilled workers to the state, increasing college enrollment and completion rates, upgrading the state's physical infrastructure and careful management of the state's finances.

When Porterville College's last Educational Master Plan was completed, the State's budget was mired in red ink – approximately $25 billion. That condition has significantly changed for the better. Getting State spending under control has been a huge factor in recovering from the Great Recession.

Key California Economic Indicators

	2009	2010	2011	2012	2013	2014	2015f	2016f
Population (thousands)	37,077	37,309	37,570	37,867	38,164	38,499	38,884	39,273
Nonfarm Employment (thousands)	14,372	14,210	14,358	14,706	15,148	15,484	15,824	16,157
Unemployment Rate (%)	11.3%	12.4%	11.8%	10.4%	8.9%	7.5%	6.7%	6.3%
Total Personal Income (billions)	1,537	1,579	1,686	1,805	1,857	1,943	2,029	2,133
Total Taxable Sales (billions)	$457	$477	$521	$558	$591	$624	$650	$690
Value of Two-Way Trade (billions)	$413	$503	$586	$578	$596	$609	$616	$646
Housing Units Permits	36,421	44,762	47,090	57,628	82,283	85,310	110,000	135,600
Non-Res Bldg Permits (millions)	10,866	11,200	12,166	14,805	21,792	23,686	24,700	27,000

Source: Kyser Center for Economic Research; State of California Dept. of Finance; Employment Development Department; Board of Equalization; U.S. Dept. of Commerce; Construction Industry Research Board, California

Higher Education and Key Policy Initiatives

While there are many initiatives, policies, legislation, and educational movements, there are two that standout for California community colleges. The first of these is the "Completion Agenda", a significant initiative that came from the federal government. The original thinking behind the "Completion Agenda" was simply to have students become more successful in their educational endeavors and to improve and increase graduation rates. It has become a driving force for policy and legislative change.

The "Completion Agenda" identified a goal to increase the percentage of U.S. residents who earn high quality degrees and credentials from the rate of 39% to 60% by 2025. In response to this initiative, the Community College League of California (CCLC) took up the "Completion Agenda" challenge in 2010, adopting goals to increase student achievement. To reach the national goal, they set a state goal to increase graduation rates by 5.2% annually.

With the objective of improving student success, the California Community College System furthered the "Completion Agenda" when they supported a basic skills initiative that took aim at students overcoming their academic shortfalls. There was also SB 1440, Student Transfer Achievement Reform (STAR) of 2010. It advocated for a simplified process for transferring from a community college to a four-year college with full junior status. This legislation was amplified in 2013 to encourage students to attain a two-year associate's degree prior as part of their transfer process. The Student Success Act of 2012 was yet another measure that targeted criteria that would lead to a higher potential for student success.

The "Completion Agenda" also spawned initiatives and proposed actions at regional levels, where the focus was placed on improving student learning outcomes. In 2014, vis-à-vis the Accrediting Commission for Community and Junior Colleges (ACCJC), standards for operation, tied to the accreditation process, were adopted and set as targets for community colleges.

The second of the significant initiatives for California community colleges came from the state through the work of the Student Success Task Force, California Community College Chancellor's Office. Recommendations from their original report have been (and continue to be) the driving force for change and improvement in the area of student success. The Student Success Task Force recommended a common assessment tool which has an implementation date of the 2016/2017 academic year. Other legislation that was associated with the work of the Student Success Task Force includes SB 1456, a bill that combines student equity plans (for students who need additional help and services to succeed) to accompany those of student success and support programs.

On-line Education is another initiative that came from the Student Success Task Force. This initiative was successful in securing funds to promote student completion using on-line instruction. SB 1402 (year 2012), the Career and Technical Education Initiative designed to reassess the economic and workforce division programs to better reflect regional workforce job markets, is another example of the work of the Task Force. Recently, the Chancellor's Office has translated this initiative into a program entitled "Doing What Matters" (DWM).

Guided Pathways is a student-centered initiative designed to close equity gaps and increase the number of students that earn community college degrees or certificates. This initiative is college-wide and integrates other initiatives such as SSSP, Equity, Basic Skills Transformation and Strong Workforce.

A more recent and, possibly, far-reaching, piece of legislation that came from the Task Force was AB 288 (2015). This legislation promotes collaboration. The legislation addresses the opportunity (possibility) for "dual enrollment" for students in high school. Effectively, it allows the governing board of a community college district to enter into a College and Career Access Pathways (CCAP) partnership with the governing board of a school district to offer or expand dual enrollment opportunities. It targets students who may not already be college bound or students who are underrepresented in higher education. The goal is to develop a pathway from high school to community college for career/technical education or preparation for transfer or simply helping students become academically prepared for college or careers. This enabling piece of legislation has the potential to be a win-win for the high schools (increasing graduation rates) and for community colleges (attracting students who might not otherwise attend college at all). Porterville College has been, and will continue to be aggressive in growing its partnership with local schools and developing its dual enrollment course offerings.

While the greatest emphasis of education policies and key initiatives has been placed on the programmatic side of education, there have also been some legislative measures recently passed that target the facility side of education. Measure J, the Kern Community College District's $502 million local construction bond proposal was approved by 65% of the voters November 2016. This will fund the renovation and remodeling of existing structures and the construction of new facilities described in the District / College's Facility Master Plan and Five Year Construction Plan.

The Education Policy and Key Initiatives section of the External Scan referenced those initiatives, policies, pieces of legislation that either have or could have the greatest potential for impacting the College. It will be important for the College to keep abreast of the policy matters and changes that are afforded through the state and / or the federal governments.

Porterville College In Context to the Region

The Visalia-Porterville Metropolitan Statistical Area (MSA)

The Visalia-Porterville MSA provides a perspective of the College from a regional context. The MSA geographic area is described as reaching to the Kingsburg/Dinuba area in the north, taking in the Sierra Nevada Mountains to the East, including the area south to Delano and Kernville (southeast) and crossing over the Central Valley's main transit artery, Highway 99, on the west towards Corcoran.

As the title suggests, the MSA is anchored by the towns of Visalia and Porterville but it also includes Tulare, Lindsay, Exeter and Pixley. The area's economic base is driven primarily by agriculture and agriculture related industries. Tulare County, which, for all intents and purposes, represents the MSA, is considered the agricultural capital of the world.

Sequoia National Forest is on the eastern boundary of the MSA. It is a popular destination point that brings a good amount of pass-through traffic through the area.

While Porterville College is part of the Kern Community College District, its regional context is more closely aligned with Tulare County and the Visalia-Porterville MSA. The Kern Community College District Boundaries Map is noted below as a frame of reference. It depicts Porterville College's presence on northwesterly edge of the District.
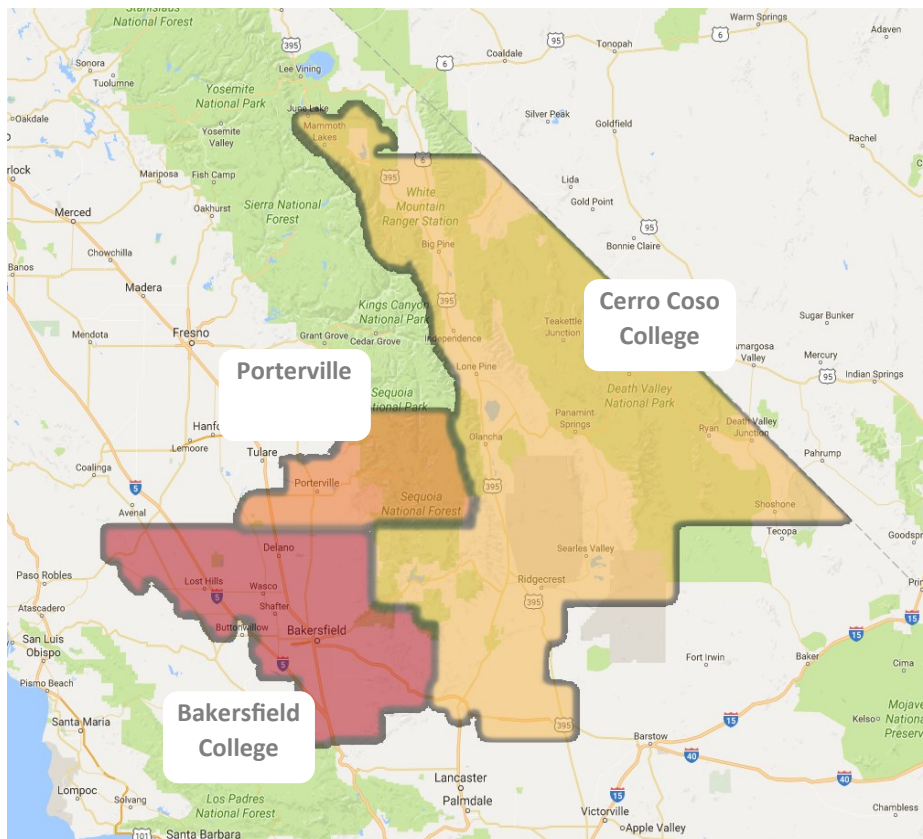
Source: Kern County Community College District Trustee Area Map

Kern County Community College District Boundary Map

The Visalia-Porterville MSA has a population base that will approach a half-million by the year 2025. It presently exceeds 465,000. It is projected to grow at an annual rate of 0.82%, a rate that is slightly below the state (0.87%) and national (0.84%) averages. Households in the MSA are also growing, but at a relatively slow rate. The five-year outlook to year 2021 projects households to grow 0.76% annually. This lags slightly behind the state and national averages for growth over the next five-years. The average household size shows marginal increases from the baseline year of 2010 to year 2021, going from 3.36 to 3.39. The average household size was 3.38 for 2016. The household size in the MSA was found to be appreciably greater than the state average, which was 2.93 for 2016. The median age within the MSA is young. It currently stands at 30.2 years of age. It increases only incrementally over the next five-years. The current (2016) median age at the state level is significantly higher at 35.8 years of age. The MSA's median household income at

$44,766 and the per capita income at $18,579 are well behind the respective state averages of $62,554 and 30,905 for the same economic indicators. The lack of growth for median household income in the MSA stands out as a significant concern.

This translates to annual growth of only 0.15% through 2021. For comparison, median household income is projected to grow 2.73% annually at the state over the next 5 years; the national annual growth rate is projected to 1.86% over the same period.

A review of the current level of unemployment, as provided by the Employment Development Department, Labor Market Information Division, indicates that unemployment within the MSA for the last three months of year 2016 was close to 11%. In year-over comparisons, this is down more than a full percentage point from 2015, but still well above the statewide average. Of the three larger cities in the MSA, the city of Porterville had the highest level of unemployment at the end of the 2016. It was 11.2%. For the same period, Visalia had an unemployment rate of 8.7% while Tulare was at 9.2%. For comparison, the unemployment rate at the state was 5.3%.

According to the Bureau of Economic Analysis, the Visalia-Porterville MSA had a GDP of 7.6%. It was the state's fourth fastest growing GDP in 2016.

Key Demographic and Economic Profile

Trends	2010	2016	2021
Population	442,179	465,273	484,622
Households	130,352	136,281	141,546
Families	102,856	107,562	111,724
Average Household Size	3.36	3.38	3.39
Median Age	29.6	30.2	30.9
Median Household Income	–	$44,766	$45,114
Per Capita Income	–	$18,579	$19,937

Annual Growth Comparisons	MSA	State	National
Population	0.82%	0.87%	0.84%
Households	0.76%	0.79%	0.79%
Families	0.76%	0.79%	0.72%
Owner Households	0.67%	0.69%	0.73%
Median Household Income	0.15%	2.73%	1.89%

Source: Environmental Systems Research Institute; U.S. Census Bureau; analysis provide by MAAS Companies

Geographical Areas Served by Porterville College

Porterville College will be impacted by the trends and conditions at the national, state and regional levels, but no impacts will be greater than those that emanate from the specific area the College serves. At the outer edge of the District's western boundaries, the College's roots are more in Tulare County than in Kern County. With the College's location in the city of Porterville, it can safely be said that it serves a population base of more than 78,500, in just that city alone. However, there are many students outside of the city of Porterville who attend the College as well.

Enrolled Students by Zip Codes

An analysis of the zip codes of enrolled students was conducted. This analysis tracked enrolled student for the 2010 and 2015 fall semesters. The results of this study are depicted in the graphic that follows.

The analysis conducted disclosed that seven zip codes were responsible for almost 87% of the students who attend the College. While there was some fluctuation over the view period, the data was both consistent and conclusive. Zip codes from the city of Porterville provided the greatest number of students – 65% of the student body in 2010 and 65% in 2015. Zip codes from Lindsay (6.0% of the student in 2010 and 6.3% in 2015), Strathmore (4.1% of the student body in 2010 and 5.2% in 2015) and Terra Bella (4.1% of the student body in 2010 and 4.4% in 2015) were also consistent as geographic areas that produced students at the College. Zip codes from Tulare, Springville and Delano were the remaining three areas that have (consistently) been a source for students at Porterville College.

Enrollments by Zip Code: 2010 & 2015
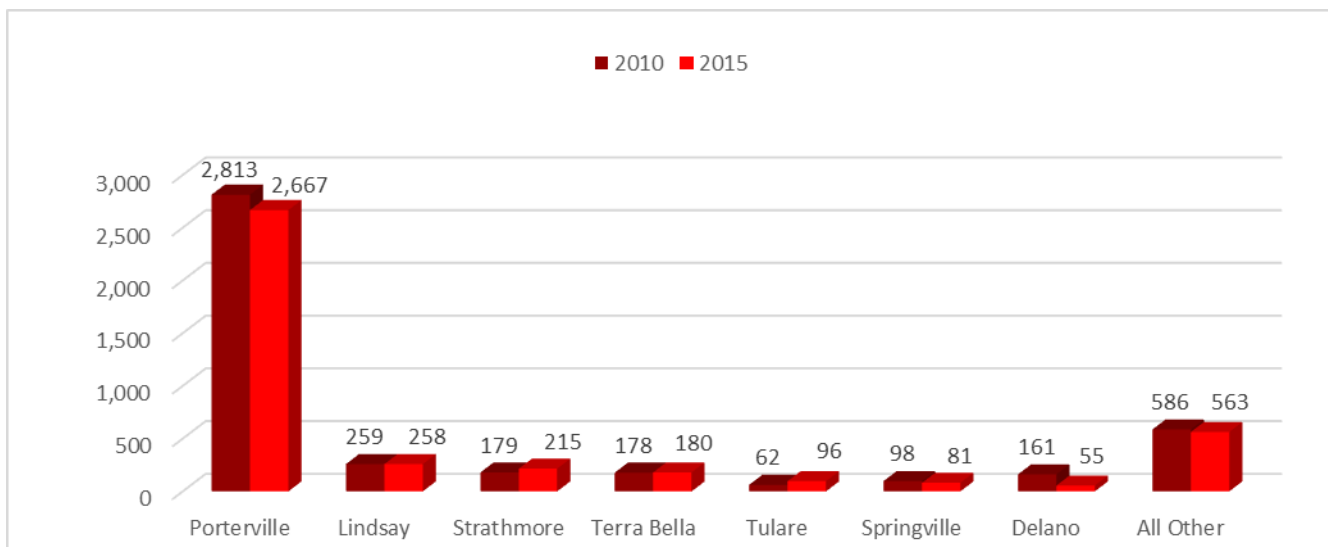
Source: Environmental Systems Research Institute; U.S. Census Bureau; analysis provide by MAAS Company

The Effective Service Area (ESA)

The effective service area (ESA) is that area that the College actually serves, i.e. where students who attend Porterville College reside. It reaches across geopolitical boundaries; it has its own, demographic and economic characteristics. This effective service area is defined as being within a 15-mile radius from the campus' center point. The area captures 87% of the students who attend the College.

The ESA for Porterville College is graphically depicted below. The outer (blue) ring represents the 15-mile radius used to define the ESA.

Characteristics of the Effective Service Area

The ESA is characterized as having a current population base of 117,025, expanding to 121,092 by the year 2020. The annual population growth rate of 0.69%, while positive, projects to very slow over the next 5 years. The ESA is young,

with a current median age of 29.3. Median household income, which is already low in comparison to statewide averages is projected to regress from 2016 to 2021 in terms of absolute values.

Porterville College's Effective Service Area
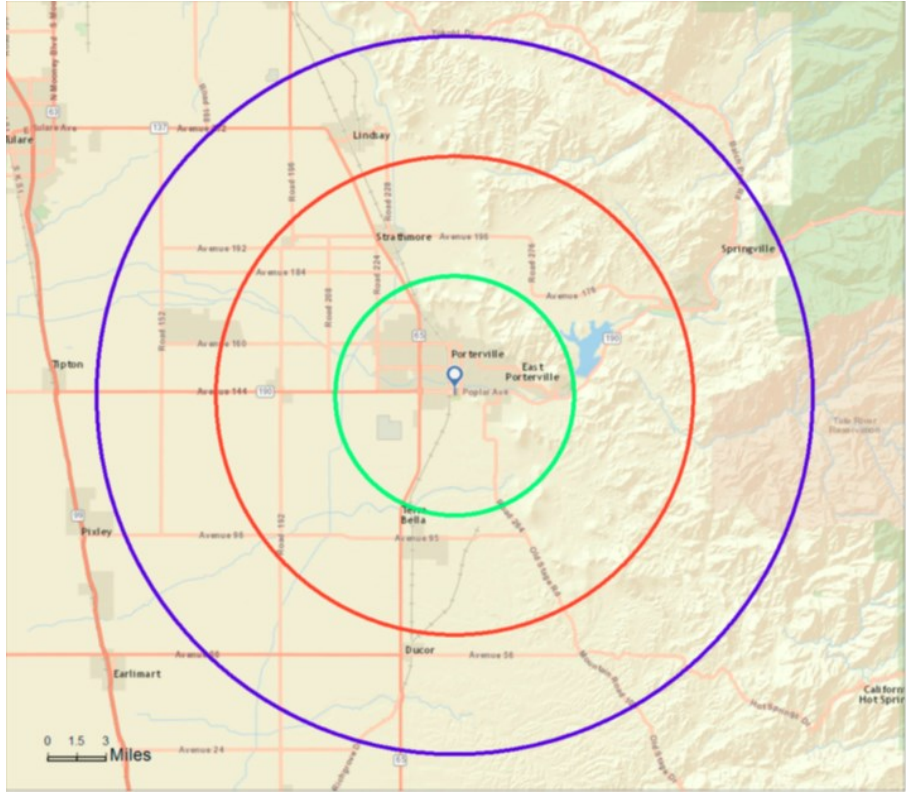
ESRI Site Map Details: Demographic and Income Forecasts; Bureau of Census; analysis MAAS   Companies

Growth Rate within the Effective Service

	ESA	State	National
2010	112,450		
2016	117,025	↓	↓
2021	121,092	↓	↓
Growth Rate	0.69%	0.87%	0.84%

ESRI Site Map Details: Demographic and Income Forecasts; Bureau of Census; analysis MAAS Companies

Household Income

A scan of the Effective Service Area's (ESA) income discloses the household income within the ESA is characterized as currently having 17.3% of the population base with incomes that are less than $15,000 per year. This segment is projected to increase to 19% of the population base in 2021, almost one household in five. Combined with households in the $15,000 to $24,999 segment, the ESA projects a population base where approximately 31% of the households

are at or below the poverty line. There are modest relative (percentage) gains in household incomes above $75,000 but the actual change in terms of real numbers is compared to a much smaller base of the population. The numbers projected for the growth of household income shows a decline from $39,913 in 2016 to $39,846 in 2021. The ESA of the College is projected to struggle economically over the near term, suggesting that the recovery from the Great Recession in 2008 will come at a slower pace to this area.

Households by Income for the Effective Service Area

	2016 (Current)		2021	
	Number	**Percent**	**Number**	**Percent**
<$15,000	5,665	17.30%	6,419	19.00%
$15,000 - $24,999	4,584	14.00%	4,284	12.70%
$25,000 - $34,999	3,926	12.00%	3,922	11.60%
$35,000 - $49,999	5,330	16.30%	5,590	16.60%
$50,000 - $74,999	5,493	16.80%	4,399	13.00%
$75,000 - $99,999	3,309	10.10%	3,802	11.30%
$100,000 - $149,999	2,765	8.50%	3,317	9.80%
$150,000 - $199,999	1,047	3.20%	1,355	4.00%
$200,000+	585	1.80%	682	2.00%
	2016 (Current)		**2021**	
Median Household Income	$39,913.00		$39,846.00	
Average Household Income	$55,146.00		$58,838.00	
Per Capita Income	$15,769.00		$16,755.00	

Source: Census Bureau, Environmental System Research Institute; analysis MAAS Companies

Population Age

Analysis of the population by age is an important consideration for the future and pertinent to the planning and direction of the College. The results of this analysis are captured in the following table.

The population segmentation for age is projected to remain relatively stable over the next five years. The, younger, "up and-comer age groups" (0 – 14 years of age), with combined raw numbers of 31,000 plus and a relative value of 27% of the population, are projected to remain stable over the next five-years. Assuming there is not an unplanned exodus from the ESA, this should bode well for the College for the next 10 to 15 years. With a stable younger age population segment and an assumption for future graduation rates that are similar to the present, the College should not lose ground in its quest for students within the prime age ranges (17 to 24 years).

Ethnicity

The ESA reflects an ethnicity pattern that is similar to the Visalia-Porterville Metropolitan Statistical Area and the City of Porterville. The race and ethnicity segmentation of the College's ESA has the following profile.

The data suggests that the ESA is dominated by two primary population segments: The White population segment and Hispanic population segment. Generally, there has been a trend for slow decline of the White population segment and a more accelerate increase in the Hispanic population segment.

The following graphic compares the race ethnicity characteristics from the perspective of the ESA and the actual distribution of the student body on the campus of Porterville College. The data secured via the resources of the Environmental System Research Institute notes that Hispanic Origin may be of any race. Thus, the race and ethnicity percentages will tally at greater than 100%. Race / ethnicity data from the College was derived from the KCCD Oracle Report 2011 (for 2010) and from Fast Facts 2015, Porterville College.

Based on the data, the Hispanic race / ethnicity segment on campus reflects the population distribution found in the ESA while the White race / ethnicity segment is significantly underrepresented on the campus.

Ethnicity Segmentation for the Effective Service Area*

	2010	2016	2021
White	60.10%	58.10%	57.60%
African American	0.90%	0.90%	1.00%
American Indian	2.30%	2.20%	2.10%
Asian	3.50%	3.50%	3.50%
Pacific Islander	0.20%	0.20%	0.20%
Some Other Race	29.00%	30.70%	31.20%
Two or More Races	4.00%	4.30%	4.40%
Hispanic Origin (Any Race)	64.70%	68.40%	71.50%

*As stated by ESRI, Hispanic Origin may be of any race. Therefore, race and ethnicity percentages will total more than 100%
Source: Census Bureau, Environmental System Research Institute; analysis MAAS Companies

Comparison: Most Dominant Race/Ethnicities
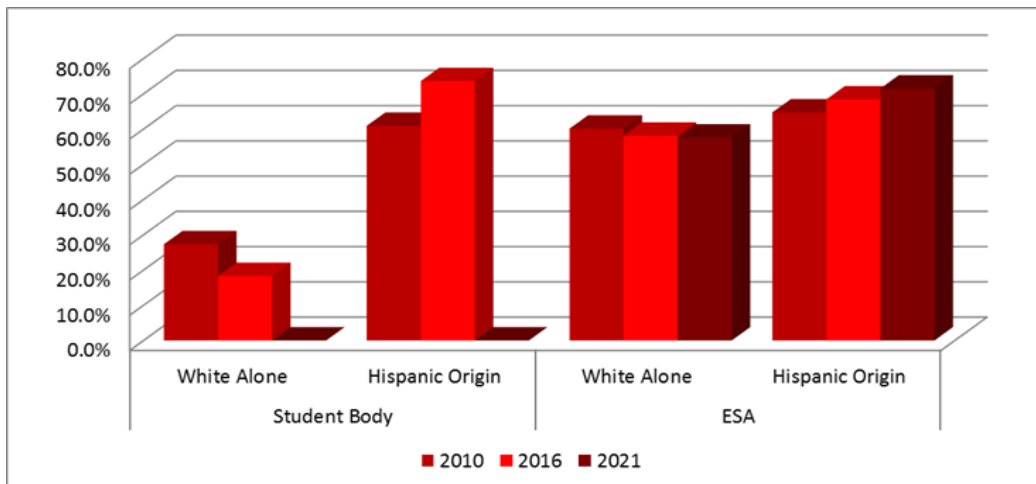
Source: Environmental Systems Research institute; KCCD Oracle Discoverer Report (2011); Porterville College Fast Facts 2015

Tapestry of the Effective Service Area

Tapestry segmentation is one of the more current demographic tools available. Like the title suggests, it provides a more qualitative perspective of "place" and the "fabric" of a given area. It combines socioeconomic, demographic composition, lifestyle modes and degrees of urbanization (or non-urbanization) to provide greater definition. It uses 67 distinct living areas (the "neighborhoods of America") to capture a "sense of place". The result is a perspective that is beyond the numbers. It is meant to help the provider, in this case, the College, better understand the residents that are being served.

It should be noted that the "Tapestry Segmentation" uses colloquial terms and references to define the different neighborhoods types. These terms and references are meant to provide general characterizations, often in a tongue-in-cheek manner. They are not, by their reference, meant to be derogatory in any way.

The top three "Tapestry Segments" for Porterville College's "effective service" area are: (1) Valley Growers, (2) American Dreamers and (3) Fresh Ambitions.

1. The Valley Growers segment is comprised of mostly Hispanic residents. This segment features neighborhoods that are home to young, Hispanic families with children and, frequently multiple generations living in single-family homes. This group consists of primarily a skilled work force in the agricultural industry and the unemployment rate is high at 14%. Generally, 44% of the Valley Growers" segment have a high school diploma and half of the high school graduates have finished some college or degree.
2. The next largest "Tapestry Segment" is the American Dreamers. American Dreamers are a highly diverse group. Many residents are foreign born, of Hispanic origin. While nearly 16% have earned a college degree, the majority (63%) hold a high school diploma only or have spent some time at a college or university.
3. The third largest Tapestry Segment is Fresh Ambitions. These are multigenerational families with close ties to their culture and support and with many families living in poverty. This segment is comprised of individuals who work overtime in service, in skilled and unskilled occupations, and spend what little they can save on their children. The unemployment rate is high for this segment and one in three has overcome a language barrier and earned a high school diploma.

The College has several other "neighborhood groups" residing in its ESA. Without doing a full study of "Tapestry Segmentation", the three top sub groups that emerged are representative of a significant share of the population base. However, they are not representative of the entire population base that resides within the ESA.

Levels of Educational Attainment

The level of educational attainment for individuals 25+ years within the ESA was assessed as part of the Scan. It provides a perspective of area's value for education as well as what the College might expect in terms of shaping its

postsecondary educational program. In the graphic below, the level of educational attainment within the College's ESA is compared with statewide averages for the same.

A substantial gap exists between the levels of educational attainment in the College's ESA as compared to statewide averages. Those with less than a 9th grade education accounted for almost 26% of the population 25+ years that reside in the ESA while the state had almost 10%. At the other end of the spectrum, those who possessed bachelor's degrees and graduate / professional degrees within the ESA accounted for just under 10% of the population base while this segment averaged 32.5% statewide. Combining the categories for less than 9th grade and 9th through 12th grade no diploma, 37% of the population segment 25+ years within the ESA does not have a high school diploma.

Effective Service Area
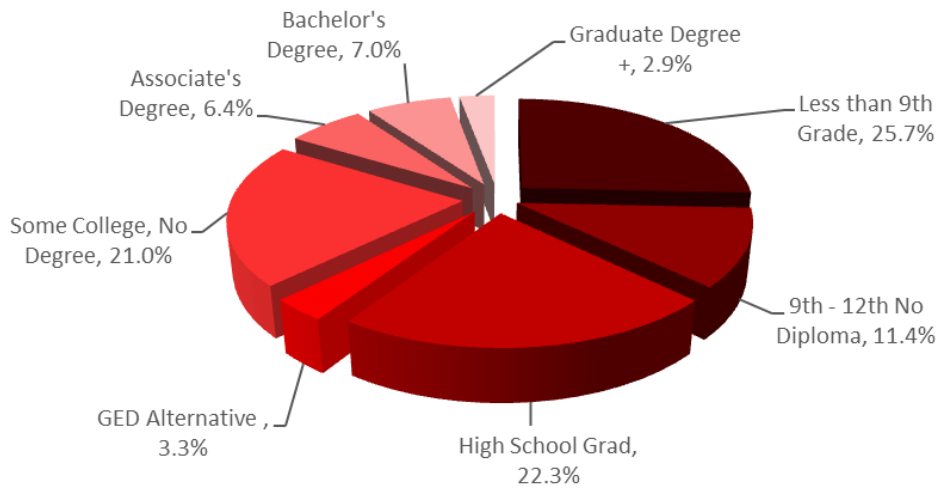
Source: U.S. Bureau of Census, Environmental Systems Research Institute; analysis MAAS Companies

Statewide Averages
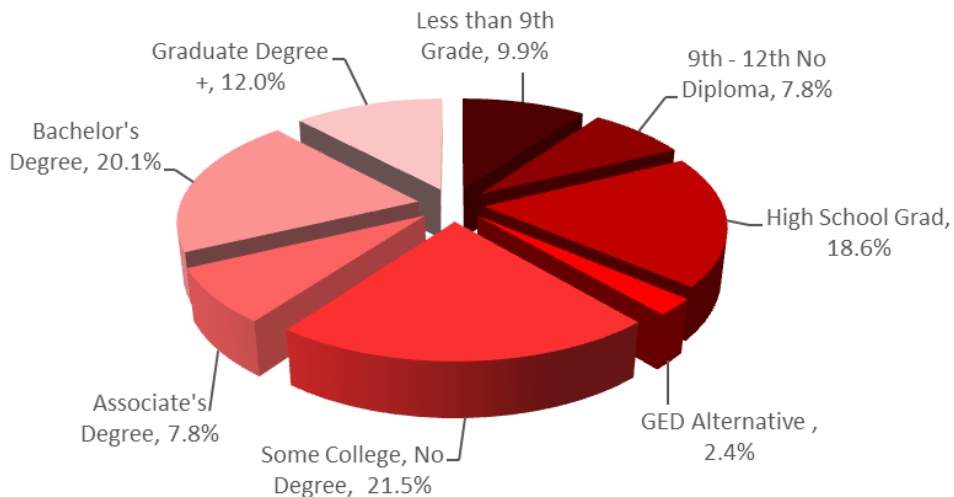
Source: U.S. Bureau of Census, Environmental Systems Research Institute; analysis MAAS Companies

K-12 Partnerships

While all elements of the External Environmental Scan are important and, at some level, will impact the College going forward, one of the more important will be the rate at which high schools successfully graduate students. It will be imperative for the College to continue their strong working partnerships with high schools that are the primary source for students.

Primary Source of Enrollment

School	2014 – 2015 Enrollment
Monache High School	1,953
Porterville High School	1,838
Granite Hills High School	1,213
Harmony Magnet Academy	484
Strathmore High School	294
Summit Charter High School	200
Lindsay High School	1,079
Butterfield Charter High School	335
Citrus High School	165

Source: U.S. Dept. of Education, National Center for Educational Statistics

Graduation Rates

What is on the horizon in the future relative to high school graduation rates? While this element is not the lone determining factor, it is one of the key elements that will be consulted when forecasting the potential for future growth of the College. For the purposes of this assessment, the geographic area of Tulare County was used as the common measure for assessment. The graduation rates presented represent the sum total of high school graduates predicted through the academic year 2025/2026.

According to the California Department of Finance, the greater picture shows that future graduation will be impacted by the trends occurring in K-12 enrollments. Current trends for K-12 enrollments show the state experiencing a slight decrease (9,500 students) in the 2015-16 school year, with approximately 6.2 million enrolled students overall. Over the next ten years, a decline in total enrollment (163,000 students) is projected if current trends in fertility and migration remain as forecast. By 2025, at the county level, the largest increases in K-12 enrollment are projected for Riverside County and Kern County. The biggest declines in enrollment are expected in Los Angeles County and Orange County. Overall, 29 counties will have increases in public K-12 enrollment by 2025-26.

At the high school level statewide, graduates are projected to remain flat in the short term before increasing to a peak of 445,000 in 2023-24. The largest increases in graduates are expected in Kern County. Overall 37 counties will see an increase in the number of high school graduates by 2025-26. Tulare County will be one of those counties, although the rate of growth will be at a very slow rate. Based on the Department of Finance projections, Tulare County's ten-year growth rate is projected to be 9.77%. This translates to a 0.98% growth rate annually. While this is not "speed of light" growth, it is on the positive side of the equation.

High School Graduates Projected for Tulare County
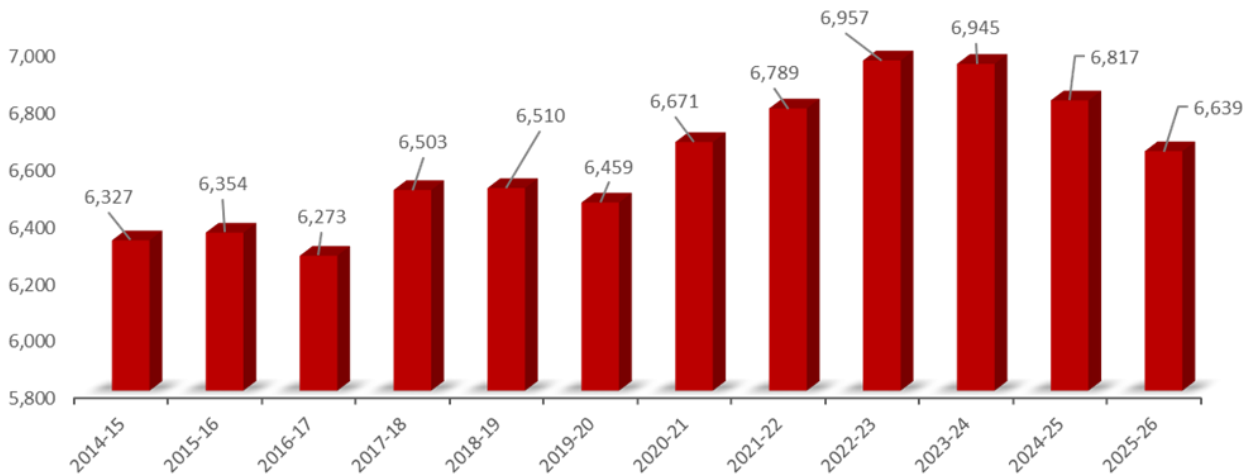
Source: California Department of Finance; California Department of Education, California Department of Health; analysis MAAS Companies

Student Participation Rates

Student Participation Rates (SPRs) are based on the number of students per 1,000 total population within the College's ESA. The statewide target using the measure of students per 1,000 total population is 36. It should be noted that there is an alternative measure that uses only the adult population segment (not the entire population base) to determine the SPR. This alternative targets an SPR of 54 students. For the purposes of calculating the SPR for Porterville College, total population was used as the standard. For the baseline semester (Fall 2015), the population base was 116,124 and student enrollment was 4,095.

Porterville College: Student Participation Rate Fall 2015

Enrollment	Service Area Population	Student Participation Rate
4,095	116,124	35.26

Source: Porterville College; Environmental Systems Research Institute; derivations by MAAS Companies

With a SPR of 35.26, the College's baseline is at a mark that is effectively already at the statewide norm (SPR of 36). It suggests that the College has been able to attract an acceptable number of students from its ESA.

Workforce, Employment, and Opportunities Within the College's Sphere of Influence

Data tracked for the ESA relative to the workforce and employment opportunities indicates an available workforce of more than 43,500. For the months of October and November of 2016, the Employment Development Department reported unemployment for the Tulare County of 10.8%. The unemployment rate has been on a slight declining trend since March of 2016 when it was over 12%.

Workforce Characteristics

A look at employment by industry for the employed population of 16+ years within the ESA indicates the following:

Employed Population 16+ Years of Age for the Effective Service Area

Industry Sector	# Employed	Percentage
Agriculture/Mining	12,826	29.4%
Construction	1,352	3.1%
Manufacturing	2,487	5.7%
Wholesale Trade	1,658	3.8%
Retail Trade	4,363	10.0%
Trans / Utilities	1,745	4.0%
Information	349	0.8%
Finance/Ins/Real Est	1,091	2.5%
Services	15,182	34.8%
Public Admin	2,574	5.9%

Source: U.S. Census, Environmental System Research Institute; analysis MAAS Companies

Employment is led by the industry sectors of Services and Agriculture/Mining. Together these two sectors account for more than 64% of employed individuals with the College's ESA. Employment in Retail Trade is 10%. It represents the third highest industry sector for employment.

Data that was constructed for the purpose of reviewing the employment characteristics of the College's sphere of influence also targeted employment by occupation. From this perspective, the breakdown included the following:

Employed by Occupation 16+ Years of Age for the Effective Service Area
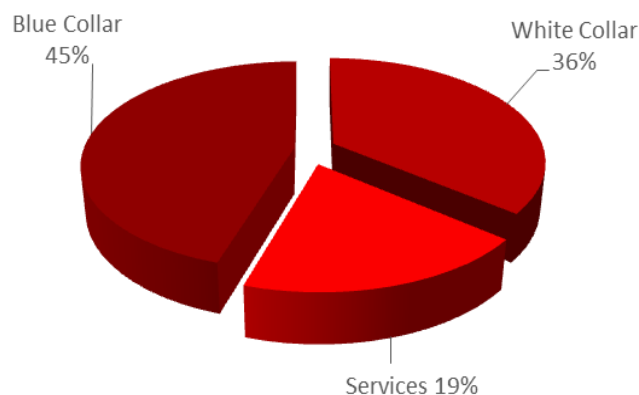
Source: Porterville College; Environmental Systems Research Institute; derivations by MAAS Companies

The Blue-Collar sector, at 45%, is represented by Farming related occupations, Construction, Installation/Maintenance/ Repairs, Production and Transportation and Material Moving. The White-Collar sector includes Management/Business/ Finances, Professional and Sales employment. The Services sector is comprised of such occupations as Health Services, Business Services, Educational Services and other like "support services".

Types of Industries Within the Sphere of Influence

A profile of Tulare County's larger industry-types is provided in the table below. The representative industry-types are dominated by Health Services, Food Processing (Agriculture related), Government and Warehousing Distribution.

Tulare County Major Industry Types

	Employer	Product	Location	Employees
Education	College of the Sequoias Porterville College	Education Education	Visalia Porterville	1,450
Food Processing	Ruiz Food Products Land O'Lakes Saputo Chees Nestle Ice Cream/Häagen-Dazs California Dairies Kraft Food Odwalla Juice American Pretzel Company Foster Farms/Del Mesa Farms Svenhard's Bakery			4,425
Government	County of Tulare		Visalia	4,275
Health Care	Kaweah Delta Healthcare Porterville Development Center Sierra View District Hospital	Hospital Services Hospital Hospital		4,850
Insurance Services	CIGNA Health Care	Insurance		700
Manufacturers	Beckman-Coulter, Inc Blue Scope Steel/Butler Mfg International Paper Company Kawneer NDS, Inc. Peninsula Packing Waterman Industries Voltage Multipliers	Circuit Boards Fab Metal Bldgs Boxes Metals Plastic Irrig Pkg Plastic Food Pkg Pipes and Values Semiconductors	Porterville Visalia Exeter Visalia Lindsay Exeter Exeter Visalia	1,755
Nursery	Monrovia Nursery			600
Publishing	Jostens Pro Document Solution	Printing/Publishing Commercial Printing		850
Warehouse/Distribution	VF Outdoor Inc Best Buy Distribution Ctr Wal-Mart Distribution Ctr JoAnne Stores, Inc Patterson Logistics Heilind Electronics	Regional Distribution Regional Distribution Regional Distribution Regional Distribution Regional Distribution Distribution		3,150

Source: Tulare County Economic Development Commission

Major Employers of the City of Porterville

Porterville's top ten employers are captured in the table that follows. This group of employers is led by the Porterville State Development Center, a company that employs over 1,300 employees. Porterville public schools and the regional Wal-Mart Distribution Center each employ over one thousand individuals. Combined, they represent the top three employers of the city and account for more than 3,600 jobs.

Porterville Primary Employers

Employer	# of Employees	Rank
Porterville State Development Center	1,312	1
Porterville Public Schools	1,229	2
Wal-Mart Distribution Center	1,094	3
Sierra View Medical Center	765	4
City of Porterville	542	5
Eagle Mountain Casino	516	6
Burton School District	474	7
Foster Farms	437	8
Wal-Mart Retail Store	320	9
Tulare County District Family Support	308	10

Source: Comprehensive Annual Financial Report, Porterville, California 2014/2015

Profiles of Major Employers

- Porterville State Development Center: Porterville State Development Center is the top employer for the city of Porterville. The facility housing the center was originally developed for the treatment and care of individuals with epilepsy. It has undergone expansions over the years to better accommodate its patients and to keep current with the delivery of services.

- Porterville Public Schools: The PUSD employs over 1,200 individuals. It is the cities' second largest employer in the city of Porterville. PUSD will be a long-standing source for growth and employment in the future.

- Wal-Mart Distribution Center: This Mega Retailer is a large player in our global economy. Not only is Wal-Mart the world's largest retailer, but, according to Fortune 500, globally, it is the largest company based on revenue generated. Wal-Mart has created "strategic career paths that constantly offer opportunities to move forward." Also, with over 85,000 associates across more than 160 distribution centers," Wal-Mart is poised to be an employer that will continue to grow in the city of Porterville.

- Sierra View Medical: SVM is "a 167-bed, full service acute care facility that carries the moniker of being California's preeminent hospital and healthcare center. SVN has seen significant growth for the past twenty years. In 2003, it opened its Medical Office Building. Additionally, its Cancer Treatment Center completed an extensive expansion and remodeling project in 2005. This employer is one of the community's most valuable assets.

- City of Porterville: With its old-town charm, the city itself is one of the top employers. In addition to being a self-contained city with all of the support systems, it is also a gateway community to Sequoia National Forest / National Park.

- Eagle Mountain Casino: The Tule River Indian Tribe owns and operates this gaming casino for adults. The Tribe is an independent, self-governed nation that supports its people through culture and economic development. It also provides the city with yet another recreational source, through its gaming and entertainment activities. Most importantly, it provides employment for more than 500 individuals.

- Burton School District: Burton School District's vision is to "prepare students to be college and world ready". With a staff that is approaching 500 employees, it plays a significant role in the city's future.

- Foster Farms: Foster Farms is a known household name. Since its founding in 1939, Foster Farms prides itself as a being an organization where employees "are part of a family organization." This employer offers one of the best benefits packages, which includes a College Graduate Training Program.

- Wal-Mart Retail Store: Wal-Mart is poised to continue to be a major employer for the City of Porterville in the Retail industry sector.

- Tulare County District Family Support: This employer employs more than 300 individuals. It function is the provision of social and health related support services for the area.

Fastest Growing Occupations

Data referenced from the Employment Development Department, Labor Market Information Division for the Visalia-Porterville MSA identified the top thirty occupations projected to grow at the fastest percentage rate over the ten-year period (2012 to 2022). The top five fastest growing occupations for the 2012-2022 time frame are: Nursing, Painters, Construction and Maintenance, Medical Secretaries, Construction Laborers and Licensed Practical and Licenses Vocational Nurses. Details regarding the fastest growing occupations, as measured by percentage increases and supported by the median rates of pay, are found in the table that follows.

Fastest Growing Jobs: Visalia-Porterville MSA

Occupation	2012	2022	% Change	Median Income	Education/Training Req
Nursing Assistants	990	1,560	57.6%	$23,569	Postsecondary non-degree award
Painter, Construction, Maintenance	250	380	52.0%	$37,027	Less than high school
Medical Secretaries	960	1,450	51.0%	N/A	High School diploma or equivalent
Construction Laborers	820	1,220	48.8%	$30,682	Less than high school
Licensed Practical & Licensed Voc Nurses	520	770	32.5%	$49,914	Postsecondary Vocational Education
Vocational Education Teachers, Postsecondary	140	180	48.1%	$46,600	Postsecondary non-degree award
First-line Supervisors of Construction Trades	230	340	47.8%	$54,715	High School diploma or equivalent
Medical Assistants	750	1,090	45.3%	$29,494	Postsecondary non-degree award
Registered Nurses	1,860	2,680	44.1%	$76,071	Associates degree
Carpenters	280	400	42.9%	$42,198	High School diploma or equivalent
Bill and Account Collector	290	410	41.4%	$32,169	High School diploma or equivalent
Personal Car Aides	1,930	2,720	40.9%	$19,307	Less than high school
Billing and Posting Clerks	680	920	35.3%	$29,780	High School diploma or equivalent
Construction Managers	270	360	33.3%	$71,012	Bachelor's degree
Loan Officers	210	280	33.3%	N/A	Bachelor's degree
Industrial Machinery Mechanics	490	650	32.7%	$46,513	High School diploma or equivalent
Farmworkers, Farm, Ranch Ag Animals	780	1,020	30.8%	$35,721	Less than high school
Machine Feeders and Offbearers	360	470	30.6%	$34,999	Less than high school
Cooks/Restaurant Workers	630	820	30.2%	$19,730	Less than high school
Laborers and Freight/Stock and Material Movers	3,090	4,020	30.1%	$22,378	Less than high school
Weighers, Measurers, Checkers, Recordkeeping	310	400	29.0%	$25,405	High School diploma or equivalent
Home Health Aids	430	550	27.9%	$19,145	Less than high school
Rehabilitation Counselors	290	370	27.6%	$25,930	Less than high school
Food Prep / Servers	2,910	2,710	27.5%	$18,823	High School diploma or equivalent
Welders, Cutters, Solderers, Brazers	220	280	27.3%	$34,763	High School diploma or equivalent
Clinical Counseling and School Psychologists	370	470	27.0%	$105,107	Doctoral or Professional Degree
Supervisors of Food Prep and Serving Workers	600	760	26.7%	$26,048	High School diploma or equivalent
Financial Managers	300	380	26.7%	$81,379	Bachelor's degree
Sales Rep, Wholesale and Mfg	950	1,200	26.3%	$59,191	High School diploma or equivalent
Maids / Housekeeping Cleaners	760	950	25.0%	$19,841	Less than high school

Source: Employment Development Department, Labor Market Information, presentation and interpretation MAAS Companies

Occupations with The Greatest Levels Of Absolute Growth

The final element addressed in Workforce, Employment, And Opportunities Within the College's Sphere of Influence was a look at which occupations were projected to have the greatest number of jobs openings for the future, in terms of absolute values. Again, the top thirty industries were selected; the view window was for a ten-year time period (2012 to 2020). The data was gathered from the California Employment Development Department, Labor Market Information Division specific to the Visalia-Porterville MSA.

Based on the findings, the top five (5) occupations projected for the greatest increase in jobs were:
1. Farm workers & Laborers, Crop, Nursery & Greenhouse (plus 12,410 openings)
2. Retail Salespersons (plus 2,180 openings)
3. Cashiers (plus 1,950 openings)
4. Combined Food Preparation and Serving Workers, incl. Fast Food with (plus 1,910 openings)
5. Laborers, Freight, Ranchers and Other Agricultural Managers (plus 1,890 openings)

The top five jobs are reflective of the economy and economic conditions that exist within the College's effective service area – i.e. the employment opportunities projected for the future are for lower paying jobs that do not require extensive levels of education. The area's low level of median household income and the slow annual growth for the same are also reflective of the findings. While the jobs identified offer opportunities for growth, most (80+%) do not offer wages that support upward economic mobility. The five occupations identified for the greatest amount of absolute growth offer median incomes that range from $18,731 to $22,378.

The table below depicts the findings for thirty occupations that are projected to have the greatest growth. With the exception of Nursing and Teaching, most do not require a postsecondary education.

Area Occupations with the Most Job Openings (2012-2022)

Occupation	2012	2022	% Change	Median Income	Education/Training Req
Nursing Assistants	990	1,560	57.6%	$23,569	Postsecondary non-degree award
Painter, Construction, Maintenance	250	380	52.0%	$37,027	Less than high school
Medical Secretaries	960	1,450	51.0%	N/A	High School diploma or equivalent
Construction Laborers	820	1,220	48.8%	$30,682	Less than high school
Licensed Practical & Licensed Voc Nurses	520	770	32.5%	$49,914	Postsecondary Vocational Education
Vocational Education Teachers, Postsecondary	140	180	48.1%	$46,600	Postsecondary non-degree award
First-line Supervisors of Construction Trades	230	340	47.8%	$54,715	High School diploma or equivalent
Medical Assistants	750	1,090	45.3%	$29,494	Postsecondary non-degree award
Registered Nurses	1,860	2,680	44.1%	$76,071	Associates degree
Carpenters	280	400	42.9%	$42,198	High School diploma or equivalent
Bill and Account Collector	290	410	41.4%	$32,169	High School diploma or equivalent
Personal Car Aides	1,930	2,720	40.9%	$19,307	Less than high school
Billing and Posting Clerks	680	920	35.3%	$29,780	High School diploma or equivalent
Construction Managers	270	360	33.3%	$71,012	Bachelor's degree
Loan Officers	210	280	33.3%	N/A	Bachelor's degree
Industrial Machinery Mechanics	490	650	32.7%	$46,513	High School diploma or equivalent
Farmworkers, Farm, Ranch Ag Animals	780	1,020	30.8%	$35,721	Less than high school
Machine Feeders and Offbearers	360	470	30.6%	$34,999	Less than high school
Cooks/Restaurant Workers	630	820	30.2%	$19,730	Less than high school
Laborers and Freight/Stock and Material Movers	3,090	4,020	30.1%	$22,378	Less than high school
Weighers, Measures, Checkers, Recordkeeping	310	400	29.0%	$25,405	High School diploma or equivalent
Home Health Aids	430	550	27.9%	$19,145	Less than high school
Rehabilitation Counselors	290	370	27.6%	$25,930	Less than high school
Food Prep / Servers	2,910	2,710	27.5%	$18,823	High School diploma or equivalent
Welders, Cutters, Solderers, Brazers	220	280	27.3%	$34,763	High School diploma or equivalent
Clinical Counseling and School Psychologists	370	470	27.0%	$105,107	Doctoral or Professional Degree
Supervisors of Food Prep and Serving Workers	600	760	26.7%	$26,048	High School diploma or equivalent
Financial Managers	300	380	26.7%	$81,379	Bachelor's degree
Sales Rep, Wholesale and Mfg	950	1,200	26.3%	$59,191	High School diploma or equivalent
Maids / Housekeeping Cleaners	760	950	25.0%	$19,841	Less than high school

Source: Employment Development Department, Labor Market Information; presentation and interpretation MAAS Companies

Section VI: Opportunities / Challenges / Possibilities

Summary of Key Points of the External Environmental Scan

<u>**Opportunities**</u>

California Economy
- The California economy is growing at a faster rate than the national economy; Technology, Health Care, Entertainment and Construction are leading the way.
- Finances in state government appear to have stabilized.

Higher Education
- The "Completion Agenda" continues to be a major stimulus for initiatives and legislation supporting student success and improved graduation rates.
- Legislation that has emanated from the work of the Student Success Task Force offers some new possibilities for California Community Colleges.

Regional Context
- The Visalia-Porterville MSA had a GDP of 7.6%, 4th fastest growing GDP in the state – It is driven by agriculture.

The Effective Service Area
- The "real" service area of the College is contained in a 15-mile radius from the campus– it has population base of 117,000.
- The younger 0-14 years population segment is projected to remain stable for the near term at 27%.
- 7 area high schools are an important source of enrollments at the College.
- The annual rate of growth for high school graduates within the ESA will be slow but positive at .98%.
- Student participation rates (35.6/1,000) are at the norm for the College.

Workforce Opportunities
- Major employers within the ESA are driven by the Health Care industries and Agriculture related businesses and industries.

<u>**Challenges**</u>

California Economy
- Unfunded debt liability for retirees ($72 billion) will be a continuing problem.
- Affordable housing to support the available workforce in and near the metropolitan areas will be an issue for the future.

Higher Education
- There are more initiatives and legislation than there is funding.

Regional Context
- The rate of population and household growth will be slow for the population base within the MSA (.87% and .79% respectively).
- The median household income is forecast to increase only 0.15% annually over the next 5-years vs. the state's 2.73%.

The Effective Service Area
- The population rate of growth will be slow - .69% annually.
- 31% of the working population have incomes under $25,000.
- Median household incomes are actually projected to decrease over the next 5 years.
- The White race / ethnicity segment is significantly underrepresented on campus as compared to the area served by the College.
- 37% of ages 25+ years within the ESA have less than a 12th grade education.

Workforce Opportunities
- Of The five fastest growing occupations in the ESA, only two require (certificate awards) more than a high school diploma; of the 30 occupations tracked, only 5 required a certificate or a postsecondary degree; Occupations with the greatest absolute growth have median incomes of only $18,731 to $22,378.

Takeaways from the External Environmental Scan

The External Environmental Scan (EES) is most often seen as a plan component designed to better inform the programmatic side of the College. There is a desire to match workforce information and occupational opportunities with the curricular offerings of the College. Rarely, however, do community college curriculums match-up with the growth occupations that are identified. Either the educational requirements are well beneath certification or Associate's Degree levels or well above, and require a Bachelor's or Graduate / Professional degree. Career Technical Education represents the best opportunity for a match between curriculum and (workforce) data. The External Environmental Scan, therefore, should provide the College with much more than a validation of the curriculum or consideration for new course offerings. Like a mirror, the ESS should provide a clear picture of what is right before us, what is real and what is not, what might be possible and what is not, how we might introduce new ideas to remedy old problems and how we might create change. The outcome of the External Environmental Scan should be more directed to forward movement. In this regard, the information from the External Environmental Scan needs to be viewed with fresh, new eyes and the focus simplified to consider what improvements can be made to achieve forward movement.

The Reality

- Porterville College has had little natural help to grow. The populations dynamic overall reflect a slow rate of annual growth (currently 0.69%). Additionally, there has been no "natural bumps" in the age segments (17 years to 24 years of age), i.e. those that are prime candidates for postsecondary education. Also, the growth rates for high school graduates (currently projected at 0.98% annually) have been very conservative. Gratefully, they are on the positive side of the growth/decline equation.

- Despite the fact that the College has done a great job with the available resources it has, a historical review of the past 15 years discloses that credit enrollments have actually declined (a -1.20% annual average decline); so have the generation of full-time equivalent students (-0.53% FTES annual average). Compounding the decline has been a population base that has a low level of education overall – i.e. a difficult population base from which to draw new students. A little more than 37% of the 25+ years population base has somewhere between less than 9th grade education and some high school, no diploma.

- The median household incomes are projected to be declining to flat (no growth) for the next 5-years. Using the average household size (3.53) for the ESA and applying the poverty guideline from the U.S. Department of Health and Human Services, almost one-third of the population base presently lives at or below the poverty line.

- Information gathered regarding the current workforce indicates that 45% of the working population is engaged in the industries sectors of Agriculture/ Agriculture related employment, Construction, Installation/Maintenance/ Repairs, Production and Transportation and Material Moving. Of the fastest growing occupations (by percentage change) in the service area, 24 are lower paying jobs with high school or less than high school as the educational requirement. The four exceptions are the Health Care fields (Nursing, Clinic Counseling), Services (including Financial Managers, Loan Officers) and Construction (including Managers and Supervisors). Of the 30

occupations tabbed for the greatest growth in absolute values, only three occupations (Agricultural Managers, Teachers, Operations Managers) required a bachelor's or higher. Only one occupation, Registered Nurses, required an Associate's Degree as a minimum requirement. The remaining 26 were characterized as lower paying occupations with a high school diploma or less as the educational requirements.

The Possibilities for Change and Growth

Following are some of the possibilities and ideas for change to come from the data sources accessed for the External Environmental Scan.

Creating New Pathways for Education:

Conditions that are indigenous to the service area should be approached with a fresh, new perspective to see where concerns and threats can be converted to opportunities and successes. The College should consider focusing some of its resources on the under educated sector of its population base, i.e. raising the bar for educational opportunities from its own service area. Specifically, this would include targeting high school educated individuals with no plans to go on to postsecondary education. Creating pathways to postsecondary education (and to educational success) for this population would be a home-run for both the College and service area.

- In concert with the concept of creating pathways to postsecondary education, consideration should be given AB288 (Dual Enrollment), if this has not already been pursued. This would involve entering into partnerships with unified school districts to enroll students who are attending high school but who are also eligible to enroll at the College. It would be an opportunity to introduce high school students who are borderline postsecondary candidates, or who may not be postsecondary candidates at all, to Porterville College. This may require some tweaks within the existing curriculum.
- The College presently has a Student Equity Plan that targets underrepresented population groups like those found its service area. New and / or continuing students who need more help and services to reach and / or complete their educational goals are assisted via this program. Again, this program will be beneficial for targeting borderline postsecondary education candidates within the service area.
- Three of the fastest growing occupations in the region requiring post-secondary degrees are nursing, elementary education teachers, and operation managers. This may provide other future possible opportunities to strengthen, enhance, or expand existing programmatic efforts in nursing and business. Moreover, the growing need for elementary/secondary teachers in the region could be explored in the context of new curricular at Porterville College as another avenue for partnership and transfer to four-year colleges/universities in teacher credentialing programs.

Auxiliary Sites:

Porterville College has been a stand-a-lone College; students came to the campus for their education. As part of a formula for growth, the College should consider if there is any value or benefit for bringing its program of instruction to an auxiliary location(s). It is already at the outer boundaries of KCCD, which may trigger some jurisdiction issues. Nonetheless, this possibility should be explored as a means to reach-out to the population base served by the College.

Partners in Education:

The College should continue, expand and further its relationship with the seven high schools that are within the service area. These high schools will be important partners for both growth of the College and for moving forward.

Disparity in Ethnic / Race Dynamics:

The College should address the gap that exists between the White race /ethnic segment that resides in the ESA (58%) and the representation of this same segment on campus (18%). A gap of 30 percentage points suggests that the College might target this segment specifically as part of its plans for growth.

An Enrollment Management Plan with Quantifiable Components:

The current Enrollment Management Plan was reviewed as part of the External Environmental Scan process. When this plan becomes updated, specific, quantifiable goals for increasing class sizes for each discipline/program should be an important component that is included. This would require setting targets for WSCH per FTEF and enrolled students per section adjusted for load. It will be an important part of the overall picture for growth.

- The Impact of One Student: If every credit class section offered for the Fall 2015 had added just one extra student (e.g. class size from 30 to 31), the impact would be an increase in WSCH from 46,566 (actual) to 66,174.9 (a 42% increase), 19,608.9 WSCH in absolute values). Likewise, FTES would increase from 1,446.8 to 2,055.6 (608.8 additional FTES). Put into perspective, the highest total for WSCH in the last 15 years occurred in 2002 when it was 53,086; this was also the high for FTES at 1,575.0. Tremendous power for growth rest with what already exists.

A Strong Transfer Program:

The history and culture of Porterville College is steeped in having a strong transfer-based program. This should not be lost in the pursuit of new opportunities. It should remain the strength of the College. Curriculum review will insure that courses are transferable and that students who complete the requirements can enter a 4-year college with junior status per SB 1440.

Student Retention:

The emphasis for growth is usually associated with bringing something new into the equation. However, what already exists is most often the best source for growth over the long term. There is no substitute for having successful

students. The College should continue their emphasis on this component of their completion program. Successful students will impact growth of the College both directly and indirectly.

Considerations for Alternate Class Scheduling:

Curricular offerings at the College are offered on a 16.3-week semester basis during times and on days that are standard for the operation of a typical community college. Consideration should be given to exploring 12-week semesters for some classes, particularly those that are transfer oriented. Completing a class 4-weeks early may be an enticement to attract students who are balancing other responsibilities or who presently attend a neighboring community college (with 16+ week semesters). It may also support the task of reaching the population base.

The college, in collaboration with the other campus sites and the district office, is exploring the possibility of implementing a scheduling process that would enable a student to enroll in courses for a full year at one time. This would require a systems change as well as a cultural change in the manner semester schedules are built. Implementing this scheduling process would enable a student to plan ahead a full academic year.

Career / Technical Education Linkages:

Of the fastest growing occupations identified within the service area, there are only a handful that translate directly back to the College. These include the following:

- Nursing Program (leading to CRN degree): This program has a solid link to the workforce in the service area. The program has expanded over the past five years. Based on the high presence of Health Care related industries in the service area the College should consider maintaining and / or expanding this program as the District allows.
- Psychological Technology/Vocational Nursing and Psychiatric Technology also have a link to the occupational workforce identified in the External Environmental Scan. Like the Nursing Program, it has grown over the past 5-years and has a strong career-path to the local job market. The College should maintain and / or expand this program for the future.
- The College's program of Agriculture is another strong match with the area job market. With Tulare County considered as the Agriculture capital of the world, the connection between the two should be a natural fit. The College should maintain and / or expand this program for the future.

Two additional programs that the College may wish to consider for the future, based on the findings from the External Environmental Scan, are noted below:

- Medical Assistant/Medical Secretaries combined were projected to add slightly under 1,200 new jobs over the ten-year view period. The College may wish to consider this as an addition to its CTE programs.

- Construction is projected to add 820 new jobs at the entry levels over a ten-year window. A certificate or an Associate's degree is not required for these occupations, although it would be welcomed by the industry. Consideration should be given to the start-up costs and the risk / reward value assessed. Construction and the skill trades are healthy and currently in demand (once again). They were, however, very depressed from 2008 to 2011. The Construction industry sector has a history of boom or bust.

Something from the External Environmental Scan that would fall under the CTE banner is SB 850, legislation that targets the technical fields. It facilitates the formation of pilot programs for bachelor's degrees at community colleges in industry sectors that align with regional labor markets. This program is being tested at 15 California Community Colleges. The collaborative program is designed to enhance, retool and expand the CTE programs at California community colleges. The College may wish to monitor the success of this program and consider it for the future at Porterville College.

Section VII: Future Program of Instruction

Overview

The future program of instruction is created from that which currently exists as well as what has occurred in the past. It begins with determining the capacity for growth of student enrollment and the future capacity to generate weekly student contact hours (WSCH). It progresses to forecast status when those capacities are applied to a baseline program of instruction. The current program of instruction provides an excellent starting point for this process. Whether it is for support and administrative services, the physical structures on the campus, logistics, all needs on campus relate to and emanate from the program of instruction.

Snapshot of the Current Program of Instruction

The current program of instruction is summarized, at the division level, in the table that follows.

Porterville College Fall 2015 Program of Instruction

Division/School	Net Sec	S/Sec	WSCH	FTES	WSCH/Sec	FTEF	WSCH/L	Lec Hrs	Lab Hrs
Career and Tech Ed	74.00	30.36	8,345.20	259.10	112.77	15.00	556.35	4,932.00	2,250.00
Fine and Applied Arts	49.00	21.65	3,966.49	123.15	123.15	7.86	504.64	3,042.00	1,638.00
Health Careers	22.00	24.68	2,481.99	77.06	77.06	9.25	268.32	1,593.00	2,286.00
Language Arts	84.00	28.63	10,314.80	320.27	122.80	22.51	458.23	6,066.00	360.00
Natural Science / Math	48.00	48.63	10,449.11	324.42	217.69	17.40	600.52	4,788.00	2,268.00
Physical Ed / Athletics	44.00	21.66	3,667.91	113.88	113.88	7.12	515.16	3,266.00	-
Social Science	80.00	32.11	7,373.19	228.92	92.16	13.70	538.19	3,834.00	-
Total	**401.00**	**28.71**	**46,598.69**	**1,446.80**	**116.21**	**92.84**	**501.92**	**27,521.00**	**8,802.00**

Source: Porterville College, Office of Institutional Research; analysis MAAS Companies

The current program of instruction is characterized as having nine divisions. For the 2015 Fall Semester, a total of 401 sections were offered. These class sections generated 46,598.7 WSCH or 1,446.8 full-time equivalent students (FTES). Overall, class sizes averaged 28.7 enrolled seats per section and produced 116.2 WSCH per section. Lecture hours taught outnumbered laboratory hours taught by a ratio of 77% to 23%. The average WSCH per load (FTEF) was 502.

Since Porterville College's last Educational Master Plan, there has been an increase in the number of sections, a decrease in WSCH generation and enrolled seats per section. Also, a significant change has occurred in instructional delivery. Over the past five-year period, there has been an 11% increase in the number of lecture hours taught and a corresponding 11% decrease in laboratory hours. For the 2010 Fall Semester, the ratio of lecture hours taught was 66% while laboratory hours accounted for 34%. This change could have a significant impact on the qualification for certain types of space (i.e. lecture and laboratory) in the future.
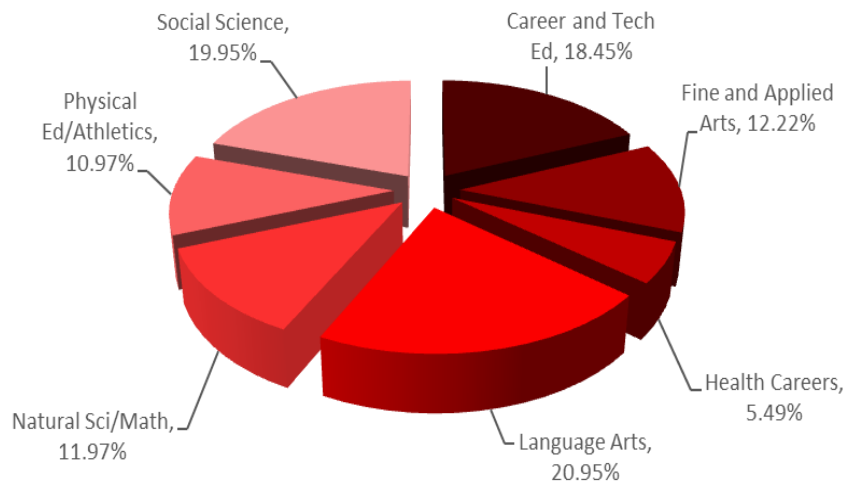
Porterville College Fall 2010 Program of Instruction

Division/School	Net Sec	S/Sec	WSCH	FTES	WSCH/Sec	Lec Hrs	Lab Hrs
Career and Tech Ed	74.00	30.36	8,345.20	259.10	112.77	57%	43%
Fine and Applied Arts	49.00	21.65	3,966.49	123.15	123.15	59%	41%
Health Careers	22.00	24.68	2,481.99	77.06	77.06	31%	69%
Language Arts	84.00	28.63	10,314.80	320.27	122.80	100%	0%
Natural Science / Math	48.00	48.63	10,449.11	324.42	217.69	67%	33%
Physical Ed / Athletics	44.00	21.66	3,667.91	113.88	113.88	38%	62%
Social Science	80.00	32.11	7,373.19	228.92	92.16	64%	36%
Total	401.00	28.71	46,598.69	1,446.80	116.21	64%	36%

Source: Porterville College, Office of Institutional Research; analysis MAAS Companies

Curriculum Distribution

The instructional divisions of the College were used to determine the current segmentation for curriculum distribution. In this analysis, the division of Language Arts currently commanded the greatest share of the curriculum at 20.95%, i.e. more than one out of every five course offerings were from this instructional division. This division was followed by Social Science, which claimed 19.95% of the curriculum. Career and Technical Education at 18.45% and Natural Science and Mathematics at 11.97% also commanded significant shares of the curriculum. Combined, these four divisions accounted for more than 70% of all course offerings at the College.

Porterville College Fall 2015 Program of Instruction: Instructional Divisions as Percentages of the Curriculum

Source: Porterville College, Office of Institutional Research; analysis MAAS Companies

Distribution of WSCH

WSCH generation was also assessed to determine the contribution of each instructional division to the overall productivity of WSCH and full-time equivalent students (FTES). For the 2015 Fall Semester, the instructional division of Natural Science and Mathematics led the College in WSCH production, accounting for 22.42% of all WSCH produced. It was closely followed by Language Arts at 21.41%. The instructional division of Career and Technical Education was responsible for 17.91% of all WSCH produced. Combined, these top three instructional divisions accounted for approximately 60% of the WSCH produced at Porterville College for the 2015 Fall Term.

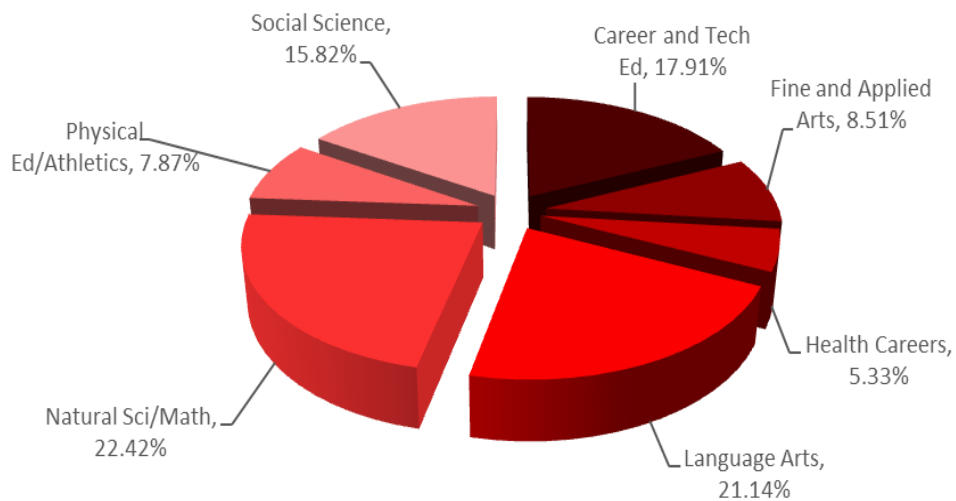**Porterville College Fall 2015 Program of Instruction: Instructional Divisions by WSCH Generation**

Source: Porterville College, Office of Institutional Research; analysis MAAS Companies

Curriculum Balance

The majority of students attending Porterville College do so with the intention of transferring to a four-year, postsecondary institution. It is no surprise that the majority of the course offerings at the College (63.3%) currently support a strong program of general and transfer education. Career and Technical Education maintains a strong presence at the College as well. This division has recently undergone some changes with the goal of becoming more relevant in its course offerings. New industry relocations and better links with existing business and industry are anticipated to be the catalyst for more changes in the future. Basic Skills educational courses to support underprepared students are also well represented at the College (15.0%). Overall, there is a well-balanced curriculum that reflects the students who choose Porterville College as their choice for postsecondary education.

Space to Support the Program of Instruction

The space holdings of the College are defined as the physical facilities owned and used to support the program of instruction and support services on campus.

A cursory look at the 2015 Fall Semester discloses a total of 171,000 assignable square feet (ASF) that was classified as "usable space". As previously noted, this space supported 401 class sections, 46,599 WSCH, and 1,447 FTES. It also accommodated all of the administrative and support services required for operating the College. When the last Educational Master Plan was completed, the program of instruction was characterized as generating 51,234.6 WSCH and was supported by 165,819 ASF.

Comparing the 2010 data with the 2015 data, there is a significant increase in lecture space holdings. Based on Report 17, the District's report to the State Chancellor's Office, the College added 3,184 assignable square feet (ASF) to its inventory over a five-year period. Over this same period, laboratory hours have remained close to the same. This change appears to support a modification of the instructional delivery modality over the past few years, i.e. where lecture hours have increased and laboratory hours have declined.

A comparison of the space holdings from when the last Educational Master Plan was completed (data from 2010) and from current EMP (data from 2015) is provided in the tables that follow:

Porterville College Fall Space Holdings

State Rm Code	Description	2010 Space Inventory		State Rm Code	Description	2015 Space Allocation
0	Inactive	6,466		0	Inactive	474
100	Classroom	18,706		100	Classroom	21,890
210-230	Laboratory	24,826		210-230	Laboratory	25,184
235-255	Non Class Laboratory	-		235-255	Non Class Laboratory	-
300	Office/Conference	21,707		300	Office/Conference	20,530
400	Library	18,081		400	Library	18,741
510-515	Armory/Armory Service	-		510-515	Armory/Armory Service	-
520-525	Phys Ed (Indoor)	29,789		520-525	Phys Ed (Indoor)	30,754
530-535	(AV/TV)	2,189		530-535	(AV/TV)	2,591
540-555	Clinic/Demonstration	5,830		540-555	Clinic/Demonstration	8,734
580	Greenhouse	-		580	Greenhouse	-
590	Other	-		590	Other	-
610-625	Assembly/Exhibition	7,098		610-625	Assembly/Exhibition	7,218
630-635	Food Service	6,141		630-635	Food Service	5,934
650-655	Lounge/Lounge Service	120		650-655	Lounge/Lounge Service	627
660-665	Merchandizing	2,185		660-665	Merchandizing	2,044
670-690	Meeting /Recreation	3,101		670-690	Meeting /Recreation	4,329
710-715	Data Processing/Comp	420		710-715	Data Processing/Comp	1,972
720-770	Physical Plant	17,801		720-770	Physical Plant	17,934
800	Health Services	1,359		800	Health Services	2,044
	Totals	**165,819**			**Totals**	**171,000**

Source: Kern Community College District, Report 17; analysis MAAS Companies

An additional comparison between the two Educational Master Plans is provided via the College's "qualifications for space". This perspective is based on the state's Title V allowances. In this comparison, the "qualification" for lecture space was found to be about the same. The qualification for laboratory space, however, has dropped by 2,288 ASF. This differentiation is, again, most likely attributable to a change in the delivery of the current program of instruction.

The following graphic notes the changes in the College's current and past "qualification" for space via Title V standards.

**Porterville College Comparison of Needs for Academic Space**
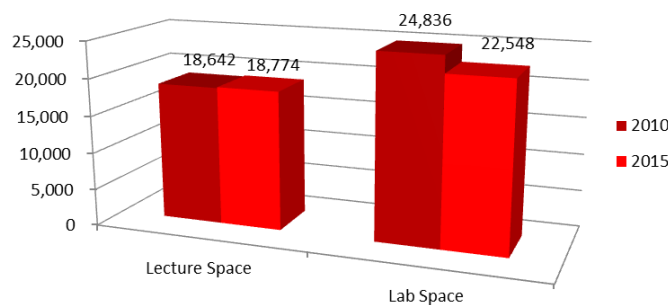
Source: Porterville College 2012 Educational Master Plan; MAAS Companies analysis and projections using Title V Standards

Determining the College's Capacity for Growth

What is the College's future capacity for growth? When the last Educational Master Plan 2012 was completed, the annual student enrollment growth rate was projected to be 1.36%; WSCH was projected to grow at 1.58% annually. From the 2010 Fall Semester, the annual rate of student enrollment growth has averaged -1.14%. WSCH has also posted negative annual growth rates over this term, averaging -1.81%. The graphic that follows shows the projected versus the actual values for both enrollment and WSCH based on the projections from the last EMP.

Porterville College Forecasted Projections Versus Actual 2010 – 2015
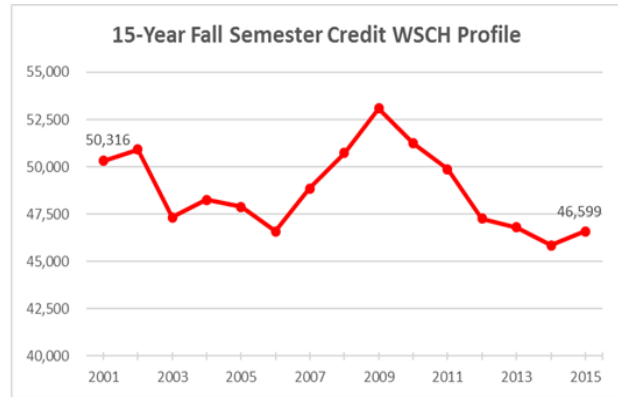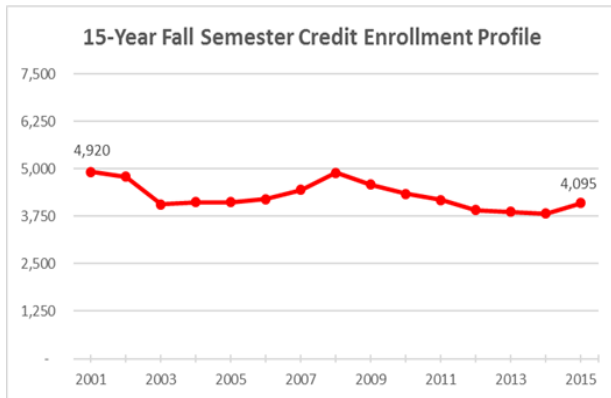
Source: Porterville College 2012 Educational Master Plan, Porterville College Office of Institutional Research MAAS Companies analysis

Considerations in the Growth Forecast

Overcoming declining growth rates for enrollment and WSCH will be the greatest challenge for the College moving forward. A 15-year analysis for enrollment depicts an annual average decline of -1,20%. WSCH over this same period of time declined at annual average of -0.53%. This represents a drop in enrollment of 825 students over the period and a start-to-finish decline of 3,717 WSCH.

Porterville College 15-Year Profile
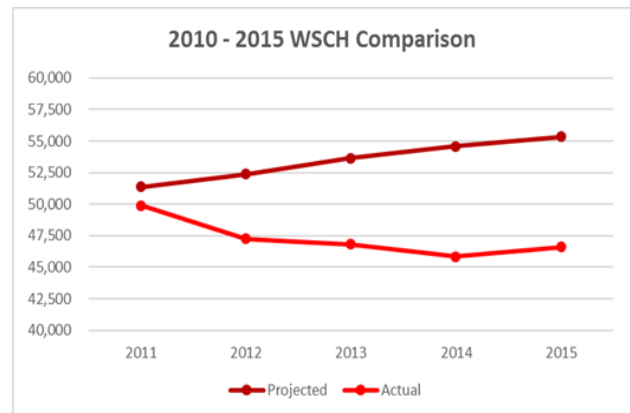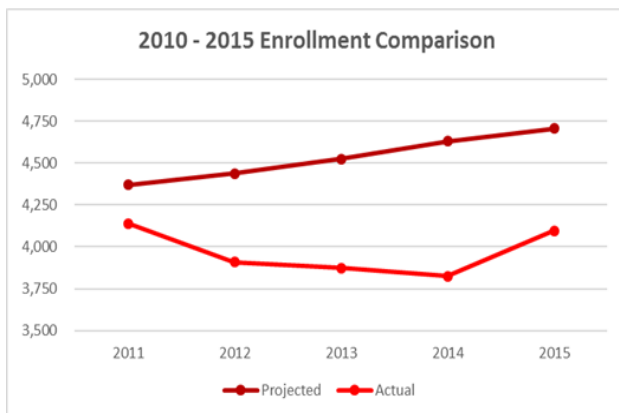

Source: Porterville College 2012 Educational Master Plan, Porterville College Office of Institutional Research MAAS Companies analysis

Noted below are the most important considerations that were weighed in assessing growth capacity for the future. These form the basis for the projections that have been determined. The assumption for future growth is that the historical trends for growth of enrollment and WSCH can be positively addressed and the College can capitalize on the opportunities that exist within its "effective service area" (ESA).

1. **Population Rate of Growth:** The population will be growing but slowly.

   The annual rate of growth for the next 5-years is projected at .069%. While the growth rate is very slow, it is at least positive. The trend for a slower rate of population growth is a statewide phenomenon. For the same period of time, California's annual growth rate is projected to be .087%.

2. **Population Dynamics:** The segment of 0 to 14 years will maintain its current percentage share of the population.

   The population segment 0-14 years combined to represent 27% of the population in 2016. Projected to the year 2021, it will remain at 27%, i.e. account for more than one out of four of the population base. While there is not a gain in this population segment, there is neither a loss, a condition which many college service areas will experience. For the future, the College can expect to have a student pool similar to that which presently exists.

3. **High School Graduation Rates:** Positive high school graduation rates.

   High school graduation rates for Tulare County are projected to show a positive annual increase of 0.98% annually through 2024. While this is not rapid growth, it is positive growth of almost a full percentage point. Not every county in the state will see positive growth for high school graduates.

4. **Race / Ethnicity Dynamics:** Finding opportunity in the ESA race / ethnicity dynamics.

   The "effective service area" (ESA) will continue its trend for accelerated Hispanic race / ethnicity growth and slow White race / ethnicity decline. The College has been successful in attracting the Hispanic race / ethnicity segment to its campus. For the future, the College will need to continue to find even more new ways to attract this population segment. Additionally, it will need to address the current imbalance that exists for the White race / ethnicity segment. This segment is significantly underrepresented on the campus as compared to the place it holds in the College's ESA.

5. **Less Academically Prepared Students:** Attracting students to the College who are less academically prepared.

   Demographic and income markers within the ESA suggest that the College will see a growth opportunity for students who are less academically-prepared – i.e. students who will either be fringe postsecondary education possibilities or who are mentored into a post-secondary education. This opportunity will need to be facilitated by a strong program of Basic Skills education. Basic Skills education will continue to be an important point of entry into the mainstream program of academics.

6. **New Pathways for Education:** Partnering / Instituting available state programs / initiatives.

   Over the past 10 years, federal and state legislation has been enacted to help community colleges expand their reach to as many students as possible. Many of the initiatives have targeted keeping existing students in school, so that they can succeed and attain their educational objective. Others have addressed appealing to first generation, postsecondary learners who might not otherwise

pursue an education beyond high school. Currently, there are several state sponsored opportunities to partner with local education institutions and / or business and industry to improve the College's capacity to attract new students. The College will need to amplify its present efforts in creating new pathways for education. It will be an important component for growth of the College in the future.

7. **Campus/Support for Students:** Attracting and retaining students through an emphasis on academic success.

   Enough cannot be said about the value of creating an inviting campus and for placing emphasis on the success of the students who select Porterville College as their choice for postsecondary education. It is always easier to retain an existing student than it is to attract a new student (who may be unfamiliar with the campus and / or academic rigors of postsecondary education). Students who succeed in their academic mission serve to attract more students to the campus.

8. **Measurable Accountability:** Maintaining a competitive edge through productivity.

   Higher productivity values will need to be achieved through greater class sizes and better utilization of existing space. Over the last five-years, the key values that measure the effectiveness of the program of instruction have declined. These include both enrollments per class sections and WSCH generated per class section. The modality for delivering the program of instruction has also been modified. Overall, an enrollment management plan with quantifiable measures should be included as part of the strategy for change. Targets for WSCH per FTEF and enrolled students per section adjusted for load should be considered. The future capacity for growth will also depend on the intangible of simply doing better with what exists.

9. **Origin for Future Growth:** Future enrollment growth will be from within versus from without.

   Because of its geographic location, there will be very little opportunity for the College to capture "free flow" enrollment. A growth strategy for the future, therefore, should not depend on "free flow" enrollment as an option. This may change with the curriculum if certain, specific programs were to be offered that were not already offered elsewhere in the region. If the College is to move forward in the future, it will need to maximize its efforts to draw more students from its existing population base. The strategy for future growth will be largely dependent on achieving this aim.

Capitalizing on the strengths of the College, WSCH and enrollment growth should be in excess of the historic trends that have been recorded over the past several years.

The Projected Growth Forecast

Factoring in all the elements that could impact future growth, the College's annual growth rate capacity over the next 15-years is projected at 1.20% for enrollment and 1.38% for WSCH. Over the next fifteen years, this translates to an 18% rise in enrollment from a starting point that begins at the 2015 Fall Semester; for WSCH, the long-term growth rate projects at an overall increase of 20.8%. While the forecast for growth addresses the potential for the College, it is primarily based on the quantifiable data obtained in the research. The College could exceed the growth rates identified in the projections if some of the speculative possibilities put forth as suggestions are acted upon. Overall, the College

will need to find ways to draw more students from its existing population base. It will also require attracting more non-traditional students to the campus.

Predicated on the capacities for growth, total unduplicated credit enrollment is projected to grow from a 2015 Fall Semester mark of 4,095 to 4,832 by the year 2030. Enrollment growth is captured for the benchmark years in the graphic that follows.

Porterville College Future Enrollment Growth Projections
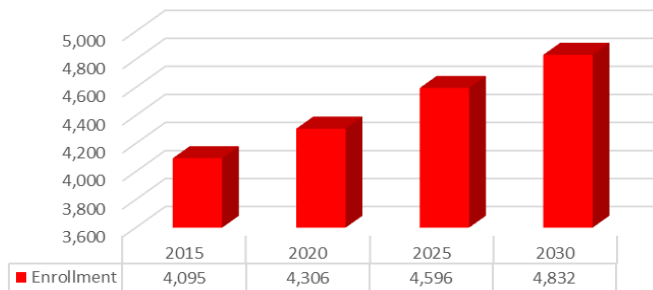
	2015	2020	2025	2030
■ Enrollment	4,095	4,306	4,596	4,832

Source: MAAS Companies projections; based on unduplicated credit enrollments for fall semesters

The revised projections for WSCH show a realistically achievable rate of growth as well. Using the 2015 Fall Semester as a baseline, WSCH is projected to grow from 46,599 to 56,276 by the year 2030.

Porterville College Future WSCH Growth Projections
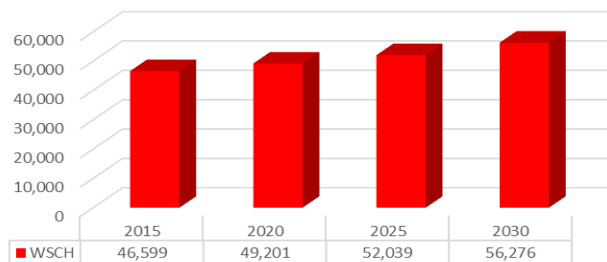
	2015	2020	2025	2030
■ WSCH	46,599	49,201	52,039	56,276

Source: MAAS Companies projections; based on unduplicated credit enrollments for fall semesters

Measuring Success

Measures that can be used to track the success of the College in reaching its growth capacity targets include the following:

1. The student participation rate (SPR)
2. WSCH generated per student enrollment

Using unduplicated, credit headcount as the measure and comparing that with the population base of the College's ESA, the 2015 SPR for Porterville College's was 35.26 students per 1,000 total population. The target for year 2030 is

36.6 students per 1,000 total population. Effectively, the College will need to exceed its present rate of participation by 1.3 students per 1,000 population by the year 2030 to meet the projections. To reach this target, the College will need to add, on average, 49 students per year. The following table illustrates the benchmark years as compared to the projected student participation rate.

Porterville College Targets for Student Participation Rates 2015 – 2030

Year	Population Base	Unduplicated Enrollments	Student Part Rate
2015	116,124	4,095	35.26
2020	121,151	4,306	35.54
2025	126,513	4,596	36.33
2030	132,113	4,832	36.57

Source: ESRI Data Systems; MAAS Companies projections (Note: Student Participation Rates are based on the number of student per 1,000 total population within the College's Effective Service Area)

WSCH generated per enrollment will provide another measure of success for meeting the projected growth rates for enrollment and WSCH. Using this measure, the College would need to improve upon its current WSCH per enrollment by 0.27 by 2030. It is currently operating at a healthy rate (11.38). This means that the average student load would need to be the equivalent of 3.88 credit courses per semester. The projected growth for WSCH per enrollment that will need to be attained is noted in the table that follows. It is predicated on the growth projection for WSCH, which translates to adding, on average, 645 WSCH per year over the 15-year term (9,677 WSCH in total).

Porterville College Targets for WSCH Per Enrollment 2015 – 2030

Year	Population Base	Unduplicated Enrollments	Student Part Rate
2015	116,124	4,095	35.26
2020	121,151	4,306	35.54
2025	126,513	4,596	36.33
2030	132,113	4,832	36.57

Source: MAAS Companies projections

Key Characteristics of the Future Program of Instruction

The following guidelines and resources were used to help define the future program of instruction.

Existing Program of Instruction Used as the Foundation Model

While a planned program of instruction could have been constructed within each division to create appropriate class sections, WSCH, FTES generation, lecture and laboratory hours required and reasonable standards for efficiency, the current program of instruction at Porterville College was found to serve as a strong foundation from which to build – it already exists and it is field tested. The current program of instruction at Porterville College has not changed substantially over the past several years, and, based on the mission of the College and the external conditions within the environment, the composition of the program of instruction is not expected to change substantially in the future. It is anticipated that adjustments will be made to curricular content and the methods of instructional delivery. It is also expected that Career/Technical Education and Basic Skills Education will change and increase proportionately and that programs within these two areas will reflect the environmental conditions and changes within the student body.

Growth Projections Were Made at the Discipline / Program Level

Service area demographics, external and internal factors, past performance, efficiency values, current program reviews and overall curriculum balance were factors that were taken into consideration for each discipline/ program in the forecasting process. This caused each program / discipline to grow at different rates over time. The results and conclusions were then aggregated into each instructional division.

WSCH Used as the Basis for Forecasting the Characteristics of the Future Program of Instruction

While the College measures its progress and success in terms of FTES, the state measures its progress (growth) and the need for space in terms of WSCH. WSCH represents the average number of hours of student instruction in a given week. A class of 35 students meeting three hours per week produces 105 WSCH. The state uses this (WSCH) measure to correlate with the capacity of facilities on the campus. WSCH, therefore, was used as the foundation element to project growth relative to the future programs of instruction.

Key Reference Documents

Projections for the future program of instruction also relied on key reference documents. Those that carried the greatest weight included the following:

- The 2015/2016 Kern Community College District, Report 17 ASF/OGSF Summary and the Capacities Summary (State Chancellor's Office)
- The 2017/2018 Kern Community College District's Five-Year Construction Plan (State Chancellor's Office)
- The 2017/2018 Long Range Enrollment and WSCH Forecast (State Chancellor's Office)

- Data reports and information provided via Porterville College, Office of Institutional Research for the 2015 Fall Semester data
- Porterville College's 2012 Educational Master Plan
- MAAS Companies database for over 60 community colleges in the state

Planning Assumptions

The following assumptions were also incorporated into the growth forecast for the future program of instruction:

- The organizational structure at Porterville College was projected to be similar to that which currently exists with greater demands on curricular direction and support services.
- Delivery of the academic program of instruction was projected to remain similar to that which currently exists.
- The College will continue to make strides in its instructional efficiency and, for the future, trend higher in the key elements that measure the program of instruction.
- The College will use existing space to its intended capacity to meet the state standards for facility utilization.
- Based on the use of Title V standards, the College will strive to keep itself in a funding worthy position with the state.

The Profile for the Future Program of Instruction

Based on the forecasts for enrollments and WSCH, the program of instruction is projected for incremental expansion. There should be a greater emphasis placed on curricular efficiency, recapturing some of the ground lost over the past five-years. Overall, the future program of instruction is anticipated to be driven by the divisions of Natural Science and Math, Language Arts, Social Sciences. Combined, these three divisions are projected to account for more than 60% all WSCH generated at the College. The strongest disciplines / programs for growth will be English and Mathematics. The curriculum will still be dominated by general education / transfer education course offerings. Curricular variances in Career and Technical Education and Basic Skills Education will remain flexible and responsive to both the needs of the College and the demands of the students. Overall, Porterville College is projected to generate, on a semester basis, 56,276 total WSCH with 435 net class sections by the year 2030.

The 2030 program of instruction is projected to have the following characteristics for year 2030.

Porterville College Profile Program of Instruction Projections Year 2030

Division/School	Net Sec	S/Sec	Lec WSCH	Lab WSCH	Total WSCH	WSCH/Sec	FTES	Lec Hrs	Lab Hrs
Career and Tech Ed	84	34.46	8,100	2,168	10,268	122.24	318.80	78.89%	21.11%
Fine and Applied Arts	47	20.77	4,206	1,041	5,247	111.64	162.91	80.16%	19.84%
Health Careers	23	25.80	962	1,713	2,675	116.30	83.05	35.96%	64.04%
Language Arts	93	31.70	10,611	607	11,218	120.62	348.29	94.59%	5.41%
Natural Science / Math	56	56.74	6,406	5,888	12,294	219.54	381.71	52.11%	47.89%
Physical Ed / Athletics *	48	23.63	5,050	0	5,050	105.21	156.79	100.00%	0.00%
Social Science	84	33.72	9,382	138	9,520	113.33	295.57	98.55%	1.45%
Total	**435**	**33.46**	**44,717**	**11,555**	**56,272**	**129.36**	**1,747.12**	**79.00%**	**21.00%**

*Physical Education Laboratory is calculated under a separate space formula Source: MAAS Companies projections

The projected distribution of the curriculum by instructional division for 2030 shows Language Arts commanding the largest share of class sections offered. Overall, this division will account for 21.4% of the curriculum. Social Science and Career and Technical Education are each projected to account for 19.3% of all course offerings. The division of Natural Science and Mathematics is anticipated to represent 12.9% of the curricular offerings. It is followed by Physical Education and Athletics (11.0%), Fine and Applied Arts (10.8%) and Health Careers (5.3%). The following graphic depicts curriculum distribution for the year 2030.

Porterville College Projections for Future Programs of Instruction:
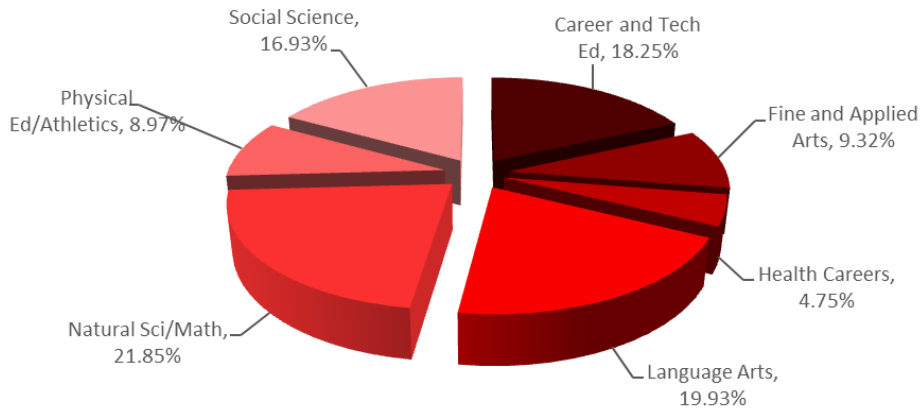
2030 Instructional Divisions as Percentages of Curriculum Source: MAAS Companies projections

The distribution of WSCH by instructional division projects Natural Science and Mathematics to continue to lead all divisions, accounting for 21.85% of all WSCH on the campus. Language Arts is expected to follow at 19.9%. The division of Career and Technical Education is anticipated to account for 18.3% of all WSCH produced while Social Science is forecasted to produce 16.9%. Physical Education and Athletics is expected to account for 9.0% overall while Health Careers projects to comprise 4.8% of all WSCH produced. The graphic that follows provides a visual illustration of the projected distribution of WSCH for Porterville College in 2030.

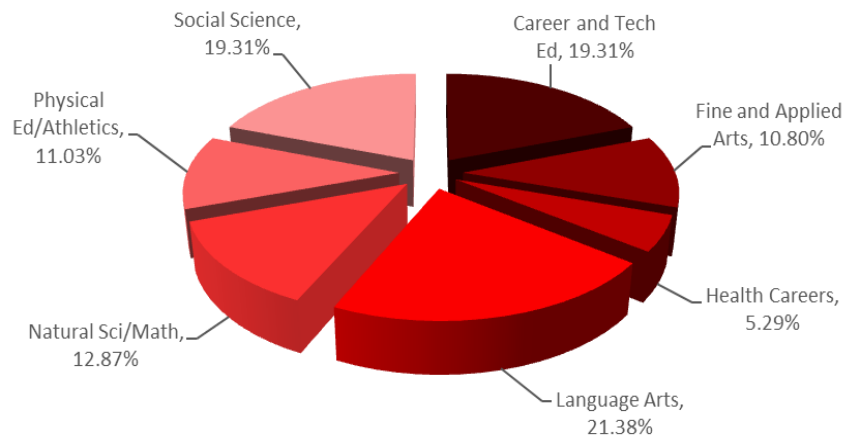**Porterville College Projections for Future Programs of Instruction:**

2030 Instructional Division Distribution by WSCH   Source: MAAS Companies projections

For a final look at the characteristics of the future program of instruction a by-division breakdown is provided from the baseline year of 2015 to the year 2030. The breakdown includes the projected growth of WSCH and FTES at benchmark, five-year intervals. For this analysis, the key elements of net sections, WSCH, FTES, lecture WSCH and laboratory WSCH were used to provide a basis for comparison.

Porterville College Profile Program of Instruction Projections 2015 – 2030

	Actual					Projected														
	2015					2020					2025					2030				
DIVISION	Net Sec	Lec WSCH	Lab WSCH	WSCH	FTES	Net Sec	Lec WSCH	Lab WSCH	WSCH	FTES	Net Sec	Lec WSCH	Lab WSCH	WSCH	FTES	Net Sec	Lec WSCH	Lab WSCH	WSCH	FTES
Career & Technical Ed	74	6,469	1,875	8,344	259	77	6,631	2,762	9,393	292	80	7,076	2,768	9,844	306	84	8,100	2,168	10,268	319
Fine & Applied Arts	49	3,133	833	3,966	123	43	3,314	848	4,162	129	45	3,891	966	4,857	151	47	4,206	1,041	5,247	163
Health Careers	22	1,153	1,329	2,482	77	19	764	1,280	2,044	63	20	775	1,398	2,173	67	23	962	1,713	2,675	83
Language Arts	84	9,690	625	10,315	320	88	9,357	847	10,204	317	90	9,890	888	10,778	335	93	10,611	607	11,218	348
Natural Science & Math	48	8,205	2,244	10,449	324	51	7,830	2,930	10,760	334	53	8,289	3,051	11,340	352	56	6,406	5,888	12,294	382
Physical Ed & Athletics	44	3,668	0	3,668	114	46	4,126	0	4,126	128	46	4,287	0	4,287	133	48	5,050	0	5,050	157
Social Science	80	7,373	0	7,373	229	81	8,512	0	8,512	264	82	8,757	0	8,757	272	84	9,382	138	9,520	296
TOTAL	401	39,691	6,906	46,598	1,447	405	40,534	8,667	49,201	1,528	416	42,965	9,071	52,036	1,616	435	44,717	11,555	56,272	1,747

Source: MAAS Companies projections

Section VIII: Future Need for Space

Overview

As previously noted, space is a derivative of the program of instruction and the ability to generate WSCH. In this regard, the need for academic space is directly tied to the growth or decline of the program of instruction. Growth or decline of the program of instruction is not limited to just lecture and laboratory space but all space on the campus. Generally, the more WSCH generated, the greater the need for space; lesser values for WSCH decrease the need for space. Space is also determined by the key elements of FTES, student enrollment, full-time equivalent faculty (FTEF) and day-graded enrollment. The need for space also requires that the program of instruction maintains a reasonable level of efficiency.

While important measures for growth, the College's should not direct its entire focus on the level of performance achievement vis-à-vis the established five-year intervals for WSCH (2015 to 2030). Rather, the emphasis should be place ensuring that the appropriate types of space are available whenever the WSCH milestones are met – that may be sooner or later than the established benchmarks.

Direct Space Needs to Support the Program of Instruction

Direct space needs to support the academic program of instruction are classified as lecture (classroom) and laboratory space. The following table provides a perspective for the direct academic space required for each instructional division with benchmarks at 5-year intervals. Space requirements for this analysis are defined by the state's Title V standards.

Porterville College Projections for Direct Academics Space Via Title V Standards

	Actual				Projected											
	2015				2020				2025				2030			
DIVISION	Net Sec	Lec ASF	Lab ASF	Total ASF	Net Sec	Lec WSCH	Lab WSCH	FTES	Net Sec	Lec WSCH	Lab WSCH	FTES	Net Sec	Lec WSCH	Lab WSCH	FTES
Career & Technical Ed	74	3,060	5,551	8,611	77	3,136	6,913	10,049	80	3,347	6,559	9,906	84	3,831	5,530	9,361
Fine & Applied Arts	49	1,482	2,097	3,579	43	1,567	2,156	3,723	45	1,841	2,457	4,298	47	1,990	2,649	4,639
Health Careers	22	545	2,844	3,389	19	361	2,738	3,099	20	367	2,991	3,358	23	455	3,667	4,122
Language Arts	84	4,583	937	5,520	88	4,426	1,270	5,696	90	4,678	1,333	6,011	93	5,019	910	5,929
Natural Science & Math	48	3,881	5,567	9,448	51	3,704	6,662	10,366	53	3,921	6,936	10,857	56	3,030	11,143	14,173
Physical Ed & Athletics	44	1,735	0	1,735	46	1,952	0	1,952	46	2,028	0	2,028	48	2,388	0	2,388
Social Science	80	3,488	0	3,488	81	4,026	0	4,026	82	4,142	0	4,142	84	4,438	207	4,645
TOTAL	**401**	**18,774**	**16,998**	**35,770**	**405**	**19,172**	**19,738**	**38,911**	**416**	**20,324**	**20,276**	**40,600**	**435**	**21,152**	**24,107**	**45,257**

Source: MAAS Companies projections

Note: Laboratory space for Physical Education/Athletics has not been included in this analysis. It is calculated via different Title V criteria. Via Title V standards and the teaching modalities for lecture and laboratory hours, the College shows a current (2015) qualification for 18,774 ASF of lecture space and 16,998 ASF of laboratory space. Based on the growth projections as applied to the future program of instruction, the qualification for space (via Title V standards) in year 2030 will be 21,152 ASF for lecture space and 24,107 for laboratory space, a total of 45,257 ASF overall for academic space.

Total Campus Space Needs to Support the Program of Instruction

Beyond the academic program of instruction are the space needs for the entirety of the Porterville College campus. These include not only the academic spaces but also three other key, state-monitored spaces (office, library and instructional media) ad fourteen non-state monitored spaces. The following table depicts total space needs for the College through the year 2030 based on the state guidelines.

Total Space Needs for Porterville College Via Title V Standards

Key Space Categories Monitored by the State					
Category	Description	Current Space	2030 Space Title V Allow	Delta	Qualification for Space 2030
100	Classroom	21,890	21,151	(739)	0
210-230	Laboratory	25,184	24,106	(1,078)	0
235-255	Non Class Laboratory	-	459	459	459
300	Office/Conference	20,530	17,151	(3,379)	0
400	Library	18,741	19,530	789	789
530-535	(AV/TV)	2,591	4,885	2,294	2,294
	sub total	88,936	87,281	(1,655)	3,542

Non-State Monitored Space Categories					
Category	Description	Current Space	2030 Space Title V Allow	Delta	Qualification for Space 2030
0	Inactive	474	0	(474)	0
510-515	Armory/Armory Service	-	0	0	0
520-525	Phys Ed (Indoor)	30,754	35,000	4,246	4,246
540-555	Clinic/Demonstration	8,734	1,933	(6,801)	0
580	Greenhouse	-	0	0	0
590	Other	-	0	0	0
610-625	Assembly/Exhibition	7,218	4,832	(2,386)	0
630-635	Food Service	5,934	2,899	(3,035)	0
650-655	Lounge/Lounge Service	627	1,171	544	544
660-665	Merchandizing	2,044	4,737	2,693	2,693
670-690	Meeting /Recreation	4,329	1,609	(2,720)	0
710-715	Data Processing/Comp	1,972	850	(1,122)	0
720-770	Physical Plant	17,934	7,076	(10,858)	0
800	Health Services	2,044	1,200	(844)	0
	sub total	82,064	61,307	(20,757)	7,483
	TOTAL	171,000	148,588	(22,412)	11,025

Source: Kern Community College District Report 17; Title V standards; analysis MAAS Companies

For the key areas monitored by the state (i.e. categories used by the state to determine funding support for facilities), the College shows that its current inventory for lecture and laboratory space will be sufficient through the year 2030 to support an enrollment of 4,832 and WSCH generation of 56,276. Office space, with a delta of space qualification to current inventory of -3,379 ASF, also shows that the existing space allocation will be adequate through year 2030. Library space shows a need for almost 800 ASF to support the enrollment of 2030. As projected, there will also be a need for an additional 2,294 ASF of additional AV/TV space (activities associated with learning resource functions) by the year 2030. Including the allowance for Non-Class Laboratory space (support space for laboratory), the College will show a net need of 3,542 ASF in the key, state monitored space categories by year 2030. A comparison of the current space inventory for these key categories and projections for 2030 is depicted in the following graphic.

Porterville College: Analysis of Key Space Categories Monitored by the State 2015 – 2030
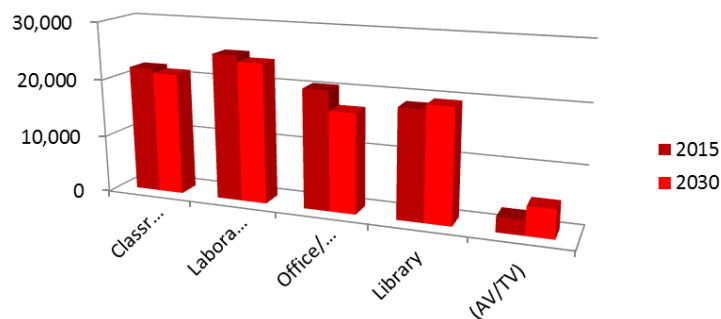
Source: State Title V Standards for Monitored Space; analysis MAAS Companies

For the non-state monitored space categories, Physical Education (+4,246 ASF), Lounge / Lounge Service (+544 ASF) and Merchandizing (+2,693 ASF) show needs for space out to the year 2030. Overall, needs for non-state monitored space translates to +7,483 ASF.

Space Determination and Linkages to Facilities Planning

As an outcome of the space needs determination, the subsequent goal for facilities planning at Porterville College should acknowledge the following:

State Standards and Growth Projections

By state standards and based on the annual growth projection rates of 1.20% for enrollment and 1.38% for WSCH, it does not appear that the College will have unmet needs for academic space over the next fifteen years. A distinction should be made, however, between space that College qualifies for via state standards and the adequacy of space that currently exists.

Replacement and Repurposing

With the incremental growth rates that are forecasted for Porterville College, replacing outdated facilities and repurposing space that can be rehabilitated should surface as the priority for the future. Priority should be given to Allied Health, Career and Technical Education and Fine Arts on the academic side and to Student Services on the support side.

Reconfiguring of Space

Much of the space on campus dates back to the inception of the College. A significant amount of the lecture space features rooms that are under 700 ASF in size. In comparison, lecture rooms built today are in the range of 800 to 900 ASF allowing for more students to be accommodated per class section.

Growth Programs

Growing programs such as Allied Health represents a long-term opportunity for the College. This program is in need of permanent home and current, up-to-date facilities for teaching and learning.

Core Programs

The Natural Science and Mathematics division falls into the category of growth programs in the future. This program is currently the strongest on the campus for WSCH generation. It will continue to be the College's strongest performer in the future. The College will need to find a way to support the demands for space associated with this division. Language Arts, led by English, will be yet another core program that the College will need to accommodate relative to space in the future.

Attention to Support Services Space

Along with spaces that directly serve the academic mission, space dedicated to administration and student services is in need of reconfiguration to better provide support to students.

Campus Zoning / Consolidation

Consideration should be given to consolidating decentralized space into more compact and centralized facilities that can serve the needs of each of each division.

Infrastructure Replacement

With a campus that had its beginnings in 1960's, the replacement and upgrading of existing infrastructure should receive strong consideration in the facility plan of the future.

Section IX: Observations & Recommendations

Overview

For the future, the College should set its sights on looking forward, not backwards. While the projected annual rate of growth over the next 15 years is realistic, it is incremental, based on the quantifiable data examined. With a concerted, planned program for growth, the College could exceed the numbers for growth that are projected. Exceeding (the numbers) is where the focus of College should be.

In addition to the observations drawn from the External Environmental Scan, the following observations and recommendations are offered for consideration.

Striving for Efficiency

Since the last Educational Master Plan, enrollment, the generation of WSCH and efficiency of the program of instruction has regressed. The College will need to first address the issue of curricular efficiency. This includes close monitoring of the number of class sections offered and amount of WSCH generated for each class section. Expansion of the curriculum should occur only after the efficiency values of disciplines or programs are improved.

More WSCH, More Space

The need for space increases with the addition of each, new WSCH generated. The greater the production of WSCH, the greater the need for new space. This is addressed through increased enrollment and healthy course loads taken by students.

Attention to the Impacts of the Delivery Modality

The delivery of the program of instruction has changed significantly since the last EMP and should be revisited. Lecture hours as a delivery modality has increased by 11% and laboratory hours have decreased by 11%. The Title V standard favors laboratory space by a margin of at least 3 to 1 (in some cases, it is 5 to 1 or greater depending on the discipline or program) over lecture space. The 11% shift in lecture and laboratory space and the addition of lecture space has had a significant impact on the allowances for academic space.

Reflective of the delivery of the program of instruction, the College added over 3,000 ASF of lecture space to its inventory since the last EMP was completed.

The College qualified for more laboratory space in the 2010 than it did in 2015.

Keeping the Core Strong

The College should bolster its core programs that support general education / transfer education. The division of Natural Sciences and Mathematics presently accounts for 11.97% of the curriculum but generates 22.42%

(almost one-quarter) of the WSCH produced at the College. The division of Language Arts offers a more homogeneous ratio of curriculum percentage (20.55%) to WSCH percentage (22.24%). The Social Science division, while still prominent as a core program, has slipped over the past five years, maintaining its position as a percentage of the curriculum (19.31%) but declining in the percentage of WSCH generated (15.82%). The core programs have carried the College over its past; these programs will be the foundation for the College's future.

Basic Skills Support

The College will need to be prepared to offer an expanded program in Basic Skills education to support the population base within the ESA, particularly students who may be recruited to the College as first-time, postsecondary learners. The College can expect to see growth in the Basic Skill education courses.

CTE Relevance

Career and Technical Education should be reviewed for content and relevance. Based on the current programs and disciplines within the division, it is evident that there will be some programs that are assessed, revamped, or released. There will be opportunity for new programs to emerge that have more enhanced pathways to employment.

Keeping the College Funding Worthy

The District has done a very good job of adjusting the forecast data for the growth of WSCH to put the College in a funding worthy position with the state. The numbers in the Five-Year Capital Construction Plan show greater growth for WSCH into the future than the College will most likely be able to achieve. As an additional measure of keeping funding worthy, the College should consider a validation of its current space inventory with attention to the classification of space. Allowable changes in the classification of existing space could change the qualification for space, particularly in the academic areas.

Growth from Within

Because of the geographic location of the College, capturing "free flow" student enrollments (i.e. students coming from other community college districts or from further removed geographic areas) is not realistic. The College may have a particular CTE program that draws students from outside the ESA but this will be program specific, not a long-term trend. New enrollments for the College will have to come from the existing population base within the ESA. The strategy for enrollment growth, therefore, should be focused on how the College can draw more students from the population base that it presently serves.

Capitalizing on What Exists

The population base of the ESA offers good possibilities for attracting, new first-generation postsecondary learners – students who are less academically prepared and who might not consider a college education without some coaching.

Key Demographic Considerations

Demographic attributes, foreign born, language spoken at home, and education for Porterville, Tulare County, and California are provided in the table below. The percentage of residents age 25 or older who are high school graduates is much lower for Porterville and Tulare County than the state average. The same is true for residents who have a Bachelor's degree. The numbers of foreign born persons and those that speak a language other than English at home appears relatively consistent. This data would suggest that there is a large audience to which the college might appeal in providing educational services.

Foreign Born, Language & Education 2011-2015

	Porterville	Tulare County	California
Foreign born persons	21.10%	22.77%	27%
Language other than English spoken at home, percentage 5 yrs.+	54.80%	49.24%	43.90%
High school graduates, percent of persons age 25+	66.90%	68.06%	81.80%
Bachelor's degree or higher, percent of persons age 25+	11.00%	13.32%	31.40%

Source: U.S. Census Bureau, State & County Quick Facts

Selective Recruiting of Students

As part of its strategy for growth, the College might consider targeting student athletes. Student athletes are required to take a minimum of a 12-credit load to participate in their chosen athletic endeavor. Foreign students offer a similar possibility for growth. Targeting first-generation, postsecondary students through state approved programs and local partnerships (e.g. Dual Enrollment Program) offer yet other possibilities to explore in the area of selective recruiting of students.

"Qualification" and "Adequacy"

Because space needs are interpreted via the Title V state guidelines, there is a tendency to use these guidelines as the bottom-line, absolute value for the need for space. The adequacy of the space that supports the College, however, is an equally important component of the need for space. As examples, most of the lecture rooms on campus are smaller in size (under 700 ASF), class offerings are presently scheduled throughout the campus wherever space can be found for a given hour of class time, some buildings spaces are not configured for the type of program being served and some spaces should be consolidated to provide better program support. While the cumulative space may reflect an adequate amount of capacity, the usefulness of the space may fall short of the need for the College. Accommodating growth for the future will involve adequacy as much as it will involve qualification. It may come in the way of replacement, repurposing or reconfiguring. The end focus, however, should be that space needs are adequate to support the delivery of the program of instruction.

Conclusion

There will be no one course of action to take in meeting the projected growth for enrollments, WSCH, the future program of instruction and the corresponding needs for space. The approach will be a multifaceted effort with many smaller components contributing to a plan of action that leads to a successful outcome. In today's world, the "build it and they will come" mentality is no longer sufficient. It will take a great deal of work by many to redirect the College from its current condition to a place of growth and expansion.

PORTERVILLE COLLEGE
COMMENCEMENT

2017

The value of a college education

is not the learning of many facts

but the training of the mind to think."

~ Albert Einstein